

The
South Indian Teacher.

vol-23

no-4

April-May-1950



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Vol. XXIII

Regd. No. M. 2347

No. 4

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The South Indian Teacher

THE OFFICIAL JOURNAL OF THE S. I. T. U.

APRIL—MAY 1950

उद्धरेदात्मनात्मानम्.—The Gita.

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President,

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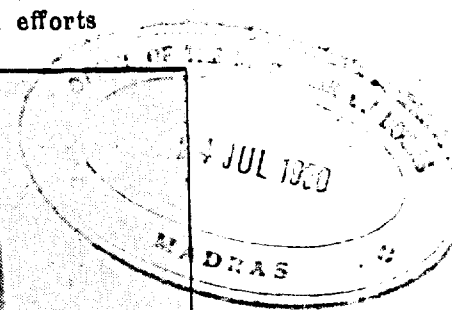
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DEVAKOTTAI

Presidential Address

BY

Dr. RM. ALAGAPPA CHETTIAR

FRIENDS,

I am deeply sensible of the honour you have done me by asking me to preside over the 40th Madras State Educational Conference. When the invitation to preside over your activities in this session was extended to me by your organisers, I asked myself how I was deemed fit and proper for this distinction. It was certainly not ripeness of age, nor maturity of wisdom, nor years grown grey in the noble profession in which you are all engaged. The only warrant to address you, I believe, is that I have, during recent years, been in one manner or the other associated with educational institutions. I extend to you all my cordial invitation to visit the College at Karaikudi before your deliberations are over. I shall not attempt the impossible, namely, delivering a message to a learned body of teachers, but shall confine myself to a passing survey, from the point of view of an ordinary citizen devoted to education, of the problems educational confronting our country in this most important hour of its history. Some of these problems are complicated and require sympathetic consideration, while all of them are vital to the development of the citizens of the future, in Free India in general and in the State of Madras in particular.

Before I proceed, I have a duty to discharge, and that is to express our great sorrow on the demise of Prof. M. S. Sabhesan that noble soul who toiled and laboured without respite in this important field of education. His work for the cause of education, characterised throughout by zeal and sincerity, will ever be remembered by the South India Teachers' Union and the public at large. When I say that Mr. Sabhesan was a great teacher and a worker who worked with missionary zeal for the cause of the teaching profession, I am but indicating the depth of feeling that prevails in the hearts of all who knew him and his work. I may be permitted to add my own personal tribute and thanksgiving to Prof. Sabhesan, because only those associated with my college at

Karaikudi can realise the passion with which he helped the founding of the college and the trips that he made to Karaikudi unmindful of his continued failing health. I hope and trust that we shall be able to found a suitable memorial for him and I assure you of my hearty support.

Time was when education was a mere instrument for a career. Our country which has a history and tradition dating back to thousands of years, unfortunately has lost, during the last few hundred years and more, the atmosphere in which real culture, learning and progress could develop. A series of foreign invasions and our settling down under the aegis of foreigners have taken away the opportunities of adventure for the mind, while seemingly assuring a stable society. We managed to carry on with the crutches of old customs and habits, and this possibly resulted in low standards. Today, there is a dynamic urge for change: change not in the thin veneer of the surface, but a change affecting every cross-section of the community and every sector of human life. The panorama of power passing into the hands of the people has started. With the advent of adult suffrage and popular will deciding questions of vital interest to the nation, education has begun to assume new potentialities, mainly of developing the stature of the average citizen and enabling him to contribute his utmost to the governance of the country. If democracy is to succeed in our country, it must be through right education. Education must give the people intellectual courage, moral strength and civic consciousness to bear the responsibilities of this new freedom and power.

There is a noticeable deterioration in standards—standards of behaviour, of achievement, of production. The charitably-minded explain these as the effects of the first flush of freedom, freedom won not by bloodshed, but by toil and tears, by the personal suffering of the few for the deliverance and happiness of the many. Gandhiji with a band of noble workers fought but not for themselves alone. One unfortunate consequence has been that the means adopted during the period of the national struggle, like contempt for authority, non-co-operation with the powers that be, and individualistic action regardless of laws and regulations, have taken root and we seem to be unable to shake off these habits though the need and occasion for them are now past. In industry, in commerce, in administration, in social service and in education, we notice a certain amount of indifference which is dangerously suicidal to the nation's progress. We seem to have lost our passionate love for quality and the art of living for which our country has been famous, but we seem to be now well at ease with the next best in every walk of life. That yearning for endless improvement and striving towards perfection in all walks of life, and more specially in matters of the mind, seems to have taken leave of us. In our schools and colleges, as in public life, a feeling of complacency has set in, which makes people satisfied with a 35% efficiency. We have heard that toleration is a great

human quality, and a necessary quality, for the development of human personality. But we are now passing through years when the demand for moderation, not in conduct or living, but in marking of examination papers seems to be a highly prized objective. The psychology of the 35% which our students seem to be under, seems to be evidence of the standards in all branches of public activity. Something should be done, and that quickly, to gear society to greater efforts for a higher standard. The problem has to be faced at all levels, and the entire resources of the nation should be mobilised to achieve this noble end. In this great programme, education occupies the first and most prominent part—total education, i.e., an education which will educate the people at all levels, the child, the boy, the girl, the adolescent and the adult. The function of education is not merely to provide man with a living, that is, to enlarge his capacities to live and consume, but to liberate his capacities to live and create a new social order. Education has to be considered as a well-planned life-long process, as a business of the whole nation using the whole of its resources with an integrated responsibility both at the Centre and in the States. Its aim must be the education of every child of the land to its fullest capacity and to help the development, out of its citizens, whole personalities integrated alike in themselves and with the environment in which they live. 322

Such a scheme requires bold planning, a planning which will comprehend education as a continuous process. We have had plans galore during the last quarter of a century. In recent years, we had the Sargent Plan, the Post-War Reconstruction Schemes of the different States, not to speak of plans and schemes by unofficial bodies for educational reconstruction. The Government of India have appointed Committees to advise on technical education and basic education. The Radhakrishnan University Commission Report is now under consideration. We hear of a Secondary Education Commission to be appointed. Planning no doubt is absolutely essential. It is not a trite saying that in education we are dealing with human material and any false step would not merely affect the individual but would seriously handicap and thwart the nation's development. But in our country we seem to stop with planning. We do not take courage to implement the plans. What we need today is a programme of action, a programme which would, with relentless vigour, execute the approved plan.

One of the major causes for failure to adopt a programme of action is the very vastness of the problem. In a country with countless millions of population and with the bulk of them illiterate the problem is really staggering. It has been estimated that for our own State of Madras we would need 100,000 more teachers if we are to teach all children of school-going age, that is, from 6 to 14. It is not merely a problem of teachers: it brings in its train other problems, such as school-buildings, furniture, equipment, books, food, medical care etc. All these involve

expenditure of an amount which is beyond our consideration. The total revenue of our State is about Rs. 50 crores, and it is estimated that the cost of primary education for all children of the ages 6—14 would be very nearly equal to this. It is this stupendous figure and the consequent fear that paralyses action. However, it must be observed that popular Governments in power cannot and should not put forward the same excuse, as of old, of lack of funds even for such problems of the highest priority, as education. Much as one realises the tightness of Governments in matters of finance, we cannot absolve them altogether on that score, because every Government has its own sacred duty to discharge to society in what it considers to be its paramount objectives. If Governments shape their policies in a manner that handicaps them seriously in the matter of revenue, then they alone are to blame, if finance is not available for solving serious problems. If Government can somehow arrange its affairs and discharge its obligations to society, then we can appreciate their policy. But if they are only going to present to us a problem picture, giving us the reasons as to why solution is not possible, we are entitled to cross swords with them for our not having been consulted all along the way in the matter of their policies. It is no good throwing problems in our face, after complicating the problems partly by their own action.

I am not competent enough to enter into the rather difficult problem of basic education. "Basic education is generally interpreted as education through craft. This is true to a certain extent, but not wholly true", says Gandhiji. The craft in Basic Education is to be taught not mechanically but scientifically. The emphasis is not so much on craft perfection as child perfection. If it is remembered that the craft is a means to a greater end, then the objection will lose force. The child will acquire skill in the scientific pursuit of the craft, and that skill could be turned to give it the joy of achievement. Mahatmaji has categorically observed that real education is, and should be, self-supporting. Whatever might be the objection raised against one aspect or the other, it cannot be gainsaid that the scheme put forward by Gandhiji offers a much greater solution to this seemingly insoluble problem than others. Gandhiji says "The 7 lakhs of villages which today display our poverty will themselves become prosperous. Their prosperity will come not from without, but from within, from the true industry of every villager. May this dream be a true vision". This scheme was put into practice and tested for years. His faith in it grew stronger and he wanted basic education to cover the whole field of action. I shall not tread on details but leave them to experts to be worked out. This much is certain: it should be the policy of Government both at the Centre and in the State, to make education of all children upto the age of 14 compulsory and free wherever necessary. Whether you call this stage in education, basic education or primary education, it is fundamental to the prosperity of the nation.

Governments in general have a feeling that the moment a subject is assigned to a particular authority the solution of that subject can be assumed. Take for instance, University Education. It is assigned to the list of State subjects. But, what is it we find? The universities, barring the few centrally administered universities, do not get sufficient grants from State Governments for enlarging and extending their activities. Primary Education, for example, is delegated to local bodies and local authorities. These authorities are saddled with the responsibility without the necessary resources. Rather, sufficient restrictions are placed on the local authorities in raising necessary revenue to finance their various schemes. Private philanthropy can contribute in a measure to the solution of the problem in the matter of higher education and secondary education. But, here again contributions from Government are so hesitant and halting that no one can have a proper programme of action. Hence it is of the utmost importance that Governments should allot the necessary funds if those paper schemes are to be worked out and the benefit of the schemes is to reach the masses of the Indian people.

Like all problems of the present day, education has its own quota of danger zones. In the matter of controversy of languages, subjects and syllabuses, there is every evidence as to how haste may spoil the success of a really good scheme. Impatience at slow progress of a reform is good enough. But considerable care and caution is necessary in implementing a scheme, for a false step taken may cause grave injury to thousands of children. Whatever be the content of the course, we agree with the observation of the University Commission :

"General education at the secondary stage should include an acquaintance with one's physical environment and introduction to the basic ideas of science, physical and biological, the precise and effective use of language as a means of communication, an appreciation of the higher values of life as enshrined in literature, and an understanding of the processes involved in working and living together."

