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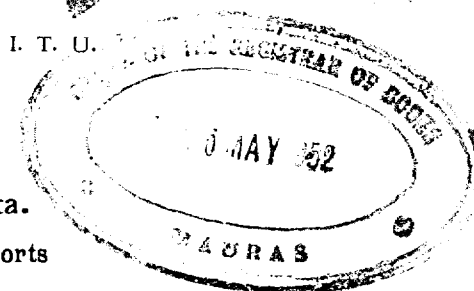
South Indian Teacher

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

MARCH 1952

उद्धरेदात्मनात्मानम्.—The Gita.

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COMMEMORATION ADDRESS

By

SRI S. BALAKRISHNA JOSHI, B.A., L.T.,

Headmaster, The Hindu Theological High School, Madras, delivered at the
Madras Teachers' Guild Day on 2nd November, 1951.

The 2nd of November is a great day in the calendar of the Teachers in this part of our country because it was on that day six and fifty years ago a band of earnest educationists, endowed with vision, imagination and professional consciousness, brought into being the Madras Teachers' Guild under the protecting wings of which we are assembled here this evening. It is a day of Thanksgiving, of rejoicing, of stock-taking and of planning ahead. To an individual, a birthday with all the halo of joy that surrounds it, is but a painful reminder of advancing age; but in the case of an organisation which symbolises the cumulative strength of a large number of people, it is an indication of growing vitality. Right reason have we, therefore, to feel happy that the Madras Teachers' Guild is 56 years young today. Let us, in all humility, offer thanks unto the Lord for having protected and guided this organisation through its eventful career of 56 years now. It is of significant coincidence that this day synchronises with a Christian festival, All Souls Day, which evokes grateful remembrances.

It is a healthy tradition that has been established that on this memorable annual festive occasion when we draw closer together to rekindle our lamps of faith in the effulgent ideals of our profession and to re-affirm our loyalty to the professional organisation, we

should be reminded of the aims and achievements of the Guild by means of a Commemoration Address. If the privilege of delivering it has been accorded to me this year, I interpret it not as an honour done to me as an individual but as a tribute paid to the Masters' Association of my School which has been "consistently and continuously co-operating with the professional organisation in all its endeavours to further the cause of teachers."

The history of the Guild is as inspiring as it is interesting. I shall content myself with referring to the more significant landmarks in it. The need was increasingly felt for an organisation of teachers on the model of the National Union of Elementary Teachers in England and the London Teachers' Guild. Through the pioneering efforts of a few ardent spirits, about 150 educationists, including Principals of Colleges and women teachers assembled from different parts in the Senate House on the 2nd of November, 1895. Amidst scenes of great jubilation and enthusiasm, they resolved to establish the Madras Teachers' Guild. In their work they derived valuable help from the Association of Women Teachers in Madras which had been five years old then. It is significant that, as in the case of the Indian National Congress, the initial inspiration and strength for the teachers' organisation came from a

few foreigners, deeply devoted to the cause of education. Their memory deserves to be cherished with love and gratitude. The objects of the Guild were formulated to be (a) the improvement of the methods of teaching; (b) the discussion of all questions affecting education and the profession and (c) the promotion of social intercourse among teachers. It speaks volumes for the organisational abilities of the Founders that the rules framed by them have remained almost the same till today.

The first annual meeting of the Guild was held on the 15th of February, 1896 with that veteran educationist whose name has become a household word, Dr. Miller, in the Chair. Three Reading Rooms were organised under the auspices of the Guild in different centres. A registry of teachers was opened. In 1898 the Guild became a registered body. The next year the Women Teachers' Association got amalgamated with it—what a contrast to the present-day tendency! That the infant organisation commanded the respect and enjoyed the confidence of the Department is evident from the fact that it was called upon to send a representative to attend the conference of educationists, convened by the Director of Public Instruction. Year after year, conferences were held, presided over by distinguished educationists. Topics of practical interest were discussed in quite an earnest and serious manner. In 1903, through the efforts of the Guild, the South India Teachers' Union was formed. Since then the Guild passed through several vicissitudes. The initial enthusiasm seemed to have waned. There was a progressive fall in strength: the annual conferences were thinly attended: the Reading Rooms were closed. This was a period of depression. A vigorous campaign for membership was made, however, in 1917-18. The annual conference, revived after a lapse of ten years, was held in Pachaiyappa's College and was presided over by His Excellency Lord Pentland. It was the entry of Sri M. S. Sabhesan—may his soul rest in peace!—that opened out a

new era of dynamic activity and progressive usefulness for the Guild. For long years he was the heart and soul of the organisation. The Guild made itself felt once again. A new life and energy were infused into it and it began to function vigorously through its several branches. The Co-operative Credit Society which has proved so popular, was organised; membership steadily increased; meetings were held frequently and important problems discussed. In this period of intensive activity several members played a prominent part contributing to the growth and popularity of the Guild. The names of Sri P. Subramanya Aiyah and Sri P. A. Subramanya Aiyar, among others, readily come to our minds. In 1929 the practice of celebrating the Guild Day on the 2nd of November was inaugurated. Since then the Guild has been steadily maintaining its record of work, thanks to the efforts of a band of earnest office-bearers. Special mention has, however, to be made to the period, 1943-44 when Sri K. Rangaswami Ayyangar was the President of the Guild. Through his efforts which were wholeheartedly backed up by the Masters' Association of the School, the Guild began to pulsate with vivified vigour, and there was an outburst of activities in several directions. At his suggestion the members of the Association enacted a drama and helped him to hand over to the Guild a sum of Rs. 4,444 for the Building Fund. With Professor R. Krishnamurty as the President, the Guild celebrated the Golden Jubilee of its foundation in 1945. What has happened after that memorable event is recent history and is within the memory of most of us. We are too close to the period. It is for the future chronicler to comment upon it.

Let me now share with you my feelings regarding some of the modern trends as they relate to the sphere of our work. In the evolution of human affairs we have now reached a stage when we have to act in terms of organisations and groups: the world has now become so much shrunken in size that it is but a compact family of

nations. The problems of individuals are linked with larger national issues, and unless these are solved, individuals cannot hope to have contentment and happiness. Disciplined activity on the part of corporate bodies and not spasmodic efforts of isolated individuals can achieve anything worthwhile. Democracy, pure and simple, where all people or, for that matter, all the chosen representatives, have a chance to take their full share in discussions and influence decisions, is an illusion. A small body of earnest individuals can alone give their concentrated attention to important problems, discuss them frankly, clinch the issues and arrive at decisions. Unfortunately, a long spell of foreign rule had atrophied our individuality. We have been acting mechanically as under suggestion: the gift of freedom has startled us as it were and brought about not a little of confusion. Most of us are off our balance, confusing want of restraint for liberty and irresponsibility for independence. Rigid standards of life and conduct have yielded place to superficiality and ease. The bane of public life seems to be loose thinking and vague talking. Our reaction to situations is very often the blurred outcome of conflicting ideologies. Either we are so much carried away by some people whom we have idealised that we simply echo their feelings and sentiments or we develop an attitude of needless criticism and challenge every statement made by certain others, determined that what they say ought not to be accepted. We also allow ourselves to be enticed by expressions that are much in currency and that suggest themselves to us easily, forgetting that words are but our tools and that we are not their slaves. For instance, it is sickening to hear people saying often that 'in the present national set-up, a thorough re-orientation of the educational policy is necessary and that steps should be taken to nationalise the system.' One wonders what exactly according to them is the present national set-up, what the re-orientation they contemplate is and what the positive and helpful steps are that they would suggest to nationalise the system

of education. This kind of beating about the bush, fencing in the air, will not take us nearer the goal. It is not verbal fireworks that end in smoke but constructive thinking that results in illumination that we want: not rhetoric but action is the need of the hour. Let us sit down, be true to ourselves, understand our own minds, speak in simple sober words and attempt sincere work. Our time, talents and energies are meant for serious purposes and not to be expended on fruitless talk.

We have to keep our minds open. It is not reasonable to cling to worn-out theories and condemn everything that is new; nor is it proper to clutch at new-fangled ideas and hug them frantically to our bosoms simply because they are novel. We have to steer clear of the two extremes, examine every innovation on its merits, accept it gladly if we feel it is good or express in unequivocal terms how it is defective if we think it is so. There is no use playing hide and seek with our own feelings. We are entitled to our honest opinions based upon experience. It is as much our duty as it is our right to express our views. A change for the sake of change, is no good. By simply throwing overboard what was obtaining before, we may not be effecting an improvement. Let us learn to express our clear-cut views on important problems through our Guild. We are not hostile to anybody. The Department and the public are sure to pay heed to our suggestions when they go with the imprimatur of the Guild.

Again, there is all-round dissatisfaction regarding the present system of education. People at the University level murmur that things are not proper at the secondary stage: High School teachers complain that the foundation is not properly laid in the initial stages: Elementary School teachers feel that with the pay and prospects they have, a better quality of work cannot be expected. Private managements plead that they have their own limitations and that they are doing a bit of community service by running institutions. The Government argue that

individual benefactions and private enterprises have a large part to play in the matter : education is not their only concern and that there are more vital problems claiming 'top priority,' to use another convenient expression often repeated. Where then is the solution if we are going to simply apportion blame and throw up our hands in despair, complaining that everybody else excepting ourselves is in the wrong? If we were really serious and sincere, would we allow things to drift like this? If everyone has reason to feel dissatisfied, then there is the greatest need for all to draw closer together and to hammer out a solution on the anvil of mutual understanding. There has to be greater co-ordination in educational policy at the different stages. The University continues to employ English as the medium of instruction and expects of its alumni a high standard of proficiency. Pupils in the High School stage learn their subjects through the regional languages. Hence they feel like fish out of water when they enter college. The University Professors and High School teachers have therefore to evolve together some device by which the gap between the High School and the College might not be so yawning as it is now.

The complaint is heard everywhere that there is a deterioration in moral standards and that efficiency is going down all round. It is an unmistakeable indication that education is today not the power, the force and the influence that it ought to be. The baneful effects of the false sense of liberty which has sprung up in Freedom's wake, are seen in the sphere of education also. Agitation for the abolition of examinations and the desire for easy type of questions which would minimise the disciplinary value of studies, are some of the indications of the path of least resistance which everybody wants to tread. It is very unfortunate that the provision that was hitherto made for the memorisation of noble lines in languages at the S.S.L.C. stage should have been removed. At this rate, the phenomenal memory power which has been the pride of South Indians will

disappear ere long. Our forefathers versified even sciences so that they may be easily committed to memory. The Vedas live to this day thousands of years after they have been composed, enshrined in the memories of people. It is up to the Guild to see that, in trying to give momentary satisfaction to certain sections that may agitate, larger interests are not sacrificed.

Yet another painful factor is that at public functions we ourselves start the elegy on the profession saying that teaching is the noblest of professions and the sorriest of trades. Even if the statement be true, it does little good to be repeating it *ad nauseam*. If we cannot inspire respect, let us not invoke pity. Values have now changed : culture is debased : sense of proportion is conspicuous by its absence : people who pander to low tastes or employ themselves in ephemeral work of doubtful value, earn fabulous sums which men with high academic distinctions cannot dream to get : there is constant conflict between aspiring genius and risen mediocrity. Wealth is not always the result of honest toil. Riches do no longer go hand in hand with nobility. If we have no faith in our calling and if we are not sincere about our work, not all the social status that increased emoluments we may get can give us that moral fibre which alone counts in a teacher. It is wrong to imagine that members of other professions are always better off than ourselves. Possession of amenities which money can purchase need not carry with it any special respect. We are opulent in a real sense. For the gift of knowledge, the blessing of culture and the inspiration of character, the richest and the noblest have necessarily to lead their children to teachers. He that gives is always on a higher spiritual pedestal ; the greater his humility, the greater his exaltation. Let us not, therefore, feel dissatisfied with ourselves. Nothing stultifies the growth of personality as loss of self-esteem. It has to be admitted that through the efforts of the Madras Teachers' Guild and other professional organisations,

the teacher's lot has improved to some extent. The public has become aware of its duty by the teacher. Dearth of teachers and other factors have made the Government too realise the important role of teachers.

