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The South Indian Teacher

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

Vol. XXVIII

MAY 1955

No. 5

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THE XLV MADRAS STATE EDUCATIONAL
CONFERENCE

SPECIAL NUMBER



ANNUAL SUBSCRIPTION

Inland Rs. 5

Foreign Sh. 10

Single Copy As. 8

POSTAGE EXTRA

520, HIGH ROAD, TRIPPLICANE, MADRAS 5.

THE SOUTH INDIAN TEACHER

Vol. XXVIII

MAY 1955

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SRI E. H. PARAMESWARAN, M.A., L.T., M.L.C.

President :

The XLV Madras State Educational Conference, Cuddalore, N.T.
May 1955.



45th STATE EDUCATIONAL CONFERENCE, CUDDALORE, N. T.

12th May 1955

PRESIDENTIAL ADDRESS

By

SRI E. H. PARAMESWARAN, M.A., L.T., M.L.C.

FELLOW DELEGATES AND FRIENDS,

I consider it a great honour and privilege to have been called upon to preside over the 45th session of the State Educational Conference. The Presidentship of the State Educational Conference is the highest honour which the teachers of South India could confer upon any person and I feel that the only qualification I possess for this distinction is that I have been a humble and loyal worker of the South India Teachers' Union all these years. I am conscious of the great responsibility of the office and my own limitations. I am deeply grateful to the S.I.T.U. and my fellow-teachers and I seek your hearty co-operation in the successful conduct of the proceedings of the conference.

Friends, we are meeting at a very important juncture in the history of education in our country. 1955 promises to be a momentous year for education. The discussions of a half-century have at last veiled certain new types of reform. Changes are in the air and these affect all phases of education. Whether these reforms are what we have been seeking all along is a question which we can satisfactorily answer only with a knowledge of their background.

RE-ORIENTATION OF EDUCATION

The system of education in India has come in for severe criticism during the last fifty years and more at the hands of educationists, leaders of public opinion and others. The Indian National Congress during the early years of the century declared that India should have a national system of education and that there should be a re-orientation of education. Tagore and Gandhiji were of opinion that the system of Western education had emasculated the Indian people. In fact it was felt by all political parties and leaders of thought that if India were to advance, there should be a system of National Education, suited to the genius and culture of our country. The need for radical reforms in education and re-orientation at all stages has been emphasised by our leaders after the attainment of independence also. It is unfortunate that in spite of all this talk, we have had no re-orientation worth the name.

Even seven years after the attainment of freedom, we have the same Grant-in-Aid Code, the same Educational Rules, the same system of examinations and over-crowded syllabi that were in vogue under a foreign government. The system continues to be too bookish and mechanical, stereo-typed and rigid, not catering to the different aptitudes of the pupils or developing in them the necessary basic qualities.

COMMISSIONS ON EDUCATION

A survey of the educational history of our country will show that several commissions and committees were appointed by the Government of India and the Provincial Governments in the past but curiously enough no action was taken to implement their recommendations. The future historian will record that there is no parallel in any other country to the manner in which reports of successive committees and commissions on education were put in cold-storage. As early as 1882, the Hunter Commission was appointed by the Government of India to report on the whole question of education. This commission recommended that at the end of the secondary school stage there should be two avenues, one leading to the entrance examination of the University and the other of a more practical character intended to fit the youths for commercial, vocational and technical pursuits. These useful recommendations were completely ignored.

During this century, there were other important commissions, the chief among them being the Sadler Commission of 1917, the Hartog Committee of 1929, the Sapru Committee of 1934 and the University Education Commission of 1948 under the Chairmanship of Dr. Radhakrishnan. In 1944 the Central Advisory Board of Education submitted a comprehensive report (known popularly as the Sargent Scheme) on post-war educational development, visualising for the first time a system of universal, free and compulsory education for all boys and girls upto the age of 14. But no action was taken by the Government to carry out the important recommendations contained in any of these reports. As a result, India remains educationally backward with about 80% of the population illiterate.

EDUCATION AND DEMOCRACY

The existing educational facilities have proved to be quite inadequate. They provide for education for only 40% of the children in the age group 6 to 11, 10% in the age group 11 to 17 and 9% in the age group 17 to 23, whereas Article 45 of the Constitution requires that within 10 years of its commencement free and compulsory education should be provided for all children upto the age of 14. Though the importance of education was rightly recognised in the first Five Year Plan, the provision of only 156 crores of rupees for educational development over the 5 year period, out of a total of 2,069 crores, was pitifully inadequate.