The medium of instruction is a subject which in recent months has been tackled by the highest as well as the lowest, with motives ranging from ideological grounds down to pettiness and uninformed prejudice. No useful purpose will be served by my observations on that subject. I shall only state that the paramount need of the country and the future of the present generation of children, boys and girls, enjoins on the authorities a most sacred responsibility. To that end, all decisions must be more on the conservative rather than on the revolutionary side in the field of education. Our Prime Minister has observed more than once that language is not a thing that can be super-imposed from above but is one which must be allowed to grow from beneath and take its roots. It is only then that growth will have stability and potentialities for further development. A few weeks ago, the Vice-Chancellors of

the Universities in South India are reported to have decided to continue English as medium of instruction for some years to come till the regional language or the federal language can be developed to serve the needs of higher education. Those who talk of swift changes should realise that India is one and indivisible, and the students turned out of our educational institutions are fit citizens to serve India as a unit, and not as a particular State or, much less, as a district in a State.

In the field of secondary education there are at present about 750 secondary schools, maintained by private agencies, as against 350 by Government and local bodies. In respect of University Education these numbers are :—

Private managed—82. State managed—30 including professional colleges.

This is an indication of how the public are eager to co-operate with Government in the matter of providing facilities for higher education. While the policy of the Government in encouraging private effort is not sufficiently bold and realistic, the rules of the grant-in-aid, the meagre provision for building grants, and stringent regulations in the matter of working out the grants, seem to damp the enthusiasm of private agencies. It will go a great way in ensuring good salary scales, good conditions of service if Government should undertake to bear the whole of the recurring net cost as well as 50% of the non-recurring capital expenditure. Such a scheme would enable managements to divert their attention to various other amenities necessary for the proper atmosphere of education and the happiness and well-being of the students. One finds that in the matter of calculating grants the enthusiasm which authorities display in disallowing genuine items of expenditure is equalled only by the zeal of the Income-tax Department in the manner of their proverbial "disallowance and adding back".

One of the many distressing features of present-day education is the growing evidence of indiscipline, and lack of reverence on the part of students. Nothing is more dangerous to education and to life than indiscipline. The period of turmoil, confusion and conflict, of the spirit of iconoclasm in short, and the challenge of established traditions, has brought in its wake dangerous consequences. In the hands of our great political leaders, the instruments they wielded like satyagraha, non-co-operation, disobedience were all great and good. By the very use of these instruments they lived a fuller life for themselves and for the benefit of the community at large. Unfortunately, the knife in the hand of the surgeon has now been snatched by the assassin and we know with what consequential results. Political parties do not hesitate to make use of the impressionable and emotional youths for their own ends, and thereby,

these elements try to disintegrate society. It would be apparent that indiscipline is a form of inconvenient expression of a dissatisfaction or of a lack of harmony. It is very necessary that we should so provide the conditions at school and at college and in society that they will help to develop integrated personalities in tune with themselves and their surroundings. Of the many factors that go to promote that harmony, is the feeling of satisfaction that the joy of work produces. Are we, in our schools and colleges providing the opportunity for the pupils to experience the joy of work and achievement? The cribs and 'made easies' that disfigure our educational institutions today are so many that our students are left with their unbounded energies to be manifested in ways not in accordance with our sense of order. When indiscipline is the result, who is to blame? Examinations by themselves have necessarily to stay until other substitutes are approved by society. But the one thing that can really be avoided is the unhealthy and the overbearing importance that is attached to success in examinations. The teachers' concern to secure a high percentage of passes and to secure so many first classes and so many places within the first ten to their college or school, is something not to be jubilant about. We have now reached the stage where some of the teachers feel a personal sense of sorrow if the necessary quota of first-classes is not secured by their institution. This leads to dangerous extremes and to serious consequences. We fail to take note of the personality of the individual who takes the examination. We seem to be obsessed with the work and examination results. It is hence necessary for us to shift the emphasis rightly on to the development of the personality and give examination its proper place. If we do so, then the pupils will find themselves fully occupied and there will be little time or energy or inclination for acts of indiscipline.

We have now become sad spectators of strikes and such other acts of indiscipline. It has been said that mutiny in the defence forces of a country is one of the gravest indications of the disintegration of the State. Even so, it would be too true if boys and girls whose aim and objective in institutions is the proper development of their personality and mind, are to indulge in acts of irreverence to teachers under whom they read and the institutions in which they study. Strike and such-like conduct are not so simple as they seem; "All is not well that ends well" is never more true than in the case of strikes in educational institutions. I pray and trust that students will awaken to a sense of their destiny and that of their country in this great hour after the dawn of Independence and so conduct themselves that they will radiate influences for good order, progress and enlightenment.

The success of any educational scheme depends upon the teachers who work the scheme. We need today good teachers devoted to their work, inspiring in their example and having an abiding faith in their

vocation and destiny. The history of our country is rich in its traditions of good and great teachers. They have made us great. They were respected and held in highest reverence. Their needs, simple though they were, were adequately provided for. It is in this provision of a proper atmosphere—an atmosphere of freedom and leisure to think and meditate that our teachers lived.

But today we have a different tale. Neither do they command the esteem which they are entitled to, nor are they paid adequately. Teaching has been called the noblest of professions. Having said that, it is not sufficient to leave them there and ask them to face life with all its severities. It is the duty of society, first to remove the obstacles to normal decent life by payment of proper emoluments and later, provide the necessary atmosphere for imparting knowledge to, and developing the character of their students by giving to the teacher the social status that he is entitled to. It was Karl Marx who said in his Communist Manifesto that the theory of wage-labour seems to proceed on the basis that the greater the repulsiveness of the work the lower the wages. In the case of the teacher, we seem to adopt the same principle though in a particular way. The professor in the college gets a certain salary; the lecturer, a little less; a teacher in a high school, a little lower; the teacher in the secondary school, much lower; and, continuing the logic, the teacher in the elementary school, is asked to be satisfied with a quantum nearest to zero. The brick-layer, the carpenter, the post-man, the office-peon all get incomes much higher than what teachers in elementary schools are getting with all the dearness allowance. The salaries of teachers in our secondary schools is a disgrace to our country. The salaries offered to professors, and lecturers in our colleges and universities leave much to be improved. It is unnatural to expect any one to give out his best if he is to be left to tackle the problem of life itself, i.e., the problem of bare living. This talk of the noblest profession will not solve the issue. Missionary zeal and faith in his destiny cannot be in evidence when the teacher has not the leisure and the atmosphere to deal with problems of the mind and the heart. The number of teachers trained each year is hardly sufficient to fill the vacancies caused by retirement and death. The quality of teaching too has suffered. All this can be straightened out only when the proper remedy is applied, i.e., by paying them well, giving them the respect that is due and then looking up to them to educate the young both by their learning and by their example. Until the scales of salaries are liberalised Teaching will fail to attract the right type of man and woman. Standards of work will deteriorate and considerable waste will happen, and society will consequently be faced with grave peril. While on this subject I should like to add a word of commendation for the fairness with which the teachers and the Teachers' Organisation in this Province have conducted themselves, in spite of provocative circumstances. While in other parts of India teachers had to adopt such methods

as strike, hunger march and wearing hunger badges, teachers of South India, thanks to the tactful manner in which the Union, under the able leadership of late Prof. Sabhesan, secured public support to their cause, have been able to obtain some improvement. But more has to be done and it is hoped that your organisation will succeed in its efforts to better the conditions of service.

While the economic factor must be having a profound influence on the status of the teacher, one cannot ignore that in our country old values still persist and our people continue to respect and esteem those who truly serve them. The good teacher is still respected whatever be his financial status. If our people are convinced that the teacher is doing a real good to our boys and girls, if they could feel that the teacher is helping the children to become better boys and girls, then they will not fail to respect the teacher. There is today very little understanding of the nature of the teacher's work. The public still think of the school as of their own days. They have no idea of the widening functions of the school or of the exacting nature of the teacher's job. Teachers have therefore to do a bit of publicity in order to secure a legitimate appreciation of their work.

So long under a foreign rule, the teachers had their directions from a central office as to what they should do. Teachers pursued a subordinate role, educational policies having been laid down by the civil service. But today in Free India, educational leadership seems to have passed from the civil servant to the legislature. But leadership in education belongs rightly to the teachers. It is their business to advise the authorities on all matters connected with education. It is a matter of gratification to know that the South India Teachers' Union has acquired the reputation of being able to offer right guidance on matters educational. I am happy to learn that your Union has a department of educational experiment and investigation and that you propose to utilise the Sabhesan Thanksgiving Fund for furthering such studies and investigations. It is by such constructive work that the association can get back to its members that status which rightly belongs to them.

The main object of teaching is not to explain the meanings but to knock at the door of the mind. This is a gentle, delicate and sacred process. Those who knock must possess the requisite temper, and the proper experience and be always mindful of the means they employ in this noble process. "The tastiest dainty may not be relished when thrown at one's head. To employ an epic to teach language is like using a sword to shave with—sad for the sword, bad for the chin. A poem should be taught from the emotional standpoint; inveigling it into service as grammar-cum-dictionary is not calculated to propitiate the divine Saraswati." There can be no substitute to quality or standard. It must be the objective of society not to bargain anything but the best; and

the best cannot be ordered to grow by an order of Government. Discipline of mind and body, reverence to the teacher and learning are conditions precedent to progress and development in the field of education. The demands of life on earth can only be reduced in extent and degree, but they can never be done away with to the vanishing point. And even teachers, however noble their profession, must be enabled to live under conditions of satisfaction to the body and of peace to the mind. "Make haste slowly" is an aphorism too true in the field of education. I trust that with clear objectives we shall not stray from the path nor spoil the journey by needless excitement or unhealthy impatience. May Providence guide you aright in your deliberations and may you be the instruments of the forging of a new society and a new order of things, in our Free India. That is my earnest prayer.

I thank you all, and more particularly the organisers of this Conference, for having invited me to preside over this session.