A well-knit organisation is any day stronger than the strongest individual. In association lies our strength ; in disciplined conduct, concerted action and loyalty to leadership lies the success of our schemes. The Madras Teachers' Guild which is our own institution, needs to be vitalised and re-vivified. When I make that statement, I am not casting any aspersion upon any one. You and I who love the Guild will admit that it is not to-day what it ought to be. The nature of our profession is such that we have not only to impart knowledge to pupils but also to set an example to them in conduct. Our acts, everyone of them, from the drafting of a meeting notice to the delivering of a presidential address, must be models to others. It is our duty to demonstrate how harmony of hearts and united action can achieve great things. We must therefore close up our ranks and present ourselves as a solid phalanx to the outside world. It is unfortunate that the separatist tendency should be growing amongst us and we should feel the need to form ourselves into different sectional groups. It may all sound nice to say that each group has its own peculiar problems which can best be discussed and solved by it independently. We have to be frank in these matters. These problems have existed all these years and we have got on exceedingly well, understanding them and helping one another. We cannot hide the fact that deep down behind the formation of the various organisations, there is an element of distrust. Each group feels aggressively that its material interests can best be safeguarded by itself. So far as education goes, it is the concern of teachers of all grades and there is a core of uniformity in the fundamentals of the problems that immediately confront us all. In this responsible and onerous task, each teacher has an important role to play—the headmaster, the physical

education teacher, the art master, the craft master and the pandit. After all, all of us teachers, whatever our cadre or category, are engaged in the sacred task of fashioning the minds and spirits of the young. Common work is the silken tie that knits us together. Let all the groups therefore be affiliated to the Guild and carry on their activities as its limbs in a spirit of harmony and mutual understanding. Such a happy consummation is possible and must be possible at an early date if we teachers are to make ourselves felt.

As it is, we have now the Managements' Association, the Headmasters' Association, the Graduate Teachers' Association, the Secondary Grade Teachers' Association, the Elementary Teachers' Association, the Pandits' Association, the Art Masters' Association, the Physical Education Teachers' Association, etc. I do not want to offer the suggestion but I am afraid that at this rate there will soon be an Unqualified Teachers' Association, because their number is fast increasing and they have their peculiar problems. All the groups are genuinely interested in education and the well-being of teachers. On this holy occasion, I wish to make a very fervent appeal to all of them to get coalesced into the parent organisation, the Madras Teachers' Guild and to function as its component parts. While individual sections may discuss their special problems, let the representatives of all the categories meet once a month in a spirit of *camaraderie*, think about common problems, come to an understanding that is binding upon all and present specific proposals to the Government, instead of each group hurling different recommendations, often at variance with one another, which may baffle the Department. I make a very earnest entreaty to the members of the Managements' Association and the Headmasters' Association to actively join hands with the Guild and to strengthen it. So far as Managements go, they know full well that without the willing and whole-hearted co-operation of teachers, school work and administration cannot be efficient. As for Headmasters, most of them have

been teachers and they are aware of the conditions under which their colleagues have to carry on work. A Headmaster is primarily a teacher, an educator, a preceptor, an inspirer of the young. He is not a diminutive tyrant dressed in brief little authority whose business is to play the policeman in the school; nor is he a glorified head-clerk whose soul is to be crushed under the dead weight of official routine. He is in living touch with pupils and teachers. His guidance and advice are bound to be valuable to Teachers' organisations. How I wish, therefore, that the Headmasters' Association, most of the members of which are already attached to the Guild, sets an example by getting itself affiliated to the Madras Teachers' Guild. It is inspiring to learn from the records of the Guild that in the early years it sometimes convened meetings of Managements and of Headmasters to ascertain their views on important matters, and enlisted the co-operation of publishers also.

The Madras Teachers' Guild has rightly and naturally grown in size and strength. Its numbers have increased and the schools attached to it, lie scattered. That is perhaps one reason why it is not able to function vigorously though to my mind it does not seem to be a very valid one. The problem cannot be solved by simply increasing the number of Vice-Presidents who may have no occasion to function at all. Instead, schools in different localities must be grouped into homogeneous units of the Guild so as to be able to carry on vigorous work on zonal basis. Monthly meetings may be held in different schools of the locality by rotation, important academic and profes-

sional topics may be discussed and the findings may be forwarded to the central organisation. At periodical conferences of the Guild, representatives of the different units may present their view-points and all could come to a decision then. That way should we pool and mobilise all our knowledge, skill and talents, raise the standard of our profession, arrest and focus public attention on matters educational and enlist enlightened co-operation.

We need to develop club life too. The authorities of big schools in different centres may be requested to set apart a room or a hall for teachers in the locality to meet in the evenings. The provision of newspapers, magazines and materials for indoor games will give us an opportunity to draw together and strengthen our bonds of fellowship. The Guild had three such reading rooms even during the first years of its existence.

I have spoken out frankly what I have been feeling because I love the profession, I love the Guild. I am sure you will take my remarks in the right spirit because I am one of you and have long been one such. Let us rally round the professional organisation and do our best, headmasters and teachers, to make it a shining symbol of strength and solidarity. Recognition will come to us not because we *desire* it but because we *deserve* it. God willing, in 1955 the Diamond Jubilee of the foundation of the Guild will have to be celebrated. By then may it become a real power for good, unifying the members of our fold and inspiring in them idealism and faith which form the twin eyes of our profession!

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THE MADRAS TEACHERS' GUILD ANNUAL EDUCATIONAL CONFERENCE

His Excellency Sri Prakasa, Governor of Madras, opened the Annual Educational Conference of the Madras Teachers' Guild, on 9th April, 1952 at the Christian College High School, Chetput.

Welcoming the Governor, Mr. K. Kuruvilla Jacob said that the teachers were aware that as teachers they should take a greater share in the training of the civic sense. When the scheme of secondary education in the State was revised four years ago, the Board deliberately included citizenship training as a part of the school course, including various activities which would help to train in pupils some of the aspects of civic duties. The Board of Secondary Education was now revising the scheme in order to make the training more practical and effective. He was sure that teachers all over the State would give special attention to this part of their work.

Mr. Kuruvilla Jacob said that some teachers felt that in addition to the efforts of the South India Teachers' Union, each grade of teachers also should organise itself to fight for its own grade of salaries and conditions of service and thus came into being, the Secondary Grade Teachers' Association and the Graduate Teachers' Association etc.

The Headmasters' Association which was organised 17 years ago for consultation on academic and administrative matters connected with schools was misunderstood by some teachers as one of these organisations which stood for the security of its own members. This was a misconception, because the only resolution which the Headmasters' Association ever passed regarding salaries and conditions of service was in support of the resolution of the South India Teachers' Union for the revision of salaries of all grades of teachers. But the division of the teachers of the schools horizontally according to their grades, for their own security, was a

sign of weakness and it would lead to divided loyalties within the schools and tend to weaken the South India Teachers' Union.

Mr. Jacob said, "The Headmasters' Association of Madras has been anxious to end these unfortunate developments and has made an appeal to all the teachers to strengthen the South India Teachers' Union and assured them that the headmasters themselves will fully associate themselves with the South India Teachers' Union and their conferences will be for conferring on academic and administrative matters."

Mr. Jacob hoped that the value of a strong and united teachers organisation like the Guild and the South India Teachers' Union would be appreciated by all teachers.

Mr. P. Doraikannu Mudaliar said that teachers seldom allowed themselves to be weighted down by the material or economic distress. The teachers, he added, were hopeful that soon their cause would become the foremost concern of the masses, whose children were their educational wards.

GOVERNOR'S ADDRESS

Saying that he always felt at home among educationists and students, the Governor thanked them for asking him to open the Conference. It was his main desire in his student days to become a teacher and on completion of his studies, he actually tried to become a teacher. But he failed and took to politics.

In politics, the Governor said, there were three stages. One was of the agitator, when he lectured about in streets and on seashore. Then came the stage of the politician proper, when he managed to get into some sort of a legislature and sat in the Opposition. This was the most interesting part of a politician's life. Lastly came the stage of what was called the statesman, when the same person transferred himself

from the Opposition to the Government benches. "I have had the misfortune of having been through all the stages. In fact, I have at one time addressed audiences on your own beach. I wished I can do it again because those, who do not like my decisions, right or wrong, got the better of me because they can address large audiences while I can neither enter a caveat nor defend myself."

"The Headmaster has rightly laid stress on the development of civic duties. If your conference is able to evolve practical schemes whereby the teachers can inculcate in the minds of pupils the desirability of having the social consciousness of looking to the neighbours' needs even before one looks to his own needs, we would certainly make the world a happier place to live in.

"It is true that we lack civic sense. It is not that we are callous; we are only careless. It is not that we want to do any wrong to anybody. Simply, we do not know what it is to do right. Take a simple thing, have we not seen persons walking in the streets with their umbrellas hanging across their shoulders instead of hanging by their sides, with the result that they endanger the eyes of the persons who walk by their side. If we look about, we shall see so many faults that we commit unconsciously and that can be easily avoided. There is no doubt that we would, if only we realise our duty." "I have therefore often felt that what we need is practical education and not merely theoretical knowledge."

"The great fault in our education," the Governor said, "is that we do not take much cognisance of life as it is actually lived."

AID TO SCHOOLS

"In the speeches delivered here and elsewhere, we have naturally heard a great deal of the troubles and dangers. I have fullest sympathy with them. I am often surprised how it is that, as soon as we go out of the schools and the colleges, we seem to forget our mother institutions. It is time that a

conference like yours probed into the causes of this. Most of our troubles from which we suffer would be over, if only our old boys came to our help, whenever we are in need. I have had occasion to talk to many men who are successful in life and to ask them to help the institutions in which they were educated. They have invariably turned deaf ears. Now if there is fault in them, there must be fault in us also because we have not been able to keep our children attached to ourselves.

"I feel unhappy that our educational institutions should always be depending on Government assistance, instead of being constantly helped and nurtured by those who were nurtured by them in their earlier days. I find that the educational institutions have not even complete lists of their old boys. I find that very few old boys help the mother institutions, but it is not so in foreign lands. In India, we do not talk of our mother institutions enthusiastically. We often forget that we have been students of any particular college or school. This is indeed a sad state of affairs.

"In our ancient days, in convocation ceremonies, when the preceptors give a 'sanad' to their students, they always gave an injunction that the pupils should earn money and bring it back to the preceptor. Every school, college or university has a right to insist on all those, whom they have educated, to share part of their means.

"I am one of those who feel that education should be kept free from Governmental control. Educationists themselves should frame syllabuses and give proper education to the students, so that they may be worthy citizens of the future.

"Education was free in the old days and it is still free in other lands. I do wish some scheme would be evolved in order that our education should also be equally free and unfettered. The purpose of education is to fit us for life, for life will not fit itself with education.

"In these hard times, the teacher ordinarily finds it difficult to make two

ends meet. The difficulty is enhanced by the fact that other professions are better paid. Therefore, teachers are inclined to change their profession. They change their profession much to their advantage but to the detriment of the teaching profession. Society must make it worthwhile for a teacher to be a teacher and to my mind it seems that it is not so much the material side of our teachers' profession that is so galling. It is also the spiritual side. If a teacher is worthy of his salt, he should, socially speaking, occupy a high position in society. Unfortunately today, the position is judged by office, wealth and other considerations. In our ancient polity, teachers, who were used to be called Brahmanas held the foremost place. Their poverty was compensated by the position they enjoyed. If society can insure a proper position for the teachers, I have no doubt that much of their difficulties moral and spiritual would disappear."

The Governor wanted the Conference to suggest some practical schemes by which the relationship between the teachers and the taught would be based on affection. Now-a-days many teachers seemed to be in terror of their pupils, who threatened to go on strike at the slightest provocation.

Mr. K. S. Varadachari, Secretary, Madras Teachers' Guild read messages

from Dr. A. Lakshmanaswami Mudaliar, Mr. S. C. C. Bach of the British Council and others.

Mr. L. Mariaprakasam, Secretary, proposed a vote of thanks.

INTELLIGENCE TESTS URGED

Dr. B. Kuppaswami, Professor of Psychology, Presidency College, speaking on "Level of General Ability and Level of Secondary Education," said that they had reached a stage when it was necessary to take steps to weed out those who were incapable of getting the best of school or college education. Hopes of universal education had to be attenuated by the natural abilities of the people. Giving out the result of a survey which he conducted in Mysore, Dr. Kuppaswami said that they had to recognise normal distribution of general ability and there was no use to expect that every boy would be able to go on from class to class automatically. He suggested that intelligent tests should be worked out to test the general ability of pupils seeking admission in secondary schools or colleges.

Mr. N. D. Sundaravadivelu, Deputy Director of Public Instruction, spoke on "Education in United Kingdom."

Earlier, the Conference passed a resolution expressing sorrow at the demise of Lt.-Col. Hameed, retired Joint Director of Public Instruction.