Our Constitution declares that India shall be a Sovereign Democratic Republic. The success of any democracy depends on the growth of a spirit of co-operation, disciplined citizenship and the capacity of the ordinary citizen to participate intelligently in the affairs of the country. It is essential therefore that our education should have new objectives and should train the individual to place duties above rights and should develop in him the power of critical appreciation and logical thinking. Rightly or wrongly we have plumped for parliamentary democracy of the British type and for adult franchise. No form of Government could be more dangerous than an uneducated democracy. Democracy can succeed only if there is a proper system of Education for the children and Adult Franchise will prove a failure if the voter does not have

the necessary knowledge and education. It is imperative therefore that the problem of mass education should be tackled in the shortest possible time.

PRIMARY EDUCATION.

From the standpoint of magnitude as well as significance, the biggest problem before teachers and the Government is the provision of the right kind of primary education.

After several years of experimental effort and study of field work and discussions in committees and conferences, the Government of India decided that basic education is the most appropriate pattern at the primary stage. Basic education has also been the accepted policy of Madras and other State Governments for about 10 years. Basic education is not only a valuable and integral part of the priceless legacy which Mahatma Gandhi left to the nation, but embodies certain educational principles that have been enthusiastically welcomed by distinguished educationists in India and abroad.

SLOW PROGRESS OF BASIC EDUCATION

In spite of all these, it is a matter for regret that the progress achieved has been appallingly slow. The originators of the scheme thought of an integrated system of the basic pattern comprising all the stages from the Elementary to the University. But we have not covered even a fraction of the elementary school stage and at the rate at which we are progressing, it may take almost a century for all the schools to be converted into basic schools. While there are 21,552 elementary schools in our State, the number of basic schools is only 927 including 76 senior basic schools. This comes to a little over 4%. The slow progress, besides being unsatisfactory in itself, tends to create a condition in which the vested interests affected by the scheme may consolidate their position and try to torpedo it. It also damps the enthusiasm of basic education workers who have been carrying on pioneering work against great odds.

It has been pointed out that our State is far ahead of the other states in regard to the training of teachers in basic education. We have now 47 basic training schools in the State and the Government has planned to open about 15 more schools in the coming year. I have had occasion to visit some of these basic training schools and have been impressed with the quality of training given. But the real test of basic education is not the training schools but the basic schools.

Many of the basic schools are not what they ought to be; a good number of them are neither basic nor nonbasic and there is a wide gulf between theory and practice. The reasons for such state of affairs are many. Most of the basic schools do not have the requisite facilities or the proper equipment for carrying out this revolutionary programme in Education. Not even 50% of the existing schools have adequate accommodation, water facilities, garden space, etc. They also do not have good teachers. Given the necessary equipment and the proper environment, the efficiency of a basic school will depend upon the provision of well-equipped teachers who have plenty of resourcefulness, initiative and a good background knowledge. It has been said that the present elementary and junior grade teachers lack these qualities and are not able to do justice to their work. They can hardly be expected to implement a scheme of life-centred education in which they have to draw more from their own experiences and resourcefulness than from books. Basic education to be successful requires teachers of exceptional ability and the sooner this is realised, the better.

In November 1952, the Madras Government appointed an *ad hoc* committee to recommend ways and means of developing basic education on a planned basis. Some of its recommendations were :

- (1) The development of compact basic areas ;
- (2) The appointment of senior basic trained teachers as headmasters of basic schools ;
- (3) The organising of one school in each compact area so as to demonstrate the full meaning and possibilities of basic education ;
- (4) The conversion of middle schools in the compact areas into senior basic schools.

These recommendations are in the right direction and I hope that Government would speedily give effect to the recommendations.

The Government of India has accepted the policy of having an integrated eight year course of basic education. There seems to be agreement among educationists that the different types of education that exist at present, such as the Lower Elementary, the Higher Elementary, the Junior and Senior Basic and the Middle should be unified into one type. This eventually would mean that high school education should concern itself with three or four years after the eight-year integrated course. This is a very desirable change and although it is bound to raise certain practical problems, it will hasten the advent of the integrated educational system which all desire to see established.

The S.I.T.U. long ago accepted the principle of basic education and has been urging the Government to go ahead. The Avadi Congress held in January 1955 re-iterated the importance of Basic Education and called upon the State Governments to take effective steps for the expansion of Basic Education. It is now for the several State Governments to adopt speedy measures for the universal introduction of Basic Education.

