

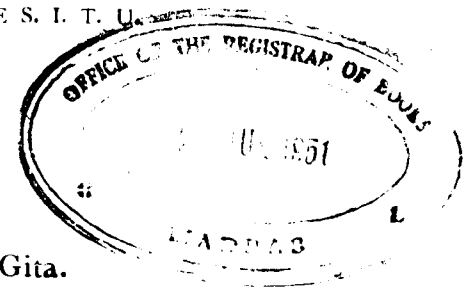
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The
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THE OFFICIAL JOURNAL OF THE S. I. T. U.

MAY 1951



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THE SOUTH INDIAN TEACHER

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MAY 1951

No. 5

THE XLI MADRAS STATE EDUCATIONAL CONFERENCE MADURAI

10th May 1951

Presidential Address

By

REV. FR. T. N. SIQUEIRA, S.J.

LADIES AND GENTLEMEN,

When the Secretary of the South India Teachers' Union told me that the six hundred-odd Associations affiliated to it had elected me President of this year's Conference, my first reaction was to wonder why they had thought fit to throw on my shoulders so heavy a responsibility. Honour, too, there is perhaps in it, but what strikes me is the burden of directing the deliberations of a three-day Conference, not of enthusiastic students or amateurs but of men and women who have more experience than myself and are more in touch with the hard realities of life. And, since this is also a public educational Conference held in the second largest city in the Province of Madras, the President has the added responsibility of guiding public opinion on the educational problems of the day which depend for their solution not less, but ultimately much more, on parents and citizens than on professional teachers. If every one of those who attend this Conference goes away from it convinced about one single fact of educational importance, my presidential responsibility will not have been undertaken in vain.

The choice of Madurai for an educational Conference seems significant. This ancient seat of Tamil, under the prosperous shade of one of the most artistic temples and one of the most beautifully constructed palaces in all-India, was for half a century lured into industrial progress to the comparative neglect of learning in the modern sense, while smaller and less wealthy towns went ahead around it. But in the last ten years the industrial wealth of

Madura has overflowed into education, and schools and colleges have increased in number and efficiency to such an extent that the idea of a University in this historic town is now no longer considered presumptuous.

We meet here in the first year of the second half of the twentieth century, the beginning of a new era in India no less than in the World at large. This year will see the first elections under our new Constitution, when adult franchise will for the first time be tried in this still largely illiterate Country. What this will mean in terms of real democracy, we cannot yet foresee. But it is certain that if it succeeds at all, it will be due, not to the Constitution, but to the education we teachers and parents give to the electors and elected of India. For, as the Athenians of Pericles's time knew better than any modern nation except Switzerland, it is not enough for a few at the top to be educated in the hope that their wisdom will filter down to the many: the many, i.e. all, should be able to distinguish gold from tinsel, love from self-love, theory from practice.

It is this sense of values which it is the business of education to help children to acquire. And it is our privilege to be appointed by society, that is, by the parents of these children of our country, to inculcate in them, by our own example and by our formal teaching in and out of School or College, a correct way of looking at things, a correct standard of judging men and events, a correct proportion between what is important and unimportant, lasting and temporary, great and small. What is the true cause of the general want of proportion in the rising generation here as elsewhere, it is hard, if not impossible, to say. I think there is not one cause but several conspiring in unholy alliance to set the youth of to-day, especially in India, adrift rudderless and pilotless in the seething ocean of radio and cinema and cheap journalism. Who can save the future if not we whom God has chosen to be the spiritual and therefore true parents of the children entrusted to our care?

But there is a great obstacle in the way of our doing this necessary service to our community. If we teachers are to exercise the authority without which we cannot influence our pupils in the way I have described, we must enjoy the respect and confidence of both parents and children, or in other words, of Society as a whole. This, I am sorry to say and I am sure you will agree with me in saying, is no longer generally true to-day. That in Russia, after 34 years of indoctrination, children no longer respect or obey their parents and teachers, that they pass votes of no-confidence in them and insist on their teachers being changed or dismissed accordingly—they would change their parents, too, if they could—is not astounding. But that in a country which has for two thousand years gloried in its spirituality, its respect for elders, its implicit faith and confidence in authority, its touching *guru-bhakti* which dates from the Upanishads and the Dharmasastra, the teacher should no longer command the respect and affection which is due to his sacred calling, is little short of a calamity. If the pay and other service conditions of teachers were attractive, they might afford to despise those who despise them, as a lawyer or doctor or engineer might do if society showed no respect for him. But to a teacher who is paid less than any other skilled workman,

who seldom receives even gratitude from those whom he benefits, and even that long after they have passed out of his hands and when he is perhaps unable to enjoy it, to a teacher whose job, in spite of its many holidays, is most humdrum and unexciting, the only consolation and approach to a reward is the respect and confidence and love of his pupils. And even this seems to be fast becoming the exception rather than the rule in India to-day. In ancient or medieval India, even in the India of a quarter of a century ago, the son would not sit but stand reverently before the teacher no less than before the father, speak only when spoken to and that with great modesty, and carry out their slightest wish. Perhaps something of the outer form of this respect was bound to change with the changing times; but has the inner spirit not gone with it? Is the parent, too, not denied the reverence and confidence and love which are his due from those for whose upbringing he has sacrificed his comfort, his health, even his very life? And with the parent, the substitute for the parent, the delegate of the parent, the one who acts *loca parentis*, has lost his old position and with it his old power for moulding the character of his pupils, and become little more than a merchant or a cobbler.

This, it seems to me, is the fundamental task of teachers in India at this turn of the century—to find out why they have lost their former position in Society and how they can redeem it. For, without it, they can neither exercise their noble role conscientiously nor receive from Society, the recognition, financial and moral, they are entitled to expect.

