

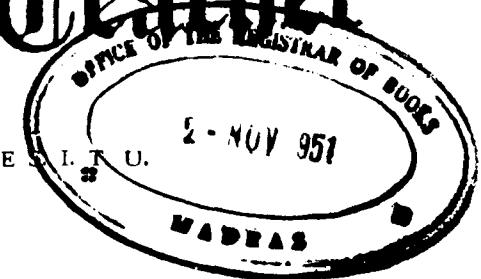
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JUNE 1951

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Book I for Form IV. Re. 1. (Page 51 dated May 22, 1951)
Book II for Form V. Re. 1. do

Modern English Selections of Prose and Poetry for Form V. Selected and
Edited by A. S. Venkataraman, B.A., L.T., Former Headmaster,
Board High School, Chittoor. Re. 1-6-0. (Page 145 dated May 22, 1951).

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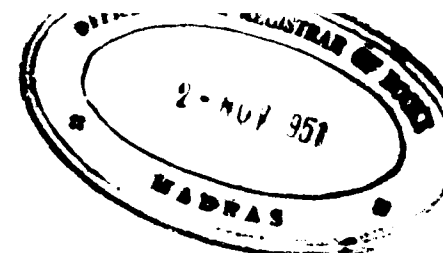
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THE FORTY-FIRST MADRAS STATE EDUCATIONAL CONFERENCE, MADURAI

10th, 11th and 12th May 1951

PROCEEDINGS

The Forty-first Madras State Educational Conference commenced its three day session at Madurai on May 10th, 1951, at the Central Cinema Hall, Madurai under the Presidency of Rev. Fr. T. N. Siqueira, S.J. The session was one of the most well attended, as many as over a thousand delegates from all districts being present.

HOISTING THE NATIONAL FLAG

The first function was the salutation of the Union Flag which took place at the Victoria Edward Hall compound. Mr. E. M. Gopalakrishna Kone, prominent educational publisher of Madurai, unfurling the flag spoke of its significance and said that teachers were most fitted to achieve the objects for which the flag stood, namely, the spread of peace, truth and knowledge. Mr. Gopalakrishna Kone said that it was an undeniable fact that the remuneration

obtained by teachers was far below the standard requirements for decent living. The day when this defect would be rectified would truly be a glorious day for whose ushering at the earliest possible moment he would only pray to Goddess Meenakshi.

The function over, the delegates formed into a procession and headed by the President-elect of the Conference marched to the Central Cinema where the opening session of the Conference was held. Besides the delegates there was present on the dais a distinguished gathering which included the Bishop of Madura, Right Rev. A. Leonard, Mr. K. M. S. Lakshmana Aiyer, Principal P. Mahadevan and Mr. Md. Usman, Divisional Inspector of Schools.

The proceedings commenced with prayer by Mr. Ranganatha Rao of Suryanarayana Rao Elementary School.

WELCOME ADDRESS

Mr. T. K. Rama, Chairman of the Madurai Municipality then delivered his Welcome Address as Chairman of the Reception Committee.

MR. PRESIDENT, DELEGATES, LADIES AND GENTLEMEN,

It is my proud privilege today to extend to you all, on behalf of the Reception Committee, a most hearty welcome to this historic city of Madurai, the capital of the ancient kingdom of the Pandyas. You all know that some centuries back, this was the seat of Tamil Culture and learning patronising the Tamil University popularly known as the "Tamil Sangam" which attracted to its fold, learned poets and pandits from all parts of Tamilnad. Sri Meenakshi Sundareswarar Temple at the centre with the squarely laid out streets all around it stands as an exhibit of the profound Town Planning genius of our fore-fathers. There stand out in majesty and calm the tall towers of Sri Meenakshi Temple—the biggest shrine of the land, nay, of the whole world drawing pilgrims and travellers from all parts of the world—witnessing with avidity this solemn occasion. No less important of this city are the beautiful Mariamman Teppakulam, with its Mayyamantapam, Pudumantapam, and Tirumalainaicker's Palace, the living monuments of the South Indian architecture. This populous city stands next to Madras in this State with regard to population, industry, and commerce and is famous for handloom weaving and dyeing industries. Under successive eminent Chairmen and able Commissioners, more and more civic amenities are provided year after year besides making the city more beautiful.

The Madurai Municipal Council is fully alive to its responsibility of imparting primary education, a statutory obligation on it, to all the children of this city. Elementary education is free and compulsory in all wards. It is running sixty-three elementary schools. About 99 per cent of boys and 88 per cent of girls of school-going age are getting education through municipal

and aided schools. It is also maintaining a Middle school for girls and nine Adults Schools. In the recent census conducted, the index of literacy in this city has been found to be 44 per cent which is not after all bad. The six High Schools for boys and four for girls and the four Colleges in this city are not found sufficient to cope with the ever increasing student population aspiring for higher education. The Tamilnadu Polytechnic caters to the technical education of the students of the Southern districts. The Government have taken all final steps to shift the Madurai Medical College now conducted in Madras, to this place and I hope it may materialise within a couple of years. A full-bloomed University in Madurai is a crying need. The founder of the Thiagarajar College has made a good beginning in this direction and it is hoped that the generous donor of the college who has set apart more than Rupees Thirteen lakhs, will help materialisation of our dream for a Madurai University in the not-too-distant future.

The Madurai Municipal Council is spending every year about six lakhs of rupees on elementary education. Out of a total of 63, only 35 schools are housed in buildings of our own while the rest are located in rented buildings most of which are ill-suited for school purposes. Only about twenty schools can claim the benefit of playgrounds. In this thickly populated city, it is very difficult to find out suitable vacant sites for the construction of school buildings with playground even at exorbitant cost. The Government is paying to this Council about Rs. 1,90,000 as subsidy for elementary education, based on a certain percentage which is insufficient. Apart from continuing their present commitments in respect of higher and technical education, it is absolutely necessary that the State Government should assume full financial responsibility for the spread of elementary education. The further development of higher and technical education may be left to be tackled by private philan-

thropic agencies and influential members of the business and industrial communities at least for some years to come.

We have declared ourselves on 26th January 1950 to be a Sovereign Democratic Republic State. The Constitution provides suffrage to all adults and nowhere else in this world is there such a vast electorate. It is a bold experiment especially when literacy among people is very low. Democracy will fail if the bulk of the population is left to remain illiterate. All of you know the general economic and social condition of our country as a whole, the poverty of our people, the ill-fed, semi-starved, disease-stricken millions, their ignorance based on superstition, the conservative mentality against adapting to the changed conditions and environments, the laziness of our agricultural class, the frequent famine threats, and what not—all culminating in this sad state of affairs. Therefore 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. The citizens of today and of tomorrow have more of responsibilities than rights. They should be made to shoulder them with patriotism, selflessness, efficiency and courage. The responsibility to train them and make them the best of citizens is in your hands. We have therefore to discuss and decide on the best methods of achieving this end and try to include the same in the educational programme of our State.

The teaching profession, as experts in the field, must freely and boldly make its voice felt on all educational matters. It is only in an atmosphere of freedom that the best and most efficient methods can be evolved. Freedom to make experiments should not be denied. As some of you might have gained rich experience in the bifurcated course of studies, free exchange of views will be of advantage and may be suggested for others to follow. With regard to the physical education there had been so much of talk about it in the past and actually we had not done much in that direction.

You will all agree with me that side by side with the development of mind, there should be a corresponding development of the body, so that when a student leaves the school, he should have not only a healthy mind but also a healthy body. It is high time that we take some serious steps in this direction and see that our pupils are given real Physical training. Compulsory military training should be given to all at the end of university course. In our constitution, English has been allowed to stay as a state language for a term of ten years. This is a very wise decision. As regards Hindustani the national language, some people in this State, are opposed to its introduction simply for the sake of opposition. It is a very easy language and can be learnt by all without much effort. It can therefore be safely introduced as a second language. We, the South Indians, who are to take up a share of responsibility of citizenship in this great country should not be made, to lag behind merely because we are not conversant in Hindustani.

There is an agitation in some quarters for coining new words and terms in the regional language for the various technical and scientific terms. In my view such new adaptations taken in our enthusiasm, will in effect only retard the progress of the students in Science and other technical subjects. It would be better therefore that the existing names are continued as they are in the regional languages themselves.

As conditions exist today, no student can out of his free will, choose a particular line of education befitting a doctor, an engineer, lawyer, teacher, technician, etc., according to his taste. It may be that he may have an aptitude for a particular career, and as fate would have it, he may not succeed in getting admission in that particular school or college. Willy nilly he applies to all sorts of colleges and he thanks his stars if he gets an admission in any one of them, though it might not have been to his liking and choice. Nowadays it is more of a chance than a choice of a career, and it is a pity that the student himself has not any

hand in the selection of his own career. Ability and talent should get preference over any other considerations at least to some extent. The State Government should come forward to change this existing miserable state of affairs so as to enable every applicant to get admission in colleges or schools according to her or his aptitude. This result cannot be obtained by the mere regulation of seats by retaining the communal G.O., but only by opening more professional colleges and schools in the State.

As regards adult education we have been talking much about it for a long time, but have begun to do something tangible only from last year. Experts on adult education have recently examined in detail in the Second Annual Adult Education Conference and during the Adult Education Seminar at Adyar the success of the efforts taken in this direction. This scheme cannot be successfully carried out unless public co-operation is forthcoming. Instead of taking a vast area and making experiments there, perhaps success may be obtained by selecting compact areas and concentrating our efforts there. Instead of inviting the adults merely to learn to read and write, I think it will attract them if they are requested to partake in the activities of a social club, looking after their personal and family conveniences. This sort of evening club should have a radio and play articles with facilities for different kinds of games. There may be a daily programme when one may read the regional daily newspaper and explain the important news items. An adult education teacher who is to help the members in all the daily problems in addition to his main work may be put in charge of the class. In major cities such Community Centres should be opened in each and every ward and efforts taken to liquidate illiteracy. The Public Libraries Act has recently come into force. The success of this Act depends much on the results obtained in the adult education campaign. It would be better if a separate Act regarding adult education is enacted and enforced in conjunction with Madras

Public Libraries Act, to obtain quick and good results.

You have various other matters before you. As I am not directly concerned with your profession, I think I can just stop with these observations.

There is no difference of opinion regarding the imperative necessity for raising the status and pay of Elementary and Secondary School teachers. I am sure, as they ought to have, they will have a gradual rise in their status and emoluments.

In the new constitutional set up provision has been made for the election of six representatives for the Upper Chamber of the Madras State, by the special electorate consisting of teachers. Though the electorate is confined to teachers, the rules are such that anybody who is not a teacher may also get elected, nullifying the object of the constituency. In my view this anomalous position should go and only members of the constituency should be allowed to contest. I hope you will take up this matter with the Government now itself and agitate to get the rules amended suitably.

We have tried to do our best to give you all necessary conveniences and comforts. As regards the boarding arrangements we are unable to do better in view of the rationing of foodstuffs. I hope you will be feeling homely in your short sojourn here. In this connection I cannot refrain from expressing our gratitude particularly to two institutions. The management of the Central Cinema were good enough to place the cinema hall at our disposal with all conveniences readily and willingly. The Municipal Council has done the usual sanitary and other arrangements as they would do for a party of pilgrims visiting Madurai. The Council has also sanctioned a sum of Rs. 1,000 towards expenses of this conference for which we are thankful. In the arrangements made for your stay, there may be some shortcomings here and there; and that is not due to want of heart but due to sheer inadvertence.

I cannot, but make particular reference to the esteemed President of this

conference Rev. Fr. T. N. Siqueira. He belongs to a mission which has dedicated itself to the service of poor, the needy and the ignorant and belongs to the race of selfless workers who strive for the betterment of mankind. The numerous educational institutions, orphanages, poor homes, and hospitals run by the "Society of Jesus" are proof

of their great and noble work. I hope under his guidance, this 41st Conference will be a grand success. I once again extend to you, Delegates, Officers of the Educational Department and observers to this conference a warm and enthusiastic welcome.

"JAI HIND"

OPENING OF THE CONFERENCE

Mr. P. Mahadevan, Principal, Madura College, inaugurating the Conference, observed that he was acutely conscious of the unworthiness of the honour thrust on him almost at the eleventh hour, of inaugurating the session. At the outset the speaker paid a tribute to the pioneering work done by his friends like the late Mr. Sabhesan, thanks to whose labours the South India Teachers' Union had become a power in the land. But this power, he was afraid, was not quite fully appreciated either by the public or what was more pertinent in his view, by the members of the S.I.T.U. themselves. The Union was in the same position as Hanuman who did not know his own prowess but had to be reminded of it by others.

The Government of the land, Mr. Mahadevan continuing said, had been known to declare various services as essential to the nation, but at no period in the history of the country had the teaching profession been declared as essential for the maintenance of the standards of the community. That was a grievous omission which showed the extent to which the consciousness of the community and evangelistic zeal of the members of the profession had not come to grips with the fundamental requirements of the situation. "I do hope" Mr. Mahadevan said, "that as a body you will gather together all the sinews which are individually yours and bring to bear your corporate strength not for selfish aggrandisement but to make yourselves as disinterested and liberalising a profession which will be

at the service of the community." The teachers' lot was a hard one and the only consolation for him was the knowledge that he was engaged in performing the functions which but for him would remain unperformed. For the task of civilization and fitting up the citizens to be moral and spiritual beings he could not imagine a set of people more fit and consecrated and a more worthy brotherhood than the members of the teaching profession. They stood on the threshold of a new era full of big experiments by which they were supposed to be able to bring out the potentialities of youth of the country. "But it is sad also to note" Mr. Mahadevan said, "that in the one field where boldness and imagination and a fundamental faith in the goodness of human nature should manifest themselves, it is here that timidity, tardiness and lack of faith should be so prominent." They were often told that one of the marks of the modern age was the scientific spirit, the spirit of enquiry and arriving at truths objectively. Those were very desirable traits. But they did not apply them to their tasks. In other words they did not apply them to the changing conditions to make of their young men and women future citizens of this great country.

Mr. Mahadevan said that it was a matter for serious consideration whether the so-called new experiments really subverted the fundamental requirements of education. The poet said that "the child is the father of the man" and a better thinker said that

man was the measure of things, not things the measure of man. In other words, from the days of Mahabharatha or the days of the Trojan War the fundamental requirements of education were to enable man to realise how to fit himself in society. Their great task therefore, was to make men bright and sound citizens. But this had now been relegated to the second and third place while technical, special, professional and other types of qualifications which were only auxiliary to the supreme needs of production of the right type of men and women, had not been given due attention. How to place first things first was a problem which he hoped would be dealt with by them. There was only one other point he was personally interested in. The latest changes in the system of education in the high schools were not completely free from errors. He mentioned particularly the tendency to cut down the power of expression of the student and promote what might be called telegraphic or short-hand answers which for what aught they knew, might be the result of chance or accident. The modern type of answer of merely saying 'yes' or 'no' was not the right kind of test of the intelligence of the student. Furthermore at a time when the memory of the student had to be cultivated they were not doing anything in that direction but were only trying to burden the mind of the youth with miscellaneous information. He felt that the present high school curriculum was overburdened with a good deal of junk and lumber which could only well afford to wait until a later time and the time available for the education of the young in the primary and secondary stage might be usefully employed towards the cultivation of the emotions and cultivation of the instinct of memory. In fact the whole crux of the problem was that they were trying to imagine they were beginning on a clean slate. Nothing was more grievously wrong. They had ignored systems of education which were at least 5,000 years old, and he who tried to by-pass them was not a true servant of education.