The process of conversion of the existing schools into basic schools can be accelerated by giving a basic bias to their curriculum initially and fixing a target to be achieved every year. This of course implies that there should be a simultaneous increase in teacher-training facilities which should be co-ordinated with the expansion of basic schools. Teachers who have undergone the old system of training should also be retrained in the Basic Training Schools.

AGRICULTURE AS A BASIC CRAFT

One problem which has so far defied solution is the disposal of children's products which are mostly in the form of hanks of yarn and pieces of cloth. Their quality is naturally poor and as such they do not find a ready market. The Government Craft Equipment Stores to which these articles are sent by basic schools have large accumulations of yarn and cloth which are bound to deteriorate rapidly in quality unless proper and quick arrangements are made for their disposal. Since the Government has various departments under its control, it should be possible to take up all the hanks of yarn produced by the children, get them woven into cloth and see that this is used by the various departments. When all the existing elementary schools are converted into basic schools, this problem will assume colossal proportions and it is doubtful if even the government can make adequate arrangements for the utilisation of the children's products. It is probably with this background in mind that our Minister for Education has been recently stressing the need for the introduction of agriculture as a basic craft. Agriculture is admittedly a craft of educational

value. Its introduction will ease the problem of the disposal of children's products. Evidently, agriculture can be introduced only in rural schools where adequate facilities are available.

We are very glad that the Government has appointed an Elementary Education Committee under the presidentship of Dr. Alagappa Chettiar. We hope that this committee will make exhaustive recommendations about the conversion of the existing schools into basic schools.

It is necessary to emphasize that basic education is not intended to tinker with primary schools but endeavours to alter the whole educational approach so as to establish a close link between the school and the life around it. Its object is to utilise constructive work as a medium for educating not only the hands and the minds of the children but their entire personality. If basic education is to make real headway and fulfil its rich promise, it is necessary that the problem should be intelligently and carefully studied and experienced guidance be made available to all teachers and inspecting officers. This can be done only if a group of basic institutions, properly staffed and equipped, is established in each State, charged with the responsibility of taking up this problem experimentally and endeavouring to work out suitable methods and techniques which may be adopted with necessary modifications in all basic institutions.

NURSERY SCHOOLS

While I am on this subject, it is necessary to point out the great importance of nursery schools. An adequate provision of pre-primary instruction in the form of nursery schools or classes is an essential adjunct to any national system of education. The schools should invariably be staffed with women teachers specially trained for the work. In urban areas where sufficient children are available within a reasonable radius, separate nursery schools or departments may be provided. Elsewhere nursery classes should be attached to junior basic schools. It should be clearly understood that the main object of pre-primary education is to give children social experience rather than formal instruction.

GOVERNMENT'S RESPONSIBILITY FOR PRIMARY EDUCATION

That primary education should be free and compulsory is now accepted by all and is beyond the stage of controversy. Private managements of schools and local bodies do not have the resources for starting basic schools. After a thorough examination of the whole question I have come to the conclusion that if the directive principle contained in Article 45 of the constitution is to be properly implemented and if education must become free, universal and compulsory, the Government should assume full responsibility for primary education. A large body of opinion is decidedly in favour of the discontinuance of the system of private managements and the nationalisation of primary education. Such a step will not mean any great increase in the financial commitments of the Government as the Government of Madras is already meeting nearly 95 per cent of the recurring expenditure on elementary education by paying the salaries of teachers and maintenance grants to the managements of schools.

Well-conducted schools under private management which have got special features or are carrying on experiments in education may however be permitted to continue.

For administering schools smaller education districts comprising one or two taluks should be constituted and a local education authority should be formed for each area consisting of representatives of the public, the teachers and the Government, on the model of the local education authority in England. The local education authority in England is entrusted with the complete responsibility for elementary education, secondary education and teacher training. The system has worked well in England and may be tried with advantage here also.

The minimum educational qualification for any teacher should be secondary grade training. The higher grade teachers who are now in service should be allowed to continue but the Government should stop further training of higher grade teachers.

Single teacher schools which have been recently started by the Madras Government might help in solving the problem of unemployment, but they are likely to retard the progress of Education.

SECONDARY EDUCATION

In September 1952, the Government of India appointed the Secondary Education Commission under the chairmanship of our distinguished countryman Dr. A. Lakshmanaswami Mudaliar to examine the prevailing system of secondary education in the country and suggest measures for its reorganisation and improvement. For the first time in the country's history a commission on an All-India basis was appointed and every body recognised its importance. Even when the committee was touring the several states, the hope was expressed that when the committee submitted its report, steps would be taken by the Central and State Governments to carry out its recommendations.