One of the chief causes of the general lowering of respect for authority in every form is undoubtedly the subtle and insidious influence of Communism over the present generation. The abolition of private property is not attractive to those who possess it: dialectical materialism is beyond the capacity of most Communists; but the artificial creation or imagination of classes and of hatred between them, is easy and most congenial to the instinctive pugnacity and bellicosity of fallen man. We are all breathing the germs of Communism with the more or less pure air of our towns and cities. Our children inhale them no less than we do; and while teachers think themselves a class at war with their managers and correspondents as a class, our pupils and children believe they are a class at war with their parents and teachers banded together to oppress and ill-treat them. The first step is to persuade them that we elders are not able to understand their needs and difficulties (as if we were all born old); next, to make them believe that parents and teachers are fundamentally opposed to their children; the result is, first, loss of confidence, then, suspicion of actions and motives, and finally greater and greater misunderstanding and estrangement which expresses itself in violent or non-violent hatred.

You may be astonished at my diagnosis of the case. I only ask you to think about it and verify it at your leisure. I am convinced that it is right and that the sooner we open our eyes to the reality and attempt a cure, the better for Indian society and Indian education. If we wait till it is too late, there is an end to our far-famed and long-cherished family life and with it also an end to whatever greatness and goodness India so far possessed.

Besides the insidious effect of Communism, there is another reason for the teacher's loss of his former prestige and respect in Society. In Hindu and Muslim India the teacher was first and essentially a teacher of religion and only then and almost by accident and on sufferance a teacher of the most elementary profane accomplishments : he was considered as a member of the pupils family by whom he was specially chosen and respected almost as much as a parent. He was of the same religion, class, country, community as the pupil (note the singular—pupil—one pupil, one teacher). With the British system the teacher's position changed : he was now teaching a foreign language, and subjects which had no connexion with the pupil's own religion or home or surroundings ; he was no longer chosen by the parent but either by the Government (which was foreign in every sense) or by some outside body which conducted a school or college. The teacher, even when an Indian by birth, was foreign in outlook and dress and manners. And, what seems to me the greatest change of all, one teacher had to teach forty if not four hundred pupils. How could the old *guru-sishya* relationship survive such a catastrophe ? Along with all this there was also the impact of industrial methods in education. Teachers began to form Associations and Unions, not only for professional improvement but primarily for successful negotiation, if not battle, for wages and leave and Provident Fund and other service conditions. Just as Factory hands banded themselves into Unions, teachers of all grades formed Unions and got them registered under the same Act. I am not criticising this step, which was dictated by a legitimate desire to protect and advance the interests of a poorly paid and depressed profession. But no one can deny that it reduced this noble and respected class of men and women to the same level as Factory workers, industrial 'hands'. Teachers became a class opposed to and suspicious of their employers, the managements or boards that run Schools. Parents and pupils alike began to look on them and often down on them as they would on carpenters or masons—to be paid according to the bond, but not to be respected or loved.

With this lowering of the social status of the teacher, the quality of those who joined the profession naturally went down. For it offered neither honour and respect nor money. Those who would have joined for the sheer joy of service were discouraged by the former ; those who would have worked for and deserved a high salary, by the latter. And this lowering of the general level of the men and women who make up the teaching profession in India to-day is the most distressing fact we have to face and remedy in a Conference like this.

How can we break through this vicious circle and force Society to restore the teacher to his old position of respect and decency ? Certainly not by force of arms, physical or moral—for agitations and strikes and other labour methods would produce just the opposite effect to that intended. If Society respects its teachers, it will show its respect by keeping them above want and even in comfort, receiving them into their private circles, giving them public positions and responsibilities not incompatible with their profession. We must therefore first regain the sincere respect of Society by deserving it. Let only the best men and women join this sublime profession,

let those who join be properly trained, let them individually and collectively observe a high code of professional and moral conduct . . . and I daresay our pay and service conditions will look after themselves. Let some of us, if not all, deserve to be said of them what Sidgwick writes of Dr. Arnold of Rugby :

'What it was, to come for months or years into daily contact, at the most impressionable time of life, with a man whose every look and tone and word spoke to us of high aims and resolute endeavour, whose life in the sight of the dullest and weakest of us was plainly based on duty and self-devotion, whom all could absolutely trust, to whom the most timid would naturally turn in trouble or perplexity, whom all could love and venerate without reserve—such an experience it is not likely that one who had ever known it could forget or ignore . . .'

and our profession will no longer be the Cinderella it is in India to-day.

I must in fairness add that the conditions of teachers of all grades have slightly improved in the last five years, thanks mostly to the vigilant activity of the South India Teachers' Union and its daughter Associations all over the Province. A greater number of men and women enter the Training School or College in view of a teacher's career. Fewer cases occur of serious differences between teachers and managers. And the quality of the profession seems to improve. But, however, much the material circumstances of the teacher's life may (as we all hope) improve, it can never be forgotten that it remains first and last, what it essentially is, a life of self-sacrifice, like parenthood itself. For the teacher is by adoption and free will what the parent is by blood : without the legitimate compensations of the parent he has to undergo all the privations, the worry and the anxiety, the travail and the expectation, the disappointment and the endeavour, at times the want of gratitude and perhaps even the misunderstanding and the persecution. Can there be a diviner way of spending one's life on earth ?