Mr. Mahadevan said that there was a good deal in their traditions which had to be salvaged and there was a good deal of modern accretion of knowledge which could not be ignored. A right kind of approach by striking a common mean had to be made and he hoped that in this matter of dealing with human personality they would remember it was not a statistical entity, examination idea or property but living human beings with high potentialities of a Plato or Gargi. He hoped they would adopt a right spiritual attitude towards the young entrusted to their charge and help them to grow up to the highest personality.

On the question of elections under the New Constitution, Mr. Mahadevan said that teachers should be expected to stand on their own legs and that they ought not to stand at the door of anybody or seek anybody's favour. It would be well for them to remember the ideal of Hanuman and remember the reservoir of power they had. He would ask them not to do anything unworthy of their corporate dignity. "Let us feel conscious we are a mighty force and I am sure we shall prosper under God's will," Mr. Mahadevan concluded.

INTRODUCING THE PRESIDENT-ELECT

Mr. S. Natarajan, President of the South India Teachers' Union, said that before he formally proposed the President-elect to the chair, it was his pleasant privilege to express their grateful thanks to Mr. Mahadevan for inaugurating the Conference. The motto of the Union was "Raise yourselves by your own efforts" and it was in that spirit the Union had been carrying on its work all these years and what greater honour could they do to one who was at the head of the profession, one who had risen to the eminence as Principal Mahadevan had, than to request him to participate in the Conference by inaugurating it. Mr. Mahadevan had said that he was technically with us but not of us. The speaker said that in the name of all present

he would extend to Mr. Mahadevan a very cordial invitation to take his place with them and to give them that leadership which was necessary.

Mr. Natarajan then proposed Rev. Fr. T. N. Siqueira, S.J., to take the chair and conduct the proceedings of the Conference. A panel of six names for the Presidentship was sent up to all the associations affiliated to the Union, Mr. Natarajan said, and they expressed very clearly that Rev. Fr. Siqueira should preside over the Conference this year. At a time when they had various schemes of reorganisation, they needed a little constructive thinking so that their deliberations might enable them to tender an advice which would be helpful and they had in Rev. Fr. Siqueira a person eminently fitted to direct their mind.

Mr. M. R. Srinivasan, President of the Madura District Teachers' Guild, seconded the proposal which was further supported by Mr. A. M. Kanniappa Mudaliar (Kancheepuram) and Mr. U. Srinivasa Kini (Mangalore).

PRESIDENT'S ADDRESS

The Rev. Father T. N. Siqueira then delivered the Presidential Address. (Already published in the May, 1951 issue).

After the Presidential Address Mr. V. Mariaratnam read messages received wishing the Conference every success from the following :—

1. His Excellency the Governor of Madras.
2. The Director of Public Instruction.
3. Sir C. V. Raman,
4. Sri M. S. Kotiswaran,
5. Sri S. K. Yegnanarayana Iyer, and others.

OPENING OF THE EXHIBITION

The Right Reverend A. Leonard, Bishop of Madura, in formally declaring open the Educational Exhibition organised as an adjunct to the Conference, dwelt upon the value of such exhibitions.

The morning session over, the Conference adjourned to meet at 5 p.m.

REPORT OF THE SECONDARY AND TECHNICAL EDUCATION SECTIONAL CONFERENCE

The Sectional Conference on Secondary and Technical Education was presided over by Sri E. H. Parameswaran, Headmaster, Thirithapathi High School, Ambasamudram.

The President in his opening remarks referred to the five subjects put down for discussion.

1. Refresher Courses for teachers.
2. New Type Tests.
3. Effective Utilisation of School Libraries.
4. Diversified courses with special reference to selection of pupils.
5. Health of Secondary School Children.

He said that nobody could deny the need for refresher courses for teachers. Teachers had taken up enthusiastically the organisation of such refresher courses

and almost every District Guild had run camps for citizenship training. The Government of Madras had come forward to help teachers in the organisation of such course but much greater help was needed. On the introduction of new type tests he said that careful thinking was needed on the part of teachers. Referring to diversified courses, he said that the need for such courses had been emphasised by the University Commission presided over by Dr. S. Radhakrishnan. These courses were necessary to avoid misfits in colleges. Though the Commission had recommended the extension of the school course there had been opposition to the proposal. But any reform connected with education was vitally affected by the dearth of teachers. And he put in a strong plea for the improve-

ment of the service conditions and salaries of teachers. He also referred to the other two topics and requested teachers to express their opinions on these subjects.

Mr. I. D. Asirvatham of St. Paul's High School, Madras, said that any change in society was immediately reflected in schools and teachers must know how to tackle new problems. Refresher course provided them with the opportunities to make themselves familiar with new techniques. In choosing teachers for refresher courses mere paper qualifications should not be considered. Experience was also necessary.

Mr. V. S. Venkatanarayana of Kurnool appealed to managements to realise that it would be advantageous to schools if teachers were financially helped to undergo these courses. Mr. S. Srinivasan of Cheyyar deplored that the enthusiasm of teachers for refresher courses had cooled down. This was because many managements refused to subsidise teachers with money. He wanted that Government should compel managements to pay to the teachers the expenses they had to incur for refresher courses. Mr. S. K. Narayanaswamy Sastri of Mayavaram was of opinion that teachers were sufficiently enlightened to read books and to be up-to-date. He said that there was no need for refresher courses.

Mr. V. Arunajatai speaking on New Type Tests stressed the need for being fair to pupils and for introducing objective tests in school work. The old type of tests was not dependable to assess the achievements of pupils. He then dwelt at length on the various types of objective tests and their use. He pleaded for greater use of new type tests in internal school examinations and the need for a Research Board for setting up proper standards with reference to promotion of pupils. He also suggested an Examination Board to review the questions of the latest S.S.L.C. Public Examinations in the various subjects. Mr. Rajah Iyer of Ramnad expressed the opinion that there should be new type tests but there should be no rigid rules regarding the

minimum for a pass. The average of a large number of candidates should be taken in fixing up standards for a pass. Mr. S. S. Avadhanar also took part in the discussions.

Mr. A. S. Narayanan said that new type tests could be used only in the class room and they had no place in public examinations. Mr. C. Padmanabha Mudaliar suggested that the number of multiple choice questions could be considerably decreased and other forms of new type questions, such as matching, could be introduced.

Messrs. A. K. Sitaraman, G. Srinivasachari, S. Dharmarajan and others suggested caution in the introduction of changes of the examination system. Mr. G. Sundaram Iyer wanted that a sub-committee should go through the whole question before coming to any decision. Mr. S. Natarajan gave the assurance that the question would be thoroughly examined and the view points expressed by the delegates borne in mind.

Mr. V. B. Murthi initiating the discussion on effective utilisation of school libraries referred to the part played by the libraries in inculcating in the pupils the habit of reading for pleasure, information and inspiration. He stressed the need for the open access system and proper planning on the part of teachers for making libraries effective instruments for the working of democracy. Mr. T. P. Sundaresan of Tiruvavur pointed out how citizenship could be practised in schools through libraries and suggested that pupils should be entrusted with the responsibility of issuing library books and collecting them. Mr. Maria Joseph spoke on the place of libraries with special reference to the teaching of social studies and pointed out that libraries gave ample opportunities for pupils to use their leisure hours profitably.

Health of Secondary school children was the subject of a paper read by Sri D. Ramanujam of Hindu High School, Triplicane. He pointed out the need for medical inspection in schools on proper lines in any efficient scheme of secondary education. He suggested the organisation of school medical service,

maintenance of proper school medical records and follow-up work. Proper diet, compulsory physical exercises and games and the requisite playgrounds and gardens were, he said, the most important factors conducive to the growth of health of the secondary school children.

SABHESAN MEMORIAL ADDRESS

At 5 p.m. Dr. Chris A. De Young, Fulbright Lecturer, Central Institute of Education, University of Delhi, delivered the Sabhesan Memorial Lecture. (*Published elsewhere in this issue.*)

11th May 1951—SECOND DAY'S PROCEEDINGS

REPORT OF THE BASIC EDUCATION SECTION

Mrs. Vairanna Pillai, who presided, said that during the last 15 years much had been said and written on Basic and Primary Education but the problems confronting educationists in regard to them were as great and baffling today as they ever were. Primary education as obtained today did not take into consideration the pre-school child. The Indian pre-school child was the most neglected child in the world. State contribution towards the maintenance of decent living standards for teachers must be considered as part of our nation-building programme, she said. One of the greatest problems facing Basic schools was finding teachers and training them. One did not become a Basic school teacher by calling oneself as such. There must be scope for the individual development of the child according to its tastes and abilities. In our effort to teach dignity of labour and the value of manual labour we must not make children consciously or unconsciously dislike those aspects of life most bitterly owing largely to our mishandling them. Ample facilities ought to be provided in a variety of crafts to bring out the very best in each child and they should not entirely rely on spinning.

Mrs. Pillai continuing said that dogmatism and fanaticism were alien to the spirit of education which ought to inculcate in us a spirit of enquiry and research. The last word in education had not yet been said and that attitude

of assertiveness that we alone have the truth and that we have nothing to learn but everything to teach would deter the cause. The experimental way was still open and she strongly pleaded for standing up to the highest standards in education.

Miss Marjorie Sykes said that Basic education as popularly understood was a demand for the re-orientation of the whole of education from babyhood to old age. The word "primary" was an inadequate equivalent to "Basic" education. She did not mind whether they called a school "Basic" or not. What she was concerned was the spirit. The Basic school should train the pupils in responsibility, make them citizens of fine, strong, reliable character, trustworthy, with power of initiative and leadership. Real democracy required a minimum standard of these in every citizen. Many people misconceived the real nature of work. There could be no greater illusion than to think that work was something routine and did not require training and intelligence. She also referred to the need to remove the other misconception that basic schools were nothing but ordinary schools with the addition of a craft like spinning.

Mr. Arunachalam from Perianaickenpalayam referred to the doubts entertained in certain quarters about the place of books (literature) in Basic education and said that experiments conducted recently showed that even children in primary standards were

capable of producing books and books on a variety of subjects had a useful place in Basic education.

Mr. E. S. Parameswaran, Headmaster, Government Basic Training School, Mallipudur, said that one step towards introduction of books in Basic schools was to set up Editorial Boards consisting not only of Government officers but of workers devoted to the cause.

Mr. V. S. Venkatanarayana of Kurnool pleaded for providing Basic schools with well-equipped libraries.

Sri A. M. Kuppuswami, Headmaster, Basic School, Peclamedu, gave a detailed account of the work in his school and said that unless Senior Basic Schools are started, the five years' course now provided in Basic schools may not prove quite successful. Sri S. S. Avadhanar took part in the discussion.

Mr. K. Kandaswami, Headmaster, Government Basic Training School, Kallupatty, said that Basic schools represented true centres of social service doing constructive work on the lines chalked out by Mahatma Gandhi and they were sure to effect a slow and silent revolution and create a new and just social order.

Mr. V. Bhuvaramurthi, Convener in proposing a vote of thanks to the President of the section and to the delegates who had participated in the discussion said that there was a great future for Basic education in India inasmuch as it was the Gandhian way to fight Communism.

THE UNIVERSITY EDUCATION SECTIONAL CONFERENCE.

The University Education section met at 8-30 a.m. on 11-5-1951 in the premises of the Mathurai College School under the chairmanship of Sri C. D. S. Chetti, Principal, Theagarajar College, Mathurai. Nearly two hundred delegates attended the session. The Rev. Father T. N. Siqueira, S.J. also graced the occasion with his presence.

The subjects discussed were: (1) English in University Education, (2) Medium of Instruction, (3) Universities and Social Service, (4) Financing

University Education and (5) Moral and Religious Education.

Sri M. Sreeramulu, Lecturer in English, Sir Theagaraya College, Madras and the Convener of the University Education section, initiated the discussion on "English in University Education." He dwelt on the cultural and utilitarian values of English Language and Literature and also indicated the place of English in the courses of study not only in the immediate present but also in the ultimate set-up. His thesis was that English must remain a compulsory subject to the B.A. standard and that any attempt to relegate it to the background would be attended with disastrous results. Sri K. Narayanan while agreeing with the important position given to English by the initiator was in favour of that language being studied as an optional subject. His main argument was that only those who aspire to get into the Indian foreign service and are likely to represent India at international gatherings need acquire a high degree of proficiency in that language and that, therefore, to study it as a compulsory subject would be to give it an artificial importance. Sri A. Rama Iyer, former Principal of the National College, Tiruchi, who spoke next was of the opinion that though English should naturally cease to be the medium of instruction, it should be retained in the courses of study as a compulsory subject. He observed that it would be a calamity if English ceased to be a compulsory subject. Messrs. Avadanar, Ranganatha Iyengar, Mahadevan and Mariarathnam also participated in the discussion and the consensus of opinion was that English should be a compulsory subject. The Rev. Father T. N. Siqueira was requested by the chairman to offer his views in the matter. According to him the Mother-tongue should be the medium of instruction on theoretical grounds. But on practical grounds no Indian language is capable of taking up the place of English, at any rate for some time to come. A language is an organic growth and cannot be made to order. Under the stimulus of our new-

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found freedom our Indian languages are showing fresh signs of creative activity and ere-long would be in a position to replace English as the medium of instruction. But he was in favour of approaching the subject from a different angle altogether. English must be studied hereafter more as a language than as literature. Again he observed that disunion has been the besetting sin of Indians for ages past and that English, the Lingua-Franca of India, has been the cementing force. Therefore any hasty attempt to tamper with this unity would be to put the hands of the clock backwards.

Winding up the discussion the Chairman exhorted the delegates to approach questions of this type dispassionately. He was also in favour of English being retained as a compulsory subject because it would bring us in contact with the outside world and enable us to enrich our own languages on the model of English.

Prof. A. Rama Iyer initiated the discussion on the medium of instruction in Colleges and Universities. He laid it down as a self-evident proposition that English must cease to be the medium of instruction as soon as possible, preferably before the fifteen-year limit prescribed by the Central Government is passed. He was in favour of the Regional Language or wherever there is a demand, Hindi, becoming the medium of instruction. The argument that the Regional languages were not sufficiently developed was quite untenable, for if a beginning was made satisfactory development would be achieved in that respect. Only through the regional language could the best among us be able to create anything original. Tagore and Mrs. Sarojini were only exceptions and not the rule. He dismissed the difficulty of having suitable scientific terms as a bogey. Most of the scientific terms now used in English text-books are international terms having been derived from Greek or Latin term. Messrs. Natarajan and Mariarathnam also participated in the discussion.

The Chairman observed that one of the aims of education is to enable stu-

dents to think clearly and to express themselves clearly and this end can be achieved easily only when the mother-tongue is the medium of instruction. Excepting for the transitional period, he said, it would not be difficult to bring about a change over from English to the mother-tongue.

Sri T. Dhanakoty, Lecturer in History, Sir Theagaraya College, Madras, initiated the discussion on "Universities and Social Service". He explained why universities should participate in social service and mentioned the methods by which such participation should be effected. The thesis being non-controversial, there was no discussion thereon.

The Chairman observed there could be no two opinions on the need for University students participating in Social Service. He, however, added that a beginning must be made even in the High School stage so that social service work might be continued with advantage in Colleges.

Sri E. N. Subramaniam, of Besant Theosophical College, Madanapalle, initiated the discussion on "Financing University Education." According to him there are three agencies which should finance University Education. He maintained that the primary responsibility is that of the State. He gave facts and figures to show that the money spent by Governments, Central as well as State, was infinitesimally small considering the vital importance of education particularly in the new social order. Private managements particularly the Christian Missionaries, have played a very creditable part in promoting Higher Education in our land. Temple funds should also be diverted for financing University Education for there could be no nobler purpose on which they could be spent with greater justification. He paid a tribute to the Pallavas of the South and Harshavardhana of the North for the service they rendered in promoting higher education. In conclusion he commended the example of the Tirupathi-Thirumalai Devasthanams for diverting substantial sums of money for promo-

ting higher learning and research. Sri A. Rama Iyer, who spoke next, quoted some of the observations of the Sergeant Report and deprecated all attempts to stint on the part of the Government in the cause of higher education. "To run education on the cheap is the falsest of false economics."