The Commission consisting of experts from India and abroad toured all over the country, examined several witnesses and after great deliberation submitted a report, which may be called monumental, dealing with the defects of our secondary education and the ways in which the defects can be remedied.

With the publication of the report of the commission, there was a general consensus of opinion that the report would open out a new era in education in this country. Organised teaching opinion in our state and elsewhere welcomed in general the recommendations of the Commission. But recently there has been some difference of opinion about the new organisational pattern of secondary education suggested by the Commission and the opening of higher secondary schools by the extension of the high school course from 3 to 4 years. This has evidently led the Hon. Minister for Finance and Education in our state to make the following observation in the course of his budget speech. "Some of the points raised in the report have turned controversial and we must allow enough time for public opinion to express itself. Meanwhile we are accelerating the conversion of existing schools to multi-purpose ones, with improvements to libraries and facilities for craft training."

THE HIGHER SECONDARY SCHOOL

In this connection it has to be pointed out that during the last five years, the S.I.T.U. has consistently pleaded for the extension of the high school course by an extra year. In 1950, when the State Educational Conference was held at Devakottai, the question of lengthening the course was discussed at great length. It was then pointed out that the extension of the secondary course by one year would raise the standard of attainment and prepare pupils for entry

into various vocations and as a result there will not be the same rush for admission to the Universities. It was also stated that nearly 85% of the students who leave the secondary school do not go to the university but take up some occupation. Hence it was necessary that secondary education should be a complete unit and an end in itself, instead of being regarded merely as a preparation for the university course. Again secondary education should help the pupils to attain a reasonable degree of maturity in knowledge, understanding and judgment which would stand them in good stead in later life. The University Commission Report which had just been published recommended 12 years of schooling before the degree course. These factors weighed with the delegates and they decided that the secondary education course should be for a period of 7 years after 5 years of primary education.

When the Secondary Education Commission visited Madras, the Executive Board of the Union presented a Memorandum to the Commission strongly recommending the addition of one year to the course. After the publication of the Report, a special conference of the Executive Board and the presidents and secretaries of the District Teachers' Guilds was convened at Madras to consider the Report. This special conference examined the scheme in detail and approved the higher secondary course. Following these resolutions, the State Educational Conference at its plenary session held at Tanjore in May 1954 unanimously passed resolutions welcoming the recommendations and favouring the extension of the high school course by one year. It seemed therefore that there was complete agreement in the State regarding the organisational pattern of secondary education and it was for the Government and University to take necessary steps to implement this recommendation. Both the Senate and the Academic Council of the Madras University and the Central Advisory Board of Education resolved upon the three year degree course in view of the extension of the secondary course by one year. It is generally the misfortune of this country that when some great reform is to be launched doubts are expressed about the utility of the reform and the schemes for the advancement of the nation get indefinitely postponed.

The function of the new secondary school has been well-brought out in the report of the Commission. The report says:

"A democracy cannot function successfully unless all the people are trained for discharging the responsibilities and this involves training in discipline as well as leadership. The special function of the secondary school is to train persons who will be able to assume responsibility of leadership—in the social, political, industrial or cultural fields—in their own small groups of community or locality."

'The efficiency of the nation depends upon the numerous men and women that man its administrative, commercial, economic, social and industrial services like the clerk, the teacher, the foreman, the merchant, the office assistant, the nurse and the social worker. It will therefore be the function of the new secondary school to equip its student adequately with civic as well as vocational efficiency and the qualities of character that go with it.

At the special conference held at Madras in January, the S.I.T.U. finally resolved to adopt the following organisational pattern suggested by the commission:

1. Under the new organisational structure, secondary education should commence after four or five years period of Primary or Junior Basic Education and should include (a) the Middle or Senior Basic or Junior Secondary stage of three years and (b) the Higher Secondary stage of four years.

2. During the transitional stage, the existing high schools and the Higher secondary schools should function on the lines laid down.
3. The present Intermediate stage should be replaced by the Higher Secondary stage which should be of four-years' duration, one-year of the present Intermediate being included in it.
4. As a consequence of the preceding recommendations the first degree course in the University should be of three years duration.
5. For those who pass out of the High School, there should be provision for a pre-university course of one year, during which period the scheme of studies should be planned with due regard to the needs of the degree or the professional course to be taken up by the students and special emphasis should be placed on the quickening of intellectual interests, training in method of study at college and the study of English so long as it continues to be the medium of instruction at the University.
6. Admission to professional colleges should be open to those who have completed the higher secondary course, or have taken the one year's pre-university course.