It is customary in a presidential address to speak of some current problems on which educationists are exercising their minds. We in the Madras Province are greatly concerned about the recent attempt by the Government to reorganize the system of Secondary Education, with its many controverted features, like the relative time and importance to be given to the mother-tongue, the regional language, the federal or national language, and English ; the way of teaching Social Studies ; the correlation between basic and secondary education ; the practical way of imparting moral or religious instruction. On each of these questions we can have a long and useful discussion during the three days of our Conference, and I shall express my views on them as opportunity arises. But I should not pardon myself if I did not refer in my Presidential Address to what I consider the most urgent and vital problem of education to-day—on the correct solution of which depends the very life of India as an independent country in anything more than name. I mean the orientation of our entire system from primary to University stage towards the aim which every independent nation must set before itself, of

producing first-rate men in sufficient number and of sufficient quality to occupy positions of responsibility and leadership. As long as we were under another nation we had neither the responsibility nor the scope for anything higher than subordinate jobs, which undoubtedly needed hard work and reliability and obedience but no great initiative or originality or high moral or physical strength. And it is no criticism of the British but genuine praise to say that with their well-known practicality they framed a system of education admirably efficient to produce clerks, assistants, sub-magistrates, and deputy collectors. It is this solid groundwork that has made the change-over from British to Indian rule smooth and unsensational, for which we should be deeply thankful to the education started by Macaulay and Bentinck over a hundred years ago.

But though this type of men is still required for the great number of subordinate services which are the backbone of national life, we also need some leaders, inventors, discoverers, thinkers and planners who will be able to shoulder responsibility for India's progress. And unless our whole system of education is re-oriented towards this end, we cannot long continue to be independent or ever rise to the first rank among nations. This re-orientation does not need money, as other schemes do; it is therefore surprising that it has not been mentioned by any political leader or educational planner from our Prime Minister down to the humblest D.E.O. But if all of us are convinced that it must and can be done, it will be done.

From the first stage of the primary school the child must be encouraged to observe, think, speak, act, *for himself*. The originality and initiative that is latent in him should be brought out by suitable opportunity and exercise. Meanwhile he should be made to foster a high ambition, a great ideal—to be, in the fullness of time, a head, a leader, a finder of new truths, a maker of new and better and cheaper things. Instead of stifling his natural curiosity and activity, the parent and teacher should encourage and nourish it. The teaching of every subject in the curriculum should be replanned with the object of producing at least a few first-hand and first-rate men and women. And if out of every hundred so educated ten or even five such leaders achieve distinction, India will soon become a first-rank power in the world.

But for this as for every other reform of Society, the chief factor is the teacher. If he possesses himself the initiative and originality I have mentioned, he will unconsciously encourage it in his pupils. And with it will come an intellectual honesty which admits ignorance and failure, sees limitations in oneself and things around one and wishes to correct and improve them, asserts only what one knows, seeks truth wherever it is found and when found enthusiastically defends and supports it. A second-rate teacher can neither detect nor appreciate what is first-rate in others; a second-hand mind cannot appreciate but will rather be jealous of and punish initiative and originality in others. If therefore India is to have at least a few first-rate leaders of thought and industry and government, she must have a large number of first-rate teachers. How are these to be chosen and trained and kept contented and useful? These are problems for Society to solve. I am not exaggerating when I say that they should be our first concern in independent India.

And, above and before all, we need in India the first-rate in character. Though it may seem daring to say, I would risk the statement that as long as India was a subject nation she could afford to have, or at least not suffer greatly by having, low standards of honesty, truthfulness, hard work, punctuality, faithfulness to promises. The responsibility was on other shoulders and the blame for inefficiency and even for famines and droughts and floods could be conveniently thrown on the rulers. But now that we are responsible for our own safety and prosperity, nothing less than the highest standards of morality can be considered satisfactory. In a country congenitally divided within itself, the judge, the collector, the administrator, the manager, the business magnate should win the confidence of all communities (for confidence cannot be commanded or bought but must be deserved); and this can be done only by sterling moral virtues, like perfect honesty in word and act, impartiality, justice, fairness and friendliness, humility and serviceableness, readiness to work hard and do our best for the common good. Such difficult virtues cannot come by magic; they must be painfully cultivated at home and at school, under the careful gardening of the parents and the teachers, by their example rather than their preaching. In the classroom, the playground, the hostel, the debating society,—everywhere without interruption the same high moral lessons must be taught and learned and practised from day to day over many years of ductile boyhood and youth. Is not much of the talk we hear on festive occasions about unity and social service and brotherhood just so much beating the air, hollow and insincere in the speaker and meant to be understood as such by the intelligent hearer? The time to deceive ourselves, if it ever was, is no more. India cannot afford to waste a minute longer in self-deception. The enemy is at the door, and is there any sincere friend?

I cannot help repeating what I consider the best statement ever made on the secret of education by one whom I consider probably the most sensible educationist now living—I mean Sir Richard Livingstone. After quoting Professor Whitehead saying that 'moral education is impossible without the habitual vision of greatness', he annotates:

"Much else may enter the student's training; but there is no stimulus like seeing the best work in the subject which he studies; he will have no standards, no conception of the goal to which he painfully struggles, unless he sees the best; he will slip insensibly to lower levels of ideal and practice, unless it is continually before his mind, unless in fact he has the habitual vision of greatness to attract, direct, and inspire."

He ends with the remarkable words:

"One is apt to think of moral failure as due to weakness of character; more often it is due to an inadequate ideal."

It is the sublime duty and privilege of the teacher to place before the impressionable and generous soul of youth an adequate ideal, a vision of true greatness and excellence.

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THE SOUTH INDIA TEACHERS' UNION

ANNUAL REPORT

The Executive Board of the South India Teachers' Union has great pleasure in presenting the 42nd Annual Report of the work of the Union for the period 1st April 1950 to 31st March, 1951 :—

The Work of the Union : The most outstanding events of the year are :

The language problem in the Reorganized Scheme of Secondary Education has been solved to the satisfaction of many.

The Government have permitted teachers in aided institutions to divert their Provident Fund contributions towards payment of premia of life insurance policies.

The Government have, as a result of continuous representation, permitted teachers in aided institutions to contribute to the Provident Fund up to two and a half annas in the rupee. Thus the teachers in aided institutions are now on a level with those in local bodies so far as the rate of contribution is concerned.