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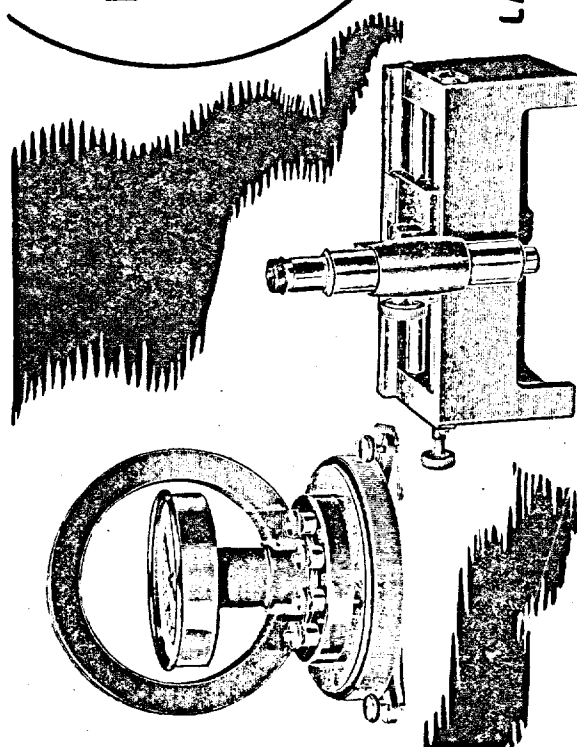
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THE SOUTH INDIAN TEACHER

Vol. XXIII

APRIL 1950

No. 4

THE SOUTH INDIA TEACHERS' UNION

ANNUAL REPORT

The Executive Board of the South India Teachers' Union has great pleasure in presenting the 41st Annual Report of the work of the Union for the period 1st April 1949 to 31st March 1950.

STRENGTH : DISTRICT GUILDS :

There were 21 District Guilds affiliated to the Union at the beginning of the year. Of these, the District Guilds of Cuddapah and Bellary were in arrears of affiliation fee. At the Executive Board meeting held on 2nd July 1949, it was decided to disaffiliate Cuddapah District Guild. So there are 20 District Guilds affiliated to the Union at the end of the year. Bellary District Guild is still in arrears of affiliation fee for more than three years and its disaffiliation will have to be considered.

TEACHERS' ASSOCIATIONS :

Last year there were 21 Teachers' Associations directly affiliated to the Union. Consequent on the revival of the Chingleput District Teachers' Guild, three associations have joined that Guild. Seven associations in Guntur District are in arrears of affiliation fee for three years and the question of disaffiliating them will also have to be considered.

OFFICE-BEARERS :

At the Annual General Body meeting held on 12th May 1949, in the

Municipal High School, Kurnool, the following office-bearers were elected :—

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

Vice-Presidents :

(1) Sri K. N. Pasupathi, B.A., L.T.

(2) Sri G. Narayana Rao, M.A., L.T.

Secretary : Sri V. Arunajatai,
M.A., M.ED.

Joint Secretary : Sri. G. Krishnamurthi.

Treasurer : Sri S. Swaminathan,
B.A., L.T.

VIGILANCE COMMITTEE :

The following members constituted the Vigilance Committee :—

1. Sri P. V. Raja Sarma, Municipal High School, Nandyal, Kurnool District (Convener).
2. Sri E. N. Subramaniam, Theosophical College, Madanapalle, Chittoor District.
3. Sri V. S. Venkatanarayana, St. Peter's High School, Nellore.
4. Sri T. P. Srinivasavaradan, Hindu High School, Triplicane, Madras.
5. Sri Samuel Muthiah, Caldwell High School, Tuticorin, Tinnevely District.

The Working Committee elected Sri C. Ranganatha Aiyengar as Journal Secretary and Sri G. Srinivasachary as Additional Journal Secretary.

OUR GREAT LOSS :

For the first time in the recent history of the S.I.T.U. the presence of Sri Sabhesan was missed at an Annual Conference. In the last annual report it was stated that Sabhesan's health had become poor and was causing anxiety. We all hoped and prayed that he would soon be restored to normal health so that he could be available to the Union for helpful guidance. But fate willed it otherwise, and Sabhesan passed away on the 28th August 1949.

In his passing away the Union has lost a valuable guide, a staunch and unflinching worker, an able advocate of the teachers' cause and a great exponent of the ideals of the teaching profession. The 'Father of the Union' is no more with us in flesh, but his spirit will continue to inspire us to greater efforts and solidarity and success.

The Thanksgiving Fund that was started in July 1949 today stands at nearly Rs. 2,200. The Executive Board at its meeting held on 4th February 1950 resolved to utilise the sum for the purpose for which the fund was originally started, and to arrange for the unveiling of his portrait at the time of the annual conference. These resolutions are now being carried out, though in a very humble measure. Anything that we do will be but a poor token of our gratitude to him for all that he has done for the Union, but he will live for ever with us in the institution that he has raised on such sound and solid foundations.

THE EXECUTIVE BOARD :

The Executive Board met four times during the year (10th May 1949, 2nd July 1949, 19th November 1949 and 4th February 1950) and transacted business relating to the following :—

1. Salary and allowances of teachers.
2. Security of tenure of teachers.
3. Changes in the reorganised scheme of secondary education.
4. Investigation into Children's reading habit and juvenile literature and publication of a report on the same.

5. The 19th South Indian Education Week.

6. Arrangements for the 40th Provincial Educational Conference.

7. Deputations to meet the authorities and submit memoranda.

8. Constitution of Ad Hoc Committees for the study of problems connected with university, secondary and technical and elementary education and organisation, administration and inspection in schools.

9. Study Circle for the purpose of framing Model Question papers and standardising them.

10. Children's Library Club.

11. Sabhesan Thanksgiving Fund.

12. Consideration of G.O.'s on

(i) Teaching of languages by secondary grade teachers,

(ii) Restriction of the representative capacity of the S.I.T.U.

(iii) Communal representation rule in Board Elementary Schools.

THE WORKING COMMITTEE :

The Working Committee met thrice during the year (2nd July 1949, 4th February 1950 and 26th March 1950). Items of business transacted were :—

1. Election of Journal Secretary and Additional Journal Secretary.
2. Budget for 1949-50.
3. Endowments to schools.
4. Presidentship of the Provincial Educational Conference.
5. Programme and resolutions.

The Madras members of the Working Committee met on 17-1-1950 and scrutinised the voting papers for the election of President to the Provincial Educational Conference.

Some of the items of the business were transacted by circulation.

THE 39TH MADRAS PROVINCIAL EDUCATIONAL CONFERENCE :

The Conference was held at Kurnool from 10th to 12th May 1949, under the distinguished Presidency of Rev. Fr. Jerome D'Souza, S.J., Principal, Loyola

College, Madras. 250 delegates attended the conference. The topic, 'School Activities' was discussed at the Conference under the heads, The School Republic, Squad System, School Excursions and Camps, Creative Activities, Social Service, Celebration of National Festivals and Review of School activities.

Resolutions on salaries and allowances and security of tenure and on the need for reorganising the courses of studies for the training of teachers, for liberalising the basis of grant to training schools and colleges and for the starting of refresher courses for teachers in important centres were passed. Other resolutions were on liberalising the terms governing Teachers' Provident Fund, free education to teachers' children, maximum strength of class and the starting of a Bureau of experiments and research. By two other resolutions the conference requested liberal allocation of funds by Central Government to Provinces towards the spread of Basic Education and the constitution of a Statutory Board of Education.

ALL-INDIA EDUCATIONAL CONFERENCE :

The 25th All-India Educational Conference which was to have been held at Hyderabad in December 1949 has been postponed.

The following five representatives were elected by the Executive Board to the Council of the All-India Federation of Educational Associations for the year 1950 :—

1. Sri S. Natarajan.
2. Sri T. P. Srinivasavaradan.
3. Sri C. Ranganatha Aiyengar.
4. Sri G. Krishnamurthy.
5. Sri V. S. Venkatanarayana.

PROPAGANDA :

1. The President, Sri S. Natarajan, presided over the Conferences of District Guilds or Associations in the following places :—Tirunelveli, Ramnad, Kurnool, Chittoor, North Arcot, Trivandram and Cochin.

2. The Joint Secretary, Sri G. Krishnamurthy, addressed the Madura Tea-

chers' and the teachers of Pudukottah Territory, and South Arcot District Teachers' Guild.

3. The Journal Secretary, Sri C. Ranganatha Aiyengar, toured the South Arcot, North Arcot and Ramnad Districts on propaganda for the S.I.T.U. and the S.I.T.U. Protection Fund.

EDUCATION WEEK :

The 19th South Indian Education Week was observed from 10th to 16th October 1949 in different centres throughout the province. Miss K. N. Brockway, Principal, St. Christopher's Training College and President, Christian Educational Council of South India, Madras was the Chairman of the Central Education Week Committee and the central theme was "Education for Citizenship in Free India". Literature in English and Tamil was published for the guidance of local committees for the effective observance of the Education Week. Reports of the enthusiastic celebration of the Week were received from many places of the province.

OUR DISTRICT GUILDS :

Most of the Guilds have held their annual conferences and conducted as usual periodical meetings for the promotion of social and cultural contact amongst teachers and for the discussion of Educational problems.

THE WORK OF THE UNION :

The resolutions passed at the Kurnool Conference were duly communicated to the authorities and on the 20th May 1949 a note was submitted to the Education Minister explaining the scope of the resolutions and the need for immediate government action. Again on 21st November 1949 a deputation of eight members of the Executive Board waited on the Education Minister and pressed points relating to the adoption by local bodies and aided managements of government scales of pay and house rent allowance, payment of dearness allowance to teachers at government rates by aided school managements, raising the salaries of elementary school teachers to the level obtaining in government schools, free education to the children of teachers getting an annual

income of less than Rs. 1,200, life insurance policy of Rs. 1,000 to every elementary school teacher, increased grant to institutions offering bifurcated courses of studies, and the creation of a Statutory Body called the Teachers' Council for examining cases of professional misconduct of teachers before action was taken against them. A memorandum was submitted to the minister in this connection. On the 15th February 1950 a memorandum was submitted to the Chief Minister drawing his attention to the need for Government immediately looking into the question of raising the salaries of elementary and secondary grade teachers and the granting of house rent allowance, if the government wanted contentment amongst these important classes of teachers and efficient service from them in the work of nation-building.