The Chairman wound up the discussion observing that Governments must alter the angle of vision towards higher education and give liberal grants to Managements in running Colleges. Higher learning must be the first charge on the revenues of any State and to adopt a miserable attitude in this respect would be to precipitate a crisis. He also stressed the need for bettering the condition of the College teachers, who for all the services they render are not properly remunerated.

Sri Rama Iyer initiated the discussion on "Religious and Moral Instruction in Colleges". He was of the opinion that there must be religious and moral instruction in Colleges. He observed that there would not be agreement on what kind of instruction it must be. In this connection he quoted the recommendations of the Rathakrishnan Committee and said that the study of the lives of great saints and seers like Buddha, Socrates, Mohammed, Sankara, etc. and the Universalist Principles of Philosophy contained in the teachings of those saints should form the subject-matter of religious and moral instruction. Mr. E. N. Subramanyan, who spoke next, observed that there would be no disagreement on the subject if religion was distinguished from religions.

The Chairman agreed with the views expressed by the two speakers.

Before the session concluded the delegates expressed a desire that the S.I.T.U. be approached to form a committee to examine the existing scales of pay for College teachers and to make suitable recommendations to the Government and the Universities keeping in view the altered price level and economic conditions.

The session concluded with a vote of thanks to the Chairman proposed by the convener.

The General Sessions of the Conference met at 5-30 p.m. under the Presidency of Rev. Fr. T. N. Siqueira, S.J. and the Resolutions I to IX were moved and passed.

The Conference adopted a resolution expressing its deep sense of sorrow at the loss sustained by the country in general and by teachers in particular by the demise of Sri Vallabhbhai Patel, Dr. C. R. Reddi, Dr. Aravinda Ghose and Mr. Ramaswami Gounder, Principal, Salem College.

Moving the resolution, the President said that it would be impertinent on his part to speak to them on the life and services of these great men. Sri Vallabhbhai Patel had shone chiefly in the reorganisation of the internal administration of the country since Independence. Dr. C. R. Reddi had shone chiefly as an administrator of universities. He had practically been responsible for the flourishing state of the Andhra University and later also of the Mysore University. Dr. Aravinda Ghose had been a philosopher. Mr. Ramaswami Gounder was not so universally known but in the neighbourhood of Salem where he worked he was very much respected as a Professor and Principal specially in the days when the Salem College was passing through a crisis.

The resolution was carried, the audience standing in silence in their seats for two minutes.

RESOLUTION II. This Conference regrets that the salaries and the dearness allowance have not been raised to the level recommended by the Central Pay Commission and urges upon the Government the need to revise the salaries and allowances in view of the soaring prices of foodstuffs and to ensure that the status and emoluments of teachers employed in various grades of educational institutions maintained by Government, Local Bodies and Aided Managements are uniform throughout.

This Conference further requests the Government to enhance the rates of dearness allowance to teachers so as to make them equal to the rates paid by the Central Government.

Mr. A. S. Narayanan in moving this resolution said that it was tenth time the resolution was being placed before the Plenary Session of the Conference. He said: "Even saints, who are prepared to sacrifice all, want something to keep body and soul together. We teachers who call our profession the noblest, have also to live, and what we demand is only the minimum that may enable us to keep body and soul together. We are not ambitious. We do not want to become *kuberas* in this land of poverty."

Mr. Somasundaram seconded the resolution.

Mr. R. Vaidyanathan said that the scales offered by the Central Pay Commission were inadequate so far as teachers were concerned. He was strongly of the view that the salary offered to graduate teachers was low. The only class of teachers benefited was the headmasters, he said. Hence he opposed the resolution.

A delegate raised the question whether one who had not opposed a resolution in the Subjects Committee could do so at the open session.

The President ruled that it could be done. He added that the object of the resolution was to give Government some kind of standard by which to go as a first step.

The resolution was put to the Conference and carried by a majority.

RESOLUTION III. This Conference urges the Government to adopt immediately the scale of Rs. 60—4—120 for Secondary Grade teachers.

Mr. T. P. Srinivasavaradan moving this resolution said that the object of the resolution was to see that secondary grade teachers who have to put in a period of training after passing the S.S.L.C. should be started on a minimum salary higher than the Lower Division clerks. It was only a reiteration of the resolution passed at earlier conferences.

In answer to a question raised by a delegate as to what happened to the previous resolution Mr. Srinivasavaradan said that it had been communicated to the Government. They had waited in deputation on Government to press

it and would do so again and again till it was given effect to.

Seconded by Mr. E. H. Parameswaran, the resolution was carried.

RESOLUTION IV. This Conference requests the Director of Public Instruction to pass orders calling on all aided managements of elementary schools to pay the dearness allowance along with the monthly salaries to all the trained teachers.

This resolution was moved by Mr. N. S. Venkateswaran of Mannargudi.

Seconded by Mr. T. P. Srinivasavaradan, the resolution was carried.

RESOLUTION V. This Conference requests the Government to extend immediately the benefit of House Rent Allowance to teachers working under all agencies.

Moving this resolution, Mr. R. Mahadevan said that while the qualification prescribed for teachers was the same in all schools, there was 'caste' maintained in the matter of paying house rent allowance between one set of employees, namely Government servants and others in local bodies and private institutions. They must agitate to have the injustice removed.

Mr. G. Srinivasachari seconding the resolution, observed that teachers living in cities like Madras and Madurai had to pay house rents sometimes to the extent of nearly 50 per cent of their salaries.

The resolution was carried.

RESOLUTION VI. This Conference requests the Government to modify the existing rules regarding the recruitment of Deputy Inspectors and District Educational Officers so as to make all teachers of 45 years of age or under eligible for recruitment.

This resolution was moved by Mr. S. Krishna Iyengar of Sethupathi High School, Madurai.

Mr. T. P. Srinivasavaradan seconding, the resolution was carried.

RESOLUTION VII. This Conference requests the Union Government to allow railway concessions also to delegates attending the State Educational Conferences as they do for All-India Conferences.

Moved by Mr. T. P. Srinivasavaradan and seconded by Mr. S. S. Avadhanar, the resolution was passed.

RESOLUTION VIII. This Conference requests the Government to recognise the teachers' claim for free education of their children at all stages of education.

Moving this resolution, Mr. K. Raghava Iyengar said that by giving effect to this resolution they would be giving great relief to teachers of all grades who as a class now suffered considerable hardships.

Mr. Somasundaram seconded the resolution.

Mr. R. Mahadevan suggested the observance of a "Teachers' Children Free Education Day" on the eleventh of every month till the concession was granted.

The resolution was carried.

RESOLUTION IX. This Conference feels that it is high time the teacher is recognised as a worker in the cause of national reconstruction and provided with sufficient old age provision in the form of gratuity, life insurance and pension besides Provident Fund contribution.

Commending the resolution for acceptance, Mr. G. Krishnamurthi of Tiruchirapalli stated that if teachers who were real workers in the cause of national reconstruction were not provided with these benefits, the country could not be said to have deserved the freedom that has been achieved.

Seconded and supported by Mr. G. Sundaram Iyer and Mr. Radhaswamy respectively, the resolution was carried.

12th May 1951—THIRD DAY'S PROCEEDINGS

ADMINISTRATION, ORGANISATION AND INSPECTION SECTIONAL CONFERENCE

The Sectional Conference on Administration, Organisation and Inspection was presided over by Rev. D. Thambuswamy of the Kellett High School, Madras. In his opening remarks the President said that administration of schools was becoming a "shared responsibility" with the increasing emphasis on activities in schools; but it was possible that the share of the headmaster, the assistants and the pupils might vary. He deplored the apathy of the Government in regard to the implementation of the re-organisation of secondary education. Thus even when schools were prepared to open diversified courses without the financial help of Government, sanction had not been forthcoming. As regards policy in education, it was not always that educational questions were decided on their merits. Politics played a large part in educational matters and this was deplorable. On many questions though the principles had been granted, there

seemed to be something which prevented their implementation. In principle the necessity to help schools to get radio sets was conceded, but applications for grants were rejected.

One pressing problem in regard to the administration of schools was the enormous strength. Measures had to be devised to see that while providing educational opportunities to children, schools do not get into unmanageable proportions.

Sri A. M. Kannappa Mudaliar (Conjeevaram) spoke on the organisation of activities in schools. He was of opinion that too rapid changes were introduced in schools. The question had to be considered whether all activities should be made compulsory, because it sometimes happened that the activities were difficult to organise. Very often the form was kept, but the spirit was lost. For example, visual education was often, not education, but a cinema show. Did they not sometimes organise excursions

for the sake of excursions and not for their educational advantage? So also, magazines by the pupils for the pupils were so only in name. He would like that the activities chosen must be as few as possible and simple. Two such activities he would recommend to schools were Physical Education and Citizenship activities.

Sri T. P. Sundaresan (Tiruvavur) pleaded for organising as many activities as possible to the best of our ability without belittling their importance.

Sri S. Srinivasan (Cheyyar) described the various activities participated in by the pupils of his school. Among these were sweeping the school ground and getting it ready for games, collection of money for charity, and helping harijan women to purchase rations. In organising these activities, faith in the students' capacity for self-government was necessary. Pupils displayed much enthusiasm in taking part in these activities. Of course, tact was necessary on the part of the teacher.

Sri V. Antoniswamy (Karaikudi) speaking in Tamil supported the activity scheme of education. It was full of potentialities for the well-being of the pupils. He stressed the need for tapping money from the resources of the public instead of depending too much on Government help. Teachers must be enthusiastic about the scheme and not find fault with it.

Sri R. Srinivasa Iyengar of Coimbatore sent a paper on Financing Education. The substance of the paper was given by Sri Padmanabha Mudaliar, the Convener.

Sri M. K. Ramamurthy (Madras) discussed the question as to who was paying for education, and who ought to pay for it. He said that 60% of the expenditure came from fee-income, 30% from public revenues and 10% from other sources. If equality of opportunity should be extended, fees should not be raised. More grants should be given by Government.

Sri C. Renganatha Iyengar (Madras) said that we should cut a new line after Independence, and build reserves for financing education. "Sambhavanas" should be given to the S.I.T.U. on aus-

picious occasions and celebrations in our homes.

Sri G. Krishnamurthy (Tiruchi) questioned the claim of the Madras Government that it was spending the largest percentage of its income on education. The maintenance of Agricultural Colleges and other institutions could not come under the general head of education. In regard to expenditure under development schemes, no amount was allotted for education. In order that people might benefit by development schemes, education was necessary and so he pleaded for a larger amount of expenditure for education.

Sri S. R. Natesan (Tirunelveli) said that parents were willing to undergo any hardship for the education of their children and he wanted that Government should canalise this urge and extend education.

DIVERSIFIED COURSES

Sri K. Raghava Iyengar (Kumbakonam) narrated his experiences in his attempt to introduce Engineering in his school. At their own cost they erected sheds, but equipment could not be secured. The departments of Government pulled their own way and there was considerable difficulty and delay in starting the course. The staff too, was not easy to get. The salary of engineering assistants was not attractive. The selection of pupils was also found to be difficult. When it was announced that students who passed in the engineering course would be admitted in colleges, there was a great rush of applicants, but only a few could be selected, and the problem of selection was not easy.

Sri T. P. Srinivasavaradhan (Madras) agreed with the previous speaker that it was difficult to get the necessary staff. He found that the diploma holders found difficulty in teaching the science subjects and therefore science teachers were asked to teach these subjects. He had to point out that the syllabus had to be modified. It was very ambitious, but the questions asked were very simple and had no relation to the syllabus. There was no difficulty as feared by the

previous speaker in regard to the levy of special fees. In spite of difficulties, the engineering course was very good and pupils displayed great enthusiasm for it. He would, however, point out that the Department should not dictate as to which course should be introduced in a particular school. The choice must be left to individual institutions.

Sri K. N. Pasupathy (Kurnool) spoke about the Secretarial course. He said that it was too soon to say whether the course would be useful to pupils. There was a doubt whether pupils undergoing the course would be admitted in colleges. The pupils were not enthusiastic. They felt that the curriculum was over-burdened. There was no time for recreation for pupils.

Sri T. P. Purushothaman (Madras) complained that the course was incomplete as many important subjects were omitted from the course. It was a "half-hearted apology" for the introduction of the secretarial course.

Sri S. S. Avadhanian (Madras) opined that the scope under diversified courses was very limited. Many more subjects should be provided for if the term 'diversified courses' was to be justified.

Sri S. Natarajan (President S.I.T.U.) then spoke on the question of accommodation, equipment and the effect these had on the efficiency of instruction. He said that the present size 20' x 22' of class-room was absolutely inadequate for practical activities. "Money should not be the only consideration," he concluded in the planning of schools.

CONCLUDING SESSIONS

The Conference commenced its concluding session at 2-30 p.m.

RESOLUTION X. This Conference requests that the age of retirement for all grades of teachers under all agencies be fixed at 60, provided the teacher is physically fit and efficient in work.

This resolution was moved by Mr. S. Venkataraman of Peelamedu.

Seconded by Mr. Venkatasubramaniam of R. S. Puram, Coimbatore, the resolution was carried.

RESOLUTION XI. This Conference requests the Government to permit the

appointment of experienced secondary grade teachers as headmasters of middle schools.

The mover, Mr. S. Srinivasan of Cheyyar, said that the concession would be a sort of encouragement to secondary grade teachers.

Mr. Hirudayaswamy seconded the resolution.

Mr. C. Ranganatha Aiyengar opposed the resolution on the ground that in the interest of the profession, the secondary grade teachers would do well to remain as teachers and not desire to be administrators. Mr. S. S. Avadhanian supported the view.

The resolution was put to the house and carried.

RESOLUTION XII. This Conference requests the Government to give grant to the South India Teachers' Union and the District Teachers' Guild and Teachers' Associations in schools to serve as incentives to teachers to do adult literacy work, run community colleges and do social uplift work in the school and the community.

The mover, Mr. K. S. Chengalroaya Iyer of Kaveripatnam, said that though adult literacy and social uplift work were generally helped by the public, there would be dignity lent to the work if carried under the auspices of the Government.

Messrs. C. C. Nair and N. Venkatachalam seconded and supported the resolution respectively and it was carried.

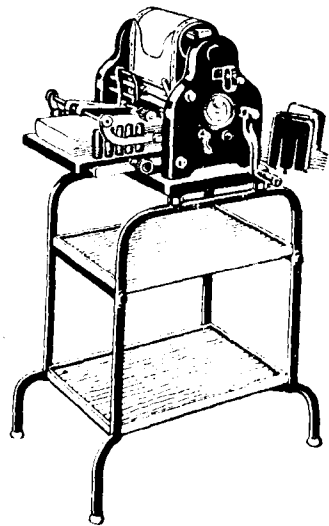
RESOLUTION XIII. In view of the paucity of qualified physical education teachers this Conference requests,

1. that more colleges for physical education be started, and
2. that special short-term courses in physical education be organised at different centres to give training to teachers in service.

Mr. L. R. Chandrasekharan moving this resolution said that the task of heads of institutions especially in urban areas where the strength exceeded a thousand has become increasingly difficult in view of the absence of qualified physical directors.