It must, however, be clearly understood that, in the planning of the curricula at these three successive stages (including the Primary) there must be an organic continuity so that each stage will lead on to the next and there will be no abrupt break. Particular care will have to be taken to ensure that the education imparted during the first seven or eight years in the Primary (or Junior Basic) and the middle (or the Senior Basic) stage forms an integrated and complete whole, so that when free and compulsory education is extended up to the age of 14, as envisaged in the Constitution, it will constitute a uniform pattern of education.

With regard to the Higher Secondary schools it must be clearly laid down that the 4 years course should be an integrated course, i.e., the courses of studies and the syllabi should be so framed as to cover a 4-year period of study. The seventh year should not be regarded as a special year for preparation for the University courses.

In converting the present High Schools with three years duration into higher secondary schools of 4 years duration the new courses should be introduced in Form IV and then extended year by year till the 4 years' course is introduced. Such an arrangement will make the transition easy, help the schools in providing the equipment, accommodation and furniture and in securing the teaching personnel.

DIVERSIFIED COURSES OF STUDY

One important feature of the recommendations is the opening of diversified courses of studies in the secondary school and the starting of multi-purpose schools. These proposals have been universally welcomed. A Multi-purpose school seeks to provide varied types of courses for students with diverse aims, interests and abilities. Its purpose is to provide for each individual pupil suitable opportunity to use and develop his natural aptitude and inclinations. The great advantage of this is that it removes all invidious distinctions between students preparing for different courses of studies, breaking down the sense of inferiority that is associated with vocational subjects and makes it possible to plan the educational system on a truly democratic basis. It would be good if as many of these multi-purpose schools as possible are located in rural areas.

On an examination of the whole question I feel that any impartial person interested in the educational advancement of the country will support the idea of multi-purpose schools, diversified courses and the new pattern of secondary education as set forth by the commission. He will also support the recommendations regarding curriculum, dynamic methods of teaching, examinations and evaluation, physical education, guidance and counselling, administration, finance and the Inspectorate.

Some well-meaning critics have pointed out that it would be impossible for the present high schools to find the funds required for raising themselves into higher secondary schools or make them multi-purpose schools. There is much force in this argument. It is therefore hoped that the central and the state governments would consider it their primary responsibility for finding the finances required for upgrading the schools. 186

The Radhakrishnan Commission declared secondary education to be the weakest link in the Indian Educational chain. They came to this conclusion because secondary education was dominated by the needs of the University and suffered from the over-emphasis on examinations, an overloaded syllabus, with an academic bias and too much of authoritarianism leaving little freedom for experiments in education. These defects will all be remedied by the implementation of the Commission's report. For the first time an all India scheme for the expansion of Secondary Education has been placed before the country and it will indeed be very unfortunate if our State Government either on the plea of paucity of funds or for any other reason fail to implement the recommendations. We are glad that the Government has appointed a small committee under the chairmanship of Dr. A. L. Mudaliar and we hope that the committee will suggest ways and means for giving effect to the changes suggested in the report.

It is a matter for satisfaction that the Government of India are in right earnest in carrying out the recommendations of the commission and have already initiated a scheme for the conversion of five hundred High Schools in the country into multi-purpose schools before the end of the first five year plan period. India's Education Minister Maulana Abul Kalam Azad in the course of his speech at the meeting of the Central Advisory Board of Education held on 12th January 1955 announced that the Government have accepted a scheme for the improvement of teaching and equipment in another 1,000 to 1,500 schools so that roughly 20% of the schools in the country could be raised to a higher level. The multi-purpose schools will all be higher secondary schools and provide various types of courses in Arts, Science, Agriculture, Commerce and Technical studies.

I have spoken at some length on the subject of secondary education, because I am anxious that Madras which has always led in matters educational should now also give the lead to other states by implementing the valuable recommendations of the Commission.

ALL INDIA SECONDARY EDUCATION COUNCIL.

It is very important that we should have an All-India Policy in matters of secondary education. We, therefore, welcome the decision of the Central Government to set up an All-India Council of Secondary Education on the lines of the All-India Council of Technical Education. Such a Council will review the progress of Secondary Education throughout the country and serve as an expert body to advise the Government about improvement and expansion of Secondary Education in all its phases.