The Union also thrice sent appeals to the Members of the Legislature requesting them to support the cause of teachers.

An important activity of the Union this year was the convening twice, of a joint meeting of the Office-bearers of the Union or the Members of the Executive Board, and Presidents of District Guilds to consider questions relating to the reorganised scheme of education, and to consider other administrative problems such as admission of pupils to first form, and re-introduction of selection examination to sixth form pupils. The decisions arrived at these meetings were duly communicated to the authorities.

The investigation of Children's Reading Habit undertaken by the Union in February 1949 was pursued and a Report published thereon. This report is based on the replies to the questionnaire received from nearly 4,000 pupils and gives suggestions for the promotion of suitable juvenile literature in the province. A copy of the Report was sent to the Director of Public Instruction. In response to our request for a grant, the government made a generous contribution of Rs. 200 towards the cost of publication of the report. The Exe-

cutive Board expresses its thanks to the authorities for their generous recognition of the Union's work.

The President of the Union in consultation with the Madras Library Association has sponsored the idea of a Children's Library Club. The Union will become an institution member of this Club and the details regarding the constitution and work of the proposed Club will, it is expected, be finalised soon.

On the academic side another important activity of the Union is the formation of a Study Circle for the purpose of framing and standardising achievement tests in different subjects to suit different class levels. This was inaugurated by Rev. E. W. Menzel who has done yeoman service in this direction. Model papers have been prepared in certain subjects but they require testing which will be undertaken in June and the succeeding months of this year. There is no doubt that the examination system of the present day has to be modified but there are some misconceptions and misapprehensions about New Type Tests and a good lot of spade work will have to be done before reliable and valid results can be achieved. The Government have sanctioned some money to encourage research by educational associations and in the work that has been undertaken by the Union, the co-operation of all schools in the province is earnestly solicited. The Board takes this opportunity of recording grateful thanks to Rev. E. W. Menzel for the valuable help he has given us and requests him to continue his guidance. The Working Committee has constituted a department of Educational Experiments and Investigation with Mr. V. Arunajatai as Convener.

Mr. R. E. Turner of Yale University paid a visit to the office of the Union and the Office-bearers had the benefit of exchange of views with him on problems of educational and cultural interest. Advantage was taken of the presence of Dr. S. R. Ranganathan in the City for renewing contact with him. He gave an interesting and thought provoking public lecture on "New Levels

of Education". The Union associated itself with the First Adult Education Week organised by the South Indian Adult Education Association.

OUR JOURNALS :

The anxiety of running the journals, the "South Indian Teacher" and the "Balar Kalvi" mentioned in the last report still continues. More subscribers to the journals, and advertisements are needed. The members are also requested to contribute articles of educational interest to both the journals.

FINANCE :

The statements of accounts for the Union and the Journals are appended to this report. They are self explanatory. The Board appeals to the District organisations to co-operate fully in furthering the activities of the Union.

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

The total assets of the Fund as on 31-12-1949 amounted to Rs. 7,07,756 as against Rs. 6,02,304 on 31-12-1948. An amount of Rs. 383 was contributed to the S.I.T.U. Profession Trust Fund. The total number of policies as on 31-12-'49 was 3,345 with 7,625 units, as against 3,036 with 6,835 units, on 31-12-'48.

S.I.T.U. PROFESSION TRUST FUND :

The total expenditure for the year ended 31st December 1949 was Rs. 390. The total asset of the Fund on that date was Rs. 2,896.

CONCLUSION :

Much work remains to be done, particularly in the form of making the government accede to our modest and legitimate demands. The public will have to be acquainted with our work, so that there may be proper appreciation and support forthcoming. Our Guilds and Associations will also have to make their contributions to strengthen the Union's resources and equipment.

The enhanced rates of affiliation fee and subscription introduced last year have not actually brought in money more appreciably than before, as many of the District Guilds have not been able to collect the necessary particulars regarding membership of their associations. Greater publicity about our work and more finance are needed if we are to do effective work. A registry of our members is a long-felt need. A press of our own is another urgent necessity. The future is full of hope and we have to consolidate our position and forge ahead and this calls forth maximum effort from all sections of teachers. The Executive Board appeals for loyal co-operation in the years to come so that the Union may grow from more to more.

V. ARUNAJATAI,

Secretary.

G. KRISHNAMURTHY,

Joint-Secretary.

20th April, 1950.

THE SOUTH INDIA TEACHERS' UNION

CHARGES

	Ra. A. P.	Rs. A. P.
Opening Balances:		
Fixed Deposits with the Madras Teachers' Guild Co-operative Society, Ltd (Earmarked for Silver Jubilee Fund Rs. 1,150, Defence Fund Rs. 100, and Union Fund Rs. 500)	1,750 0 0	
National Savings Certificates (Earmarked for Silver Jubilee Fund) ...	800 0 0	
Indian Bank Ltd.—		
Current account ...	538 2 7	
Savings Bank account ...	183 1 6	
Cash on hand ...	28 15 8	
Stamps ...	2 11 3	
Advance with Joint Secretary ...	15 0 0	
Affiliation fee:—		3,317 15 0
District Guilds ...		1,025 10 0
Teachers' Associations ...		72 4 0
Individual subscriptions ...		125 0 0
Certification Fee (1948) ...		339 6 0
Delegation fee:—		
39th Provl. Educational Conference ...		37 0 0
40th State Educational Conference ...		263 0 0
Interest:		
From Savings Bank account ...		6 10 10
From Fixed Deposits ...		52 8 0
Education Week (19th S. I.) ...		64 0 0
Sabhasan Thankgiving Fund... ..		2,192 3 0
Children's Art and Book Week ...		310 0 0
Study Circle ...		128 0 0
From South Indian Teacher towards Establishment charges (part 49-50) ...		250 0 0
Miscellaneous:—		
From Reception Committee, Kurnool, towards preparation of report ...		25 0 0
Sale of publications ...		27 11 0
Children's Library Club ...		5 0 0
Total Rs. ...		8,241 3 10

	Rs.	A. I. P.	Rs.	A. P.
Salary	...	...	903	0 0
Postage	...	...	273	14 6
Contingencies and Stationery	...	...	386	4 6
Conveyance charges	...	...	61	8 9
Publication charges for Kurnool Conference Report	...	...	100	0 0
Subscription to Gazette	...	...	8	0 0
Travelling allowances	...	...	285	3 0
Miscellaneous Printing charges	...	...	137	11 9
Rent and Lighting charges (1949)	...	...	75	0 0
Audit fee	...	...	60	0 0
Bank and M. O. Commission	...	...	2	10 0
Delegation fee paid	...	...	2	0 0
Education Week (19th S. I.)	...	...	158	5 3
Sabhesan Thanksgiving Fund...	...	...	54	3 6
Children's Art and Book Week	...	...	358	2 6
Study Circle	...	...	183	10 6
Furniture	...	...	70	0 0
Books and Publications	...	...	50	10 6
Miscellaneous Contributions :—	...	...	25	0 0
Saranathan Memorial	...	...	10	0 0
First South Indian Adult Education Week	...	...	27	8 0
Royalty to A. I. R. for publication of their talks	...	...	125	0 0
Suspense refunded to South Indian Teacher	...	...		
Closing Balances :—				
Fixed Deposits with the Madras Teachers' Guild Co-operative Society, Ltd.	Rs.	1,750	0 0	
(Earmarked for Silver Jubilee Fund				
Rs. 1,150, Defence Fund Rs. 100, and				
Union Fund Rs. 500).				
National Savings Certificates (Earmarked				
for Silver Jubilee Fund)				
Indian Bank, Ltd. :—	Rs.	800	0 0	
Current account	...	Rs.	654	15 1
Savings Bank account	...	Rs.	1,251	2 4
Cash on hand	...	Rs.	203	9 11
Stamps	...	Rs.	8	11 9
Advances with Joint Secretary	...	Rs.	15	0 0
With Balar Kalvi	...	Rs.	200	0 0
Total Rs.	...		4,883	7 1
				8,241 3 10

THE SOUTH INDIAN TEACHER

Statement of Receipts and Charges for the year ended 31st March 1950

[illegible]

BALAR KALVI

Statement of Receipts and Charges for the year ended 31st March 1950

RECEIPTS		Rs.	A.	P.	CHARGES		Rs.	A.	P.
Opening Balance :					Journal Printing ...		764	0	0
Fixed Deposit with					Paper ...		396	6	9
the Madras Tea-					Postage ...		179	2	9
chers' Guild					Contingencies and				
Co-operative Society,					Stationery ...		17	7	3
Ltd. ...	500	0	0		Conveyance charges ...		25	4	0
Indo-Commercial					Conveyance allowance				
Bank, Ltd. Savings					to Addl. Journal				
Bank A/c. ...	153	8	6		Secretary ...		120	0	0
Cash on hand ...	8	9	0		Mis. Printing charges		7	0	0
Stamps ...	2	9	9		Honorarium to Addl.				
				664	11	3			
Subscriptions ...				1,194	8	0			
Advertisements ...				200	0	0			
Sale of publications ...				1	12	0			
Interest :					Journal Secretary ...		75	0	0
From Bank—S. B.					Travelling allowance		25	0	0
account. ...				3	4	0			
From Fixed Deposit				15	0	0			
From the Union ac-					Large special enve-				
count ...				200	0	0			
					lopes ...		119	0	0
					Bank Commission ...		0	8	0
					Closing Balance :				
					Fixed Deposit with				
					the Madras Tea-				
					chers' Guild Co-				
					operative Society,				
					Ltd. ...	500	0	0	
					Indo-Commercial				
					Bank, Ltd. Sav-				
					ings Bank A/c. ...	44	0	3	
					Cash on hand ...	2	12	0	
					Stamps ...	3	10	3	
									550 6 6
Total Rs. ...				2,279	3	3	Total Rs. ...		2,279 3 3

THE XIX SOUTH INDIAN EDUCATION WEEK

(10th to 16th October 1949)

Statement of Receipts and Charges

RECEIPTS	Rs. A. P.	CHARGES	Rs. A. P.
Donations	... 55 0 0	Contingencies	... 22 13 6
Sale of pamphlets	... 9 0 0	Conveyance charges	... 1 0 0
From the Union Fund	... 94 5 3	Postage	... 44 7 9
		Printing charges	... 90 0 0
Total Rs.	... 158 5 3	Total Rs.	... 158 5 3

SILVER JUBILEE FUND ACCOUNT

as on 31st March 1950

	Rs. A. P.	Details:	Rs. A. P.
Balance as on the 31st March 1949	... 2,135 11 6	Fixed Deposits with the Madras Teachers' Guild Co-operative Society, Ltd.	... 1,150 0 0
Add interest	... 34 8 0	National Savings Certificates With the Union	... 800 0 0
			... 220 3 6
Total Rs.	... 2,170 3 6	Total Rs.	... 2,170 3 6

DEFENCE FUND

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

THE SABHESAN THANKSGIVING FUND

as on the 31st March 1950

RECEIPTS	Rs. A. P.	CHARGES	Rs. A. P.
Donations and Contributions received	... 2,192 3 0	Printing and block making With the Union	... 54 3 6
			... 2,137 15 6
Total Rs.	... 2,192 3 0	Total Rs.	... 2,192 3 0

Examined and found correct.