THE SOUTH INDIA TEACHERS' UNION

Diary for the month of March 1952

- March 2. Meeting of the Ad Hoc Committee for Basic and Primary Education section.
- 5. Meeting of the Ad Hoc Committee for Secondary and Technical Education section.
- 14. Meeting of the Ad Hoc Committee for University Education section.
Balar Kalvi—February 1952—published.
- 28. The South Indian Teacher—February 1952—published.

EXTRACTS FROM ADDRESSES AT THE HALF YEARLY CONFERENCE OF THE DISTRICT TEACHERS' GUILD, TIRUNELVELI

HELD AT TUTICORIN ON 15-2-1952

(Sri SUNDARAVEL, Chairman of the Reception Committee.)

Democracy will be a failure if the bulk of the population is left to remain illiterate.

Our children, youths and illiterate adults must be trained to take up their full share in the political, social and economic life of our country. They should be made to shoulder their responsibilities with patriotism, selflessness, efficiency and courage. Literacy is the foundation on which all national progress can be built up and the responsibility to train them and make them the best citizens is in your hands.

The teaching profession, as experts in the field, must freely and boldly make its voice felt on all educational matters. In the new constitutional set up, provision has been made giving you representation in the Upper Chamber of the State. So, I am sure, easier than any time before, your wishes will be carried to the Legislatures and immediate and direct remedy can be obtained.

We must of course be thankful to the Government for introducing Citizenship Training and Social Studies for giving technical bias to secondary education which in former days was purely academic in character, and for recognising the importance of Physical education. But overenthusiasm and undue haste in introducing these reforms have in some cases led to a certain amount of unsettlement and confusion.

I would like to lay a little stress on Hindustani, the National language. . . . Some people in our State are opposed to it simply for the sake of opposition.

It is a very easy language and can be learnt by all, especially by us who are supposed to be experts in mastering languages, without much effort. We, the South Indians who are to take up a share of responsibility of citizenship in this vast country, should not be made to lag behind merely because we are not conversant in Hindustani. So it is my fervent desire that our schools and students must bestow more attention on it.

There is no difference of opinion regarding the imperative necessity of raising the status and pay of elementary and secondary school teachers. I am sure, as they ought to have, they will have a rise in their status and emoluments in the near future when the new Ministry comes into power. In this connection I would also like to request you to live up to the expectations of a "GURU" and devote your fullest towards the betterment of the wards left to your care. What new India needs to-day more than anything else is men and women of character. Mahatma Gandhi, the Father of our Nation, has demonstrated to us by his example the supreme importance of character, individual as well as national. Our educational activities should therefore be directed mainly to achieving this end.

(Sri SATHIA SAMUEL, President of the Conference.)

Recent educational reorganisation aims at good citizenship or 'the development of the whole personality of the man' in the words of Mahatma Gandhi. Good citizenship has a broad meaning according to our new constitution which declares as its basic objective the

establishment of a casteless, classless, co-operative commonwealth, dedicated to the highest ideals and purposes of democracy. In other words the good citizen of India must learn the art of living together, living a useful life unto himself and others and helping to create a good Government.

Education is the most potent single factor in moulding good citizenship and hence the new orientation given to education rightly lays stress on goodness, patriotism, skill in craft, social outlook and physical and intellectual alertness. In the language of the School Curriculum Social Studies, Craft, Scouting and Citizenship Training give concrete expression to the postulates underlying good citizenship. Learning is to be correlated to craft and a judicious combination of both will not only impart knowledge to our pupils in a pleasant setting but also enable them to acquire the right attitude of mind and body towards manual labour. Bifurcated courses go a step further and help pupils to discover their own bent of mind and prepare themselves in right earnest for a profession or occupation in life that will assure them of honest existence and lead them to produce more wealth for the country. Unemployment, aversion to manual labour, book learning and mania for clerical jobs—all these evils will become things of the past, when the new scheme is fully implemented. Social studies and citizenship training are but the theory and practice of nationalism and inter-nationalism. True patriotism is not merely loving one's country in the abstract but living and working together in a spirit of harmony and co-operation for the greater good of your country, in increasing its wealth and prosperity and preserving and enhancing its good name. Social studies foster love of common humanity and enforce the conviction that no individual can prosper at the expense of society and no nation can flourish independently of any other nation. All these wholesome new trends in educational reorganisation have a common denominator. They are all imbued by the common spirit of integrity of character. The old and yet

perennial aim of education namely character formation is not relegated to the background in the new organisation as some people wrongly imagine. Faith in God and godliness permeate the whole scheme which derived its inspiration from the Father of the Nation, whose life mission was to preach ahimsa and truth and who lived a godly life. This, in school parlance, is known as discipline. The brightest spot of the new scheme is the organisation of every school as a living community centre where pupils are given opportunities for self discipline and leadership. Squads, Courts of Honour, Parliament, Social Service groups are different ways of acquiring that discipline, integrity of character, without which there can be no true citizenship and all knowledge will be positively dangerous.

A word about the language before I pass on to the place of the teacher in new set up. Happily the controversies over the regional language and Hindi have lost all their force and vigour and the battle of languages so to say has ended in an honourable peace. But the position of English is still uncertain though there is growing evidence of the realisation of its value and importance as a foreign language. I personally feel that English will not depart so easily as the English people did. It may not dominate our education but it will certainly be learnt as a very useful modern language of trade, commerce and science, leave alone its cultural aspect. What is more, if we wish to continue to enjoy our present respected status among the nations of the world and spread the knowledge of our culture and civilisation to other nations, can we hope to do this in any other language than English? This is only one more argument why we should all wish for the retention of English in our School curriculum. But may I remind teachers that old methods of teaching English are out of date and new methods of Teaching English as a modern foreign language have come into vogue and they should try to learn the spirit and technique of these methods if they wish to make their teaching effective? They deplore the insufficiency of time

given to English teaching but I fear that it is not the time which is insufficient but it is the method which is inefficient.

Let teachers banish once for all from their minds the time honoured notion that teaching means work for a 5 hour-day and begins and ends with the class-room. We will be failing in our duty and we will miss the great opportunity to train and mould the future citizens of India on sound and healthy lines, if we in our own lives do not exemplify that uprightness of character, mental alertness and physical stamina which we seek to develop in our pupils. That means great effort and great sacrifice and I do trust that teachers of the Gandhian era will exhibit that missionary zeal that expresses itself in unselfish devotion to the best interests of our pupils committed to our care. That way ought to lie the endeavour of any one in the teaching profession whether he teaches in high school or elementary school. That endeavour alone would win for him the joy and satisfaction of having performed a truly noble national service—a reward far more valuable than gold and silver.

Nevertheless, I must add that it should be more vividly realised by the Government that they should see to it that wages paid to this class of national workers are worthy of the importance and greatness of the service they are rendering to the society. It is hoped that Government also would radically change its outlook on teachers in the same measure in which they have changed their outlook on education. More than ever education needs priority of consideration and teachers need adequacy of salaries and allowances, consistent with their new status and responsibilities. We shall leave these wise acts of statesmanship to the new State

and Central Governments that are emerging from the recent general election. Meanwhile, may I appeal to the S.I.T.U. through this Guild to revise the Constitution in the light of the many vital changes that have taken place in the country in the wake of freedom—changes that have fundamentally affected the life and thoughts of pupils and teachers of to-day and make it reflect the spirit of the Gandhian era in education, shifting its emphasis more to the duties and responsibilities of teachers than to their rights? After all many of our rights are human rights, guaranteed by the new constitution of India and rights spring from duties as day follows night.

V. R. RANGANATHAN

conveys his grateful thanks

to all the teachers

in Madras (South)

for returning him

to the

Madras Legislative Council

by an

overwhelming majority.

Advt.

NEWS AND NOTES

PARIS.

More Opportunities for Students to study abroad this year, UNESCO Publication shows.

More than 33,000 opportunities are offered this year to students for study in countries other than their own. These are listed in Volume IV of "Study Abroad," Unesco's yearly handbook of fellowships and scholarships given by governments and private institutions, as well as by the United Nations and its Specialized Agencies.

The 1952 Handbook contains nearly 3,000 more study possibilities than Volume III published in January 1951, an increase of almost 10 per cent on last year's figure. For the first time this year, scholarship programmes in Bolivia, Greece, Monaco, Nicaragua, the Saar and Yugoslavia are included in "Study Abroad", bringing the total number of countries offering study awards to 60.

A number of fellowships are reported under the United Nations Expanded Programme of Technical Assistance, for persons from under-developed countries to study techniques which will be of value in the social and economic development of their countries. Of the other study awards listed, most are offered in a field to be chosen by the recipient, or in such general fields as science, medicine, the arts, law, music, economy, etc. The scope of opportunities ranges from the study of sugar technology in a private firm in Trinidad, to the study in Greece, of paleography, iconography and Byzantine history.

There are also awards for candidates without special academic qualifications, such as a 6-month visit to Australia, offered by the Australian Red Cross Society, for nurses from Thailand to study blood transfusion methods, and a number of scholarships in agriculture, engineering and administration.

Volume IV of "Study Abroad" is divided into three parts: a detailed survey of fellowships programmes con-

ducted last year; opportunities available in 1951-1952; and a report contributed by the ILO on opportunities for young workers and students to receive vocational and technical training abroad.

Unesco intends to issue in April this year a fourth edition of the Vacation Study Supplement to "Study Abroad", which will include information on summer courses and study tours for 1952.

GREAT BRITAIN.

YOUTH HOSTELS IN INDIA

Great Future Foreseen.

The view that Youth Hostelling in India and Pakistan had a very promising future was expressed by Mr. E. St. John Catchpool, former President of the International Youth Hostel Federation, who has just arrived back in England from a three months' tour of the sub-continent and the Middle East under the auspices of the United Nations Technical Assistance Department.

The primary object of his visit was to attend the United Nations seminar at Simla on the problems of youth organisation and recreation. Youth hostelling was an important topic of discussion at the seminar. From Simla Mr. Catchpool continued his tour of India and Pakistan under United Nations auspices and at Government invitation.

Both India and Pakistan have made "astonishing progress in all directions" since the war, Mr. Catchpool said on his return to Britain. "In view of the great efforts of these two vigorous young countries in the political and economic fields it is encouraging to see the interest they are taking in their youth, and the effective way in which they are handling youth problems."

International Aspect.

The International Aspect of Youth Hostelling was beginning to appear as

the scheme developed on the sub-continent. Working parties from abroad were helping with the adaptation of hostels: Mr. Catchpool instanced the international party that had been to Holalkere in Mysore. And hostellers from the sub-continent were travelling abroad. A party of 15 girls and staff members from Lady Irwin College, New Delhi, is due to arrive in Britain in May of this year for a one-month tour of youth hostels. On their way to the United Kingdom they will visit hostels in Italy, Switzerland and France.

Mr. Catchpool said he thought youth hostelling should become as popular in India and Pakistan as it had proved in Britain since its introduction 22 years ago. All the leading personalities he had met in the sub-continent, including the Prime Minister of India, had agreed that it gave ideal training for youth.

NELLORE.

The Conference of the Headmasters of the Nellore District was held on 16-2-1952 in St. Peter's High School, Nellore with Sri C. V. Narasimha Rao, B.A., L.T., Headmaster, V. R. College High School, Nellore, in the Chair. Sri P. Sundararajan, B.A., L.T., District Educational Officer, Nellore, opened the Conference.

ALATUR.

The Alatur Range Inter-Higher Elementary School Sports and the Play Festival of the schools of the Alatur, Kunissery and Kavassery Teachers' Association Centres were conducted at N. E. High School green on the 8th and 9th March, 1952. Men and Women parents had assembled in large numbers. 22 Ele. Schools participated.

SHORANUR.

At the South Malabar Headmasters' meeting held on 1-2-1952 at 8-30 p.m. in the High School, Shoranur with Sri K. V. Raman Nair, B.A., L.T., Vice-President of the Association in the

Chair, the following resolutions were adopted:—

1. A special minimum in Hindi must be insisted on for purposes of promotions in Forms I to IV.

2. *Visual Education.* The present rates for Visual Education fixed by the Director of Public Instruction are too high and may be reduced to Rs. 10 per show of 45 minutes, in view of the fact that the actual running time for one topic (show) is only about 15 minutes. The shows may be arranged for a class not exceeding 3 sections of the same form. In view of the proposal of the Malabar District Board to have two moving vans for the whole District to serve District Board Schools, it is resolved to request the Government to direct the District Board to help aided schools with their vans to give visual education shows.

3. Excursion fees and Scouting fees may be separated, and the former may be collected as and when found necessary.

4. As the setting of the question papers according to the new type involves heavy printing charges, the stationery fees may be enhanced to Rs. 3 for high school forms and Rs. 2 for the lower forms.