Another progressive step announced by the Government of India is the setting up of a Text Book Research Bureau and a Bureau of Vocational and Educational Guidance. The Secondary Education Commission has made valuable suggestions regarding the need for counselling and guidance. In view of the proposed diversification of courses at the Secondary stage, it is very important that pupils select their courses according to their aptitude, taste and ability. The Central Bureau of Educational Guidance is expected to offer all possible help to the State Government which in their turn should set up their own Bureaus.

RESEARCH IN EDUCATION.

In India, there is urgent need for research in all branches of education. The Secondary Education Commission has rightly suggested that the training college should in essence be not merely a college for training teachers, but an institution for research work in all branches of pedagogy. Research may be conducted by members of the staffs of training colleges or in collaboration with teachers from schools. For collection of statistical data necessary for the framing of educational policies, a training college may not be a suitable agency. Such research should be conducted by the State departments of education and the universities.

RURAL EDUCATION.

More than 85% of India's population live in villages and the problem of rural education ought to have received the most careful attention at the hands of her administrators. Unfortunately this problem was largely neglected under foreign rule and has come in for attention only recently. Many of the schools existing in rural areas are hardly planned to meet rural needs and are rarely in harmony with rural environment.

It is now necessary to shift the emphasis from urban to rural areas. The first step in the preparation of a plan for the development of rural education is to define its objectives. The first objective in rural education should be the provision of equality of educational opportunity as between urban and rural areas. The second objective should be to co-ordinate rural revival with rural education as intimately as possible. This task is both important and urgent not only for the sake of the villages themselves, but for the destiny of India as a whole, for as the Radhakrishnan Commission has observed, "Seldom has the greatness of a nation long survived the disintegration of its rural life". The third objective is to minimise the exodus from the villages to the cities. The present system cannot be adapted to rural areas without making extensive changes in it. This re-orientation of the educational system to suit rural conditions is very urgent in the programme of educational reorganisation.

UNIVERSITY EDUCATION.

One of the problems before the Universities in India today is the low academic standard of University students. The problem of preventing University standards from falling is not peculiar to this country, though the problem here may be more acute than in some other countries. The Committee of Vice-Chancellors and Principals in England in their note on University Policy in 1947 to 1956 accepted that "Academic standards once lowered are not retrievable and Gresham's law is applicable to them". It is very important therefore that we should try to maintain high standards in our colleges and I do hope that there will be perfect co-operation between the Government, the public and the Universities in keeping up standards.

MEDIUM OF INSTRUCTION IN COLLEGES

There has been some controversy recently about the medium of instruction in colleges. With regard to this the heart says that the mother tongue or the regional language should undoubtedly be the medium of instruction at all levels from A.B. to B.A. The head says, "English is an international language and we can give up the English medium now only at our peril". The spirit of nationalism makes me feel that we should have a common language for our country and that proper provision should be made for the study of Hindi in schools and colleges. I am sure that our educationists in co-operation with the Government will be able to arrive at a happy formula according to which each of the three languages will be given its proper place in colleges and universities.

THE EXAMINATION SYSTEM

So much has been spoken and written about the evils of the present system of examinations that I feel I would only be repeating the remarks made at previous conferences if I were to attempt anything elaborate about them. Visitors to foreign countries have opined that in no other country is so much prominence given to the public examination as in India where the examinations seem to have become the be-all and end-all of education. Even parents and teachers care too much about examination results and not about real education. In short, "Examinations—especially external examinations—dictate the curriculum, prevent any experimentation, hamper the proper treatment of subjects and sound methods of teaching, foster a dull uniformity rather than originality, encourage the average pupil to concentrate too rigidly upon too narrow a field and thus help him to develop wrong values in education."

Besides, the maintenance of the present structure and organisation of external examinations imposes a top-heavy load on the total educational system. As pointed out by the international team of experts, the time, money and energy now required to prepare, print, distribute, read and report the results of these examinations represents a significant drain on resources which might be better applied to more useful educational purposes.

The secondary education commission has devoted a whole chapter to the subject of examinations and graphically described how the external examination has dominated both the curriculum and the methods of teaching. They have made the valuable suggestion that of 6 subjects for the public examination at the end of the secondary school stage, it would be enough if a candidate passes in only 4 subjects; with regard to the other subjects, his success in class would be given due credit. Every educationist would feel enthused at the suggestion in the report, "Even the final public examination need not be compulsory for all", that is it may be left to the option of the student to appear or not for the public examination at the end of the secondary stage. Every pupil, however, who completes the secondary educational course will get a school certificate based on school records testifying to his progress and attainments in different directions in the school. Such a cumulative record should be maintained for every pupil in the school indicating the work done by him from day to day month to month and year to year.