Madras, }
20th April, 1950. }

V. ARUNAJATAI,
Secretary

V. SOUNDARARAJAN & CO.
Chartered Accountants

S. SWAMINATHAN,
Treasurer.

THE SOUTH INDIA TEACHERS' UNION

Presidents and Secretaries of District Teachers' Guilds.

Dt. Guild.	President	Secretary
1. Anantapur:	Sri T. S. Rajagopala Iyer, Municipal High School, Anantapur.	Sri V. Koprachar, London Mission H. S., Gooty.
2. North Arcot:	Sri S. Natesa Iyer, Board High School, Polur.	Sri S. Sundaramurthy, Board High School, Polur.
3. South Arcot:	Sri P. Govindaswami Pillai, Board H. S., Panruti.	Sri P. R. Swaminathan, R.C.T. H.S., Annamalai-nagar.
4. Bellary:	Sri B. Madhava Rao, Municipal High School, Bellary.	Sri G. D. Chithra Sekhar, Wardlaw High School, Bellary.
5. Chingleput:	Sri A. M. Kannappa Mudaliar, Pachiappas High School, Kancheepuram.	Sri S. C. Fergus, Anderson H. S., Kanchipuram.
6. Chittoor:	Sri J. Daniel, Board High School, Chittoor.	Sri P. Balakrishna Reddy, Board H. S., Chittoor.
7. Coimbatore:	Sri K. M. Ramaswamy, D. J. High School, Gobichettipalayam.	Sri K. V. Marimuthu, Board High School, Erode.
8. South Kanara:	Rev. Fr. F. W. Sequeira, S. J., St. Aloysius H. S., Mangalore.	Sri U. Srinivasa Kini, Canara H.S., Mangalore.
9. Krishna:	Sri M. Veerabhadra Rao, B. G. K., H. S., Padana.	Sri K. Subba Rao, B. G. K. High School, Pedana.
10. Kurnool:	Sri D. N. Babu Rao, Coles High School, Kurnool.	Sri H. Krishnamurthi, Municipal H.S., Kurnool.
11. Madras:	Sri P. Doraikannu Mudaliar, Chintadripet High School, Madras-2.	Sri M. P. Rajagopal, Sir M. Ct. M. C. High School, Vepery. Sri K. S. Varadachari, 46, Singarachary St., Triplicane.
12. Mathurai:	Sri M. R. Srinivasan, A. R. High School, Mathurai.	Sri V. Mariarathnam, St. Marys H.S., Mathurai.
13. Malabar:	Sri E. Raman Menon, Rajah's H.S., Kottakkal.	Sri Madhuravanam C, Krishna Kurup, Xian College, H.S., Calicut.
14. Nellore:	Sri M. S. Raghavan, V. R. College, Nellore.	Sri V. S. Venkatanarayana, St. Peter's H.S., Nellore.
15. Ramnad:	Sri K. A. Vanchi Iyer, N.S.M.V.P.S. High School, Devakottai.	Sri S. S. Narayanaswamy, N.S.M.V.P.S. High School, Devakottai.

16. Salem:	Sri A. Sambasivam, Board High School, Namakkal	Sri K. Subramaniam Chettiar, Board High School, Dharmapuri.
17. Tanjore:	Sri N. S. Krishnamurthi, Municipal High School, Mayavaram.	Sri S. Balasubramanian, National H. S., Negapatam.
18. Tinnevely:	Sri E. H. Parameswaran, Thirthapathi High School, Ambasamudram.	Sri H. Visveswaran, Thirthapathi. High School, Ambasamudram.
19. Tiruchirapalli:	Sri A. Rama Iyer, National College, Tiruchy.	Sri R. Bhuvarahan, 12, Nachiar Koil St., Woriyur.
20. Visakhapatnam:	Sri N. R. Raghunathachar, Maharajahs College, Vizianagaram.	Sri A. L. Narayana Rao, Board High School, Yellamanchilli.

Ex-Presidents of the Madras Provincial Educational Conference :

1. 1949. Kurnool.	Rev. Fr. Jerome D'Souza, S. J., Principal, Loyola College, Madras-6.
2. 1948. Trichy.	Sri R. Suryanarayana Rao, M.L.C., 20, Edward Elliotts Road, Mylapore, Madras-4.
3. 1947. Madras.	Sri T. T. Krishnamachary, 2. Cathedral Road, Madras-3.
4. 1946. Bellary.	Sri M. S. Ekambara Rao, Anandashram, H. S. Kotekar, S. Kanara.
5. 1945. Calicut.	Dr. B. V. Narayanaswamy Naidu, Member, Indian Tariff Board, Bombay.
6. 1944. Annamalai-nagar.	Sir N. Gopalaswamy Iyengar, Minister for Transport Government of India, New Delhi.
7. 1943. Vellore.	Gurukuladharmacharya Sri K. Rangaswamy Iyengar, 105, High Road, Egnore, Madras-8.
8. 1942. Rishi Valley.	Sri A. Rama Iyer, Tiruchirapalli,
9. 1940. Ambasamudram.	Dr. Sir A. Lakshmanaswamy Mudaliar, Vice-Chancellor Madras University, Chepauk, Triplicane.

List of District Teachers' Guilds and Teachers' Associations affiliated to the S. I. T. Union as on the 31st March 1950.

Guild or Association.	Number of			
	Secondary T. A.	Elementary T. A.	Individual Members.	Total Strength.
District Guilds				
1. Anantapur	12	1	4	283
2. North Arcot	32	...	2	847
3. South Arcot	12	1	...	273
4. Bellary	...	No particulars.	...	...
5. Chingleput	9	...	...	212
6. Chittoor	...	No particulars.	...	...
7. Coimbatore and Nilgiris	44	1	...	No details.
8. South Kanara	38	10	1	740
9. Krishna	30	...	...	380
10. Kurnool	18	4	7	362
11. Madras	...	...	1,075	1,075
12. Mathurai	17	2	...	551
13. Malabar	...	No particulars.	...	...
14. Nellore	9	5	10	No details.
15. Ramnad	36	9	...	753
16. Salem	18	...	...	No details.
17. Tanjore	32	3	1	1,001
18. Tinnevely	50	4	...	No details.
19. Tiruchirapalli	20	2	8	515
20. Visakhapatnam	32	...	...	653

Teachers' Associations

	Arrear.
1. Hindu Theological High School, Madras	60
2. Lady Sivaswami Iyer Girls High School, Mylapore, Madras	38
3. Board High School, Sulerpet, Nellore	27 1 yr.
4. Hindu College High School, Masulipatam, Krishna	36 1 yr.
5. Board High School, Chirala, Guntur	... 3 yrs.
6. do Duggirala, Guntur	... 3 yrs.
7. do Kollipara, Guntur	... 3 yrs.
8. G. C. B. High School, Thurumella, Guntur	... 2 yrs.
9. S. N. High School, Chebrole, Guntur	... 3 yrs.
10. Taluk High School, Tenali, Guntur	80 1 yr.
11. Municipal High School, Proddatur	33
12. S. V. G. High School, Maruteru, W. Godavari	... 3 yrs.
13. Taylor High School, Narsapur, W. Godavari	39
14. Taylor High School, Branch, Narsapur	10 1 yr.
15. R. R. Bh. R. High School, Pithapuram, E. Godavari	33 1 yr.
16. P. R. C. School, Kakinada, E. Godavari	60
17. M. S. N. C. High School, Jagannaikpur, Kakinada	18
18. Nandigama Tq. Board Teachers' Union, Nandigama	... 2 yrs.
19. Range Teachers' Association, Chicacole, Vizag.	... 3 yrs.
20. Theosophical College School, Madanapalle, Chittoor	15