The Government have decided to introduce service registers for teachers in aided institutions.

The Union has opened a department of Experiment, Investigation and Research and has conducted tests and research in education for which the Government have given a half grant of Rs. 271. The tests and research will be continued next year too.

The Government grant to elementary school teachers has been increased by Rs. 2 and the Government have made it obligatory on the managements to pay Rs. 3 in addition.

The Department of Education has recognised Refresher Courses conducted by Teachers' Guilds with the approval of the District Educational Officers. In so recognising, the expenditure incurred by managements in deputing teachers for the courses is taken as an approved item.

The holding of the Seminar on Social Studies by the Union in September and October 1950 has been considered a great event and it brought together teachers from various parts of the Presidency handling Social Studies to discuss and clarify a number of points.

A circular has been issued by the Director of Public Instruction to all institutions bringing to the notice of the teachers the S.I.T.U. Protection Fund Scheme.

The Union communicated its protests to the authorities concerned, permitting non-teachers to stand for election for Teachers' Constituency and also excluding teachers in elementary schools from being voters in this constituency.

The Ad Hoc Committees appointed last year for the University Education section, Secondary and Technical Education section, Basic or Primary Education section, and Administration, Organisation and Inspection section have been continued this year too.

The Union has repeatedly brought to the notice of the Director of Public Instruction, the Minister for Education and the Chief Minister the urgent necessity of putting on a par, teachers serving in various agencies, as regards scales of pay, dearness allowance and house rent allowance and also the necessity of upgrading the scales of pay of the different categories of teachers to the salary scales recommended by the Central Pay Commission.

The 20th South Indian Education Week was celebrated throughout the State and His Excellency the Governor of Madras inaugurated the Week celebrated by the Madras Teachers' Guild. This is the first time that the Governor of our State inaugurated the Week.

The South India Teachers' Union was officially invited to participate in the Educational Exhibition organised by the Department of Education in January 1951.

Representation has been made pointing out to the Government the injustice that is being done in not permitting teachers under local bodies to hold offices in the Union.

Strength : There were 20 District Teachers' Guilds affiliated to the Union at the beginning of the year. The District Guilds of Bellary and Anantapur which were functioning effectively have of late lapsed into inactivity and hence in arrear of affiliation fee. It is earnestly hoped that in the coming year they will be very active.

Last year there were 20 Teachers' Associations directly affiliated to the Union. Consequent on the revival of the Chingleput District Guild three associations have joined that Guild. Seven Associations in Guntur District are in arrear of affiliation fee.

Most of the Guilds do not follow the rule governing the assessment of affiliation fee. Particulars regarding the total strength of the Guild are found wanting in many cases.

Office-bearers : At the Annual General Body meeting of the Union held at Devakottai on the 13th May, 1950, the following Office-bearers were elected :—

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

Vice-Presidents :—1. Sri E. N. Subramaniam, M.A., B.L.

2. Sri J. David Chelliah, B.A., L.T.

Secretary :—Sri T. P. Srinivasavaradan, B.A., L.T.

Joint Secretary :—Sri G. Krishnamurthi.

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

Vigilance Committee : The following members constituted the Vigilance Committee for 1950-51 :—

1. Sri V. Antoniswami (*Convener*).

2. „ P. V. Ramaswamy.

3. „ C. A. Samuel.

4. „ B. S. Narayanan.

5. „ S. R. Narayana Rao.

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

The Sabhesan Thanksgiving Fund : The Executive Board at its meeting held on 1st July 1950 resolved to utilise the Fund for the purpose for which it was originally started, and to arrange for the unveiling of his portrait at the time of the Annual Conference. The resolutions were carried out though in a very humble measure. Anything that we do will be but a poor token of our gratitude to the late Sabhesan for all that he did for the Union, but he will live for ever with us in the institution that he has raised on such sound and solid foundations to its present strength and power.

The Executive Board : The Executive Board met four times during the year (11th May 1950, 1st July, 1950, 19th November, 1950 and 24th March, 1951), and transacted business relating to the following :—

1. Salary and allowances of teachers.
2. Modification in the language part of the reorganised scheme of secondary education.
3. Tests and Records.
4. The 20th South Indian Education Week.
5. Arrangements for the 41st State Educational Conference.
6. Deputations to meet the authorities and submit memoranda.
7. Constitution of *Ad Hoc* Committees for the study of problems connected with University Education, Secondary and Technical Education, Basic or Primary Education and Administration, Organisation and Inspection in schools.
8. Continuation of the Study Circle for the purpose of framing Model Question Papers and standardising them.
9. Holding of Seminar on Social Studies.
10. Sabhesan Thanksgiving Fund.
11. Consideration of G.O.'s on Provident Fund contributions.
12. Restriction of the representative capacity of the Union.
13. Teachers' Constituency.
14. Service registers for teachers in aided secondary schools.

The Working Committee : The Working Committee met twice during the year (1st July, 1950 and 24th March, 1951). Items of business transacted were :—

1. Election of Journal Secretary and Additional Journal Secretary.
2. Budget for 1950-51.
3. Question of Endowments for schools.
4. Presidentship of the Madras State Educational Conference.
5. Programme and resolutions for the Conference.

The Madras Members of the Working Committee met and scrutinised the voting papers for the election of President to the 41st Madras State Educational Conference. Some of the items of business were transacted in circulation.