The secondary education commission has suggested that the system of symbolic marking should be adopted in place of numerical marking for evaluating the work of the pupil in external and internal examinations and in keeping school records. They have also strongly recommended that the element of subjectivity in the essay-type tests should be minimised by introducing objective tests. These objective tests may be tried at the University stage also.

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Unfortunately in our country the system of recruitment to public services has influenced our examinations to a large extent. The Government of India has recently appointed a committee to consider changes in the system of recruitment to public services. We feel sure that suitable change in the system of recruitment would lessen the evils of examinations and improve our educational system.

With regard to the school records, it is tragic to hear teachers themselves saying that those cannot be relied upon. To this objection, the report gives the reply, "The only way to make the teachers' judgment reliable is to rely on them". This re-orientation depends solely upon the teachers and I trust they will be found equal to the responsibility.

Dealing with the subject of examination, I feel I should draw your attention to the suggestion made by our minister for education about the desirability of conducting the annual and public examinations in the cool months of December and January. The proposed change has certain advantages. Anyhow, it is necessary to consult the Universities and if possible have a uniform policy all over India as there is a large migration of students from one university to another at the beginning of every academic year.

LIBRARIES.

All educationists have rightly stressed the importance of the library in every educational institution. The library must be made the most attractive place in the school so that students may naturally be drawn to it. Trained librarians, who have a love for books and an understanding of students' interests, should be provided in all secondary schools and all teachers should be given some training in the basic principles of library work, in the training Colleges and through refresher courses. Where there are no separate public libraries, the school libraries should as far as possible make their facilities available to the local public.

In this connection, it has to be pointed out that though the Madras Public Libraries Act was passed in 1948, the results achieved have not been satisfactory. During the year 1953-54, the total number of libraries and reading rooms was 1,717 and 583 respectively and the children's library worked fairly well. According to the Library Act of 1948, a cess of 6 pies in the rupee on property tax is levied for the starting of Libraries. Though nearly Rs. 15 lakhs has been realised in the City of Madras on this account, the local library authority has not succeeded in opening any big branch library in any of the City's divisions. As in Madras City, so also in many other towns and villages, the amounts collected by the library authority remain idle and very little is done to achieve the grand object of the Library Act of 1948 to provide for the organisation of a co-operative rural and urban library service.

It is high time the Government made the administration of the Act more efficient and appointed a separate Director of Public Libraries as the Director of Public Instruction is over-burdened with work in the sphere of education and cannot have the time to direct all matters relating to public libraries.

HEALTH AND PHYSICAL EDUCATION

Physical Education is now compulsory in almost all the states in the country, so far as the primary and secondary schools and the first two years of University classes are concerned. The various voluntary organisations on the national and state level have also been active with their annual programmes of

tournaments and competitions. With all these, it cannot be said that physical education has yet attained its proper status in the scheme of national education. Malnutrition, handicaps and impediments of administrative and financial nature continue to exist; and unless these are removed and better economic conditions secured, nation-building activities like health and physical education are bound to remain in the background.

The Secondary Education Commission has recommended that—

1. A properly organised school medical service should be built up in all States.
2. A thorough medical examination of all pupils and necessary follow-up and treatment where necessary should be carried out in all schools.
3. Physical activities should be made to suit the individual and his capacity for physical endurance.
4. All teachers below the age of 40 should actively participate in many of the physical activities of students.
5. The training in physical education should be comprehensive enough to include all aspects of health education.

MIDDAY MEALS TO SCHOOL CHILDREN

The main trouble with our Elementary schools is that a child comes to the school half-starved, not having had enough to eat in the morning. The result is that the child merely gazes at the teacher in utter lassitude and so it proceeds from day to day. Therefore the feeding of children as also the clothing of children so as to maintain their self-respect when they sit side by side with others should be the prime concern in rearing up the young students. We are glad that the Chief Minister to the Government of Madras has taken up this question in earnest and has promised the adoption of suitable measures for providing Midday Meals to pupils in Elementary schools.