Mr. Karunakara Menon seconded the resolution.

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Mr. N. S. Krishnamurthi Iyer of Mayuram said that there was no use starting more colleges of physical education when teachers who have already undergone training were discontented as their scale of pay was not attractive and so even those who had already undergone training in physical education were thinking of quitting service.

The President said that the S.I.T.U. had been urging Government to raise the scales of pay of physical education instructors and he learnt it was under the active consideration of Government.

The resolution was put to the Conference and carried.

RESOLUTION XIV. This Conference requests the Government to make the Madras Leave rules applicable to teachers in aided institutions.

The mover, Mr. S. S. Narayanaswamy of Devakottai, said that there were certain managements which observed leave rules uniformly and well in the case of all and all thanks were due to them.

Mr. S. Venkatasubramaniam of Coimbatore seconding, the resolution was carried.

RESOLUTION XV. 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.

Mr. E. N. Subramaniam of Madanapalle moving this resolution said that if education was to be made worthwhile it should be "teacher-centred". Another very important factor in education was the child. The resolution sought to focus attention on this aspect. He referred to the Article in the Indian Constitution Act which said that within ten years after the passing of the Constitution it has to provide education for all children up to 14 years of age. According to the Article it was incumbent upon the State Government to provide free universal compulsory education for children of school-going age from 6 to 14. The Finance Minister stated during the Budget session that there were as many as 35,000 element-

ary schools out of which 450 were basic schools. But still 60 per cent of the children of school-going age were not yet in school. It was most heart-rending to think that while they thought of spreading adult education and were prepared to spend money on it, a large number was growing up as illiterate adults. The only permanent solution to the problem therefore was the provision of free universal compulsory education. It was an immense problem but by no means impossible. If they were going to do justice to the children of our country, money must be found.

Mr. K. Narayanan seconding the resolution said that the best way of tackling the problem of adult education was to concentrate on primary education. The technique of basic education was fundamentally different from the technique of elementary education and so he was in favour of a policy of hastening slowly in the matter of converting elementary schools into basic schools.

The resolution was carried.

RESOLUTION XVI. 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.

The mover, Mr. G. Srinivasachari, said that it was heartening to him to be told that the subject was non-controversial. However, there would be some who would ask what need there was for this Board when there were already the D.P.I., the S.S.L.C. Board and the Provincial Advisory Board. It would be sufficient for him to say that education dovetailed into politics and education was often the play-thing of politicians. Sometimes they also found ministers of the same party holding conflicting views. Lord Eustice Percy said that there must be somebody to bring about a compromise. Last year there were certain proceedings of the D.P.I. which made incursions into the freedom of the head-teacher in organising school teaching. His concern, Mr. Srinivasachari said, was that

changing policies should not affect the internal freedom of the school and referred in that connection to a remark made by Sir S. Varadachariar some years ago while inaugurating the S.I.T.U. Education Week where the latter in unequivocal terms warned teacher to guard zealously their academic freedom. It was for that purpose, he said, they required a Board of Education which would make for continued policy and ordered progress in education. He was sorry that head-teachers had not given a lead in this matter.

Mr. S. K. Kuppuswamy Iyer of Madurai seconding the resolution said that it aimed at thoroughness and orderliness in education.

The resolution was carried.

RESOLUTION XVII. (a) This Conference resolves that the Teachers' Constituency should be required to elect their representatives only from amongst themselves as that alone will secure effective teachers' representation.

(b) This Conference further requests that teachers employed in elementary schools may also be enrolled as voters to this constituency.

(c) To ensure adequate and fair representation to teachers this Conference urges upon Government the need to delimit the Teachers' Constituency on a regional basis so that the State may be divided into contiguous areas and the teachers in each area be enabled to vote for one candidate for that particular area.

The mover, Mr. V. Mariaratnam of Madurai, said that according to certain recommendations of the Madras Government there was the danger of non-teachers being allowed to stand for election in the Teachers' Constituency. This must be resisted. Even elementary school teachers had opened their eyes to the fact that they had been left out of the voters' list in the Teachers' Constituency. The proposal of delimiting the Constituency, he said, had been made to ensure fair representation for the different areas in the State. If on the other hand, the S.I.T.U. was allowed to select all the persons, there was the danger of the very foundation of the S.I.T.U. being shaken, he said.

Mr. N. Krishna Iyer seconded the resolution.

Mr. S. S. Avadhanar objected to the word 'may' after the words "teachers employed in elementary schools" and wanted that it should be replaced by "must".

The resolution was put to the Conference clause by clause.

Clauses (a) and (b) were put and carried.

Mr. E. N. Subramaniam moved that clause (c) of the resolution be replaced by the clause that was rejected by the Subjects Committee. He said that if they accepted the resolution to have the Teachers' Constituency divided on a regional basis, it would defeat the very object that teachers had in view and enable non-teachers to stand for election and negate the very fundamental basis of functional representation.

The President ascertained that there were at least twenty delegates in favour of the proposal to restore the resolution rejected by the Subjects Committee, as required by the rules. The resolution that "the Conference is of the opinion that the Teachers' Constituency should be regarded as a single constituency so that every elector may have the privilege of voting for all the six seats" was then put to the Conference and adopted, after having been seconded by Mr. A. Rama Iyer.

RESOLUTION XVIII. This Conference regrets to note the great difficulty experienced by authors, publishers and schools in securing quality papers for the preparation of school text-books and note-books. It appeals to Government to ensure the supply of good paper for educational use at a reasonably controlled price. It further requests that books, note-books and other educational requisites be exempt from sales tax.

Moved from the chair and adopted.

RESOLUTION XIX. 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 pre-

vious Conferences that to secure educational efficiency, the strength of a class or section should not exceed thirty, 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.

RESOLUTION XX. This Conference learns with concern of the reported decision of the Government to discontinue the system of granting licences to exhibitors of educational films. It is of the view that such action will deprive the schools of the opportunity to use films for instructional purposes. As most schools are not having projectors and

as a large number of schools are in non-electrified area, this Conference urges upon the Government to continue to permit the Exhibitors to help the schools until such time as it would be possible for the schools to be self-sufficient in this regard.

It further requests the Government to appoint an Advisory Board on Visual Education to advise Government on all matters connected with Visual Education.

Moved from the chair and adopted.

INVITATION TO 42ND CONFERENCE

Mr. Y. Srinivasan, Secretary of the Coimbatore District Teachers' Guild invited the S.I.T.U. to hold the next year's session at Coimbatore.

Mr. T. P. Srinivasavaradhan said that on behalf of the S.I.T.U. he had great pleasure in accepting the invitation.

PRESIDENT'S CONCLUDING ADDRESS

The President in winding up the session said that he was happy at the thought that as many as 838 delegates attended the Conference. This he was told, was the largest number that ever attended any annual State Conference on Education. In three days they could hardly do anything useful in the way of discussion. There were many points which required further discussion and elaboration. He suggested that these discussions did not stop with the annual meeting, but continued in various centres. For example each District Guild could take up a particular question for a whole year and submit its report at the end of it. Technical matters like the setting of New Type Questions were for discussion by small committees of experts. And in the journal of the S.I.T.U. the discussions from various centres might be recorded. As one who had been in close touch with the S.I.T.U. he might say, if the conditions of the teachers had improved so much within the last few years, it was largely

due to the work of the S.I.T.U. There was no professional body at least as far as he knew which was so active as the S.I.T.U. Yet how many times the Union had approached Government to obtain some benefit for the profession was not at all understood by most of the members. He felt that they should all be grateful to the S.I.T.U. and strengthen its hands. He would utter a word of warning. There should be no distinction between those who teach in colleges, high or middle or elementary schools. No one should say, "I am with you, but not of you." Every one should say "I am of you". He felt that if they had more associations affiliated to the S.I.T.U. from among colleges there would be greater strength for the Union. College teachers might start their own associations but it did not mean they should not affiliate to the S.I.T.U. The existence of the mother did not exclude the existence of the child. Similarly graduate teachers may have an associa-

tion of theirs to discuss matters affecting them more intimately. But there should be no tendency to separate. Let there be no misunderstanding or insinuation. The President said in conclusion that he wished the S.I.T.U. all success and would be ready to do all that was possible to keep it strong. He asked them not to forget the idea of the brotherhood of teachers and the fact that they had embraced a very noble profession.

Mr. T. P. Srinivasavaradan proposed a vote of thanks and assured the President that the S.I.T.U. would act up to his advice to continue discussions

throughout the year on various educational matters. He thanked the Reception Committee, the volunteers and every one connected with the Conference for making it a thorough success.

Mr. Rajah Iyer of Ramnad and Mr. S. S. Avadhanian also thanked the Reception Committee for the excellent arrangements made for the stay of the delegates.

Mr. K. S. Swaminathan, on behalf of the Reception Committee, thanked the various donors for making it possible for the Committee to conduct the Conference with success.

THE ROLE OF EDUCATIONAL ORGANIZATIONS

BY

DR. CHRIS. A. DE YOUNG

Illinois State Normal University, Normal, Illinois

Fulbright Lecturer.

Central Institute of Education, University of Delhi

DEAR FELLOW-TEACHERS!

It is a genuine pleasure to return to Madras State where I started my teaching career thirty-one years ago in Madanapalle. It is a great honour to initiate the Sri M. S. Sabhesan Memorial Lectures. It is fitting and proper that the South India Teachers' Union should commemorate the contributions of a genuine *guru* who served this organization as secretary and then as president, for three decades. Since Sri Sabhesan devoted so much of his time, talents and energy to educational organizations, it is appropriate that we discuss in this second memorial lecture the subject, "*The Role of Educational Organizations.*" In this Sabhesan lecture I shall try to exemplify the principle of "Sabha" or balance. Like a balanced equilateral triangle this address on educational organizations has three sides, each representing an important question facing every professional group. These questions are: (1) Why?, (2) What? and (3) How? First of all, *why* should we have professional organizations in the field of education? Secondly, *what* organizations should we have? And thirdly, *how* shall we work as an organization? In the short time allotted I shall try to suggest some answers to these three vital questions.

I. WHY?

Why do teachers' organizations exist? The answers are usually found in the goals and objectives of the association. Some organizations need to give time and thought to the clarification and/or modification of their objectives. For example, the independence of India should be reflected directly or indirectly in the goals and work of an educational association.

An educational association obviously is dedicated to the upbuilding of the teaching profession. In India, as Father Siqueira said, the teacher was once a highly respected *guru*. Teaching now ranks low in the hierarchy of respect.

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ability of professions. The main reason for this is the very *low* salary paid to teachers. We cannot expect to make teaching a noble profession of *gurus*, when they are paid like coolies and dhobies.

I recently saw the schedule of minimum wages for coolies published in a newspaper. When I compared that scale of wages with those paid some of my friends who are teaching in primary schools, I found that the coolies most of whom cannot read and write, came out ahead. This is a sad state of affairs for the teaching profession and for this free and independent nation.

The National Education Association of the U.S.A. of which I have been a member for over a quarter of a century states that teaching should pay enough to do at least 4 things:

1. To *attract* young persons of the highest personal and professional qualification.
2. To *hold* in teaching those who, beginning with first-class qualities, continue to improve themselves through experience, travel, and further study.
3. To permit those who remain in teaching to *live* with the material and the cultural surroundings commensurate with their responsibilities to youth and the state.
4. To *provide savings* whereby those incapacitated by age or disability may retire in decency, making way for a new generation of teachers. This statement of salary goals is unfortunately not implemented generally in the U.S.A., where the status of teaching profession is also low. But these goals are worthy ideals toward which to strive.

However, adequate remuneration is only *one* means of making teaching a profession, rather than a *procession*. Educational organizations are designed to help teachers advance in other ways, especially in professional proficiency. The annual and periodic educational meetings, such as this, the publication of first-rate professional publications, news-letters, co-operative curriculum building, interschool visitation, workshops and clinics, research investigations and surveys, advanced study, insightful travel, and improved teachers meetings—these are a few of the myriad types of professional improvement that an educational organization can and should help sponsor.

In-service teacher *education*, that is the professional growth of the persons actually teaching, is a particular obligation of an educational organization. Over the main entrance to the New Jersey State Teachers College at Newark is the quotation:

"Who dares to teach must never cease to learn." Rabindranath Tagore aptly put it this way: "A teacher can never truly teach unless he is still learning himself." A real teacher is a part-time student all his life.

You will note that I have used the term "teacher education" rather than "teacher training." One may *train* a water buffalo, but one *educates* a teacher. A modicum of training is necessary, but the real outcome desired is teacher *education*, which is deeper, broader, longer, and higher than *training*.

Secondly, the main aim of teacher education is the improvement of the education of *children* through improved teacher personnel. So second, but also first, educational organizations exist for *children*, for building a better civilization. A professional association of teachers is a necessary *means* toward the worthy *end* of providing better education for children. Therefore, I frankly believe that one of the main goals of an educational association in India should be that of working day and night for a *universal* system of *fee-free, compulsory* education. With over eighty percent of illiteracy in India, the number of teachers would, in an all out war against ignorance, double again and again. As the chairman of the Reception Committee, Sri T. K. Raman, said this morning: "Democracy will fail if the bulk of the population is left to remain illiterate". Teaching must be made a great and also a *large* profession here in India. This is why teachers organizations exist. This is the challenge to organizations.

Thirdly, each teacher should be enlisted in a nation-wide campaign for the *recruitment* of the best human resources into the teaching profession. Driftwood is not the best teacher timber. In America in order to enlist in the profession young people of high calibre, a national movement, entitled "Future Teachers of America," (F-T-A) was launched in 1938. The National Education Association, sponsor of the organization, has helped to establish a Future Teachers Club in each junior and senior high school where there is sufficient interest and leadership. They have also organized Future Teacher chapters in each college or teachers college interested in the recruitment of teachers. Perhaps some day one will find in India a national organization of *F-T-I* (Future Teachers of India).

Fourthly, educational organizations can help the *profession, children, and society* through a vigorous programme of public relations. Each organization may well have a committee on public relations, to help interpret the school to the people, and the people to the school. Take for example the matter of

financing schools. The old cry was "taxation without representation" but the new complaint from the public is "taxation without explanation." We as teachers need to explain to the taxpayer where the school money goes. This fiduciary or prudential principle calls for a perennial procession of publicity. People must learn that the more *money spent* on the right *kind* of education will *add to personal* knowledge, *subtract* from mass ignorance, *multiply* human happiness, and *increase* the cultural dividend. Expenditures for education are an *investment* rather than a *cost*. Ignorance is expensive. If a person has *two annas*, he should spend the first anna for rice, and the second for education. The first, rice, gives him life; the second, education, gives him reasons for living.

II. WHAT?

What educational organizations are needed? What types of professional groupings do we find in teaching? Obviously all types exist from teachers in kindergartens to those engaged in graduate and post-graduate work or in various subject fields. Teachers group together *for* various purposes and *from* various places. Because of their simplicity, the geographical classifications are utilized here as a framework for outlining the professional educational organizations. These are (1) *local*, (2) *state*, (3) *national*, and (4) *international*.

1. **Local.** In many small local communities teachers are not organized at all, but many teachers do belong "to a whole or part of a whole." This banding together serves many purposes. The *local* teachers associations provide teachers with an opportunity to understand the problems of their own school system and their own local communities, and to acquaint the local public with the needs of teachers and children. Here educational organizations have their grass roots. I am glad many locals are in the S.I.T.U. Many more local associations are needed.