The 40th Madras State Educational Conference : The Conference was held at Devakottai, Ramanathapuram District from 11th to 13th May, 1950 under the distinguished presidentship of Dr. R. M. Alagappa Chettiar. The Hon'ble Sri K. Madhava Menon inaugurated the Conference and Mrs. Madhava Menon opened the Exhibition. About 500 delegates attended the Confer-

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

All-India Educational Conference: The 26th All-India Educational Conference was held at Hyderabad from 29th to 31st December, 1950, under the presidentship of Dr. Zakir Hussain. The following five representatives were elected by the Executive Board to the Council of the All-India Federation of Educational Associations for the year 1950 :—

1. Rev. D. Thambusami.
2. Sri E. N. Subramaniam.
3. „ T. P. Srinivasavaradan.
4. „ C. Ranganatha Iyengar.
5. „ G. Krishnamurthi.

The last three and Sri S. Natarajan attended the Conference held at Hyderabad.

Propaganda: The President, Sri S. Natarajan, presided over the Conferences of District Guilds or Associations in the following places :—

Chovva, Cannanore, Coimbatore, Vellore, Pedana, Trivellore and Tiruchirapalli. The Secretary attended the Tellicherry Conference.

The Joint Secretary, Sri G. Krishnamurthi, addressed meetings at the following places :—Tirumangalam, Madurai, Mannachanallur, Ambil and Tiruchirapalli.

The Journal Secretary, Sri C. Ranganatha Iyengar, toured the districts of North Arcot, Chingleput, Chittoor, Madurai and Ramanathapuram on propaganda for the S.I.T.U. and the S.I.T.U. Protection Fund.

The 20th South Indian Education Week: The Week was observed from the 25th October to 31st October 1950 in different centres throughout the State. Dr. R. M. Alagappa Chettiar was the Chairman of the Central Education Week Committee and the central theme chosen for discussion was "Children—Our Nation's Wealth". Literature in English and Tamil was published for the guidance of the Local Committees for the effective observance of the Education Week. Reports of enthusiastic celebration of the Week were received from many places of the province. His Excellency the Governor of Madras inaugurated the Week at Madras.

Our District Guilds: Most of the Guilds have held their annual conferences and conducted as usual periodical meetings for the promotion of social and cultural contact amongst teachers.

Our Journals: The cost of running the journals, the South Indian Teacher and the Balar Kalvi, is increasing and it is afraid that they are not self-supporting. The members of the Union are earnestly requested to see that more subscribers and advertisers are secured.

Finance: The statements of accounts of the Union and the Journals are appended to the Report. They are self-explanatory. The Board appeals to the Guilds and Associations to co-operate fully in furthering the activities of the Union. The Board records its thanks to Sri A. M. Kanniappa Mudaliar and Sri V. B. Murthy for their valuable work as internal auditors.

The S.I.T.U. Protection Fund, Ltd.: The total assets of the Fund as on the 31st December, 1950 amounted to Rs. 8,27,302 as against Rs. 7,07,756 on 31—12—1949. An amount of Rs. 506-9-0 was contributed to the S.I.T.U. Profession Trust Fund. The total number of policies as on 31—12—1950 was 3,662 with 8,532 units as against 3,345 with 7,625 units in 1949.

The S.I.T.U. Profession Trust Fund: The total expenditure for the year ended 31st December, 1950 was Rs. 485. The total asset of the Fund on that date was Rs. 2,929.

The S.I.T.U. Publications, Ltd.: The Executive Board, at its meeting held on 24th March, 1951, approved of a proposal to start a press with the title of 'The S.I.T.U. Publications, Ltd.' Articles of Memorandum and Association have been prepared. It is hoped with the co-operation of the member associations the work can be started soon.

The Union published for sale two pamphlets during the year, one in English titled 'Willingly to School' and the other in Tamil titled 'Kalvi Vilakkam', both being series of radio talks compiled together. The proceeds go entirely to the Union.

Conclusion: What little the Union has achieved so far has been the result of unity among the teachers. The Executive is strongly of opinion that if the members of the teaching profession stand united and give their support unreservedly, more can be done. It is needless to mention that in unity our strength lies. Our great leaders who are facing so many difficulties appeal for unity to tide over the obstacles. The Executive appeals to all teachers to remain firm and loyal under the banner of the Union.

T. P. SRINIVASAVARADAN,
Secretary.

TRIPPLICANE, MADRAS,
20th April, 1951.

G. KRISHNAMURTHI,
Joint Secretary.

Statement of Receipts and Charges for the year ended 31st March 1951.

RECEIPTS.		Rs.	A.	P.	CHARGES		Rs.	A.	P.
Balances on 1st April 1950:—									
Fixed Deposit with the					Salary	...	936	0	0
Madras Teachers' Guild Co-operative Society Ltd.,	1750	0	0		Honorarium to clerk	...	75	0	0
(Earmarked for Silver Jubilee Fund Rs. 1150					Postage	...	256	5	0
Defence Fund Rs. 100, and Union Rs. 500)					Contingencies and Stationery	...	554	2	3
National Savings Certificates (Earmarked for Silver Jubilee Fund)	800	0	0		Conveyance charges	...	54	12	6
Indian Bank Ltd:—					Publication charges for Devakottai Conference Report	...	100	0	0
Current account	654	15	1		Subscription to Gazette	...	8	2	0
Savings Bank account	1251	2	4		Travelling Allowance	...	209	2	0
Cash on hand	203	9	11		Mis. Printing charges	...	201	5	0
Stamps	8	11	9		Rent and Lighting Charges (1950)	...	75	0	0
Advance with Jt. Secretary	15	0	0		Audit Fee	...	60	0	0
With Balar Kalvi	200	0	0		Bank and M. O. Commission	...	2	6	0
					Delegation Fee paid	...	6	0	0
					Education Week (20th S. I.)	...	211	6	2
Affiliation Fee:—					Sabhesan Thanksgiving Fund	...	1570	0	0
District Guilds					Seminar on Social Studies	...	1548	0	0
Special Contribution from District Guilds					Furniture	...	103	8	0
Teacher's Associations					Books and Publications	...	130	1	3
Individual subscriptions					Mis. Contributions	...	230	0	0
Certification Fee (1949)					Balances on 31st March 1951:—				
Grant from Government towards Research work					Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd.	1750	0	0	
Delegation Fee:—					(Earmarked for Silver Jubilee Fund Rs. 1150, Defence Fund Rs. 100 and Union Rs. 500)				
40th Madras State Edl. Conference	177	0	0		National Savings Certificates	800	0	0	
41st do. do.	467	8	0		(Earmarked for Silver Jubilee Fund)				
					Indian Bank Ltd:—				
Interest:—					Current account	774	14	1	
From Bank	14	11	8		Savings Bank account	120	14	0	
From Fixed Deposit	52	8	0		Cash on hand	218	1	8	
					Stamps	5	15	6	
Education week (20th S. I.)					Advance with Jt. Secretary	15	0	0	
Sabhesan Thanksgiving Fund					With Balar Kalvi	400	0	0	
Children's Book week a/c					With South Indian Teacher	50	0	0	
Seminar on Social Studies									
Contributions towards salary a/c from South Indian Teacher									
From Balar Kalvi									
All-India Federation-Silver Jubilee account									
Miscellaneous receipts									
Sale of publications									
From Reception committee towards Conference charges									
Miscellaneous									
Suspense									
Total	10556	0	9		Total	10556	0	9	