Members of the Executive Board

1. *President*—Sri S. Natarajan, B.A., L.T., Headmaster, St. Gabriel's High School, 80-C, Broadway, G.T., Madras.
2. *Vice-President*—(i) Sri K. N. Pasupathi, B.A., L.T., Headmaster, Municipal High School, Kurnool.
3. *Vice-President*—(ii) Sri G. Narayana Rao, M.A., L.T., Professor, Oosmania College, Kurnool.
4. *Secretary*—Sri V. Arunajatai, M.A., M.Ed., St. Gabriel's High School, 80-C, Broadway, Madras-1.
5. *Joint Secretary*—Sri G. Krishnamurthy, E.R. High School, Tiruchy.
6. *Treasurer*—Sri S. Swaminathan, B.A., L.T., Hindu High School, Triplicane, Madras-5.
7. *Journal Secretary*—Sri C. Ranganatha Aiyengar, M.A., L.T., 161-3, Bhimasena Gardens, Mylapore, Madras-4.
8. *Addl. Journal Secretary*—Sri G. Srinivasachary, P.S. High School, Mylapore, Madras-4.
9. *Secretary, Protection Fund*—Sri V. B. Murthi, M.A., P.S. High School, Mylapore, Madras-4.
10. *Ex-President*—Rao Bahadur Sri S. K. Yegnanarayana Iyer, M.A., 'Kumari', Mowbray's Road, Madras-18.
11. *Anantapur*—Sri T. R. Krishnayya, Board High School, Uravakonda.
12. *North Arcot*—Sri C. A. Samuel, B.A., L.T., Voorhees High School, Vellore.
13. *South Arcot*—Sri C. S. Ranganaatha Iyengar, M.A., L.T., R.C.T. High School, Chidambaram.
14. *Bellary*—Sri G. D. Chithra Sekhar, Wardlaw High School, Bellary.
15. *Chingleput*—Sri A. M. Kanniappa Mudaliar, B.A., L.T., Pachaiappas High School, Kancheepuram.
16. *Chittoor*—Sri P. Ramiah Chowdhury, B.A., B.Ed., Board High School, Madanapalle.
17. *Coimbatore*—Sri K. V. Marimuthu, B.A., L.T., Board High School, Erode.
18. *South Kanara*—Rev. Fr. W. F. Sequeira, S.J., St. Aloysius College High School, Mangalore.
19. *Krishna*—Sri V. Purushotham, B.A., L.T., Municipal High School, Gudivada.
20. *Kurnool*—Sri H. Krishnamurthi, B.A., L.T., Municipal High School Kurnool.
21. *Madras*—Sri P. Doraikannu Mudaliar, M.A., L.T., Headmaster, Chintadripet High School.
22. *Mathurai*—Sri S. Krishna Iyengar, B.A., L.T., Sethupathi High School, Mathurai.
23. *Malabar*—Sri S. E. Selvam, B.A., L.T., near Panchama School, Calicut.
24. *Nellore*—Sri V. S. Venkatanarayana, M.A., B.Ed., St. Peter's High School, Ranganayakupeta, Nellore.
25. *Ramnad*—Sri K. A. Vanchi Iyer, B.A., L.T., Headmaster, N. S. M. V. P. S. High School, Devakottai.
26. *Salem*—Sri K. Subramaniam Chettiar, B.A., L.T., Board High School, Dharmapuri.
27. *Tanjore*—Sri S. Sundaresa Iyer, M.A., L.T., Headmaster, Board High School, Tiruturaipundi.
28. *Tirunelveli*—Sri Samuel Muthiah, B.A., L.T., Headmaster, Caldwell High School, Tuticorin.
29. *Tiruchirapalli*—Sri R. Bhuvarahan, M.A., L.T., 12, Nachiarkoil St., Woriyur, Tiruchirapalli.
30. *Vizagapatam*—Sri A. L. Narayana Rao, B.A., L.T., Headmaster, Board High School, Yellamanchilli.

Co-OPTED—

31. *East Godavari*—Sri C. B. Jagannatha Rao, M.A., P.R.C. High School, Kakinada.
32. *West Godavari*—Sri R. Bhaskara Ramamurthi, B.A., B.Ed., Headmaster, Taylor High School, Narsapur.
33. *Guntur*—Sri T. S. Narayanamurthi, B.A., L.T., Headmaster, Taluk High School, Tenali.
34. *Cuddapah*—Sri C. Elisha, Headmaster, London Mission Training School, Cuddapah.

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EDUCATION IN CRAFT

Recently the Manual Training Expert of the Teachers' College, Saidapet, inspected the Craft Section. He observed that every pupil should complete by himself the models suggested in the syllabus. He must be able to earn Rs. 1-8-0 after the course. Practical experience tells us this objective is not capable of being realised.

Many difficulties are experienced. Forty pupils are divided into two batches—One batch engaged in Drawing and the other in Woodwork. It is not possible for the Instructor to guide both the batches. Mechanical Drawing is more difficult than ordinary drawing. Pupils of Form I come there with a "Zero knowledge". There is the lack of equipment. Two periods a week are not enough.

To get over the difficulties an Assistant Craft Instructor and more grant-in-aid from the Government to enable the Management to equip the Craft Section well, are necessary. More time should be allotted.

In the school with which I am connected, woodwork has been selected as the basic craft. Only two periods were allotted in the time-table for Form I in 1948-49. In this short time pupils were able to attempt and finish successfully eight of the ten models suggested in the syllabus—a seat, a rolling pin, a

churn, a spoonhanger, a tray, a wall bracket, a tripod, and a coat stand. Taking into account the age of the pupils, their mental attainments and physical capacity, the models could be acclaimed as reasonably fair. The procedure adopted was simple but thorough. The teacher drew a picture of the model in question on the blackboard. There was a theoretical exposition of the model and its uses in actual life, and an interest was thus created in the model to be prepared. Then the teacher made the model before the class. The pupils were asked to observe the actual process involved and the tools used. The finished model by the teacher was placed as the objective for the pupils. The class was divided into five squads and each squad was asked to work out the model, the teacher moving round the work-tables and acting as a guide, friend and philosopher. Sawing, planing, sizing, boring, grooving, simple joinings were all taught in the process of making the model. One model by the teacher and one model by the pupils were sent to the school museum and the others went to the showcase in the woodwork section.

K. NARAYANAN,

Secretary,

Ramnad District Headmasters' Association, Muslim High School, Abiramam.

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MADRAS-17.

NEWS AND NOTES

KURNOOL

A Conference of the Headmasters and Headmistresses of Secondary Schools in this District was held at the Coles Memorial High School on 4-3-1950.

With Sri T. V. Venkatarama Iyer, District Educational Officer in the chair, a discussion was held on promotions of pupils in schools with reference to a circular on the subject issued by the District Educational Officer, Kurnool, in October last.

Sri K. N. Pasupathi, initiating the discussion said that the hands of the heads of Institutions should be unfettered in the award of class promotions.

Messrs. D. N. Babu Rao, C. G. V. Subbaiah, G. Laxminarayana, G. Seetharamiah, Mr. S. Abdul Azeez and John Sundariah and Mrs. P. S. Raju took part in the discussion. The President answered some points raised by individual members. He asked the headmasters to apply the criteria contained in the circular while awarding the promotions next month, and in case it worked hardship, to apply the following compromise formula in the matter.

1. Uniform principles may be followed in all forms (I to V).
2. In the case of six subjects, a pupil shall score an aggregate of 180 marks, and 150 if there are five subjects only.
3. A minimum of 30% shall be scored by a pupil in two of the languages each, in Elementary Mathematics and two other subjects.

UPPARAPALLI (Cuddapah Dt.)

The S.P.B.V.D. Sabha High School, Upparapalli, celebrated its School Day Anniversary on Sunday (9-4-1950) with Sri S. Krishnaswami, BAR.-AT-LAW, Cuddapah, in the chair. The annual report presented by Sri R. Subramanyam, Headmaster pointed out the special features of the year under review such as institution of a rolling shield for inter-class athletic activities this year,

starting of the school magazine, reduction of school fees and the opening of a hostel. After interesting items of entertainments by the pupils, distribution of prizes by Sri Srinivasa Rao, Headmaster, Ramakrishna Mission School, Cuddapah, and vote of thanks by the Headmaster, the meeting came to a close with Jana-gana-Mana.

THIRUVANAICKOIL

The girl pupils of the Middle School, Thiruvanaickoil staged 'Bhaktha Kuchela' in the Palaniappa Chinniah Hall of the High School, Srirangam. This was attended by a vast gathering of more than two thousand people.

The prize distribution function was held in the premises of the Middle School, Thiruvanaickoil on 6-4-1950, when Sri K. Parthasarathi Aiyangar, M.A., L.T., Principal, presided and distributed the prizes to the various actors.

BANGALORE

The Third Conference of the Indian Council of Child Education.

The above All-India Conference took place in Bangalore from 8th to 11th April 1950. The first session was inaugurated by Lady Raman and the opening address was delivered by Sri T. Sridalingiah, Minister for Education, Mysore State, in the Sir K. P. Puttanna Chetty Hall which was tastefully decorated and in which some United Nations Charts on Child Education were also exhibited. Sri P. Shiva Shanker, Chairman of the Reception Committee welcomed the gathering. Dr. M. V. Gopalaswami, Professor of Psychology, and Principal, Maharajah's College, Mysore, President of the Conference, in his presidential address laid stress on the importance of the Child Education in Free India, particularly since home conditions of children have varied considerably from what they were some years before.

In the second, third and fourth day sessions of the Conference, the following topics were discussed :—

1. Contact and methods of Child Education with Sri G. V. Subba Rao as chairman.
2. A new approach to the service of the village child with Sri K. Srinivasacharlu in the chair.
3. Education of the Urban child with Sri S. Jagannathan as chairman.

A Conference of Children's Book Council was also held with Sri C. Ranganatha Aiyengar as chairman, at which various suggestions for improved methods of book production for Indian Children were made. A Central Board of Children's Education with regional book councils was appointed.

Several papers were read and resolutions were passed. The resolutions mainly aimed at expansion of facilities for the education of children in the pre-primary and primary stages and demanded of State Governments provision of various kinds towards that end.

The delegates from outside Bangalore were accommodated in the Seva Ashram, Srirampuram, and all sessions of the Conference except the opening session took place in Seva Ashram. There were a good number of women delegates who took keen interest particularly in child education.

The United States and British Information services showed some child educational films on three days and the children of Hymanshu Sisuvihar and of

the Seva Ashram entertained the delegates with their dance and dramatic performances.

The most educative aspect of the Conference seems to be visits to nursery and kindergarten schools and the occupational training institute, (Department of Labour, Government of India), at Jalahalle, about ten miles from Bangalore. The following children centres were visited :—

1. Home School, Basavangudi.
2. Binnypet School for Labourers' children.
3. Hymanshu Sisu Vihar, Malleswaram.
4. Normal School.

Mr. Gurjale of the Seva Ashram with his band of workers in the Reception Committee spared no pains to make the Conference a success. Dr. V. N. Sharma, the Secretary of the Council, is to be congratulated for the inspiration he has given to the workers in the sphere of child education.

C. Ranganatha Aiyengar,
*Delegate to the Conference on
behalf of the S.I.T.U.*

14th April, 1950.

BRITISH COUNCIL HEADQUARTERS IN INDIA

The formal opening of the British Council premises at Agra—the Headquarters of the Organisation in India—was performed on February 3 by Dr. Tara Chand, Secretary to the Ministry of Education, Government of India.

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FROM OUR ASSOCIATIONS

MADRAS

The Annual Educational Conference of the Madras Teachers' Guild was held in the P. S. High School Hall, Mylapore on the 8th April 1950 with Mr. V. R. Ranganatha Mudaliar in the chair. The President stressed the value of Research in Education.