5. The rule insisting on all headmasters to do ten periods of teaching work need not be insisted on, in the case of big high schools.

6. In view of the fact that a sufficient number of B.A.'s are not available for handling English, B.Sc.'s also may be permitted to do English work.

7. Every school may be permitted to have a Librarian irrespective of the strength, and in the case of middle schools a Clerk-cum-Librarian may be permitted.

8. The following scales of pay are suggested for adoption by the Government:

Headmasters—Rs. 200—15—500.

L.T. Assts.—Rs. 100—10—300.

Sec. Grade—Rs. 60—5—125.

MALIKIPURAM.

The Fourth Anniversary of the A.F.D.T. High School, Malikipuram was celebrated on 29th March. Sri A. Sankararao, B.A., L.T., (Rtd. Headmaster, Veeresalingam Theistic High School, Rajahmundry) presiding. Sri K. Jagannadharao, Headmaster, while presenting the Annual Report traced the growth of the Institution and the implementation of the New Scheme since its opening and appealed to the parents and the public to co-operate and give their wholehearted support to the progress of the institution. Then Sri M. Venkata Ratnam, Hon. Correspondent of the High School assured the public that he would strive his best and see that a first Grade College is opened shortly. Sri A. V. Sastry spoke and requested the parents to take more interest towards the conduct of the boys. Sri A. Sankararao, the President, exhorted the teachers to bestow more faith on pupils to achieve better results.

MADURAI.

An Art & Educational Exhibition was conducted by the Sourashtra Secondary School, Madurai on the 8th and 9th of March, 1952. Sri R. V. Rudrappasamy, B.A., L.T., District Educational Officer, Madurai opened the Exhibition. In the course of his address, he emphasised the importance of such exhibitions and added that they went a great way in creating and maintaining the parental interest in the schools. Further exhibitions of that type would facilitate the parents to realise the importance of the reorganised scheme of education wherein the child is given its rightful place as an active agent in the process of learning, a desirable departure from the traditional mode of education where the child was only a passive listener getting

a few scraps of information upon subjects of doubtful utility.

Sri P. S. A. Krishnier, Honorary Secretary of the Sourashtra Secondary School presided over the function.

Sri P. Harihara Ayyar, B.A., L.T., Headmaster, proposed a vote of thanks.

KAVUTARAM (Krishna District.)

The Second Anniversary of Board High School, Kavutaram was celebrated on 28—3—1952 with Sri K. Venkataratnam, President, District Board, Krishna in the chair. The pandal specially erected for the occasion was packed to the full. After prayer, Sri Narla Venkateswara Rao, Editor, Andhra Prabha, hoisted the National Flag. Sri P. V. Subbarao Reddi, Member, District Board, Krishna, hoisted the School Sports Flag. Sri V. S. Narayana, Regional Inspector of Physical Education, Godavari Division took the salute over the march-past of the athletes. He exhorted the pupils about the importance of physical education. Then the Annual Sports were conducted.

After that, the Anniversary meeting was held. Sri A. F. Thyagaraju, M.A. (London), Principal, the Gudivada College, V. Purushottam, M.A., L.T., ex-Headmaster, B. H. School, Punadipadu, etc. spoke on the occasion.

Messages wishing the function every success which were received from S.I.T.U. and Andhra Teachers' Federation were read. A new Radio set which was purchased with the hearty co-operation of the surrounding villagers was switched over by Sri Narla Venkateswara Rao. Prizes worth about Rs. 350 were distributed by Srimathi D. A. Thyagaraju for the winners in sports and for intelligent pupils. Some plays were enacted by teachers and pupils. The meeting came to a close with the singing of *Janaganamana*.

TUTICORIN.

Proceedings of the Half-Yearly Conference held at Tuticorin on 15—2—1952.

The meeting commenced with prayer by Sri Srinivasa Iyer of Pattamadai High School. The minutes of the previous meetings were read and approved. A report on the progress of the Guild work was submitted by the Secretary. He explained the delay in holding the Half-Yearly Conference, enumerated the associations which had been newly affiliated, exhorted the members to join the Protection Fund in large numbers and made a request to all the affiliated associations to hasten up their remittances of affiliation fees and contributions for the Silver Jubilee Fund.

Resolutions: (Some of the important ones are given here.):

1. Resolved to apply for one 'A' class share in the S.I.T.U. Publications Ltd. in the name of the Guild.

2. The meeting regrets that the Revision of Scales of salaries promised to teachers by the Government has not been given effect to so far and presses upon the Government the urgent necessity of raising the scales of salaries of all grades of teachers and their Dearness Allowance.

3. The Government is requested to grant House Rent Allowance to teachers of all grades, as in the case of the Government Servants.

4. Resolved to request the Government to grant free education to teachers' children at all stages.

5. Resolved to urge the Government to provide for Gratuity, Life Insurance and Pension to teachers besides P. F. Contribution.

6. Resolved to request the Government to extend the age of retirement of teachers automatically to 60 years in all schools under all managements.

7. The Guild regrets to cuts made in the maintenance grant of Rs. 15 allowed to aided elementary schools on various grounds and requests the Government to admit all legitimate expenditure such as Excess Pay paid to teachers, Library expenditure and Provident Fund contri-

bution and give the same before 31st March, 1952 to all Aided Elementary Schools.

8. Resolved to request the Government to grant an allowance of Rs. 10 to the H.M.'s of all Ele. Schools.

9. The Guild requests the Government to amend the representation of the Peoples' Act so as to include Elementary school teachers also in the Voters' list for the Teachers' Constituency

10. This Conference regrets the order of the Government, dated 30—1—1951 cancelling the compulsory payment of Rs. 3 by each management of an Elementary School, to every teacher under their employ and requests the Government to undertake to pay it instead.

11. Resolved to request the Government to permit Aided Elementary School Teachers also to contest election to Local Bodies, Legislature and other public institution not prohibited by the Government as in the case of teachers of Secondary Schools and to rescind orders prohibiting them from contesting elections.

12. Resolved to request the Government to consider the days of attendance at Elementary Teachers' Associations meetings as working days.

13. Resolved to request the Government to reduce the number of working days in Elementary Schools from 220 to 200.

PALGHAT

The General Body Meeting of the Palghat Taluk Aided Teachers' Union was held at V. P. P. High School, Palghat under the presidentship of Sri P. Achuthan Nair. At the meeting the following office-bearers were elected: Sri P. Achuthan Nair (President), M. Krishna Menon, General Secretary, T. V. Kutti Krishnan and Ittikomby Achan (Joint Secretaries).

It was also decided to conduct the Palghat Taluk A. E. T. Union Annual Conference at Melankod in May, 1952.

KOZHIKODE. THE MALABAR DT. TEACHERS' GUILD, KOZHIKODE.

At the meeting of the General Body of the Malabar District Teachers' Guild held on Sunday the 9th March, 1952, with Sri S. E. Selvam, B.A., L.T., in the chair, the following office-bearers were elected for the year 1952-53 :—

President :—

Sri M. N. Kini, B.A., L.T.,

Kozhikode 2.

Vice-Presidents :—

(1) Sri S. E. Selvam, B.A., L.T.,

Kozhikode.

(2) Sri K. K. Velayudham Adiyoti,
Panur.

General Secretary :—

Sri K. R. Parameswaran, B.A., L.T.,
Tali, Kozhikode.

Representatives on the S.I.T.U. :—

(1) Sri K. Karunakaran, B.A., L.T.,
Parasannikadavu.

(2) Sri A. S. Narayana Iyer,
B.A., L.T., Palghat.

Resolutions on the following subjects were passed for necessary action :—

(1) Raising the minimum pay of Aided Elementary School Teachers to Rs. 50.

(2) Security of tenure in Aided Schools.

(3) Fixing the age of retirement at 60 and employment even beyond that limit in deserving cases.

(4) Permitting the Oriental Title holders to appear privately for B.O.L. exempting them from language part.

(5) Rent Allowance to teachers in Municipalities and Major Panchayats.

(6) Regretting the abolition of Higher Elementary Schools in Cochin Municipality.

(7) Regretting delays in payment of allowances to teachers for election duty and for attending citizenship training classes.

(8) Holding of Citizenship Training Classes under the auspices of the Guild.

(9) Requesting the S.I.T.U. to give equal importance to matters relating to the language teachers as those of others.

CHITTOOR.

At a General Body Meeting of the Sec. School representatives held at Madanapalli on 29—11—1951, with Sri M. Murram Reddy in the chair, the following resolutions were passed unanimously.

1. Consequent on the failure of the former Dt. Teachers' Guild to give effect to the resolutions passed at the last Annual Conference (9—9—1951); consequent on the non-payment of the affiliation fee for the past 3 years to the S.I.T.U. in spite of enough subscriptions made and because of the diverse interests and purposes of the Sec. School teachers apart from those of others; it was resolved to form the Dist. Sec. School Teachers' Guild immediately.

2. The office-bearers for the current year being :—

President :

Sri M. Murram Reddy, B.A., L.T.,
Headmaster, D.H.H.S. Tirupati.

Vice-Presidents :

Mrs. S. W. Zwemer, M.A.,
Sherman School, Chittoor.

Sri K. Natesa Iyer, B.A., L.T.,
Sherman School, Chittoor.

General Secretary & Treasurer :

Sri D. Purushotham,
B. H. School, Chittoor.

Joint Secretary :

Sri T. V. Ramanujachary, B.A., B.ED.,
D.H.H.S., Tirupati.

Representative on the S.I.T.U. :

Sri P. Ramayya Chowdhry,
B.A., B.ED.,
Headmaster, B.M.S., Kothakota.

3. Resolved to run a Citizenship Training Course during May, 1952.

4. Resolved to hold the Half-Yearly Guild Conference in 1952 February last week.

5. Requests the Secondary School Teachers' Associations to kindly send the affiliation fee early.

The present office-bearers eagerly expect your hearty co-operation, wise guidance and constructive criticisms in playing our game.

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Mar. 1952

SOME SUGGESTIONS FOR THE STATE EDUCATIONAL CONFERENCE

By an experienced Educationist.

Now that the newly constituted Legislatures are to take charge of the Government of the State, this is the most opportune time to place before them a well-considered plan for the progress of education. Adult franchise has been successfully exercised and the people's representatives are at the helm of the State. It is the duty of the teaching profession to bring home to them what has been achieved so far and what has yet to be achieved in the realisation of the educational needs of the people.

When the country was ruled by a foreign government, it was the common criticism that their educational policy was more with a purpose of strengthening the bureaucratic administration, and not with a genuine desire to help the common man. Elementary education is not yet free and universal. Adult literacy is still a long way off. Our administrators and statesmen are still considering and planning what is the best way and how quickly the best can be achieved. It used to be pointed out in those days when people talked of National Education, that it was impossible to shape our educational policy so long as Government was in the hands of aliens. During the days when a part of administration was entrusted to the people, it was education that was easily handed over to people's ministers. And what could they do, except to talk about ideal plans and schemes which they found it impossible to achieve, circumscribed as they were within the limitations of the then Constitution. At best they were able to achieve some glossy patchworks here and there. And after the attainment of freedom, and the establishment of the Republic of India, we are still enveloped in the aftermath shadows of the bureaucratic

foreign government. It is not far wrong if the people felt that there has been only a change from the foreign bureaucrat to what we may call now national bureaucrats.

The State Educational Conference is meeting in May and most luckily the teachers have done the wisest thing, in getting a distinguished administrator, politician diplomat, a sound thinker and a bold campaigner, to preside and guide the Conference. As a humble worker in the field of education for over 35 years, I feel it my duty to place before the Conference the following thoughts and suggestions.

The Government have put free and compulsory elementary education in the forefront and then adult literacy and social education. In a free sovereign republican India, free elementary education is the most urgent need. Why should the State fight shy of taking up the task in full? It has always been pointed out that the State has not got enough finance. The best solution would be for the State to concentrate solely on elementary education and give up all its schemes and plans of secondary and university education. For nearly 30 years, the elementary education act has been in existence. It is said that compulsion has been introduced in certain selected areas, and the educational authorities are still planning as to how best compulsion is to be enforced. Elementary education is in the hands of innumerable managements, and the State has a sort of control by means of a system of grants. The State has an army of supervising agents, graded in a system of hierarchy, who demand dozens and scores of monthly and annual statements and reports. It is not far from truth if the elementary

school teacher feels that he is burdened more with statements than by students. A few elementary schools are under Government management, a good number under Municipal and District Board, and still a larger number under what are called Aided Agencies. If the State were to take complete charge of elementary education, supervision will be easy and simple, a good deal of wastage of funds can be avoided and a very large number of knotty problems agitating the elementary school teachers, are easily solved. If the State concentrates on successfully pushing through free and universal elementary education (it will be better to drop the word compulsory, as there is always a prejudice against what is compulsory), then it is necessary to save under other items of educational expenditure.