Statement of Receipts and Charges for the year ended 31st March 1951

RECEIPTS.		Rs. A. P.	Rs. A. P.	CHARGES	Rs. A. P.	Rs. A. P.
Balances on 1st April 1950 :—				Journal Printing ...		1819 15 6
Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd., ...	500 0 0			Paper purchased ...		1258 7 9
Indian Bank Ltd :—				Salary account ...		550 0 0
Current account ...	251 0 9			Postage ...		230 10 6
Savings Bank a/c ...	242 4 0			Contingencies and Stationery ...		15 3 9
Cash on hand ...	8 11 9			Conveyance charges ...		35 13 9
Stamps ...	5 11 0			Conveyance allowance to Journal Secretary ...		120 0 0
		1007 11 6		Honorarium to Journal Secretary ...		100 0 0
Subscriptions ...		2264 15 0		Mis. Printing charges ...		15 0 0
Advertisements ...		1465 0 0		Bank & M. O. Commission ...		3 8 0
Sale of publications ...		273 10 0		Travelling allowance ...		20 0 0
Interest :—				Special envelopes ...		105 0 0
From Bank ...	2 0 6			Balances on 31st March 1951 :—		
From Fixed Deposit ...	15 0 0			Fixed Deposit with the Madras Teachers' Guild Co-operative Society Ltd., ...	500 0 0	
		17 0 6		Indian Bank Ltd :—		
Cost of paper realised ...		365 0 0		Current a/c ...	81 9 3	
Cost of Special Envelopes recovered ...		157 8 0		Savings Bank account ...	179 4 6	
Advance from Union account ...		50 0 0		Cash on hand ...	43 7 6	
				Stamps ...	0 4 6	
				With Balar Kalvi ...	522 8 0	
						1327 1 9
Total ...		5600 13 0		Total ...		5600 13 0

Statement of Receipts and Charges for the year ended 31st March 1951

RECEIPTS.		Rs. A. P.	Rs. A. P.	CHARGES		Rs. A. P.	Rs. A. P.
Balances on 1st April 1950:—				Journal Printing ... 750 8 0			
Fixed Deposit with the				Paper purchased ... 365 0 0			
Madras Teachers'				Salary account ... 200 0 0			
Guild Co-operative				Postage ... 119 14 9			
Society Ltd., ... 500 0 0				Contingencies and			
Indo-Commercial Bank				Stationery ... 15 1 6			
Ltd., S. B. & Co ... 44 0 3				Conveyance charges ... 23 1 3			
Cash on hand ... 2 12 0				Conveyance allowance to			
Stamps ... 3 10 3				Addl. Journal Secretary ... 120 0 0			
				Honorarium to Addl. Jour-			
Subscriptions ...				nal Secretary ... 75 0 0			
Advertisements ...				Travelling allowance ... 20 0 0			
Interest:—				Special envelopes ... 167 8 0			
From Bank ... 1 10 6				Bank Commission ... 0 1 6			
From Fixed Deposit ... 15 0 0				Balances on 31st March 1951:—			
				Fixed Deposit with the			
Advance from Union				Madras Teachers'			
account ...				Guild Co-operative			
Advance from South				Society, Ltd., ... 500 0 0			
Indian Teacher ...				Indo-Commercial Bank			
				Ltd., Savings Bank			
				account ... 41 14 9			
				Cash on hand ... 15 13 9			
				Stamps ... 3 7 6			
				561 4 0			
Total ... 2407 7 0				Total ... 2407 7 0			

THE XX SOUTH INDIAN EDUCATION WEEK

(25th to 31st October 1950)

Statement of Receipts and Charges

RECEIPTS	Rs. A. P.	CHARGES	Rs. A. P.
Donations ...	70 0 0	Contingencies ...	35 13 8
Sale of booklets ...	53 8 0	Conveyance charges ...	5 0 6
Advertisements ...	81 4 0	Printing Charges ...	119 0 0
Contribution from Union	3 10 9	Postage ...	48 9 0
Total ...	208 6 9	Total ...	208 6 9

SILVER JUBILEE FUND ACCOUNT

as on 31st March 1951.

Rs. A. P.	Rs. A. P.
Balance as on the 1st April 1950 ...	2170 3 6
Add interest ...	34 8 0
Total ...	2204 11 6
Balance on 31st March 1951 : Details :-	
Fixed Deposits with the Madras Teachers Guild Co-operative Society, Ltd., ...	1150 0 0
National Savings Certificates ...	800 0 0
With the Union ...	254 11 6
Total ...	2204 11 6

DEFENCE FUND

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

THE SABHESAN THANKSGIVING FUND

as on the 31st March 1951.