2. **State.** The local unit may be organized as a part of some larger whole, such as a district or state association. These larger organizations perform on a state-wide basis what the local groups seek to do. There is a major emphasis on professional improvement, the advancement of teacher and pupil welfare, service to the schools and communities in the state, particularly through *legislation* and active cooperation with the associations of other states and national associations. Several have long-term planning commissions which seek to view education within the state with a *telescopic* vision rather than with a microscopic dissection of minute current problems. This movement is one of the bright spots on the educational horizon, especially when it is matched with long-term planning on a national scale.

3. **National.** The All-India Federation of Educational Organizations and others such as the National Education Association of the U.S.A. are illustrative of nation-wide groups. The latter, an all-inclusive organization including kindergarten teachers, elementary, secondary, college and university teachers, members of boards of education, parents, etc. is the largest educational association in the world. It was my privilege last year to serve this Association on its staff.

4. **International.** Several organizations contain in their titles the words "world" or "international." The international Council for Exceptional Children holds annual sessions. The World Federation of Education Associations was a pioneering organization in the field of world-wide general education. The New Education Fellowship, founded in Heidelberg, Germany, in 1918, has for its main purpose making education a "force for improving the world order." More recent additions to the world organizations are *WOTP* (World Organization of the Teaching Profession), of which I happen to be a member, and *UNESCO*, (the United Nations Educational, Scientific and Cultural Organization) an instrument of the United Nations.

A very recent development in this area is the Fulbright Act for promoting *educational reciprocity* between India and the United States. This has great potentialities. During my *second stay* in India, after an absence of more than 27 years, the conviction has grown doubly strong that education in India and in the United States has very much in common. Our common core of agreement as educators is far greater than our differences as Indians or Americans. The perennial and temporary problems of our profession are similar in both lands. The differences are primarily in degrees. Despite the many similarities, the unique and outstanding features in the educational systems and practices in India and the United States enable educators in both countries to learn from each other.

Educational and cultural reciprocity between these two great democracies has been facilitated by this joint Fulbright agreement signed last year by both governments. Reciprocity costs are financed by rupee funds accruing from the sale of U.S. surplus property in India.

It is a truism that the best way to send ideas and ideals abroad is to wrap them up in persons. The exchange of persons is the heart of educational reciprocity. As one of the first visiting professors from America under the Fulbright program, I am extremely happy to have this excellent opportunity of promoting educational exchange. In July of this year eighty to one

hundred scholars and teachers from India will be going to the U.S.A. for a period of study and observation.

The promotion of educational exchange of persons and materials between nations is the new role of educational organizations in the second half of the twentieth century. As teachers we place our membership in our state or national organization into the larger context of *world* citizenship. We are *independent* but we are also mutually so *dependent* that we are *interdependent*. What happens under the tamarind trees here in Madurai, India, affects events under the elm trees in my home city of Normal, Illinois, U.S.A. Educationalism, isolationism must die in an age of professional interdependence. In a scientific age that *splits atoms*, education must help *unite peoples*.

An ancient oriental proverb says: "The greater the diameter of light, the greater the circumference of darkness." Paradoxical as this may seem it is indelibly true. The more ideas and ideals we export and import, the more we shall find to exchange with each other. May educational interdependence flourish like a plantain tree, nurtured by our daily efforts.

III. HOW?

The third question is "*How?*" *How* shall educational organizations play their important role? *How* shall we as *individuals* and as groups seek to improve the profession of teaching and the education of children, which means in the long run the improvement of society?

In the first place a group that claims to be educational ought to work in a *democratic* manner. Co-operative planning and group decisions facilitate the democratic process. I have seen many a chairman of a meeting who, without discussion and without vote-taking, arbitrarily announces that, since he has not heard any one object, the motion is carried. This is not the genuine democratic process. Group planning and group decisions take more time, but in the long run ensure a greater degree of success. You may have heard of the so-called democratic school administrator who boasted as follows: "Sure, we have democracy in *my* school. I wrote the *teachers an order* telling them they had to have democracy." Let us give more than mere lip service to the democratic way of life.

Secondly, each *single* member in an organization should feel that he or she has a place, and has a contribution to make to the group. In a hotel in Wisconsin, U.S.A., on the desk as you go to

register, is a sign which reads, "You are a person, not a number." In other words you are not room 33 or 215; you are Mr. Devadoss or Miss Srinivasan, with a unique personality. You are not a mere number or statistic. There is a *danger* that educational associations will boast of the *total* number of members who pay dues, and forget the worth of *each* individual teacher. May I illustrate with a *story*? Once upon a time a large group of Indian musicians were playing music, when one of the *younger* members of the group, who was tapping time with a very small set of cymbals, suddenly stopped his playing. Immediately the person in charge of the musicians halted the playing of all. "Why did you stop playing?" he asked the cymbal player. "Oh," he replied, "I am so young and my instrument is so small, that I thought I did not count; I thought you would not miss me." Every member of an educational organization must feel that he or she has an important role to play in the harmony of living and working together.

How can we, as teachers in India, secure the much needed reform in education in this great continent? We all know we need an educational revolution. I would like to conclude my address by suggesting four basic steps which we as members of educational organizations ought to take, in order to improve our profession and obtain the many changes needed to provide new India with a new educational system.

Any basic reform for continuous development calls for the four major steps: education, agitation, legislation, and dedication.

1. **Education** of the educationists, legislators, and laymen as to the dire need for reform comes first. This will require months and years devoted to local, state, regional and national, programs of study and analysis. One of the best means of self-education is the *self-survey* or appraisal. In my State of Illinois, U.S.A., several secondary schools are studying their own problems without direct government assistance and direction. Furthermore, a nation-wide study, such as the Co-operative Study of Secondary School Standards in the U.S.A. will enable teachers, administrators, parents, officials, and laymen to prepare criteria and to educate themselves and others as to the need for reform in education.

2. **Agitation** for necessary changes is the second step. Once we know what we want and can agree on it, we should become vocal in agitating for change. For example, the government of India should be urged again to make the proposed survey of secondary education. This may well be preceded or accom-

panied by the self-surveys just mentioned. Of course, in keeping with the Indian tradition agitation should be of the non-violent type.

3. **Legislation** will help to crystallize and legalize the desired reforms. But legislation is not the final goal, for it does not guarantee sound educational results. In fact, too often educational legislation is so *specific* that it hurts rather than helps education. Legislation should provide *stepping stones* and not stumbling blocks for children and teachers. *Sound legislation is needed.*

4. **Dedication** to the perennial problems of self, school, and professional improvement will pave the way for educational progress in India. Daily and at annual gatherings like this we can dedicate ourselves to our *profession* and the *ideals* of the late *Sri M. S. Sabhesan*. Let us therefore, educate, agitate, legislate, and dedicate. Let us above all, *dedicate* ourselves to the children of India, and the generations yet unborn. *Namasthe.*

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THE SOUTH INDIA TEACHERS' UNION

ANNUAL GENERAL BODY MEETING

The Annual General Body Meeting of the South India Teachers' Union was held at 3-30 p.m. on the 11th May, 1951 in the Victoria Edward Hall, Madurai. Mr. S. Natarajan, President of the Union, presided.

The President in his opening remarks said that the year under report had been one of considerable strain to the province on account of the failure of the monsoon and the resulting food shortage. At the Centre, the money earmarked for education had to be cut. It was therefore very difficult to persuade authorities to translate into action what they felt they must do for education. During the year an increase of Rs. 2 was granted to teachers in elementary schools and the managements had to pay Rs. 3. There was the threat of withdrawal of recognition if the managements failed to pay their share. The local authorities have promised that wherever private managements are unable to pay their share, the schools would be taken over by the District Boards.

As regards secondary grade teachers, the authorities had been convinced of the need to revise their salaries. Estimates had been worked out and orders would shortly be passed raising their salaries.

With reference to the demand of graduate assistants, it might appear that the S.I.T.U. had not made any special plea on their behalf; but it had not failed to invite the attention of Government to the inability of schools to secure graduate teachers. Statistics had been collected to show how in schools under local bodies and private managements, there were posts either unfilled or filled by untrained teachers. The authorities realise that graduate assistants must be given higher salaries, but on account of financial stringency the Government were not able to act. There was a proposal to take over one local body school from each district. Special grades, it was expected, would be given to teachers in these schools. Thereafter, these grades might be extended to other schools also.

Speaking about the work of the S.I.T.U. office, the President said that he had to answer more than 1,200 letters per year. The volume of correspondence which the office had to handle might be imagined. This showed the interest taken by teachers in the S.I.T.U., but he would appeal to District Guilds to be more active than they were at present.

Sri T. P. Srinivasavaradan, the Secretary, presented the Annual Report. Prof. A. Rama Iyer proposed that the Report be adopted, and appealed to the teachers to join the S.I.T.U. in larger numbers.

Sri G. Sundaram Iyer of Devakottai associated himself with the sentiments expressed by Prof. Rama Iyer and requested teachers not to give room for separatist tendencies.

Sri S. Srinivasan of Cheyyar welcomed the idea of starting a press.

Sri S. Ganesan (Madras) said that the constitution of the S.I.T.U. was defective. It must be possible for all teachers, wherever they might be, to stand for any office, the office of President or Secretary.

The Report was adopted unanimously.

The election of office-bearers was then conducted.

Sri S. Natarajan was unanimously elected President.

There was contest for the other posts, and the following were elected:

Vice-Presidents:

(1) Sri E. N. Subramaniam, and

(2) K. S. Swaminathan.

Secretary:

Sri T. P. Srinivasavaradan.

Joint Secretary:

Sri G. Krishnamurthy.

Treasurer:

Sri S. Swaminathan.

Sri Albert Philips of St. John's High School, Palamcottah, was elected Convener of the Vigilance Committee.

With a vote of thanks to the members assembled the meeting terminated.

T. P. SRINIVASAVARADAN,
Secretary.

20th May, 1951.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 3 p.m. on Wednesday, the 9th May, 1951, at the Madura College High School, Mathurai, with Sri S. Natarajan, President of the Union, in the chair.

Members present :

Messrs. U. Srinivasa Kini (South Kanara), G. V. Ramana Rao (North Arcot), C. Ranganatha Aiyengar (Journal Secretary), R. Bhuvarahan (Tiruchirappalli), S. Ramaswami (Coimbatore), H. Krishnamurthi (Kurnool), G. Srinivasachari (Addl. Journal Secretary), T. V. Ramanujachari (Chittoor), J. G. Clement (Tiruchirappalli), M. P. Rajagopal (Madras), P. R. Swaminathan (South Arcot), C. A. Samuel (North Arcot), K. S. Sundararaja Rao (Nellore), A. M. Kannappa Mudaliar (Chingleput), J. David Chelliah (Vice-President), S. Krishna Iyengar (Mathurai), G. Krishnamurthi (Joint Secretary), V. B. Murthi (Secretary, Protection Fund), S. Swaminathan (Treasurer) and T. P. Srinivasavaradan (Secretary).

The President made a short speech about the activities of the Union during the year.

1. The minutes of the last meeting were read and recorded.

2. Copies of the Annual Report were distributed to the members.

The President brought to the notice of the members the financial position of *Balar Kalvi* and asked for suggestions for improving the journal and making it more attractive.

Sri S. Krishna Iyengar said that a committee of three members might examine the question.

Sri A. M. Kannappa Mudaliar suggested that both the *South Indian Teacher* and the *Balar Kalvi* might be combined into one.

Sri G. Srinivasachari said that contributors could be paid if the position improved.

After some discussion the annual report was passed.

3. The President suggested that the delegation fee for the Conference levied by the Union was very small when compared to other similar conferences and that it might be raised. The Board accepted the suggestion.

With a vote of thanks to the chair the meeting terminated.
20th May, 1951.

T. P. SRINIVASAVARADAN,
Secretary.

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NEWS AND NOTES

VELLORE

Over 800 pupils including 250 girls from 15 elementary schools of the Pallikonda Centre, took part in the Play Festival on 10th March, organised by Mrs. J. Ramaswamy, Deputy Inspector of Schools, West Range, at Pallikonda R. C. School playgrounds.

The elite of Pallikonda, officials and non-officials from Vellore and mothers were present in large numbers. The play festival marked a feature, in the Pallikonda firka this year, as no such festival was organised before.

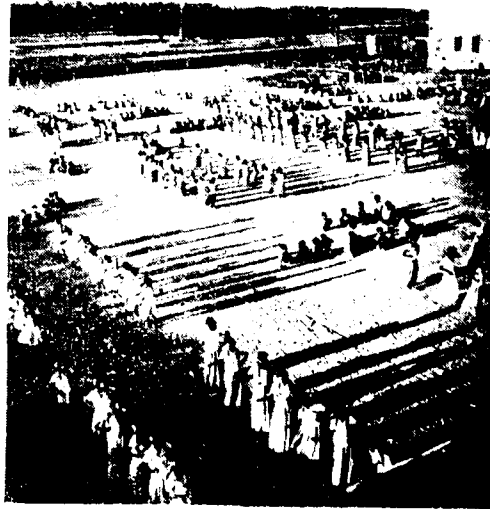
Mr. P. K. Gangadara Mudaliar, Chairman of the Gudiyattam Municipal Council, presided on the occasion.



1. Dance item on—
'உதவி செய்து கொடு' (Help and Give)



2. Dance item on—
'உதவி செய்து கொடு' வாயில் உருவோம் வாழி
Propaganda for "Grow more Food".



3. Dance item on—
'கல்வி-சொல்வீ' (Knowledge is Wealth)
Propaganda for Basic Education.



4. Boat Song.

MATHURAI

During the month of March as many as 24 shows were shown and 27 lectures given by Sri K. V. V. Subramaniam, B.Sc., L.T., Propaganda Officer, Mathurai Unit, Mathurai, in the districts of Mathurai and Tanjore.

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FROM OUR ASSOCIATIONS

TIRUNELVELI

The Annual General Body meeting of the Tirunelveli District Teachers' Guild was held in the conference pandal in the Chatram High School, Kila Kada-yam, on 28th April, 1951. Mr. E. H. Parameswaran, M.A., L.T., President of the Guild, who presided reviewed briefly the activities of the Guild during the year and appealed to the teachers in the district to contribute liberally to the Building Fund. The Annual Report presented by the Secretary Mr. H. Visweswaran and the statement of accounts presented by the Treasurer Mr. Y. S. Jayaraj were adopted.

Mr. E. N. Subramanyam, M.A., B.L., Vice-President of the S.I.T.U. addressing the meeting congratulated the Guild on its excellent record of work and on collecting about Rs. 3,000 for the Building Fund. He commended the appeal of the President for liberal contribution and expressed the hope that the Guild which was the largest unit of the S.I.T.U. with 67 affiliated associations and with an enrolment of nearly 500 members in the Protection Fund would soon come to have a Guild House of its own.

After certain amendments to the Guild's rules, the following office-bearers were elected:—

President—

Mr. K. R. Chandrasekharan,
M.A., L.T.,
Headmaster, S. A. V., High School, Tuticorin.

Vice-Presidents—

1. Mr. G. N. Visvanatha Iyer,
B.A., L.T.,
Headmaster, High School, Gopalsamudram.
2. " G. Sam Victor, B.A., L.T.,
Headmaster, St. John's High School, Palayamkottai.
3. " S. Natarajan, B.A., L.T.,
Headmaster, Hindu High School, Viravanallur.

Secretary—

Mr. N. Krishna Iyer,
St. Xavier's College School, Palayamkottai.

Joint Secretaries—

1. Mr. S. R. Narayana Rao,
Headmaster, Committee Higher Ele. School, Cheranmahadevi.
2. " John Asirvatham,
B.A., L.T.,
St. John's High School, Palayamkottai.

Treasurer—

Mr. S. P. Athisayam Samuel,
B.A., L.T.,
St. John's High School, Palayamkottai.