The best way will be to hand over secondary education to Local Boards. If the Municipalities and District Boards are relieved of the burden of elementary education, they can easily and successfully plan and achieve better results in secondary education. It is understood that the Government have recently ordered the taking over of some secondary schools under State management. Some 30 years ago some Board High Schools were taken over by Government, and after some time were given back to local bodies. And now if the State has again planned to take some Board High Schools, one is bound to ask what is the State policy as regards education? Are we again drifting into some sort of hotchpotch scheme by which a few jobs are provided to teachers? The Conference will have to examine this policy and lay down a definite well thought out scheme for consideration and adoption by the State Ministry.

The training of teachers can best be left to the teaching profession. The Teachers' Guilds form the competent organisation, to take up this task of apprenticing recruits and certifying trained persons to be qualified teachers. If the responsibility of maintaining the efficiency and morale of the teaching profession is entrusted to the teachers themselves, the Teachers Council will

organise Guild Examinations, just as other professional guilds examine and certify apprentices.

University education is another plank in the State educational policy. Though university education is controlled by the Senate, a distinctly separate autonomous body, the State spends a good lot of money by way of grants. There is also the S.S.L.C. scheme which is a great source of revenue to the State. Somehow about 50 to 60 thousand students appear for this examination year after year, every one paying Rs. 15 as examination fees. It has become a sort of commercial concern for the State which brings in profit, and as a result of which a few new posts are created in the hierarchy. How many of this huge number of candidates for the S.S.L.C. take to university education? For the sake of this 20 or 25 per cent, why should the whole lot of students go through this examination? It would be far better to reduce the examination fee and leave the secondary school to local bodies. Such of those who can afford and who wish to enter colleges, may as well sit for a separate entrance examination which the university will organise and conduct. It was the general complaint in the old pre-republican State, that in a poor country like ours, we cannot waste a lot of money on university education. It was said that all our students blindly moved on from schools to colleges, in order to get B.A. Degrees. One of the usual criticisms was that our education was top heavy. But have we now remedied this? What has the State done to put a stop to this so-called blind rush to degree colleges? It may be argued that the public are still obsessed with the mania for degrees. But if the State has opened more technical and trade schools, this mania is sure to disappear gradually.

As an example of the hotchpotch arrangement for finding some sort of solution, we are now witnessing the scheme of introducing all sorts of courses inside the existing secondary school. The old system of bureaucratic government in their half-hearted desire to satisfy public demands for more of technical

education, tried to patch up something along with the secondary school scheme. We had, some decades ago, inserted into our High Schools what was called commercial education. A new section of teachers, the Commercial Instructor came into existence. Two or more typewriters were added to the school equipment. Some schools tried to introduce agriculture and that scheme was abandoned. Lastly we had the scheme of manual training introduced in all secondary schools. There was an expert adviser brought from England. Another batch of teachers, the manual training instructors, came into existence. Woodwork was added in most schools, and Weaving in some schools. Secondary schools which did not introduce any form of manual training were to get exemption. That scheme is now evidently an affair of the past and we have now the new bifurcated courses, saddled on to the ordinary secondary schools. It seems that there is every likelihood of a similar danger in our secondary schools by the hasty addition of the new courses.

The Conference will have to discuss all these aspects, and help the State by formulating farsighted schemes, which will ensure lasting and permanent good results for the people.

Approved by all the State Governments.

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Edited by

Prof. M. VENKATARAMAIA, M.A.

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GOVERNMENT OF MADRAS

Education Department

Memorandum No. 6463-B/52-4, Education, dated the 4th April 1952.

Subject:—EDUCATION—South India Teachers' Union, Madras—Representative Capacity—Revised Instructions—Issued.

Read:—G. O. Ps. No. 214, Education, dated 1—2—1952. From the President, South India Teachers' Union, Madras, dated 17-2-52 and 24-2-52.

In G. O. Ps. No. 214, Education, dated 1-2-52, the Government issued orders directing the Andhra Teachers' Federation, Amalapuram, to represent all District Teachers' Guilds and Teachers' Unions in the districts of Srikakulam, Visakhapatnam, East Godavari, West Godavari, Guntur, Krishna, Nellore, Bellary, Anantapur, Kurnool, Cuddapah and Chittoor for the purpose of making representations to the Government on behalf of individual Guilds or Unions in that region. It was also ordered that the South India Teachers' Union might continue to represent the District Teachers' Guilds and Unions in all the districts other than those specified above. On a further consideration of the question, the Government have decided that there is no need to restrict the jurisdiction of the South India Teachers' Union. The Government, therefore, direct that in modification of para 3 of G. O. No. Ps. 214, Education, dated 1-2-1952, the South India Teachers' Union may continue to represent District Teachers' Guilds and Teachers' Unions in these districts also as heretofore.

K. M. UNNITHAN,
Secretary to Government.

THE XLII MADRAS STATE EDUCATIONAL CONFERENCE, PEELAMEDU, COIMBATORE

BULLETIN NO. 1.

The 42nd Madras State Educational Conference will be held at Peelamedu, a rural area about 3 miles from Coimbatore in May 1952. Delegates and other visitors intending to attend the Conference are requested to write to the General Secretary whether they would require Boarding and Lodging arrangements. Peelamedu being a rural area, no other alternate arrangements are possible. Delegates are therefore particularly requested to co-operate with the organisers by sending the advance information.

A sum of Rs. 2-8-0 per day per delegate will be charged for Boarding. The charges for a single meal will be As. 12. The charges should be remitted to the Treasurer, District Teachers' Guild, Suburban High School, Coimbatore and the Nilgiris together with the name of the delegates on or before 30—4—1952. No ticket will be sold on the Conference days.

Mess Committee.

BULLETIN NO. 2.

Excursions to the following places will be arranged during the Conference:

1. Agricultural College, Coimbatore,
2. Textool, Ganapathi,
3. Ramakrishna Industries, Peelamedu and
4. Bhavani Sagar.

Delegates who desire to participate in the excursions are requested to register themselves with the Convener, Excursion Committee, 23, Kuppakonar St., Ranganathapuram, Coimbatore, on or before 30—4—1952. Further particulars regarding charges, etc., can be had from the Convener on the eve of the Conference.

(Sd.) C. A. Ramaswami,
Convener.

PROGRAMME

THURSDAY, 15TH MAY, 1952.

- | | |
|------------|---|
| 9-45 a.m. | Hoisting of the National Flag. |
| 10-00 a.m. | Prayer.
Opening of the Conference.
Welcome Address.
Presidential Address.
Opening of the Exhibition. |
| 2-30 p.m. | Sectional Conferences:
(1) Basic and Primary Education.
(2) Educational Organisation and Teacher Education. |
| 5-30 p.m. | Sabhesan Memorial Lecture. |
| 8-30 p.m. | Subjects Committee meeting. |
| 9-00 p.m. | Entertainment. |

FRIDAY, 16TH MAY, 1952.

- | | |
|-----------|---|
| 8-30 a.m. | Sectional Conferences:
(3) Secondary and Technical Education.
(4) University Education. |
| 2-30 p.m. | General Body Meeting of the S.I.T.U. |
| 5-30 p.m. | General Sessions.
Symposium on "Education and the Five Year Plan"—Prof. E. N. Subramaniam, Sri. S. Natarajan, Sri T. P. Srinivasavaradan and others. |
| 8-30 p.m. | Resolutions.
Meeting of the Presidents, Secretaries and other office-bearers of the District Teachers' Guilds. |

SATURDAY, 17TH MAY, 1952.

- | | |
|-----------|--|
| 8-30 a.m. | General Body Meeting of the S.I.T.U. Protection Fund, Ltd. |
| 2-30 p.m. | Concluding Sessions. |

THE SOUTH INDIA TEACHERS' UNION

ANNUAL GENERAL BODY MEETING

NOTICE.

The General Body Meeting of the South India Teachers' Union will be held at 2-30 p.m. on Friday, the 16th May, 1952 in the Conference Hall at Peelamedu, Coimbatore.

1. To consider and adopt the Annual Report,
2. To elect office-bearers for the year 1952-53,
3. To consider the Amendments to the Rules of the Union,
4. To consider the recommendations of the Executive Board that a Benevolent Fund be instituted for the Union and the rules framed thereof, and
5. To transact any other business that may be brought forward by the Executive Board.

Members are cordially invited to attend.

T. P. Srinivasavaradan,
Secretary.

G. Krishnamurthi,
Joint Secretary.
1st April, 1952.

AMENDMENTS TO THE RULES OF THE UNION.

- (1) Considered and passed by the Executive Board.

RULE 9-C.—DELEGATES AND VISITORS.

In paragraph 2 line 4, for the words "The delegation fee of each delegate shall be eight annas." substitute the words "The delegation fee of each delegate shall be one rupee."

- (2) Given notice of by Sri R. Vaidyanathan, Madras.

In the Memorandum of Associations, under 3. Objects.

(Existing Item 1) "Conferring titles on distinguished persons who have rendered meritorious service in the cause of education in this presidency."

(Amendment) Delete Item 1.

Under 4. Control.

(Existing Para.) "The Union shall be under the general control of an Executive Board consisting of a President, two Vice-Presidents, a Secretary, a Joint Secretary, a Treasurer, a Journal Secretary and the S.I.T.U. Protection Fund Secretary and one representative for each of the districts in the Madras Presidency elected by the respective District Guilds or co-opted by the Board."

(Amendment) Substitute "Protection Fund President" for "Protection Fund Secretary."

In the Rules of the Union,

Under 1. Membership [existing item (a) (v)]. Persons other than teachers connected with education.

(Amendment) Delete item (a) (v).

RULE 5.—OFFICE-BEARERS, ETC.

(Existing Rule)—The Office-bearers of the Union shall be a President, two Vice-Presidents, (one of whom shall be from the mofussil), a Secretary, a Joint-Secretary and a Treasurer. There shall be an Executive Board, a Working Committee and a Vigilance Committee. The President, the two Vice-Presidents, the Secretary, the Joint Secretary and the Treasurer shall be elected annually, preferably on the occasion of the Provincial Educational Conference at a General Body Meeting of the Union, presided over by the President of the Union, or in his absence by one elected by the General Body. The President, the Secretary and the Treasurer shall be persons resident at the headquarters and they shall along with the Joint Secretary, the Journal Secretary, the Secretary of the S. I. T. U. Protection Fund and the Ex-Presidents of the Union, be ex-officio members of the Executive Board as well as of the Working Committee. The Office-bearers of the Union, the Members of the Executive Board

and the Members of the Working Committee shall hold office for one year or until their successors are elected.

(Amendment)—To be substituted for the first para.)

The Office-bearers of the Union shall be a President, two Vice-Presidents, a Secretary, a Joint Secretary and Treasurer. There shall be an Executive Board, a Working Committee and a Vigilance Committee. The President, the two Vice-Presidents, the Secretary, the Joint Secretary and the Treasurer shall be elected annually by the Executive Board from among themselves and they shall be ex-officio members of the Working Committee. The Office-bearers of the Union, the Members of the Executive Board and the Members of the Working Committee shall hold office for one year or until their successors are elected. A person cannot be a member of the Executive Board for more than two consecutive years.

RULE 5.—(Amendment) Add the following to Rule 5.

"A correspondent of an institution or one holding an ex-officio membership in the managing body of an institution shall neither be any office-bearer of the Union nor be a Member of the Executive Board of the Union."

Under Powers of the Executive Board (existing sentence). "The quorum for a meeting of the Board shall be Seven."

(Amendment). "The quorum for a meeting of the Board shall be 15."

Under RULE 5 (existing para). "The Vigilance Committee shall consist of five persons who shall be elected at the Annual Meeting of the Union. It shall deal with teacher-tenure problem and carry on its work subject to the control of the Working Committee."

(Amendment). Substitute the following:

"The Vigilance Committee shall consist of three persons elected by the Executive Board from among themselves. It shall deal with teacher-tenure

problem and carry on its work subject to the control of the Executive Board."

RULE 5 (existing para). "The Working Committee shall consist of the ex-officio members, five other members of the Executive Board elected from among themselves and two other members of the Executive Board nominated by the President."

(Amendment) Delete in the rule the body "Working Committee." The duties assigned to it to be looked after by the Executive Board forming sub-committees from among themselves for various purposes.