Mr. P. Doraikannu Mudaliar in welcoming the gathering wanted that teachers should be recognised as national workers.

Dewan Bahadur Sri K. S. Ramaswami Sastrigal inaugurated the Conference. He commended Rajaji's suggestion that elementary education should also take into account the traditional apprenticeship of children in the 'Profession of their parents' and observed that the fundamental principles of religion should be taught to pupils in a non-sectarian method.

Sri V. R. Ranganatha Mudaliar deplored the lowering in standards of behaviour and courtesy. He said teachers had a special responsibility to see to it that these standards were worthy of India's traditions. He made an appeal to teachers to work efficiently. He said that with the coming of freedom and with the expansion of education many educational problem would come and there was great need for research in education. He was glad that the teachers in Madras were alive to the importance of educational research.

A symposium on 'Position of the teacher in Society' was conducted. The Madras Children's Bill, the University Education Commission Report and Research in Education formed the subjects of discussion at the Conference.

In the evening Sports were held for teachers, Dr. P. V. Cherian, Mayor of Madras, distributed the prizes to the winners.

HINDU THEOLOGICAL HIGH SCHOOL.

The Task Before Teachers.

The Masters' Association of the Hindu Theological High School, Madras, celebrated its XXIV Anniversary on Tuesday, the 14th of March. Dr. A. Anantanarayana Aiyar, B.A., M.B., B.S., M.Sc., Principal, Stanley Medical College, delivered the Valedictory Address on 'The Task before Teachers'.

Sri S. Balakrishna Joshi, Headmaster, was in the chair.

In the course of his instructive talk, Dr. Anantanarayana Aiyar observed that the task before teachers was a very delicate and difficult one. They had to help pupils to develop their bodies and discipline their minds. More than that, they had to educate the emotions of youngsters and afford ample opportunities for their healthy expression. A good deal of the trouble and misery evident in the world was due to the fact that people had not been properly trained while they were young. Instincts like those of self-preservation and acquisition were generally pronounced in children. These had to be sublimated and diverted along healthy channels, so that children may grow to be useful and serviceable citizens. In this task, the teacher's personal example was the most important factor. It was no exaggeration to state that most of the greatest men in the world owed their position to the healthy influence exercised on them in their earlier years by good teachers. It was true that the teachers were not materially so well off as members of some other professions. But it had to be borne in mind that true happiness was not dependent upon money alone. There were other factors which contributed to joy of a real and permanent nature. Like the beautiful flower that blossomed and wafted its fragrance, irrespective of the conditions around, the teacher had to do his God-appointed task in a spirit

of dedicated service without thinking of the fruit his labours may yield. Then his would be the joy that was beyond all description. His pupils would cherish him with love and gratitude.

MADURA

Proceedings of the Madura Teachers' Guild, Madura, held on 1-4-50, in the Madura College High School, Madura.

This meeting of the Madura Teachers' Guild requests the Government to sanction the same scale of pay and Dearness Allowance to Local Board Schools and Aided Schools as existing for the teachers in Government Schools including the adoption of the senior cadre for L.T. Assistants.

1. Resolved to request the Government that the salary scales of Teachers be upgraded in accordance with the recommendations of the Central Pay Commission.
2. Resolved to request the Government to enhance the scale of pay of Secondary Grade Teachers from Rs. 45—2—85 to Rs. 60—4—120.
4. Resolved to request the Government to grant House Rent Allowance at Government rates for all teachers.
5. In the interest of education of the poor pupils this Guild requests the Government not to make any religious, communal or caste distinction while granting educational concession to the poor pupils.
6. Resolved to authorise the Secretary to invite the Provincial Educational Conference to be held at Madura in May, 1951.
7. Resolved to authorise the Working-Committee to take necessary steps for the celebration of the Silver Jubilee of the Madura District Teachers' Guild, before December, 1950.

SOUTH KANARA DISTRICT TEACHERS' GUILD

CHANGES IN RULES

The year is changed from "April to March" to the calendar year.

Provision is made for the formation of a Working Committee to work under the Teachers' Council.

Resolutions passed at the Annual Meeting on 2-4-1950.

The S.I.T.U. is requested to study the following scheme of compulsory insurance for all employees in Non-Govt. Educational Institutions, and to work out the details, with a view to induce the Government to take it up.

Every employee at the time of joining the T.P.F. shall be compulsorily insured on the following schedule. If the maximum of his scale of salary at the time of taking out the policy is Rs. 100, he shall be insured for Rs. 1,000; otherwise for Rs. 2,000.

The insurance shall be an "Endowment Policy With Benefits", maturing at the age of 55 years, and shall be taken in a company approved for the purpose by Government.

The question whether part of the premium was to be paid by the employee was raised at the meeting; but, since that was a detail, it was left out of this broad picture. Probably the S.I.T.U. Protection Fund may also be consulted.

The Teachers' Guild views with alarm and disappointment the non-sanction of Maintenance Grant to Aided Elementary Schools in this District this year, though the Managements had been led to expect such a grant; it requests the Department of Education to reconsider and pay the Grant. It requests the S.I.T.U., too, to fight against this retrograde measure.

The President was elected also as our representative on the S.I.T.U. Executive.

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THE BOMBAY
TEACHERS' JOURNAL
(MARCH 1937)

tion of the two books is published at a low price. Part II of "High School English Grammar" is, however, omitted as Part I of "High School English Composition" covers the same ground somewhat more fully.

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—The Bombay Teachers' Journal
(March, 1937).

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GUDIVADA

The Twentieth Annual Conference of the Krishna District Teachers' Guild was held at Gudivada on 4-3-1950, with Sri Kakani Venkataratnam Garu, President, District Board, Krishna, in the chair. The Conference was well attended. Sri T. Sundara Ramiah, Retired Headmaster, opened the Conference. Sri D. V. Suryanarayana, retired Headmaster, opened the Art Exhibition, which was organised along with the Conference.

In the Presidential Address the President, District Board, stressed the importance of the teachers' role in the training of the youth of the country into useful citizens worthy of the new India. Sri P. Ramaswami, M.A., Principal, W. G. College, Bhimavaram, delivered an illuminating address on "EDUCATION IN REPUBLICAN INDIA".

In the afternoon, a symposium was held and several teachers took part in it and papers on "The Reorganised Scheme of Education" were read.

The next Conference of the Guild was invited to Pedana, and a new Executive Committee was elected for the year 1950-51, with Sri M. Veerabhadra Row, Headmaster, B.G.K. High School, Pedana, and Sri K. Subba Row, an assistant of the same school, as President and Secretary, respectively.

CHIDAMBARAM

A meeting of the Teachers' Association, R.C.T. High School, Chidambaram was held at 5 p.m. on Saturday, the 1st instant in the Geography Hall of the School with Sri C. S. Ranganada Iyengar, B.A., L.T., President, in the chair, to discuss and offer suggestions with regard to the Report on the Reform of the present system of testing and awarding of marks for the S.S.L.C. Examination.

Sri V. Rajagopala Iyer, B.A., L.T., initiated the discussion.

In the course of the discussion it was suggested that the case of a pupil getting more than 2 D's in Scholastic or more than 1 D in Practical Activities may be considered for promotion provided he secures 'A' (Excellent) in one or more of the remaining subjects of the respective groups.

SALEM

The accounts of the Salem District Teachers' Guild for the year 1948 were audited by Mr. M. K. Margabandu.

The closing balance for the year was Rs. 223-8-5 as against the opening balance of Rs. 337-15-2.

There are 18 Associations of Secondary Schools, 12 Unions of Elementary Schools and one individual member. 12 Secondary School Associations, 10 Elementary School Unions and the individual member have not paid their subscription for the year 1948.

Arrears of Subscription

	Rs	A.	P.
1944—			
1. Board High School, Rasipuram ..	10	0	0
2. Sri V. Doraisami Iyer (Individual member) ..	2	0	0
1945—			
1. Board High School, Attur ..	15	0	0
2. Board High School, Hosur ..	1	0	0
3. Sri V. Doraisami Iyer (Individual member) ..	2	0	0
1946—			
1. Board High School, Hosur ..	11	0	0
2. Sri V. Doraisami Iyer (Individual member) ..	2	0	0
1947—			
1. Municipal High School, Salem ..	15	0	0
2. Board High School, Hosur ..	12	8	0
3. Board Ele. School Teachers' Union, Attur ..	3	0	0
4. Board Ele. School, Teachers' Union, Rasipuram ..	3	0	0

5. Board Ele. School, Teachers' Union, Krishnagiri ..	3	0	0
6. Board Ele. School, Teachers' Union, Harur ..	3	0	0
7. Sri V. Doraisami Iyer, (Individual member) ..	2	0	0

The Secretary is requested to collect all the arrears and bring the collections up-to-date.

Statement of Receipts and Charges, 1948

RECEIPTS				CHARGES			
	Rs.	A.	P.		Rs.	A.	P.
Opening Balance ..	337	15	2	S.I.T.U. Subscription ..	50	0	0
Subscription from Assocns. 1946 ..	5	0	0	Prizes ..	8	14	0
1947 ..	86	8	0	Postage ..	25	13	0
1948 ..	87	0	0	Travelling allowance ..	170	14	0
Subscription from Unions 1948 ..	6	0	0	Printing and Typing charges ..	42	11	0
Conference quota ..	26	4	0	Miscellaneous ..	14	11	0
Balance from Sri N. D. Sundaravadivelu's Fund ..	0	11	3	Contribution to the Action Committee ..	25	0	0
Interest from Sri N. D. Sundaravadivelu's Fund ..	7	4	0	Closing Balance ..	223	8	5
Interest from Sri V. Natarajan's Fund ..	4	13	0				
Total ..	561	7	5	Total ..	561	7	5

Closing Balance Rupees Two Hundred and twenty-three Annas seven and Pies five only.

(Sd.) M. K. Margabandu,
Auditor.

K. Subramaniam,
Secretary.

Bd. High School,
Dharmapuri,
22-3-1950.

EDUCATION IN THE MADRAS LEGISLATURE

SCHEME FOR COMPULSORY EDUCATION

Answering an interpellation in the Madras Legislative Assembly on March 15 about the promotion of free and compulsory elementary education, Mr. K. Madhava Menon, Minister for Education, stated that there were about 70,00,000 children of school-going age in the State of whom 36,50,748 were receiving instruction in 1947-48. Measures for bringing the others within the scheme of compulsory education, the Minister added, were under consideration of the Government.