Representatives on the S.I.T.U.—

1. Mr. Samuel Muthiah,
B.A., L.T.,
Headmaster, Caldwell High School, Tuticorin.
2. " Sugirtharaj Joseph,
B.A., L.T.,
Headmaster, W. T. High School, Nallur.

Auditor—

Mr. Thimmathy Dharmakkan,
Concordia High School, Vadakkankulam.

Mr. V. Antonyswamy, M.A., L.T., Headmaster, Municipal High School, Karaikudi, speaking on the occasion expressed the deep indebtedness of the teaching profession in the District to the unique services of Mr. E. H. Parameswaran, as President of the Guild. He observed that the strength of the Guild today was solely due to the energy and drive of the President. Mr. N. G. Venkatachalam Ayyangar, President, Trichendur Taluk Elementary Teachers' Union, spoke in very appreciative terms of the work of the President and the Secretary. The General Body adopted a resolution recording the services of the President, Secretary and Treasurer.

Earlier a resolution moved from the chair felicitating Mr. Antonyswamy on his appointment as Headmaster and

placing on record his services to the Guild in various capacities for nearly 20 years, was passed.

Mr. H. Visweswaran, Secretary of the Guild proposed a hearty vote of thanks.

Presiding over the 26th Annual Conference of the Tirunelveli District Teachers' Guild, held at Kizh Kadayam, Ambasamudram Taluk on the 28th April, 1951, Prof. E. N. Subramaniam of Madanapalle College and Vice-President of the S.I.T.U. observed that if education should come into its own it should be liberated from party and political influences. "Democratic education cannot live in a straight jacket. It can thrive only under conditions of trust, confidence and freedom", he said.

The conference was held in a specially erected pandal in the premises of Chatram High School. It was attended by over three hundred delegates, representing more than sixty affiliated associations. Proceedings commenced with the hoisting of the National Flag by the President. After prayer Mr. T. A. Sankaran, Headmaster of the School and chairman of the Reception Committee welcomed the delegates.

Mr. E. H. Parameswaran, President of the Guild, addressing the gathering, deplored the indifference of the Government with regard to the salaries of teachers and the consequent unwillingness on the part of the young men and women to enter the profession. Regarding the recommendation of the Madras Government that non-teachers could stand for election to the Legislative Council from the teacher's constituency, he said that the proposal, if accepted, would defeat the object of functional representation.

Mrs. Lakshmi Sankara Iyer, M.L.A. in declaring the Conference open, said the demands of the teachers were just and legitimate and expressed the hope that they would be met by the Government. She also said that any reorganisation of education must be on the lines outlined by Mahatma Gandhi.

Mr. H. Visveswaran, Secretary of the Guild read messages of good wishes from Messrs. S. Natarajan, President, S.I.T.U., Dewan Bahadur K. S. Ramaswamy Sastri, Prof. Mahadevan, A.

Srinivasaraghavan, S. Srinivasan, D. S. Authimoolam, M. R. Perumal Mudaliar and others.

The President then delivered his address in the course of which he said that the problem of admission to the professional colleges in the Madras State was not a matter for constitutional amendment, as contemplated by Madras Government. It was for leaders of different groups of people to come together and evolve a formula which, while not denying the claims of social justice would also give adequate consideration to merit.

He exhorted the teaching profession to give whole-hearted loyalty to democratic process and to exemplify in their life and work, the principles of democracy.

Referring to Adult Education, the President said, that we should not confuse adult literacy with adult education. Literacy was only the clean slate on which the text of adult education was written. Literacy was not the basis of Democracy. Education was the basis of Democracy. The only permanent solution to adult literacy was universal primary education. He hoped that Article 45 of the Constitution providing for primary education for all children until the age of 14 would be implemented and not deferred on the plea of paucity of funds.

He also drew attention to Article 29 and said that children should be protected from exploitation and from material and moral abandonment.

There was a discussion on the reorganisation of secondary education, with special reference to Social Studies and the examination system in which Messrs. Purushottam, C. S. Ramalingam and Rev. Duke Witts participated. Reassembling after lunch the Conference passed a number of resolutions.

The President in his concluding address pleaded for the inclusion of religion in education. He said, "Teach the youth to be religious, without being sectarian. Teach them to be devoted without being fanatical. Teach them to love their own faith, without hating the faith of others. Let religion be a

unifying force, instead of being disruptive".

Mr. H. Visveswaran, Secretary of the Guild proposed a vote of thanks to the Reception Committee for the excellent arrangements made for the Conference.

The Reception Committee entertained the delegates and visitors to lunch and tea. The Conference closed with a music concert by Sri A. S. Krishnan and party of Ambasamudram.

SOME IMPORTANT RESOLUTIONS

1. This Conference urges the Government to give effect to the recommendations of the Central Pay Commission in regard to teacher's scales of salaries, provident fund, dearness allowance and other benefits to teachers under all agencies.

2. This Conference deplores the Government's attitude of indifference to teachers' representations for improvement in the scales of salaries and the consequent serious discontent amongst teachers and the unwillingness of capable young men and women to take to teaching.

3. This Conference views with grave concern the rapidly deteriorating condition in the matter of staffing of schools, provision of accommodation and equipment, playground, etc. It hopes with grave apprehension (1) the tendency on the part of qualified and capable teachers leaving the profession seeking other avenues of lucrative employment, (2) the inadequacy of the number of new entrants to the profession as seen by the number of pupil teachers under training when compared to the number of institutions that have sprung up, and (3) the lowering of the standards of recruitment.

4. (a) This Conference views with concern the announcement by the Madras Government that non-teachers could stand for election to the Legislative Council from the Teacher's Constituency. This Conference is of opinion that such a procedure is opposed to all principles of election and would defeat the very object of functional representation. It therefore resolves to request the Union Government to turn down the recommendation of the Madras Government.

(b) This Conference request the Government of India to suitably amend the Representation of the People Act of 1950 so that teachers serving in elementary schools may also be enrolled as voters for the Teacher's Constituency.

5. This Conference requests the Director of Public Instruction to modify the new agreement so as to ensure greater security of tenure for the members of the staff and make it impossible for the management to remove any of their staff without the prior approval of the District Educational Officer.

6. This Conference requests the Government to grant full fee concessions to teachers' children studying in schools and colleges.

7. The housing problem being still very acute in urban and semi-urban areas, this Conference requests the Government to direct payment of house rent allowance to teachers and other employees under aided managements, such expenditure being treated as an approved item of expenditure for assessment of grant.

8. This Conference is of the view that the statutory age of retirement of teachers be fixed at 60.

RAMANATHAPURAM

The Silver Jubilee of the Ramanathapuram District Teachers' Guild was celebrated on Sunday, the 1st April, 1951, in the Prayer Hall of the N.S.M.V.P.S. High School, Devakottai, under the distinguished presidency of Rajah Sir M. A. Muthiah Chettiar of Chettinad.

The celebrations began at 2-30 p.m., with prayer by Sri S. Srinivasaraghavan of the Nagarathar High School. Sri AL. AR. Somanathan Chettiar, Chairman, Municipal Council, Devakottai welcomed the gathering and presented a civic address to Yogi Suddhananda Bharathi on behalf of the Devakottai Municipal Council. Sri G. Sundaram, President of the Guild, then welcomed the distinguished guests.

Yogi Suddhananda Bharathi inaugurated the celebrations. In his address, he exhorted the teachers to be proud of their profession, to keep aloft the

ideals set before them from the days of Rishis and try to reform the erring student.

Sri S. S. Narayanaswami, Secretary of the Guild, presented the Silver Jubilee Report. He traced the history of the Guild and paid tributes to the several pioneers and workers who have been responsible for its growth from a strength of about a dozen members to its present stature with about one thousand members.

Sri S. Natarajan, President of the South India Teachers' Union, then delivered the fraternal address and congratulated the Guild on its achievements and excellent record of work.

Sri I. N. Menon, Principal, Dr. Alagappa Chettiar Training College, Karaikudi, delivered the Silver Jubilee Address. In his address, he stressed on the need for the qualitative improvement of the present system of education, by incorporating into it the latest methods of teaching. He observed that persons who had no instinctive liking for children or did not take a sympathetic view of their acts, impulses and urges, were disqualified to be teachers. Adverting to the problem of the profession, he commended the work of the National Union of Teachers in England and urged teachers' organisations in the country to make their voices heard in the Councils of the Nation.

The President and members of the Guild were "At Home" to the distinguished guests at 5-30 p.m. After 'Tea' and 'Group Photo' the Silver Jubilee meeting commenced again at 6-30 p.m.

Sri S. S. Narayanaswami, Secretary, read messages received from Sri P. S. Kumarasami Rajah, Sri K. Santanam, Sri P. V. Rajamannar, Chief Justice, Dr. Amarnath Jha, Sir C. P. Ramaswami Ayyar, Sri A. S. P. Ayyar, Dr. B. V. Narayanasami Naidu, Sri S. G. Manavalaramanujam and others.

In his Presidential Address, Rajah Sir M. A. Muthiah Chettiar said that the emoluments of the teachers of the elementary and secondary schools had no relation to their work and to the increased cost of living. He criticised the attitude of the Madras Government in

refusing to accede to the proposal of the Madras Corporation to revise the scale of pay of the teachers. They could not plead that the small increase would be beyond their means, he said. Referring to the place of English in the curriculum, he said that no attempt should be made to undermine the English language, at least for a certain period, till the country was able to adopt Hindi as the lingua franca. He appealed to the Nagarathars to raise their present Devakottai High School into a Second Grade College in the coming academic year itself.

He then distributed the Rajah Sir Annamalai Medal for the year 1950 to Sri M. S. K. Ramasami, pupil of the Hindu High School, Srivilliputhur, for securing the highest number of marks (Total 484) in the S.S.L.C. Public Examination, 1950, in the district.

Sri M. Rajah Ayyar, Vice-President of the Guild proposed a hearty vote of thanks. With the singing of the National Anthem, the celebrations came to an end at 8-30 p.m.

PROCEEDINGS OF THE ANNUAL CONFERENCE

The Annual Conference of the Guild was held in the Prayer Hall of the Nagarathar High School, Devakottai at 9-30 p.m., with Sri G. Sundaram, President of the Guild, in the chair.

The meeting began with prayer by Sri S. S. Avadhanar of Madras.

The President made a fervent appeal to the members to strengthen the organisation.

Prof. V. N. Subramaniam of Dr. Alagappa Chettiar Training College, Karaikudi initiated a symposium on "The New Type Tests". He observed that these tests would be of great advantage, provided they are framed and used properly. Messrs. T. N. Sundaram, S. Darmarajan and others took part.

The following resolutions were then passed unanimously :—

1. The Guild places on record its deep sense of sorrow at the demise of one of its former presidents, Sri A. Ramanuja Ayyangar, late Headmaster, S. M. S. Vidyasala, Karaikudi, one of the enthusiastic members of the Guild.

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It authorises the Secretary to convey this resolution to the members of the bereaved family.

2. The Guild requests the Government to extend the time limit to get trained in craft, by two more years, as the Government have not provided necessary facilities for training in craft as anticipated in G.O. No. 3961 of 1949.

3. The Guild requests the Government to pass early orders, that in the matter of granting advance increments to teachers, the total service of the teachers shall be taken into consideration, irrespective of the cadre of the schools or the agencies under which the teachers may serve.

4. The Guild places on record its deep sense of appreciation of the very valuable services rendered by the Reception Committee of the 40th Madras State Educational Conference in making the Conference a very great success and thanks the Reception Committee for handing over to the Guild a surplus sum of Rs. 497-7-8, as the Committee's contribution towards the Silver Jubilee celebrations of the Guild.

5. The Guild resolves that a Silver Jubilee Souvenir be published.

6. It is resolved that Sri Muthukrishnan of the De Britto High School be requested to audit the accounts of the Guild and the conference and present the statement of accounts before the next quarterly conference.

7. The Guild places on record its deep sense of appreciation of the very valuable services rendered by the Presidents, the Secretaries and other office-bearers of the Guild in arranging for the successful conduct of the 40th Madras State Educational Conference at Devakottai and the Silver Jubilee of the Guild.

The following were then elected Office-bearers for the year 1951-52:—

President:

Sri R. Narasimha Rao,
Headmaster, Hindu High
School, Srivilliputhur.

Vice-Presidents:

1. Sri M. Rajah Ayyar,
Rajah's High School,
Ramnad.

2. Sri G. Sundaram,
N.S.M.V.P.S. High School,
Devakottai.

3. Mrs. Sam A. Durai,
Board Girls' High School,
Sivaganga.

Secretary and Treasurer:

Sri N. Subbaraman,
Hindu High School,
Srivilliputhur.

Joint-Secretary:

Sri Alfred Jacob,
C.M.S. High School,
Srivilliputhur.

*Representatives of the Guild on
the S.I.T.U. Executive Board:*

1. Sri S. S. Narayanaswami,
N.S.M.V.P.S. High School,
Devakottai.

2. „ T. N. Sundaram,
Sri Visalakshi Kalasala
High School,
A-Thekkur P.O.

COONDAPOOR

The Annual General Body meeting of the Coondapoor Taluk, Board Ely. School Teachers' Union was held at Board School, Voderahobali on 29th April, 1951. Sri H. Vittal Bhat, the Union President, presided.

After prayer the Secretary read out the annual report. The election of the Working Committee members and the Representative to the S. K. Dt. Teachers' Guild was made. Some important resolutions were passed after the approval of the annual report. With some light refreshments, a vote of thanks by the Secretary and the singing of Jana Gana Mana the meeting terminated.

Important resolutions were to request Government:

(1) To enhance salaries and the rates of dearness allowance to teachers equal to the rates paid by the Central Government.

(2) To recognise the teachers' claims for free education of their children.

(3) To provide teachers with old age provision in the form of gratuity, life insurance and pension with provident fund.

(4) To extend the retiring age of teachers serving in local bodies to 60th year just like aided school teachers.

(5) To sanction house rent allowance to teachers also.

Under the auspices of Coondapoor Taluk Board Elementary School Teachers' Union at the instance of St. John Ambulance Association (South Kanara Branch) 152 in number had their First Aid Lecture classes at Coondapoor, Kotishwar and Byndoor. At Coondapoor and Kotishwar classes were conducted in February and March once in a week by Dr. R. V. Prabhu. The examinations were conducted by Dr. A. Y. Hiftar and Dr. Y. S. Shetty on 22nd and 29th April at Coondapoor and Kotishwar respectively. Nearly hundred were eligible for certificate. At Byndoor the classes began in April and are still going on and the examinations will be in June next.

CHEMBILOD

The Fourteenth Conference of the Chirakkal Taluk Aided Elementary School Teachers' Union was held on Saturday, the 2nd June 1951 at Chembilod near Tellicherry. About 600 delegates representing all the affiliated schools were present. The meeting commenced at 5 p.m. and was inaugurated by Mr. J. P. Nazareth, District Educational Officer, North Malabar. Sri E. N. Subramaniam, Vice-President of the S.I.T.U. presided over the Conference. Messrs. E. Raman Menon and K. V. K. also addressed the Conference on the problems of teachers and literary speech. The delegates were entertained to a programme of dances, comic and short dramatic scenes. The Conference terminated at about 1 a.m. in the night. Sri T. Gopalan, the Manager of the Chembilod Higher Elementary School, played the host.

KADIRUR

The Thirteenth Conference of the Kottayam Taluk Aided Elementary School Teachers' Union was held on Sunday, the 3rd June, 1951 at Kadirur near Tellicherry. About 300 delegates representing all the affiliated schools were present in the fully packed hall

of the Board High School. Sri E. N. Subramaniam inaugurated the Conference which was presided over by Sri C. Ranganatha Aiyengar, Journal Secretary of the S.I.T.U., Madras.