RULE 9-F. Subjects Committee: [existing clause (b)].

"The President of the Conference for the year, the Chairman of the Reception Committee for the year, Secretaries of the Reception Committee not exceeding two in number, and all members of the Working Committee for the year shall in addition be ex-officio members of the Subjects Committee."

(Amendment) Substitute 'Executive Board' for 'Working Committee.'

Under RULE 3. Membership Fee: Clause I, Affiliation Fee, (existing sub-clause (b)).

"(b) Associations not attached to any school and considered as a Provincial Association:

The affiliation fee of an association considered as a Provincial Association shall, subject to a minimum of Rs. 50 and a maximum of Rs. 100, be an amount calculated at annas four per member on its rolls as on the 30th June of the year preceding."

(Amendment) Delete "minimum of Rs. 50 and a maximum of Rs. 100 . . . at annas four per member . . ." and include "Minimum of Rs. 15 and a maximum of Rs. 25 . . . at anna one per member . . ."

RULE 7. Duties of the Guilds and Associations.

[Existing Clause (d)] "(d) No affiliated association or Guild shall com-

communicate any resolution not in consonance with the latest resolutions passed at the Provincial Educational Conference to the authorities except through the S.I.T.U."

(Amendment) Delete clause (d) and substitute the following:—

"(d) An affiliated association of any cadre of teachers can communicate any resolutions affecting its interest to the authorities and send copies to the S.I.T.U."

DRAFT RESOLUTIONS FOR THE 42ND MADRAS STATE EDUCATIONAL CONFERENCE, PEELAMEDU.

(For the Subjects Committee.)

1. This Conference endorses fully the recommendations of the Conference of Presidents and Secretaries of District Teachers' Guilds and approved by the Executive Board of the South India Teachers' Union in respect of salaries, old age provision and leave rules and urges upon Government to give immediate effect to the recommendations.

2. This Conference requests that teachers of all cadres under all managements be given house rent and dearness allowances at rates applicable to the employees of the Central Government.

3. This Conference reiterates its request that teachers' children be given free education.

4. This Conference requests that the age of retirement for all grades of teachers under all managements including Government be fixed at 60.

5. This Conference is of the view that inasmuch as Government are committed to provide free compulsory basic education for all children before 1961, it is necessary that the existing policy in respect of primary education should be thoroughly examined with special reference to agency, finance, control and supervision.

6. This Conference expresses the view that in order to ensure continuity

of policy and ordered progress in education, a Board of Education should be constituted with statutory powers for the planning and organisation of education.

7. This Conference invites the attention of the public and the Government to the great demand for seats in our schools. It is also aware of the many difficulties in extending school accommodation. While reiterating its opinion as expressed in previous Conferences that to secure educational efficiency, the strength of a class or section should not exceed 30, it requests Government, even as a temporary measure, not to allow the admission of more than 40 pupils per section. It further urges upon Government to revise its policy in respect of grants to buildings so as to give adequate aid to institutions and also take necessary steps to secure the highest priority in respect of building materials like steel, cement, etc., to educational institutions.

8. This Conference urges that a Teachers' Council be constituted to lay down standards for recruitment to the teaching profession, to ensure the maintenance of professional standards amongst teachers and to examine all cases of professional misconduct.

9. This Conference records its acceptance of the Charter of Rights and Responsibilities for Teachers drawn up by the All-India Federation of Educational Associations and directs the South India Teachers' Union to strive to secure by all peaceful and legitimate means all that is laid down in the Charter.

(The Charter has been published in the January 1952 Issue of the South Indian Teacher.)

NOTE :—*Delegates desirous of moving amendments to these resolutions are requested to send the same in the proper form to the Secretary, 42nd Madras State Educational Conference, Sarvajana High School, Peelamedu, to reach him on or before 7th May, 1952.*

OUR BOOK-SHELF

NELSON'S INFANT NUMBER BOOKS : 1. Sums are Fun—Book 4. Price 1 sh. 2. All sorts of sums—Book 5. (Teachers' Book. Price 1 sh. 4 d.) (Nelsons & Sons, c/o Messrs. Essco. Ltd., Madras-2.)

The first two books in the above list belong to the Infant Number Book series and are very beautifully got up. They seem to teach number work to infants in a very interesting manner. We may call them as 'Arithmetic without tears.' The Third Book is a guide book to teacher and instructions are given pagewar.

GENERAL PROGRESS PAPERS : By H. H. Thomas. (Nelson & Sons, Edinburgh. Price 2 sh.)

This is a series of papers each to be completed in 45 minutes, designed to help the teacher to measure the progress of his pupils in the last year of the primary school. The papers also introduce the pupil to the type of questions asked in the tests given at that stage.

COOPER'S ENGLISH COURSE, BOOK II. (K. & J. Cooper, Bombay-4. Price : Re. 1-4.)

This is a self-contained Text book consisting of the Reader, Composition and Grammar and is suitable for Standard IX or Form IV.

OXFORD MODERN MATHEMATICS (TAMIL) Book VI for Form VI—General Course. Price : Re. 1-12-0. Book VI for Form VI—Composite Course. Price : Rs. 2. Oxford University Press.)

These are very useful Text-books for VI Form being designed to suit the revised and up-to-date syllabus of the reformed courses of studies.

TEACHING : MARCH 1952 : (Oxford University Press. Price : Re. 1.)

This Quarterly Number contains articles on different subjects. Some of the interesting articles are : Schools and National Savings, Suggestions for Teacher Training, The Reform of the Cambridge School Certificate Examination, Education under Five Year Plan, etc.

DIAMOND JUBILEE SOUVENIR & ANNUAL REPORT FOR 1951 : of Sir M. C. T. Muthiah Chettiar High School, Madras-7.

A perusal of these publications issued on 25-1-1952, the occasion of the Diamond Jubilee Celebrations shows how the institution has risen to its present magnitude and popularity from very humble beginnings by the self-sacrificing efforts of the headmasters, members of the staffs and the managements at the various stages in the history of its growth. Purasawalkam area may well be proud of this magnificent educational institution.

THE GOPALAPURAM BOYS HIGH SCHOOL MAGAZINE, 1951-52 : We welcome this first number to the rank of the school magazines that are now becoming a feature of school activities. It contains articles written by pupils in English and Tamil and is amply illustrated.

The following publications are thankfully acknowledged :—

1. Education Abstracts, January and February, 1952—(UNESCO).
2. Fresh Fields under the Plough in 1952 (Govt. of Madras).
3. Fundamental Education, Quarterly, January, 1952—(UNESCO).
4. International Federation of Teachers' Associations, Bulletin 9.

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Jm 21.130

N52-2548

5. Our Annual — Little Flower High School, Salem—1952.

6. Municipal High School Magazine, Tadpatri, January, 1952.

7. Commonwealth—Today No. 10.

8. Nelsons Books for Boys, Infant, Primary and Secondary, 1952.

9. Statistical Summary of Education, U.S.A.—1947-48.

10. Studies in Education and Psychology, Pamphlet No. 1. (Govt. of India, Ministry of Education).

11. Educational Statistics—Indian States—1945-46, Part II and 1946-47.

12. Educational Costing Statistics—India—1949.

13. Education in the States of Indian Union—1948-49.

14. Education in Centrally Administered Institutions in India—1948-49.

15. Education in India—Bureau of Education—1947-48.

C. R.

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

Details of Policies Issued during March 1952 District and School-War.

TIRUNELVELI—

Abraham's Hr. Elementary School, Ayanbommaya-puram, Karisalkulam P.O.

(via) Vilathikulam .. 6

Board High School, Vilathikulam .. 5

District Board Elementary School, Vilathikulam .. 2

Board Higher Elementary School, Panpuli P.O. (Via) Shencottah .. 1

— 14

TANJORE—

T. A. High School, Tiruvidamarudur .. 3

Municipal High School, Mayuram .. 1

— 4

SALEM—

Board High School, Hosur .. 2

Board Secondary School, Nagarasampatti .. 1

Board Elementary School, Parvathipudur P.O. .. 1

— 4

EAST GODAVARI—

Narayanamurthi Senior Basic School, Palivela P.O. (Via) Kothapeta .. 4

RAMNAD—

Aided Elementary School, K. Meenakshipuram, Thiruchuly P.O. (via) Aruppukottai .. 2

St. Xavier's R.C. Elementary School, Keelaramanathy, Kamuthi P.O. .. 1

TRICHY—

E. R. Hindu Elementary School, Teppakulam, Trichy .. 2

Municipal Girls' School, South Chithra Street, Srirangam .. 1

3

MADRAS—

Corporation Boys' School, V. R. Pillai Street, Triplicane .. 1

Methodist Mission School, Adyar, Madras 20 .. 1

2

COIMBATORE—

Nanjappa High School, Tiruppur .. 1

MADURA—

C. P. Union High School, Cumbum .. 1

NORTH ARCOT—

Board High School, Desur .. 1

Total .. 37

THE MADRAS TEACHERS' GUILD NORTH INDIA EDUCATIONAL TOUR 1952

BULLETIN No. 3

The North Indian Tour arranged by the Madras Teachers' Guild will come off in September, 1952. It is tentatively proposed to have the Tour between the 14th September and the 6th October 1952 for the reason that this period includes Michaelmas and Dhasara holidays. This is a rare opportunity for teachers to go in company to the North and visit places of pilgrimage of Educational and Historical importance.

Many have joined already under the instalment system and also by the lump payment system. The time limit for enrolling members has been extended up to 30th June 1952. The details and conditions are given below.

1. The Party is exclusively limited to teachers who are members of the Madras Teachers' Guild or of other Guilds or Associations affiliated to the South India Teachers' Union.

2. The Party will visit the following main places: Wardha, Agra, (via. Nagpur) Delhi, Haridwar, Lucknow, Allahabad, (via. Cawnpore) Benares, Gaya, Calcutta, and Puri Jagannath.

3. The cost of the Tour is estimated to be Rs. 225 per head. This includes food charges, railway fare, and lodgings. Besides this each member may have to pay a sum of Rs. 25 to meet the incidental and conveyance charges for the entire tour in view of the 25% recent enhancement of railway fares.

4. Registration fee of Rs. 2 must be sent along with the application. The application must contain (1) the name of the member, (2) the Institution to which he belongs, (3) the Guild or the Association in which he is a member

and (4) his address to which communications are to be sent.

5. Applications for participating in the Tour will be received upto 30th June 1952. The Tour amount should be paid before the end of July 1952 in a lump.

6. Applications for withdrawals if any will not be attended to after 31st July 1952.

7. Provided, however, the Committee may at its discretion permit such withdrawals under exceptional circumstances till 15th August, 1952. In such cases refunds may be made deducting an amount not exceeding 20% of the amount at the credit of the member.

8. No refund will be made to any member who breaks the journey at any stage while in the Tour.

9. The Party will start from Madras and will terminate at Madras. Members coming from other Districts should make their own arrangements to join the Party at Madras.

10. A copy of the detailed Programme will be sent in August to each member who has enrolled himself for the Tour.

11. All communications and remittances should be made to the Convener, The North India Tour Committee of the Madras Teachers' Guild, 47, Singarachari Street, Madras-5.

12. The Committee's decision shall be final in all cases.

P. DORAIKANNOO MUDALIAR,
President.

T. V. SUBRAMANIYA IYER,
Convener,

The North India Tour Committee.

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Sole Selling Agents for South India :—

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

Mar. 1952

THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND LTD.

NOTICE TO MEMBERS.

NOTICE is hereby given that the Twenty-fourth Annual Ordinary General Meeting of the Fund will be held at the Sarvajana High School, Peelamedu, Coimbatore, on Saturday, the 17th day of May 1952 at 8-30 a. m. to transact the following business :

1. To receive, consider and adopt the Directors' Report and the Audited Statement of Accounts for the year ended 31—12—1951.

2. To elect the President, the Vice-President, the Secretary and three other Directors under Article 25. The retiring Directors are eligible for re-election.

3. To elect an Auditor or Auditors for the year 1952 and fix his or their remuneration. The retiring Auditors Messrs. V. Soundararajan & Co. are eligible for re-election.

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

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

(i) Article 4: Para. 2 : Insert under 'Restrictions' against proviso (a) on page 10 : "Limited to Tables I to IV only."

(ii) Article 32 : Add the following as Table V. (in next column) after Table IV.

SILVER JUBILEE CELEBRATION

Resolved that a sum not exceeding Rs. 3,000 be expended for the celebration of the Silver Jubilee of the Fund in January 1953.