RECEIPTS	Rs. A. P.	CHARGES	Rs. A. P.
Balance as on the 1st April 1950 ...	2137 15 6	Paid to Mrs. Sabhesan	1500 0 0
Donations received ...	60 6 0	Sabhesan's portrait ...	50 0 0
		Sabhesan's Memorial Lecture ...	20 0 0
		Balance on 31st March 1951 : With the Union ...	628 5 6
Total ...	2198 5 6	Total ...	2198 5 6

T. P. SRINIVASAVARADAN,
Secretary.

S. SWAMINATHAN,
Treasurer.

Examined and found correct.

V. SOUNDARARAJAN & CO.,
Chartered Accountants.

Madras, }
5th May, 1951. }

THE SOUTH INDIA TEACHERS' UNION

Presidents and Secretaries of the District Teachers' Guilds

S. No. District Guild.	President.	Secretary.
1. Anantapur	Sri T. S. Rajagopala Iyer, Municipal H.S., Anantapur.	
2. North Arcot	Sri K. Doraiswamy Iyengar, S.M.D.H. High School, Vellore.	Sri G. V. Ramana Rao, Mahant H.S., Vellore.
3. South Arcot	Sri P. Govindasami Pillai, Board H.S., Panruti.	Sri P. R. Swaminathan, R.C.T. High School, Annamalainagar.
4. Bellary	Sri B. Madhava Rao, Municipal H.S., Bellary.	
5. Chingleput	Sri A. M. Kannappa Mudaliar, Pachiappas High School, Kancheepuram.	Sri John William, Anderson H.S., Kanchipuram.
6. Chittoor	Sri G. Somasundara Sastry, Board H.S., Kalahasti.	Sri P. Balakrishna Reddy, Board H.S., Chittoor.
7. Coimbatore & Nilgiris	Sri K. M. Ramaswamy, Diamond Jubilee H.S., Gobichettipalayam.	Sri Y. Srinivasan, Municipal Boys' H.S., R. S. Puram, Coimbatore.
8. South Kanara	Rev. Fr. P. Pais, S.J., Padua H.S., Mangalore.	Sri U. Srinivasa Kini, Canara High School, Mangalore 3.
9. Krishna	Sri P. Subba Reddi, Board High School, Nandigama.	
10. Kurnool	Sri D. N. Babu Rao, Coles Memorial H.S., Kurnool.	Sri H. Krishnamurthi, Municipal H.S., Kurnool.
11. Madras	Sri P. Doraikannu Mudaliar, Chintadripet High School, Chintadripet, Madras-2.	Sri M. P. Rajagopal, and Sri M. K. Ramamurthi, 47, Singarachari Street, Triplicane, Madras 5.
12. Malabar	Sri E. Raman Menon, Eranhipalam, Kozhikode.	Sri M. Raman Nair, High School, Perambra.
13. Mathurai	Sri M. R. Srinivasan, A. R. High School, Mathurai.	Sri V. Mariarathnam, St. Mary's H.S., Mathurai.
14. Nellore	Sri M. S. Raghavan, V. R. College, Nellore.	Sri K. S. Sundararaja Rao, V. R. C. High School, Nellore.
15. Ramanathapuram	Sri G. Sundaram Iyer, N. S. M. V. P. S. High School, Devakottai.	Sri S. S. Narayanaswami, N. S. M. V. P. S. High School, Devakottai.
16. Salem	Sri K. Subramania Chettiar, Board High School, Pennagaram.	Sri N. Nanjappa, Board H.S., Kaveripatnam.
17. Tanjore	Sri N. S. Krishnamurthi Iyer, Municipal High School, Mayuram.	Sri S. Balasubramaniam, National High School, Nagapattinam.
18. Tirunelveli	Sri E. H. Parameswaran, Thirupathi High School, Ambasamudram.	Sri H. Visveswaran, Thirupathi H.S., Ambasamudram.
19. Tiruchirappalli	Sri M. P. H. Albert, Bishop Heber High School, Teppakulam, Tiruchy.	Sri R. Bhuvvarahan, National College H.S., Teppakulam, Tiruchy.
20. Visakha-patnam	Sri N. R. Raghunathachariar, Maharajah's College, Vizianagaram.	Sri A. L. Narayana Rao, Board High School, Yellamanchilli.

THE SOUTH INDIA TEACHERS' UNION

List of District Teachers' Guilds and Teachers' Associations affiliated to the S. I. T. Union as on the 31st March, 1951.

Guild or Association.	Number of			Total Strength
	Secondary T.A.	Elementary T.A.	Individual members	
District Guilds :				
1. Anantapur ..		No particulars		
2. North Arcot ..	22	..	..	585
3. South Arcot ..	14	..	..	342
4. Bellary ..		No particulars		
5. Chingleput ..	17	..	..	285
6. Chittoor ..	6	19	..	801
7. Coimbatore & Nilgiris ..	56	13	..	No details
8. South Kanara ..	39	11	2	1,021
9. Krishna ..	25	..	8	380
10. Kurnool ..	21	..	20	355
11. Madras ..	..	..	1,075	1,075
12. Madurai ..	9	3	..	530
13. Malabar ..		No particulars		
14. Nellore ..	9	..	..	No details
15. Ramanathapuram ..	36	5	1	744
16. Salem ..	20	12	..	No details
17. Tanjore ..	36	3	1	No details
18. Tirunelveli ..	51	7	..	1,012
19. Tiruchirapalli ..	18	..	11	449
20. Visakhapatnam ..	35	..	1	645

Teachers' Associations :