The Conference lasted from 3-30 to 9-30 p.m. Sri K. P. G. Menon, the Divisional Inspector of Schools, Sri P. M. Radhakrishna Nambiar and Sri K. V. K. also took part in the proceedings of the Conference. The programme included a variety entertainment and a farce on the condition of the aided elementary school teacher which was much appreciated.

Among the resolutions passed at the above two conferences, two resolutions need immediate attention. One is the unwillingness of managements to contribute their share of the Provident Fund and then asking the teacher-subscribers to make up for the same and the other is the unsatisfactory service conditions which include sudden termination of teachers' services.

The need for a tribunal to hear cases of difference between teachers and managements was strongly stressed both by the President and the Divisional Inspector of Schools.

Sri V. B. Murthy, Secretary of the S.I.T.U. Protection Fund, addressed both the Conferences on the advantages of the Fund to the teachers and appealed to them to join the Fund.

MADRAS

The Annual Educational Conference of the Madras Teachers' Guild was held in the afternoon of April 20, 1951, at the Christian College High School, Chetput, Mr. N. D. Sundaravadivelu, Deputy Director of Public Instruction, presiding. Mr. C. R. Srinivasan, Editor, *Swadesamitran*, inaugurated the Conference.

Mr. P. Dorakannoo Mudaliar, President, Madras Teachers' Guild, welcomed the gathering.

Mr. C. R. Srinivasan emphasised that there was community of interest between journalism and the teaching profession, and claimed that journalists took up where teachers let go. If the profession of journalism were to justify itself, it should provide the necessary

knowledge on conditions of life to those who graduated from the university of learning and entered the university of life. But journalists could not succeed in their job, if teachers did not do theirs efficiently. It was the duty of teachers to inculcate in their students proper values of life, which went to build up character and integrity.

Mr. N. D. Sundaravadivelu said that something could be made out of any system of education provided they were able to secure the services of the proper type of educationists. Those in the profession should give of their best, and they could do so only when they were respected. The society had not yet realised the importance of teachers, and their responsibilities. If they were to command the respect of society and play their full part, they must develop

the spirit of *esprit de corps* a little more and also a spirit of fellowship. If they gave of their best to the profession and created goodwill all round, they would not fail to get the recognition due to them.

Miss M. Varghese, Principal, Lady Willingdon Training College, initiated a symposium on "Freedom and discipline in schools." Mr. P. Ramaswami Chetti, Dr. T. S. Tirumurthi, Mr. S. Natarajan, and others took part in the symposium.

Mr. Sundaravadivelu, in his concluding speech, exhorted leaders of public life to leave children to themselves and not to impose their ideologies on them.

Mr. M. K. Ramamurthi, Secretary, proposed a vote of thanks. After tea the teachers present participated in an interesting programme of sports.

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Board High School, Kumarapalayam and attended the 4th Tiruchengode Taluq Board Ele. School Teachers' Conference on the 6th May and spoke to them about the Fund and Balar Kalvi.

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Proceedings of the Twenty-third Ordinary General Meeting held on 11-5-1951

The Twenty-third Annual Meeting of the General Body of the South Indian Teachers' Union Protection Fund, Ltd., was held at the A. R. High School, Mathurai on Friday, the 11th May, '51 at 2 p.m. with the Rev. D. Thambusami (President) in the chair.

One hundred and fifty members were present.

Sri V. B. Murthi, the Hony. Secretary, read the notice of the meeting dated 9-4-1951.

The Secretary then presented the Annual Report and the statement of accounts for the year ended 31-12-'50. On the motion of Sri S. Natarajan, seconded by Sri S. Dhandapani Iyer, the Report was taken as read.

Sri S. Natarajan proposed that the Report be adopted and the motion was duly seconded by Sri A. S. Narayanan. There was a discussion in the course of which Messrs. T. P. Purushothama Iyengar, A. J. Ramaswamy, S. Natarajan, T. P. Srinivasavaradan, K. S. Chengalroya Iyer, M. K. Ramamurti and others took part. After the Secretary's reply to the points raised by the members, the Report was adopted unanimously.

The election of the President, the Vice-President, the Secretary and 3 other Directors was then proceeded with.

The following were elected unanimously :—

1. Rev. D. Thambusami as *President* (Proposed by Sri M. K. Ramamurti and seconded by Sri L. R. Chandrasekaran.)
2. Sri T. P. Srinivasavaradan as *Vice-President*. (Proposed by Sri K. S. Varadachary and seconded by Sri S. Lakshmikanthan.)

The names of Messrs. V. B. Murthi and J. D. Muthiah were duly proposed and seconded for the Secretaryship. A ballot was held and Sri V. B. Murthi was declared elected as *Secretary*.

Eight names were proposed for the Membership of the Board of Directors and the following three were declared elected after a ballot.

1. Sri E. H. Parameswaran of Ambasamudram.
2. „ K. N. Pasupati of Kurnool.
3. „ K. Narayanan of Karaikudi.

Election of Auditors: Proposed by Sri M. K. Ramamurti and seconded by Sri S. Dhandapani Iyer, Messrs. V. Soundararajan & Co., Chartered Accountants were elected unanimously as Auditors for the year 1951.

Remuneration of Auditors: Proposed by Sri V. B. Murthi and seconded by Sri S. Swaminathan that the Auditors' remuneration be fixed at Rs. 275 was accepted unanimously.

With a vote of thanks by the Secretary to the Chair and the School Authorities, the meeting terminated.

D. THAMBUSAMI,
520, High Road, } *President*.
Triplicane, }
15-5-1951. } V. B. MURTHI,
Secretary.

Approved by all the State-Governments.

EDUCATIONAL INDIA

Edited by

Prof. M. VENKATARANGAIYA, M. A.

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ANIMALS OF INDIA IN TAMIL: Translated by P. N. Appuswami. (Oxford University Press. Price: As. 12.)

This is Puppy's Picture Book edited by A. Johnstone and will be considerably liked by children as the pictures are in colours.

TEA: By C. E. Howell. (Thomas Nelson & Sons, c/o Essco, Ltd., Madras-2. Price: 3s. 6d.)

The book printed in thick art paper and amply illustrated, tells about tea from its production to its ultimate use as a beverage by the nations of the world. It will be found an interesting study by those interested in the subject.

THUTHI MALAR THOGUTHI (Tamil): Compiled by Messrs. P. K. Narasimhan and V. Subbaraman, G.H.M. High School, Salem. Price: As. 12.

The book contains prayer songs set to ragas, selected from different sources and may be usefully tried in the prayer classes of schools.

Publications received :—

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C.R.

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GLEANINGS

IDEALS AND PAY

The spirit in which a correspondent writes on page 172 this week about teachers' ideals commands respect. He himself enters his vocation with unselfish enthusiasm and a sense of the privilege which it is to teach the young. He finds the pre-occupation of older heads in his profession with pay a sign that they have lost their ideals and are concerned more than they should be with their own affairs and less than they should be with their pupils. The protest is understandable, but it is more enthusiastic than reasonable. It does not follow that because a man becomes vocal about his financial affairs he has lost the ideals which infuse his work. It may be a sign that he is no longer willing to acquiesce in the sacrifice of the worldly interests of his family. Or it may be that his interest in salaries is a mark of his concern for the quality of his profession, for he has lived in the world and observed its ways. Teachers form a profession and not a body of missionaries; and they cannot rely for the ordered progress of their

profession on the fair but occasional winds of absolute idealism. There are too many of them for that.

(From "THE TIMES" *Educational Supplement*, dated Friday, March 2, 1951.)

PAY COMES SECOND

No section of the community does a more responsible job than the school-teachers of Britain. And few sections of the community receive more meagre financial rewards.

You would think then that when the teachers met at Llandudno in conference, their first grievance would be about their own pay.

But was it? It was nothing of the kind. Their first demand was not for more money for themselves, but for smaller classes and better education for the children they teach.

Praise them for putting the children first. But resolve too that the teachers themselves should not always be left to the last.

(From "THE DAILY EXPRESS", March 26, 1951.)

THE SOUTH INDIA TEACHERS' UNION

Diary for the months of April and May 1951.

- | | | |
|-------|-----|--|
| April | 1. | Sri S. Natarajan, President, attended the Silver Jubilee function of the Ramnad District Teachers' Guild at Devakottai. |
| | 8. | Tea to Dr. Chris A. De Young, Fulbright Lecturer, Delhi University. |
| | 27. | English Syllabus Committee meeting. |
| | 28. | Sri S. Natarajan, President, presided over the Refresher Course of the Chittoor District Headmasters' Conference at Madanapalle. |
| May | 5. | The South Indian Teacher—April 1951—published. |
| | 6. | Sri S. Natarajan, President, presided over the 4th Annual Conference of the Tiruchengode Taluk Teachers' Union at Komarapalayam. |
| | 8. | Balar Kalvi—March 1951—published. |
| | 9. | Executive Board meeting at the Madura College High School, Madurai. |
| | 10. | The 41st Madras State Educational Conference—First-day sessions. The Sabhesan Memorial Lecture by Dr. Chris A. De Young. |
| | 11. | The 41st Madras State Educational Conference—Second-day sessions. The S. I. T. U. Protection Fund—General Body meeting. The S. I. T. U. Annual General Body meeting. |
| | 12. | The 41st Madras State Educational Conference—Third-day sessions. |
| | 25. | Elections—Circulars sent to Teachers' Associations for Errata List. |

GOVERNMENT OF MADRAS

EDUCATION DEPARTMENT

G.O. No. 1435, dated 22nd May 1951.

Schools—Elementary—Undertaking of private tuition by teachers employed in elementary schools—Orders passed.

READ—the following paper :—

From the Director of Public Instruction, dated 27th December 1950 and 16th February 1951, No. Rc. 3095-G5/50.

Order No. 1435, Education, dated 22nd May 1951.

The Government accept the recommendation of the Director of Public Instruction that the general Instructions issued in G.O. No. 1013, Education, dated 27th March 1950, to regulate the undertaking of tuition by teachers in secondary schools should be made applicable in the case of teachers in elementary schools also. They accordingly direct that undertaking of tuition by teachers in elementary schools should be regulated in accordance with the instructions in the annexure to the proceedings.

2. In view of the orders in G.O. No. 1013, Education, dated 27th March 1950 and those in paragraph 1 above consultation with the inspecting officers as provided for in rule 6 of the Statutory Rules relating to the personal conduct of officers and servants of local bodies may be dispensed with. The rules will be amended accordingly.

3. The appended notification will be published in the Fort St. George Gazette.

(By order of His Excellency the Governor)

K. M. UNNITHAN,
Secretary to Government

ANNEXURE

General conditions to regulate the undertaking of tuition by teachers in elementary schools.

(1) No teacher shall be permitted to undertake tuition ordinarily for more than three students in any one month and the tuition given to them shall not in any case exceed 12 hours a week of which at least 4 hours shall be during the weekly holidays.

(2) The names of pupils and hours of engagement shall be intimated to the headmaster leaving the matter of valuation of papers of such pupils to the decision of the staff council.

(3) The undertaking of private tuition shall not encroach on games and extra-curricular activities.

(4) No teacher shall undertake tuition without obtaining the previous consent of the management.

(5) Any neglect of duty or misbehaviour of a teacher and violation of the above conditions will entail the cancellation of the permission given.

EXTRACT FROM THE FORT ST. GEORGE GAZETTE

EDUCATION DEPARTMENT

Amendments to Madras Educational Rules.

(G. O. Ms. No. 1530, Education, dated 31st May 1951)

Madras Educational Rules—Appendix 28—Amendment.

1. In the instructions in Appendix 28 to the Madras Educational Rules, amended, the following instruction shall be inserted as instruction 1, namely :—

"That teachers belonging to Catholic religious order enjoining a vow of poverty who are employed in aided Secondary Schools be exempted from executing the agreement prescribed in the Appendix."

2. The existing instructions 1 to 7 in the Appendix shall be renumbered as 2 to 8 respectively.

K. M. UNNITHAN,
Secretary to Government.

Proceedings of the Director of Public Instruction, Madras.

Roc. No. 1118-B. 2/51, dated 25-6-1951:

Sub.: Education—South India Teachers' Union—Representative capacity—Membership to teachers in educational institutions under the management of Government and Local Bodies.

Ref. Director's Proceedings Roc. No. 1118-B. 2/51, dated 21-5-1951.

The Director's proceedings Roc. No. 1118-B. 2/51, dated 21-5-51 informing the subordinate officers that the previous permission of the appointing authority is necessary for teachers working in Government and Local Body schools to become members of the South India Teachers' Union with reference to G.O. No. Ms. 1793, Education, dated 15th June 1950, are hereby cancelled. The undermentioned officers are informed that the previous permission of the appointing authority is not necessary.

D. S. REDDY,
Director of Public Instruction.

To

All Officers corresponding direct with the Director including Principals of Government Colleges.

Copy to all District Educational Officers, Presidents, District Boards and Chairmen of Municipal Councils in the State.

Copy to all Officers in the Office.

Copy to the Secretary, South India Teachers' Union, Triplicane.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

Proceedings of the meeting of the Executive Board of the South India Teachers' Union held at 3 p.m. on Saturday, the 30th June, 1951 in the Hindu High School, Triplicane, with Sri S. Natarajan, President of the Union, in the chair:—

Members present:

Messrs. K. S. Swaminathan (Vice-President), H. Krishnamurthi (Kurnool), A. Sambasivam (Salem), J. G. Clement (Trichy), S. S. Narayanaswamy (Ramanathapuram), Sugirtharaj Joseph (Tirunelveli), C. A. Samuel (North Arcot), G. Krishnamurthi (Joint Secretary), C. Ranganatha Aiyengar (Journal Secretary), V. B. Murthi (Secretary, Protection Fund), K. Karunakaran (Malabar), T. V. Ramanujachari (Chittoor), T. P. Srinivasavaradan (Secretary), S. Swaminathan (Treasurer), S. Krishna Iyengar (Madurai), Samuel Muthiah (Tirunelveli), A. M. Kanniappa Mudaliar (Chingleput), M. P. Rajagopal (Madras), and P. Doraikannu Mudaliar (Madras).

1. The Board passed a condolence resolution on the demise of Sri S. K. Yegnanarayana Iyer, ex-President of the Union, all the members standing.

2. Letters expressing inability to attend the meeting were received from the following members:—

- (i) Mr. E. N. Subramaniam, Vice-President.
- (ii) Rev. Fr. F. Pais, South Kanara.
- (iii) Mr. U. Srinivasa Kini, South Kanara.
- (iv) Mr. S. E. Selvam, Malabar.
- (v) Mr. G. V. Ramana Rao, North Arcot.
- (vi) Mr. P. R. Swaminathan, South Arcot.

3. Minutes of the last meeting were approved.

4. The President made a statement regarding the interview with the Director of Public Instruction and the Education Minister in connection with the

resolutions of the Conference and the membership of the Union.

5. *Co-option of Members to the Executive Board:*

The President and the Secretary were authorised to co-opt the members of last year.

6. *Election of Members to the Working Committee:*

The following five members were elected:—

- 1. Sri S. S. Narayanaswami (Ramanathapuram).
- 2. „ C. A. Samuel (North Arcot)
- 3. „ Samuel Muthiah (Tirunelveli).
- 4. „ A. M. Kanniappa Mudaliar (Chingleput).
- 5. „ J. G. Clement (Tiruchy).

7. *Election of an Auditor:*

Messrs. V. Soundararajan & Co. were re-elected as Auditors.