Members who intend to ask for information at the General Meeting regarding any matter in the Directors' Report or in the Statement of Accounts are requested to give notice of the same to the Office before Monday, the 5th of May, 1952.

By Order of the Board,
520, HIGH ROAD,
TRIPPLICANE,
10th April, 1952. } V. B. MURTHI,
Secretary.

TABLES OF BENEFITS

V

Period—30 years
Monthly Premium Rs. 0—15—0
(per unit).

Year of Membership.	Death Benefit.	Withdrawal Benefit.
	In the event of death during the year.	In the event of withdrawal at the end of the year.
1	250	Nil
2	255	Nil
3	260	15
4	265	22
5	270	30
6	275	37
7	280	45
8	285	52
9	290	60
10	295	70
11	300	80
12	305	90
13	310	100
14	315	110
15	320	120
16	325	132
17	330	145
18	335	157
19	340	170
20	345	185
21	350	200
22	355	215
23	360	230
24	365	250
25	370	270
26	375	295
27	380	320
28	385	345
29	390	370
30	395	400

NOTE :—(i) Benefits payable will be proportionate to the number of units subscribed for.

(ii) The bonus declared on the basis of actuarial valuation will be added to the benefit amount payable vide Article 27 (c).

THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND LTD.

TWENTY-FOURTH ANNUAL REPORT

The Board of Directors have pleasure in presenting to the Members the Twenty-Fourth Annual Report for the year ended 31-12-1951, together with the Audited Revenue Account and the Balance Sheet and other prescribed statements for their adoption.

Strength: The number of policies at the end of the year stood at 3,940 for 9,431 units against 3,662 for 8,532 units in 1950. 508 policies (comprising 1,435 units) were issued during the year against 450 for 1,217 units in the previous year. There were 18 deaths and 76 surrenders.

Progress: The Fund is having its usual progress. The total premium income amounted to Rs. 1,39,764-8-0 against Rs. 1,22,452-12-0 in 1950. The Life Insurance Fund has increased by Rs. 91,926 even though Rs. 37,000 was transferred to the Investment Reserve Fund Account due to the sudden fall in the Securities Market consequent on the increasing of the Bank Rate by the Government of India to 3½% from 3% in November 1951. The value of policies issued during the year amounted to Rs. 3,53,750.

Claims: Claims are being settled with the least delay, as usual, as will be observed from the statement printed elsewhere. Claims by mortality amounted to Rs. 14,245-6-0 out of which an amount of Rs. 11,138-10-0 was paid during the year.

Valuation: The Fourth Valuation for the period 1948 to 1951 by Prof. K. B. Madhava, M.A., F.N.L., A.I.A. (London), reveals a decent surplus in spite of the fact that a sum of over Rs. 50,000 had to be transferred to the Reserve

Funds due to the sudden fall in the security market. The mortality experience has been very favourable and the Management expenses have been much below the amount that can be spent as per the provisions of the Act and the percentage allowed by the Actuary in the Valuation. The attention of the members is invited to the Actuary's letter printed elsewhere. The Board was somewhat worried about the huge transfer to the Investment Reserve Account due to general market conditions. It is a matter for satisfaction that the Actuary has not only recommended a Bonus of Annas Two per unit per month as before for the period January 1948 to December 1951, but also permitted payment of interim bonus at the same rate for maturities and Deaths subsequent to December 1951 until next Valuation. The Directors agree with the Actuary and resolve to declare the bonus subject to the approval of the Controller of Insurance.

Propaganda: Sri C. Ranganatha Aiyengar, M.A., L.T., our Honorary Publicity Officer, has been, as usual, doing very good work and the progress in the year under review is in no small measure due to his earnestness in visiting several schools in different districts. The Board express their thanks to Sri C. R. Aiyengar for the services he is rendering to the Fund and the profession.

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

(By Order of the Board)

MADRAS, }
1st April, 1952. } D. THAMBUSAMI,
President.

V. B. MURTHI,
Secretary.

THE XLII MADRAS STATE EDUCATIONAL CONFERENCE, PEELAMEDU, COIMBATORE

LIST OF DELEGATES

- NORTH ARCOT.**
- HINDU HIGH SCHOOL, AMBUR—
1. Sri T. S. Sankaran.
2. " S. Subramaniam.
3. " R. Parthasarathi Iyengar.
4. " M. Munirathinam.
- BOARD HIGH SCHOOL, CHEYYAR—
5. Sri M. Ramakrishnan.
- BOARD HIGH SCHOOL, KATPADI—
6. Sri M. S. Subramania Sastry.
7. " A. R. Naga Reddiar.
- BOARD HIGH SCHOOL, THIMIRI—
8. Sri S. Srinivasan.
- ISLAMIAH HIGH SCHOOL, MELVISHARAM—
9. Sri P. Abdur Rahman Saheb.
10. " V. Subbarathnam Iyer.
11. " K. Nagaraja Iyer.
12. " K. S. Nageswara Iyer.
13. " V. N. Subramanya Iyer.
14. " M. Abdur Rahim Sahib.
15. " N. Md. Ibrahim Sahib.
16. " A. Md. Ismail Sahib.
- DANISH MISSION H. S., TIRUVANNAMALAI—
17. Sri R. Devanesan.
18. " S. G. Arumanayagam.
- CONCORDIA HIGH SCHOOL, AMBUR—
19. Sri D. Dorairaj.
20. " E. Stephen.
21. " B. H. Samuel.
22. " B. Jacob.
23. Mrs. E. K. Dorairaj.
24. Miss K. Samuel.
- BOARD MIDDLE SCHOOL, MUNNAL—
25. Sri V. Krishnaswamy Iyer.
- BOARD HIGH SCHOOL, POLUR—
26. Sri T. P. Gopalakrishna Naidu.
- BOARD HIGH SCHOOL, KAVERIPPAUK—
27. Sri T. Panchapakasa Iyer.
28. " K. S. Venkatesan.
29. " K. S. Pasupathi Sarma.
- VOORHEES HIGH SCHOOL, VELLORE—
30. Sri C. A. Samuel.
31. " K. V. Subramania Iyer.
32. " S. Lewis Jesudoss.
33. " T. I. Romulus.
- S. M. D. H. HIGH SCHOOL, VELLORE—
34. Sri K. Duraiswamy Iyengar.
35. " G. S. Pasupathi.
- BOARD HIGH SCHOOL, DESUR—
36. Sri B. Appaji Reddi.
- M. U. HIGH SCHOOL, AMBUR—
37. Sri N. Md. Yahya Saheb.
38. " S. Srinivasa Iyer.
39. " V. S. Varadachari Iyengar.
40. " Qalid Abdul Khadir Saheb.
41. " P. S. Krishnaswamy Iyer.
42. " V. Md. Zakariah Saheb.
43. " Moulana Moulvi K. Md. Ghouse Saheb.
44. " Moulvi K. Abdur Rahman Saheb.
- TOWN HIGH SCHOOL, ARNI—
45. Sri D. Narasimhachari.
46. " N. Venkatasubramanian.
47. " M. Venkatachari.
48. " P. S. Ramamurthi.
- DON BOSCO HIGH SCHOOL, VELLORE—
49. Sri S. Chinnaswamy.
- SOUTH ARCOT.**
- D. M. SECONDARY SCHOOL, NELLIKUPPAM—
50. Mr. N. Robert.
51. " Becket Sam Job.
52. " E. S. Christudoss.
53. " D. Raju.
54. " Clement Samuel.
55. " J. A. Vadivelu.
56. " B. Sendilnayagam.
57. " A. J. Deivasigamani.
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58. Sri V. Perumal.
59. Mr. James Selvanathan.
60. " James Albert.
61. Sri S. Krishnaswamy.
62. " S. Athisayam.
63. " Paul Rajendran.
64. " T. K. Padmanabhan.
65. " R. Subramanian.
66. " T. V. Lakshmana Sarma.
67. " M. Gnanapragasam.
68. " D. Subramanian.
69. " Victor Swamidoss.
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70. Sri P. R. Swaminathan.
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73. " R. Sethurama Iyer.
74. " S. Ramamurthi Sarma.
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76. " S. Vaidyanathaswamy Iyer.
77. " K. Ramamurthy Iyer.
78. " A. Shanmugam Pillai.
79. " S. Pichai Iyer.
80. " V. Rajagopala Iyer.
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83. " S. Ramachandran.
84. " A. Sambasivam Pillai.
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86. " D. Ramakrishna Iyer.
87. " Kalyanasundaram Pillai.
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95. Sri A. M. Kannappa Mudaliar.
96. " T. D. Gowrinatha Iyer.
97. " P. G. Parthasarathi Iyengar.
98. " A. Rathnasabhapathi Chettiar.
99. " C. Ramaswamy.

ANDERSON HIGH SCHOOL, KANCHEEPURAM—

100. Mr. John Wilson.

ST. JOSEPH'S HIGH SCHOOL, CHINGLEPUT—

101. Sri A. J. Stainless.
102. " G. Sundararajan.

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103. Sri V. S. Krishnaswami.

GOUDIE HIGH SCHOOL, TRIVELLORE—

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121. " A. Jacob.
122. " John Asirvadham.
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178. " Y. Suviseshamuthu.

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244. " S. Viraraghava Iyengar.
245. " V. Nagarajan.

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252. " D. N. Subbarao.
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262. " V. L. Subbarayan.
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264. " K. Tirumalai Venkatasubban.
265. " M. K. Guruswami.
266. Miss S. Sarcjini.

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COIMBATORE—

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279. Miss M. Sathanandam.
280. " J. Devanesam.
281. " A. Gnanaprakasam.
282. " Angeline Peter.

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296. " Kamalam James.
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301. " J. T. Samuel.

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303. „ K. R. Nageswara Iyer.

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306. „ S. Krishnan.
307. „ R. Krishnaswamy Raja.
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310. „ A. Abdul Subhan.
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313. Smy. A. Subbalakshmi.
314. „ C. R. Sakunthala.
315. „ N. Lazarus.
316. „ V. Rajammal.
317. Sri Perumal Pillai.
318. „ Vellingiri.
319. „ T. S. Munuswamy.
320. „ S. Varadarajan.
321. „ Natarajan.
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338. „ U. Srinivasa Kini.

CANARA HIGH SCHOOL, URVA, MANGALORE—

339. Sri U. Keshava Rao.
340. „ G. Keshav Shenoy.
341. Smy. G. Narayani Shenoy.

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343. Miss M. Maya Devi.
344. Mrs. Vinata Pai.
345. „ K. Rathna.
346. Miss S. Prema.
347. Mrs. K. Sarada Bai.
348. Miss G. Rathna.

KURNOOL.

COLES HIGH SCHOOL, KURNOOL—

349. Sri K. Sivaramakrishnan.

MUNICIPAL HIGH SCHOOL, KURNOOL—

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353. „ N. K. Venkata Rao.
354. „ M. Narayanacher.
355. „ P. Venkoba Rao.
356. „ K. Govindiah.

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358. „ Ch. Samuel.

MADRAS.

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231, Fourth Main Road,
Gandhinagar, Madras-20.

360. Sri A. S. Venkataraman,
18, Pudupalli Street,
Mylapore, Madras-4.

361. Sri R. Veeraraghava Iyengar,
Manager, Messrs. Essco, Ltd.,
Mount Road, Madras-2.

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383. „ S. D. Krishnamurthi Rao.
384. „ J. Balasubramanyam.
385. „ R. Krishnamurthi.
386. „ R. Krishna Rao.
387. „ N. S. Theagaraja Sarma.
388. „ K. V. Sharma.
389. „ T. M. Kuppu Rao.
390. „ T. P. Srinivasavaradan.
391. „ S. Ramadoss.
392. „ P. R. Venkataraman.
393. „ M. S. Ramaswamy.
394. „ V. Narayanaswamy.
395. „ S. Mahadevan.
396. „ S. Y. Subramanian.
397. „ S. Swaminathan.

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402. „ K. S. Ramiah.
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419. „ S. Sampath.
420. „ V. R. Krishnamachari.
421. „ R. Govindaswami.

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434. „ S. V. Lakshmana Iyer.
435. „ N. Krishnamachariar.
436. „ E. Ramabhadrachari.
437. „ V. G. Gokulapala Sarma.
438. „ P. V. Ramaswami Iyer.
439. „ C. S. Venkataraghavachari.
440. „ G. Srinivasamurthi.
441. „ C. S. Ramanathan.
442. „ K. P. Amirtham.
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444. „ V. Bhuvaramamurthi Rao.
445. „ S. T. Srinivasan.
446. „ G. Srinivasachari.
447. „ V. Kalyanasundaram Iyer.
448. „ K. Ramaswami Iyengar.
449. „ N. Thiruvengadathan.
450. „ T. M. Kannappan.
451. „ P. V. Ganesamurthi.