	Strength	Arrears.
1. Hindu Theological High School, Madras ..	60	..
2. Lady Sivaswami Iyer Girls' High School, Mylapore ..	38	..
3. Board High School, Sulerpet, Nellore ..	27	2 years.
4. Hindu College High School, Masulipatam ..	36	2 years.
5. Board High School, Chirala, Guntur ..	..	3 years.
6. Do. Duggirala, Guntur ..	..	4 years.
7. Do. Kollipara, Guntur ..	..	4 years.
8. G. C. B. High School, Thurumella, Guntur ..	..	3 years.
9. S. N. High School, Chebrole, Guntur ..	..	3 years.
10. Taluk High School, Tenali, Guntur ..	80	2 years.
11. Municipal High School, Proddatur, Cuddapah ..	34	..
12. S. V. G. High School, Maruthuru, West Godavari ..	..	4 years.
13. Taylor High School, Narsapur, West Godavari ..	37	..
14. Do. Branch, Narsapur, West Godavari ..	10	2 years.
15. R. R. Bh. R. High School, Pithapuram, E. Godavari ..	33	2 years.
16. P. R. C. High School, Kakinada, E. Godavari ..	60	1 year.
17. M. S. N. C. High School, Jagannaickpur, Kakinada ..	24	..
18. Nandigama Tq. Bd. Teachers' Union, Nandigama ..	..	3 years.
19. Range Teachers' Association, Chicacole, Vizag ..	..	4 years.
20. Theosophical College, Madanapalle, Chittoor ..	15	..

THE SOUTH INDIA TEACHERS' UNION

THE EXECUTIVE BOARD

Office-bearers :

- * 1. President :—SRI S. NATARAJAN, B.A., L.T., Headmaster, St. Gabriel's High School, Madras.
- * 2. Vice-Presidents (1) :—SRI E. N. SUBRAMANIAM, M.A., B.L., Besant Theosophical College, Madanapalle.
(2) :—SRI J. DAVID CHELLIAH, B.A., L.T., Municipal High School, Virudunagar.
- * 3. Secretary :—SRI T. P. SRINIVASAVARADAN, B.A., L.T., Headmaster, Hindu High School, Triplicane, Madras.
- * 4. Joint Secretary :—SRI G. KRISHNAMURTHY, 'Guhalaya', Srinivasanagar, Tiruvanaikol, Trichy.
- * 5. Treasurer :—SRI S. SWAMINATHAN, B.A., L.T., Hindu High School, Triplicane, Madras.
- * 6. Journal Secretary :—SRI C. RANGANATHA AIYENGAR, M.A., L.T., 231, Fourth Main Road, Gandhinagar, Madras-20.
8. Addl. Journal Secretary :—SRI G. SRINIVASACHARY, P. S. High School, Mylapore, Madras-4.
- * 9. Secretary, Protection Fund :—SRI V. B. MURTHY, M.A., P. S. High School, Mylapore, Madras-4.
- * 10. Ex-President :—SRI S. K. YEGNANARAYANA IYER, M.A., 'Kumari', Mowbrays Road, Madras-18.

Representatives of District Guilds :

11. ANANTAPUR—
SRI T. R. KRISHNAYYA, Board H.S., Uravakonda.
12. NORTH ARCOT—
(1) SRI C. A. SAMUEL, B.A., L.T., Voorhees H.S., Vellore.
(2) SRI G. V. RAMANA RAO, B.Sc., L.T., Mahant H.S., Vellore.
13. SOUTH ARCOT—
SRI P. R. SWAMINATHAN, M.A., L.T., R.C.T. High School, Annamalainagar.
15. BELLARY—
..
- * 16. CHINGLEPUT—
SRI A. M. KANNIAPPA MUDALIAR, B.A., L.T., Headmaster, Pachiappas H.S., Kancheepuram.
17. CHITTOOR—
SRI T. V. RAMANUJACHARI, B.A., E.T., D.H.H.S., Tirupathi.
18. COIMBATORE—
SRI S. RAMASWAMI, B.A., L.T., Headmaster, Swathanthra H.S., Vaiyampalayam.
19. SOUTH KANARA—
(1) REV. FR. F. PAIS, S.J., Padua H.S., Mangalore.
- * 20. (2) SRI U. SRINIVASA KINI, B.A., L.T., Canara H.S., Mangalore.
21. KRISHNA—
SRI M. VEERABHADRA RAO, B.A., B.Ed., Headmaster, B. G. K. High School, Pedana.
22. KURNOOL—
SRI H. KRISHNAMURTHI, Municipal H.S., Kurnool.

23. MADRAS—
(1) SRI P. DORAICKANNU MUDALIAR, M.A., L.T.,
Headmaster, Chintadripet H.S., Madras-2.
24. (2) SRI M. P. RAJAGOPAL, B.A., L.T.,
Sir M. Ct. M. C. High School, Purasawalkam,
Vepery, Madras-7.
- * 25. MADURAI—
SRI S. KRISHNA IYENGAR, B.A., L.T.,
Sethupathi H.S., Madurai.
26. MALABAR—
(1) SRI S. E. SELVAM, B.A., L.T.,
near Panchama School, Calicut, Malabar.
27. (2) SRI K. KARUNAKARAN, High School, Parasanni-
kadavoo, (via.) Talipatamba, Malabar.
28. NELLORE—
SRI K. S. SUNDARARAJA RAO, M.A., B.T.,
V. R. High School, Nellore.
29. RAMNAD—
(1) SRI S. S. NARAYANASWAMY, B.A., L.T.,
N. S. M. V. P. S. High School, Devakottai.
- * 30. (2) SRI T. N. SUNDARAM, B.A., L.T.,
Sri Visalakshi H.S., A-Thekkur.
31. SALEM—
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A HAND BOOK OF SOCIAL STUDIES. By Joan Dray and David Jordan. (Methuen & Co., Ltd., London.) Price : 7 s. 6 d.

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