8. *Election of Internal Auditors:*

Messrs. V. B. Murthi and A. M. Kanniappa Mudaliar were re-elected as internal auditors.

9. *Education Week:*

The Secretary was authorised to constitute as usual a Central Education Week Committee. The celebrations of the Week may be observed in the first week of September, 1951.

10. *Elections to the Constituencies—*

Putting up of candidate:

After a long discussion the following committee was appointed to consider what should be done by the S. I. T. Union in connection with the elections to the constituencies:—

- (1) Rev. D. Thambusamy.
- (2) Sri A. M. Kanniappa Mudaliar.
- (3) „ S. Krishna Iyengar.
- (4) „ A. Sambasiva Reddiar.
- (5) „ P. Doraikannu Mudaliar.
- (6) „ S. Natarajan.
- (7) „ T. P. Srinivasavaradan (Convener).

11. The Board approved that the delegation fee to the Annual Educational Conference may be fixed as Re. 1 per delegate and the necessary amendment to the rule may be placed at the next General Body meeting.

12. The Board sanctioned a token sum of Rs. 100 to the memorial of Sri S. K. Yegnanarayana Iyer.

13. The Board discussed the Memorandum and Articles of Association of the S.I.T.U. Publications, Ltd. and approved the same as presented and authorised the Secretary to proceed ahead.

The Board permitted the Union taking five shares of Rs. 100 each and the South Indian Teacher taking two shares of Rs. 100.

14. The Board suggested the holding of some of the meetings of the Executive Board in centres other than Madras.

6th July, 1951.

T. P. SRINIVASAVARADAN,
Secretary.

WORKING COMMITTEE

Just after the Executive Board meeting the Working Committee met and conducted the following business:—

1. The Committee elected Messrs. C. Ranganatha Aiyengar and G. Srinivasachari as Journal Secretary and Additional Journal Secretary, respectively.

The Committee approved that the conveyance allowance to each may be fixed at 8 annas per day of attendance at the office.

2. The Budget for 1951-52 as presented by the Secretary was approved.

3. The Committee approved that the accounts of the Union be operated upon by the Secretary and the Treas-

urer and the accounts of the Journals by the Journal Secretary and the Treasurer jointly in both cases.
6th July, 1951.

T. P. SRINIVASAVARADAN,
Secretary.

—
“Late Mr. S. K. YEGNANARAYANA
IYER

At the public meeting of the Teaching profession held on the 30th June, 1951 the following resolutions were passed:—

1. This public meeting of the Teaching Profession expresses its profound grief at the irreparable loss sustained by the Teaching Profession in the passing away of Sri S. K. Yegnanarayana Iyer and resolves to convey to the members of the family its sincere condolences at their bereavement.

2. Further this meeting places on record its grateful appreciation of the valuable services rendered by him to the Teaching Profession and to the cause of Education as President of the South India Teachers' Union, as a Founder-President of the South Indian Teachers' Union Protection Fund, as Member and Office-bearer of the Madras Teachers' Guild and as Founder-President of the Madras Teachers' Guild Co-operative Society. It resolves to appoint the following Committee, with powers to co-opt, to take effective steps to perpetuate his memory in a fitting manner: (1) Prof. K. A. Neelakanta Sastrigal, (2) Sri P. Doraikannu Mudaliar, (3) Prof. R. Krishnamurthi, (4) Rev. D. Thambusami, (5) Sri V. S. Gopalakrishna Iyer, (6) Sri K. Kuruvila Jacob, (7) Sri S. Natarajan and (8) Sri T. P. Srinivasavaradan (Convener).”

EDITORIAL

Our Great Loss

In the passing away of Sri S. K. Yegnanarayana Iyer, in the early hours of Sunday, the 26th June, the teachers of this State have lost their greatest leader. Sri S. K. Y., as he was affectionately called by the teachers was an indefatigable worker in the cause of teachers' organisations. He came into the Union as the Chairman of the Reception Committee of the Conference held in Salem in 1919, when he was the Principal of the College at Salem. Three years later he came to Madras, when he gave a new life to the Union and the Madras Teachers' Guild and started The Madras Teachers' Guild Co-operative Credit Society. In 1925 he was elected president of the Union which office he held till 1940, having been re-elected unanimously each year for 15 years in succession. Sri S. K. Yegnanarayana Iyer with the able assistance of the late Sabhesan and the valuable co-operation of such co-workers as the late S. T. R., Ramanujachariar, A. Nagaraja Iyer, A. Sundaresa Iyer and many others, helped to establish the South India Teachers' Union Protection Fund. He travelled throughout the length and breadth of this State and helped to organise Teachers' Associations and District Guilds. Most of the Guilds organised by him celebrated their Silver Jubilee during the years 1949-50 and 1950-51 and many more have a Jubilee programme, this year. In appreciation of his work in this direction the Union conferred upon him the title of *Upadhyaya Sangha Karya Praveena* in 1940.

He was our first Editor. He held that office as long as he was the president of the Union.

He believed in organisation and he had great faith in the Teachers' ability to organise co-operatively. The All-India Educational Tour organised by him in 1930 is a splendid example of perfect organisation.

S. K. Y. had an abundant sympathy for the poor. He came of a poor family and by his own exertions, he rose to eminence. He knew the difficulties of teachers and he knew only too well how the public were and are, indifferent to the sufferings of the poorly paid teachers. He realised that the remedy lay in the hands of the teachers themselves. He chose the motto of the Union—'Raise yourself by your own efforts' and deliberately planned and directed the work of the Union towards that end.

It was his desire to have a Home for teachers—providing such amenities as Reading Room, Recreation, Club Life etc. He was also anxious that there should be a Benevolent Fund for Teachers to help teachers in their sickness and old age. It was a pet idea of his that teachers should form a Co-operative Society for conducting schools.

Till his death he kept himself in close association with the Union, being an ex-officio member of the Executive Board and Working Committee of South India Teachers' Union. His inspiring message to the Mathurai Conference shows how dear was the cause of teachers to him.



Upadhyaya Sangha Karya Praveena, Rao Bahadur
S. K. YEGNANARAYANA IYER, M. A.

Nor was Education and Teachers his only intent. Education to him was one of the forms of social service designed to elevate the people. Equally important was the economic improvement of the people. Here too he believed in self-help and mutual-help. Co-operation was his life mission, though next to Education. But the public will remember him more as an ardent co-operator. He was Editor of the Journal of Co-operation for many years. Consumers' Co-operation was his special field and the work of the T.U.C.S., particularly from 1942 is a record of his achievement in that field of Co-operation.

In his death Madras has lost a great leader in the field of Co-operation and Education and Teachers have lost their best friend, wise guide and able leader. We offer our most heartfelt sympathies to Mrs. Yegnanarayana Iyer and to his sons and daughters in their bereavement.

A committee has been appointed to take steps to perpetuate his memory in a fitting manner. We trust the committee's appeal will meet with a generous response so that the committee may be enabled to fulfil at least one of the many unfulfilled desires of the late Upadhyaya Sangha Karya Praveena S. K. Y.

The Mathurai Conference

The Mathurai Conference may well be termed a historic event. The Teachers of Mathurai with the co-operation of the public and under the able leadership of Sri Rama, the Chairman of the Reception Committee had made all the arrangements on an elaborate and lavishly generous scale and thus set the atmosphere for a very success-

ful session. The delegates felt as a happy family for they had opportunities for group discussions and exchange of notes, making new acquaintances and renewing old friendships. While the formal public sessions and the animated private sessions may provide matter for publicity, it is these contacts that make conferences very useful both to the individual delegates and to the organisation as a whole. The Union is therefore greatly indebted to the members of the Reception Committee and particularly to the principal office-bearers. Sri M. R. Srinivasan, the president of the Guild, and the Chairman of the Working Committee assisted by his colleagues spared no pains to make the stay of the delegates happy and comfortable.

Rev. Fr. T. Sequeira, the President of the Conference in a stimulating and thought-provoking address not only stressed the difficulties of the Teachers' calling, but in very clear terms indicted society for neglecting the profession and warned them of the consequences of the continuance of such neglect. We are sure that teachers will follow his advice and make their service to the Nation very effective.

The Sectional Conferences were well attended and many delegates contributed usefully to the discussion.

The resolutions passed at the Conference show how much teachers deplore the indifference of the authorities to their modest requests for better salaries and service conditions and to the total absence of planning in our Education System. The unskilled labourer, we are told, has had his wages increased from Rs. 12 in 1939 to Rs. 80 in 1951 in addition to various amenities. But the teachers' emoluments with all the Dearness Allowance has not shown

any comparable increase. The resolutions call attention to the urgent and immediate need for revising the salaries of all grades of teachers in general and of the Secondary Grade teachers and the Physical Education teachers in particular.

The school population is growing. The pressure on school accommodation has reached the breaking point. But in view of the demand for education, schools are being compelled to open additional sections and work in shifts. More teachers are needed to take these additional classes. But the output of our Training Schools and Colleges is woefully inadequate even to meet the normal requirements due to retirement. The authorities must be aware of the large number of untrained and unqualified persons engaged to teach in our schools. There are also classes without even such unqualified teachers.

We wonder if Government ever gave thought to the great harm that such a state of affairs will do to the future of our country. The teachers' salary is so poor and the material prospects are so bleak that young men and women refuse to take to teaching. Unless the authorities realise that parsimony in education is not only foolish but wasteful, and come forward with a liberal revision of the salaries, a grave danger will overtake the youth of this country. The burden on teachers to-day is becoming heavy, what with their own insufficient salary and the responsibility of undoing the harm and setting right the wrong done by unqualified teachers.

We urge upon Government to take up these modest requests of teachers and thus prepare the way for real improvement in Education.

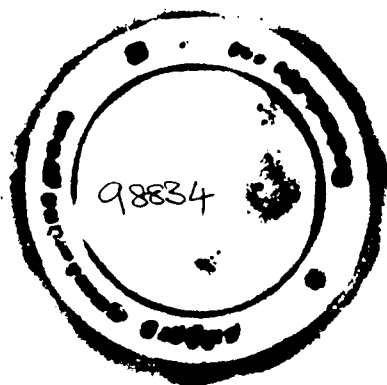
The Shift System in Elementary Schools

The problem of the education of the children below 11 is vast. With about 40,000 schools and nearly 1,30,000 teachers, only about 50% of the children of school going age are now in the schools and a very large number of them leave the school without reaching the 5th standard stage. Very special devices are necessary if this problem of bringing all children of school going age to school and keeping them in school at least till that stage when we could produce permanent literates with an adequate sense of citizenship, is to be effectively solved. Our Rajaji always comes forward with original and stimulating ideas. Sometime ago he suggested a Shift System whereby one set of children will attend school for three days in a week and another set for the remaining three days. It was his idea that on the no-school days, the children would learn by working with their parents. Now he has suggested a school on wheels to go from village to village taking education to the children in all the scattered hamlets. These are suggestions which should be given careful consideration and implemented upon. They may be neither new nor quite original. Other countries have adopted these methods to spread education. But such plans will commend themselves only to those who are burning with a zeal to improve the educational standards of the country. They would think deeply of these suggestions and plan to implement them effectively. But to those who only wish to pretend such zeal, strange ideas occur, such as the kind of Shift System suggested by our authorities. If only 50% of the children are at schools, it is not because a

school in a locality can take only half the number of children of that locality. A survey of school distribution, will show that over 90% of the children who are now not attending any school are in places which are not served by schools at all. A Government Order to schools to work in Shifts will not bring these children to schools. What they need is a school in their area or means to take the children to the neighbouring schools or, as Rajaji recently suggested, means to take the schools to the children. All these will mean money and those in charge of administration are averse to find the money for it. Their simple remedy is to work the schools in shift and overwork the teachers by the promise of a paltry extra remuneration of Rs. 5 or Rs. 10 per month. Trivandrum tried that experiment and found it a costly failure. It is well that Government

consult people who may not be obsessed with the difficulties of administration but who can bring to bear on these problems national interests.

In England though the Education Act was passed in 1942, they are concentrating on taking steps and preparing to implement the provisions. They envisage the number of teachers required, the additional school buildings needed, the furniture, the school buses, etc., etc., and have drawn up a programme of making provision for these and as and when these are provided, they are implementing the provision of the Act. But we, evidently do not believe in planning. We act, we find difficulties, we retreat and thus we make no progress. When will the public begin to feel a real interest in the education of its children? When will our Government wake up to its real responsibilities?



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புதுமுறை பொது விஞ்ஞானம்

ஆசிரியர்கள்

எஸ். எஸ். வெங்கடேசுவரன், எம்.ஏ., எம்.டி.
எஸ். கே. ராமச்சந்திரன், பி.ஏ., எம்.டி.

முதல் புத்தகம்	(1-ம் பாரம்)	ரூ. 1
இரண்டாம் புத்தகம்	(2-ம் பாரம்)	ரூ. 1
மூன்றாம் புத்தகம்	(3-ம் பாரம்)	ரூ. 1
நான்காம் புத்தகம்	(4-ம் பாரம்)	ரூ. 1/6
பேனதிகம்	(5-ம் 6-ம் பாரங்களுக்கு)	ரூ. 1/6
ரசாயனம்	(5-ம் 6-ம் பாரங்களுக்கு)	அணு 15
ஜீவசாஸ்திரம்	(5-ம் 6-ம் பாரங்களுக்கு)	„ 15

புதுமுறைச் சமூக நூல்

பதிப்பாசிரியர்

டாக்டர் (மிஸ்) கோர்தெனியஸ்
M. A., (Columbia), M.A., Ed. D. Michigan, (U. S. A.)

ஆசிரியர்

எம். பி. ராஜகோபால், B. A., L. T., Dip. Geog.	
முதல் புத்தகம்	(1-ம் பாரத்திற்கு) ரூ. 1/4
இரண்டாம் புத்தகம்	(2-ம் பாரத்திற்கு) ரூ. 1/-
மூன்றாம் புத்தகம்	(3-ம் பாரத்திற்கு) ரூ. 1/6

தினசரிக் கணக்கு

ஆசிரியர்

எஸ். வெங்கடேசுவரன், பி.ஏ., எம்.டி.

முதல் புத்தகம்	(1-ம் பாரம்)	ரூ. 1/2
இரண்டாம் புத்தகம்	(2-ம் பாரம்)	ரூ. 1/2
மூன்றாம் புத்தகம்	(3-ம் பாரம்)	ரூ. 1/4
நான்காம் புத்தகம்	(4-ம் பாரம்)	ரூ. 1/8
ஐந்தாம் புத்தகம் (General Mathematics)		
	(5-ம் பாரம்)	ரூ. 1/4
ஆறாம் புத்தகம் (General Mathematics)		
	(6-ம் பாரம்)	ரூ. 1/4

குடிமைப் பயிற்சி நூல்

(Citizenship Training)

ஆசிரியர்

எஸ். எஸ். மணவாள அய்யங்கார், பி.ஏ., பி.டி.	
முதல் புத்தகம்	(1-ம் பாரத்திற்கு) அணு 10
இரண்டாம் புத்தகம்	(2-ம் பாரத்திற்கு) „ 9
மூன்றாம் புத்தகம்	(3-ம் பாரத்திற்கு) „ 12

குடும்ப நிர்வாகக் கலை

(Domestic Science)

ஆசிரியர்கள்

எஸ். கே. சேதடி, பி. என்.என்., எம்.டி.

எஸ். கே. ஸ்ரீராம், பி. என்.என்., எம்.டி.

முதல் புத்தகம்	(1-ம் பாரம்)	அணு 14
இரண்டாம் புத்தகம்	(2-ம் பாரம்)	ரூ. 1
மூன்றாம் புத்தகம்	(3-ம் பாரம்)	அணு 15

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