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SOWCARPET, MADRAS-17—

452. Sri P. A. Ramachandra Iyer.
453. „ C. V. Gopala Iyer.
454. „ M. S. Venkatachariar.
455. „ S. Kandaswami Mudaliar.
456. „ E. S. Ramamurthi Iyer.
457. „ T. Lokanatha Mudaliar.
458. „ N. Srinivasa Iyer.
459. „ V. Natesa Iyer.
460. „ K. Doraiswamy Iyer.
461. „ C. T. Doraiswamy Iyer.
462. „ V. S. Kuppuswami Iyer.
463. „ K. S. Krishnaswami Iyengar.
464. „ A. Subbaramiah.

465. Sri A. R. Srinivasa Iyer.
466. „ T. S. Ramaswami Iyer.
467. „ N. Viswanathiah.
468. „ T. K. Padmanabha Sarma.

CHINTADRIPET HIGH SCHOOL, MADRAS-2—

469. Sri P. Doraikannu Mudaliar.
470. „ M. S. Narasimhachariar.
471. „ P. T. Ramaswami Mudaliar.

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472. Sri E. Dhanaraj.
473. „ S. Maria Joseph.
474. „ N. Parthasarathi.
475. „ S. Natarajan.
476. „ R. Padmanabhan.
477. „ K. Madhava Warrior.
478. „ A. K. Athithar.
479. „ E. D. Savarirayan.
480. „ P. E. Solomon.

KELLETT HIGH SCHOOL, MADRAS-5—

481. Sri P. S. Ahobilam.
482. Rev. D. Thambusami.
483. Sri J. D. Muthiah.
484. „ R. Vaidyanathan.
485. „ M. T. Lakshmiopathi.
486. „ G. K. S. Balasubramaniam.
487. „ P. A. Dawson.
488. „ A. S. Ponnuswami.
489. „ P. Govinda Rao.
490. „ C. Narahari Rao.
491. „ D. E. William Clarke.
492. „ B. Venkataramaniah.
493. „ P. D. Kannappa Mudaliar.
494. „ D. B. Victor.
495. „ S. Krishnaswami.
496. „ K. N. Doraiswami.
497. „ V. Parthasarathy.
498. „ S. Venkatesan.
499. „ Frank S. Doraiswamy.
500. „ N. I. S. Kalyanasundaram.
501. „ M. J. Devanugraham.

SRI RAMAKRISHNA MISSION HIGH SCHOOL,
THEAGARAYANAGAR, MADRAS-17—

502. Sri V. S. Seshadri Iyengar.
503. „ S. Narayanan.
504. „ P. M. Venkataavaradan.
505. „ J. Vaidyanathan.
506. „ A. R. Pattabhiraman.
507. „ T. S. Ranganathan.
508. „ S. Lakshmana Sarma.
509. „ K. Sowmyavaradan.
510. „ „

SRI R. M. HIGH SCHOOL, NORTH BRANCH,
MADRAS-17—

511. Sri M. V. Raghavan.

SAN THOME HIGH SCHOOL, MADRAS-4—

512. Sri L. Mariapragasam.
513. „ T. S. Jayaraman.

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514. Sri S. Manickam.

WESLEY HIGH SCHOOL, ROYAPETTAH,
MADRAS-14—

515. Sri K. M. Koshy.
516. „ R. P. Joseph.

DR. GURUSWAMI MUDALIAR T. T. V. HIGH

SCHOOL, G.T., MADRAS-1—

517. Sri N. Krishnamachari.

ST. GABRIEL'S HIGH SCHOOL, MADRAS-1—

518. Sri S. Natarajan.

519. „ V. Arunajatai.

THEAGARAYA CHETTI COLLEGE AND H. S.,

WASHERMANPET, MADRAS-21—

520. Sri T. Veerasami.

521. „ M. Sreeramulu.

522. „ L. R. Chandrasekharan.

523. „ G. Venugopal.

524. „ E. M. Arumuga Chettiar.

525. „ A. N. Samraj.

526. „ M. Krishnamurthi.

527. „ D. Venkateseshadri.

528. „ „

529. „ „

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530. Sri M. Vivekananda.

531. „ T. Veerabhadran.

532. „ E. Narasimhan.

533. „ K. Ramakrishna Aiyer.

534. „ V. Murugesan.

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535. Sri T. P. Purushothaman.

T. T. V. HIGH SCHOOL, G.T., MADRAS-1—

536. Sri C. Padmanabhan.

537. „ M. K. Ramamurthi Iyer.

538. „ V. P. Thangavelu Mudaliar.

539. „ „

ST. PAUL'S HIGH SCHOOL, MADRAS-7—

540. Sri I. D. Asirvatham.

AVVAI HOME, ADYAR, MADRAS-20—

541. Mrs. Saraswathi Srinivasan.

P. S. SECONDARY SCHOOL, MADRAS-4—

542. Sri S. Lakshminantham.

T'NAGAR HIGH SCHOOL, MADRAS-17—

543. Sri T. N. Sundaram.

SIR M. CT. M. C. HIGH SCHOOL, MADRAS-7—

544. Sri T. Kothandaramiah.

545. „ A. Thirumalai Iyengar.

546. „ M. P. Rajagopal.

547. „ S. Natesan.

548. „ R. Devaraja Iyengar.

549. „ K. Ramachandra Rao.

550. „ T. V. Kailasam.

551. „ S. Gnanaprakasa Desikar.

552. „ P. S. Venkatesan.

553. „ M. Bhashyam Iyengar.

554. „ P. Suryanarayana Sarma.

555. „ W. S. Santhanagopal.

556. „ M. Hariharan.

NATIONAL BOYS H. S., TRIPPLICANE, MADRAS-5—

557. Sri M. S. Varadarajan.

E. L. M. F. HIGH SCHOOL, PURASAWAKANI,

MADRAS-7—

558. Sri M. Devasahayam.

559. „ V. Sethumadhava Rao.

560. „ D. S. P. John.

561. Sri Paul Amithadas.

562. „ Seshadri.

563. „ Vasudevan.

564. „ Chockalingam.

565. „ G. N. Dorairaj.

566. „ Felix Christian.

567. „ Gnanapragasam.

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568. Sri A. S. Ananthakrishnan.

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569. Dr. V. N. Sharma.

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MADRAS-4—

570. Srimathi S. Chellam.

571. „ G. Santha.

572. „ C. R. Sathyabhama.

573. „ K. K. Sarada.

574. „ Kanthi Sivaswami.

575. „ A. Vijayalakshmi.

576. „ Kamala Rajagopalan.

577. „ K. Sumukhi.

578. „ H. R. Nagamani.

579. „ M. S. Lakshmi.

580. „ R. Saraswathi Bai.

581. „ S. Saradambal.

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594. „ G. Velusami.

595. „ V. C. Krishnaswami.

596. „ N. M. Husain Khan.

597. „ M. H. Khan Mohamed.

598. „ S. Ramaraj.

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607. „ G. K. Krishnan.

608. „ S. Vaithi Iyer.

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616. „ S. Kalyanasundaram.

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619. „ D. R. Sugavaneswaran.

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635. „ P. Ernest Rajiah.

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648. „ E. M. Gopalan Nair,

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650. „ Keezhalath Kunhi Raman Nair,

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651. „ N. K. Madhavan Nair,

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652. „ U. P. Kutty, Chettiath School,

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653. Sri U. T. Ebrahim, Vilayathur,

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654. „ K. Imbichi Mammad,

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655. „ A. Chandu Nair, Teacher,

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656. „ K. Anandan Nair,

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657. „ P. K. Narayanan Nair, Teacher,

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Ponmeri, Badagara.

658. „ U. V. Chathu, Paloor School,

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659. Sri R. Manickam, Teacher,

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660. „ Vasumalai Perumal,

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661. „ K. Narayanan, Lecturer,

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664. „ O. Radhakrishnan.

665. „ K. S. Rama Iyer.

666. „ K. N. Narayana Iyengar.

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668. Sri S. Krishnamurthi.

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670. „ „

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676. „ D. Athisayam Pillai.

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711. „ V. Ganapathy.
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714. „ N. Muthukrishna Iyengar.
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723. „ S. Swaminathan.
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741. „ C. Arumuga Nadar.
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743. „ Edwin Dharmaraj.
744. „ G. Viswanatha Iyer.
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759. „ R. Varadarajan.
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769. Sri S. Chellapandian.
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776. „ R. Krishnan.
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779. Smy. S. Kannammal.
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781. „ Rathna Bai.
782. „ Kuppammal.
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786. „ N. Rudrappa.
787. „ V. Rangaswami.
788. „ L. Subbukrishnan.
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792. „ M. Meenakshisundaram.
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860. „ T. V. Rangaswami.
861. „ P. Rajagopalan.
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863. „ R. Krishna Rao.
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EDITORIAL

The Teachers' Representatives :

We offer our hearty congratulations to Messrs. V. R. Ranganatha Mudaliar, Alexander Gnanamuthu, E. H. Parameswaran, and G. Krishnamurthi who have been returned to the Madras State Legislative Council from the Madras South Teachers' Constituency. Sri V. R. Ranganatha Mudaliar is a veteran educationist having seen service in the Education Department as Lecturer, District Educational Officer, Deputy Director of Public Instruction, Deputy Commissioner for Government Examinations and Principal of the Teachers' College. He also acted for a short period as Director of Public Instruction. Mr. Alexander Gnanamuthu is the Principal of the M. D. T. Hindu College, Tirunelveli. He has been holding the office for over 20 years and he is a member of the Syndicate of the Madras University. Mr. E. H. Parameswaran is very well known to the Members of the Union. He has been connected with the Executive of the Union for several years. He was the President of the Tirunelveli District Teachers' Guild for three terms. He is now a member of the Board of Management of the S.I.T.U. Protection Fund. Mr. G. Krishnamurthy is the Joint Secretary of the Union, an active and dynamic worker in the cause of teachers. We offer our felicitations to Messrs. D. Venkata Rao and S. Ramakrishnayya who have been returned to the Council from the North Madras Teachers' Constituency. We trust that these six representatives will unite to present the teacher's case and secure for the teacher his rightful place.

Free Education to Teachers' Children :

Teachers have been feeling that it is their birthright that their children should be given free education. Their emoluments are so poor that they are oftentimes unable to incur the expenditure involved in educating their own children. So year after year teachers have been praying for such a concession to be shown to them as a gesture of good will and of appreciation of the nobility of their calling.

We are very happy that the Government of Madras have decided to allow the children of their Non-Gazetted Officers and of the employees of Local Bodies to have free education upto Form III and to pay half fee for studies in Forms IV to VI. This concession is a great relief and we are particularly glad to be told that this concession would apply to teachers in schools under Government and Local Bodies. Thus well over 60% of the teachers will be benefited by this order. It is now for the Government to consider the case of the children of the teachers in aided schools. The cost involved in extending this concession to them will be a small amount compared to what the Government have committed themselves by this order. Teachers in aided schools are in many respects under the strict control of the Government through the M.E.R. and their salary is severely regulated by the provisions of the Grant-in-aid Code. They should thus be regarded as belonging to the regular Civil Service and this concession should be extended to them also. We trust that Government would appreciate the justice of this claim and take prompt action.

The Coimbatore Conference :

Elsewhere we publish the Draft Programme of the 42nd Madras State Educational Conference. Dr. R. K. Shanmukham Chettiar, Honorary Vice-Chancellor of the Annamalai University and former Finance Minister of the Indian Union has very kindly agreed to preside over the Conference. The Reception Committee under the able Chairmanship of Sri G. R. Damodaran, Member of Parliament and Principal, P. S. G. College of Technology, Peelamedu, has planned for a very successful session of the Conference. They have also drawn up an interesting programme of excursions.

The dates of the Conference have now been finally fixed as the 15th, 16th and 17th May, 1952. The Hon'ble Dr. M. V.

Krishna Rao, Minister for Education Government of Madras, is expected to attend and participate in the Conference.

We request all delegates to give timely intimation of their arrival and of their requirements in regard to boarding and lodging so as to make the work of the Reception Committee easy.

Our delegates must be aware of the famine conditions in parts of Coimbatore. The Reception Committee is making every effort to make the stay of the delegates comfortable and their work will be greatly facilitated if delegates would co-operate with them by giving them timely intimation and also by remitting the boarding charges at the rate of Rs. 7-8-0 per delegate for the three days.

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