The Minister stated that it was one of the directive principles of the Constitution that all children between 5 and 14 should have free and compulsory education. As members knew, the Constitution came into force on January 26. But even before that date, the Government had been taking measures to promote free and compulsory elementary education. As regards this particular directive principle of the Constitution, he could only say that the matter was under consideration.

Local bodies were doing their best to enforce attendance; but, from experience he could say that enforcement of the penal provisions resulted in more hardship than good.

The age-limit fixed in the Constitution was 14. The Government were considering the steps to be taken with regard to adjusting the age-limits in respect of the Basic Education scheme:

TEACHERS' SALARIES

Mr. K. Madhava Menon, Minister for Education, stated in reply to a question asked by Mr. S. Nagappa, in the Madras Assembly on 23rd March, that he had recently received a deputation led by the President of the South Indian Teachers' Union and the President of the Madras Teachers' Guild. The depu-

tation urged Government to pay house-rent allowances to teachers and to revise their scales of pay. The Government were considering the representations.

Various representations had been considered and something had already been done. They were examining the question whether anything more could be done. Teachers had represented that free education should be provided for their children.

Mr. Abdul Hameed Khan enquired whether the Government considered as sufficient the sum of Rs. 25 given by them for each teacher when an average worker was able to earn from Rs. 50 to Rs. 60 a month.

The Minister said that the managements of aided schools, were expected to pay their teachers proper salaries. The Government contributed a lion's share of the salary, namely, Rs. 25 per teacher per month. In addition, the Government were giving each teacher a dearness allowance of Rs. 19 a month. It was certainly desirable that teachers should be paid more. But considering the resources of the Government, they had to consider again before increasing the grants.

The Government had ordered that teachers in aided schools might be allowed to continue in service till they attained the age of 60, if managements were not able to get suitable teachers.

In the Government memorandum of June 1947, they had suggested to the managements of schools to pay each teacher Rs. 5 more. Out of hundreds of schools, only the managements of 60 had implemented the order. The Government had no power to compel the managements to pay the amount. The only course left to the Government was to withdraw recognition and this remedy was worse than the disease itself.

THE S. I. T. U. PROTECTION FUND

DETAILS OF POLICIES ISSUED DURING MARCH 1950.

(District and Schoolwar.)

RAMNAD—		NORTH ARCOT—	
S.M.B.B. Girls' School,		Hindu Lower School, Ambur.	4
Kamuthi	7	Panchayat Board School,	
K. N. Higher Ely. Echool,		Vellore	1
Kamuthi	3	Board Elementary School,	
Board Muslim Girls' School,		Perungalatur ..	1
Kamuthi	2	Board High School, Polur ..	1
R. C. School, Kamuthi ..	1		7
S. C. G. R. Middle School,		MADRAS—	
Amaravathipudur ..	1	St. Paul's High School,	
	14	Vepery	1
BELLARY—		Thyagaraya Chetty High	
Heerada Sugamma Higher		School, Washermanpet.	1
Ely. School, Bellary ..	5	Viswabharati Girls' School,	
L. M. Telugu School, Brucepet,		Choolai	1
Bellary	4	Hindu High School,	
St. Joseph's Higher Ely.		Triplicane	1
School, Bellary	2		4
Jambukeswar A. E. School,		SALEM—	
Bellary	1	Board High School, Idappadi.	2
Balakrishna A. E. School,		Board High School, Attur ..	1
Bellary	1		3
	13	TANJORE—	
TINNEVELLY—		T. A. High School,	
Caldwell High School,		Tiruvadamardur ..	2
Tuticorin	3		2
Subramanya Vidyalaya,		E. GODAVARI—	
Alwartirunagari	2	U. L. C. M. School,	
High School, Pattamadai ..	1	Sitanagaram	1
Free Elementary School,		S. V. V. A. Higher Ely.	
Meenakshipuram		School, Sitanagaram ..	1
Tuticorin	1		2
Municipal Boys' School,		TIRUCHY—	
Vadakkur, Tuticorin ..	1	High School, Srirangam ..	1
	8		1
		Total	54

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LIST OF BOOKS APPROVED

1. Social Studies—Tamil—Forms I, II & III* by Sri K. Govindachari, M.A., L.T.—page 1.
2. General Science—Tamil—Forms I, II & III* by Sri C. Swaminathan, B.A., L.T.—Page 4.
3. Tamil Mani Yachakam—Forms I, II & III* by Sri R. Viswanathan, M.A., B.O.L.—Page 6.
4. New Method Tamil Grammar & Composition—Forms I, II & III* by Sri N. Nanjappa, B.A., B.O.L., L.T.—Pages 6 & 7.
5. Thene Tamil Kovai—Forms IV & V By Sri M. Rajamanickam, M.O.L., L.T.—Page 7.
6. The Lotus English Readers—IV & V Forms by Sri S. Narasimhan, B.A., (Hons) L.T.—Page 1.
7. Famous Explorers—(English Non-detail for Higher Forms).
8. Short Stories*—(Do Do)
9. Adarsa Hindustani—Books I to III and IV & V* by Sri M. Sangamesam.—page 9.

Books submitted to the T. B. C. according to the Revised English Syllabus dated 13-12-49.

*LOTUS ENGLISH READERS

BY

SRI S. NARASIMHAN, B.A., (HONS) L.T.,
English Lecturer, Govt. Training College, Rajahmundry

BOOK I for FORM I

BOOK II for FORM II

BOOK III for FORM III

The approval of the books marked* is awaited in the next Gazette.

OUR BOOK-SHELF

SHAKESPEARE'S SONNETS DATED & OTHER ESSAYS. By Leslie Hotson, 1949. Price: 21s. or Rs. 17-1-0. (Orient Longmans Ltd., 36-A, Mount Road, Madras-2.)

WRITING FOR LOVE OR MONEY. 33 Saturday Review of Literature contributors explore the pleasures and problems of their craft. Edited by Norman Cousins, Editor of The Saturday Review of Literature. Price: Rs. 16-10-0. (Orient Longmans Ltd., Madras-2.)

CHOICE OF A CAREER. By F. S. Chothia. (Times of India Press, Bombay. Price: 12 Annas.)

This booklet—sorder and gramphled—contains suggestions which seem to help students of schools and colleges in finding out directions along which their aptitudes led in the sphere of vocations.

TEACHING, MARCH 1950. (Oxford University Press. Price: Re. 1.)

This number is not particularly devoted to one topic but contains a number of useful articles, among which 'The Psychology of the 35 per cent pass mark' by Dr. Jean Forrester and 'Intercultural Understanding' by A. V. Mathew are of special interest.

THE HINDU HIGH SCHOOL MAGAZINE, VOL. 1, No. 2. March 1950.

The variety of articles by the pupils in the several languages, i.e., Tamil, Telugu, Samskrit and English, shows the versatile reaction of the pupils' reading and knowledge. The articles are all lucid and well written with attempts at poetical expression here and there. There are a number of halftone reprints illustrative of the events of the school excursions and activities. The magazine runs over 108 pages.

THE GOUDIE HIGH SCHOOL MAGAZINE, TRIVELLORE: VOL. II, February 1950.

The Editor deserves to be congratulated on this second volume containing articles from pupils and teachers in

English and Tamil with illustrations and news of school events. The colour photograph on the front page shows the school building and pupils proceeding to it.

DEDICATION SOUVENIR OF SRI NIVAS.

Brought out in commemoration of the gift of the A.R.C. Girls' High School Building by Sri Ramiah Chetty and his wife Srimathi Devaki Ammal, it contains a short history of the school and messages from the public interested in the school and photographs of events connected with the function.

ANNUAL REPORT, 1948-49. Hindu Theological High School, Madras.

The following extracts are taken from the report which is the 61st Annual Report and synchronises with the Silver Jubilee of the Founder's Day, presented on 19th December, 1948.

1. The strength of the school was 1,497 at the beginning of the year after the abolition of Class 4.

2. A considerable addition was made to the Library, especially in the mother-tongue section, and it proved highly popular with pupils and teachers.

3. Two issues of the school magazine were brought out in the course of the year. A welcome innovation was the introduction of the Samskrit section. Class manuscript magazines which encourage group activity and co-operative enterprise besides giving a large number of pupils effective training in the art of writing were also brought out.

4. The dramatic section of the Boys' Union put on board 'Bhaktha Kuchela', in Telugu, at the Victoria Public Hall. The performance brought to the school Rs. 5,548 and helped to award scholarships and fee concessions to a larger number of poor and deserving lads than before. The Dormitory Union course had of nearly 80 members of the Sixth Form. It afforded them for nearly two months before the final examination facilities for intensive and concentrated studies at night and early in

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OUR BOOK-SHELF

165

the mornings, to the school premises. Their work was supervised and guided by the Headmaster, the warden and the other teachers.

5. The Volunteer Corps, the Scout troop, the cub pack, and the musical choir, which constitute the seva forces of the school, afforded large groups of youngsters valuable training in service.

6. The Boys' Court of Honour consisting of ten members of the Boys' Representative Council, constituted to adjudge cases of grave lapses on the part of pupils had no occasion to meet even once during the year.

7. The Masters' Association of the school was called upon by the Department of Education to organise and conduct the Social Studies section of the Educational Exhibition.

8. 141 out of 173 sent for the S.S.L.C. Public Examination came out successfully securing for the school 82% of passes.

List of Books and Periodicals received—

We acknowledge with thanks the receipt of the following publications :—

- Statistical Summary of Education, 1945-46, Chapters I, III and V. (Biennial Survey of Education in United States.)
- Fundamental Education Abstracts, Vol. I, No. 10. (UNESCO)
- Suggestions for the preparation of reading matter. (UNESCO)
- Adult Education in Rural Communities. (UNESCO)
- Annual Report of the Federal Security Agency, 1943 (U.S.A.)
- Fundamental Education Abstracts, Jan. 1950. (UNESCO)
- World Organisation of the Teaching Profession—Proceedings of the Third Delegate Assembly, Berne, July 18-23, 1949.
- Announcements regarding Still Water Conference on Integrated Education, June 6th to 9th, 1950.

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PROF. A. RAMA IYER, M.A.,
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