FREE EDUCATION FOR POOR CHILDREN

We are also happy to note the recent announcement of the Madras Government that Education will be free upto III Form or the 8th standard for all poor children irrespective of caste, race or religion. This is surely another step in the direction of implementing Article 45 of the Constitution. While we are thankful to the Government for the assurance that compensation would be paid to all managements for loss of fee income under this head, we request that such compensation may be paid to all managements every quarter as otherwise most of them would be unable to bear the financial strain consequent on the loss of fee income.

As poor people find it difficult to get the poverty certificate from the Tahsildars, it is suggested that poverty certificates need be insisted upon only in cases where Heads institutions are not satisfied about the poverty of the pupils.

STATUS AND SALARIES OF TEACHERS.

No scheme of educational reconstruction can be implemented with success without the active co-operation of the teaching profession and the sustained interest the teachers may take in such a task. It is very often forgotten that the teacher is the pivot of the educational system and that all talk of educational advance without improving the status and emoluments of the teacher is bound

to fail. At the last educational conference at Tanjore, the President Dr. A. L. Mudaliar reiterated his previous statement made at the Ambasamudram Conference of 1940 that the teaching profession was entitled to claim at the hands of the authorities a Charter of Rights and Privileges. He said that the teaching profession was well within its rights in stressing the need for: (1) Security of tenure, (2) A living wage, (3) Freedom from meddlesome interference and (4) An appellate authority to which an appeal will lie in all cases of unjust victimisation.

As early as 1951, the S.I.T.U. made representations to the Government of Madras about the conditions of service of all grades of teachers. A special conference of the Presidents and secretaries of all the District Teachers' Guilds reviewed the situation and came to the conclusion that something should be done immediately to ameliorate the distress of the teachers. The resolution said that there was a sense of discontent and frustration among teachers of all grades, that there was great deterioration in the quality of students admitted to training schools and colleges and that experienced teachers were leaving the profession for good as they were not able to make both ends meet.

The resolution invited the attention of the Government to the deteriorating situation and requested the authorities to adopt the salary scales recommended by the special conference. When the Government expressed its inability to do anything in the matter, the Executive Board met in November 1951 and passed a resolution declaring that "The time was coming when the S.I.T.U. could no longer take up the responsibility for maintaining the morale of the teaching profession". It therefore appealed to His Excellency the Governor to intervene and appoint a Commission on the lines of the Burnham Committee in England to study the service conditions of the teachers and take suitable action. No action was taken, but the Hon. Sri A. B. Shetti speaking on the floor of the Legislative Assembly in March 1952 declared that the revision of the salary scales of the Elementary School teachers and Secondary Grade teachers was under the active consideration of the Government.

All these assurances and promises made by the ministers on behalf of the Government in power made the teachers in the State of Madras believe that something would surely be done. More than three years have passed and almost nothing has been done by the Government to improve the service conditions of teachers. This has led to very great discontent among the ranks of the teaching profession. Only such a situation led Dr. Amarnath Jha, the President of the All-India Teachers' Federation to warn the Government that teachers if driven to desperation might do great mischief and that even generations could not undo the mischief. The strike of the secondary school teachers in Bengal, the demonstrations in the Punjab and elsewhere, the attitude of non-co-operation adopted by the teachers in Madhya Pradesh—all this is a pointer and warning to the public and the Government all over India. Let me say that if teachers in our State have not adopted such tactics and have kept their heads cool and have enthusiastically come forward to carry out the re-organised scheme of education, it is due to the great moral influence and restraint exercised by the S.I.T.U.

At previous conferences, we have demanded just and reasonable salary scales, realising that ours is a poor country. We have laid down a minimum basic salary of Rs. 50 for the lowest class of teacher in an Elementary school, Rs. 70 for teachers of the secondary grade, Rs. 100 for trained graduates and similar salaries for Pandits, Physical education teachers, craft instructors, Art masters etc., according to their qualifications and still we are told that some of these demands are unreasonable.

It may therefore be of interest to have an idea of the salaries of teachers in some of the foreign countries. In England and Wales, according to the recent recommendations of the Burnham Committee for revision of salaries of Primary and Secondary school teachers, a qualified man teacher starts on the equivalent of about Rs. 417 per month in the annual salary grade of £375—18—630, while a woman teacher gets about Rs. 376 per mensem. The addition to the scales for graduate qualifications is £60 p.a. for men and £48 p.a. for women. The salary for an unqualified teacher is about Rs. 250 per mensem. For heads of schools, the basic scales are the same as for the assistants but they receive allowances varying from about Rs. 50 to Rs. 160 p.m. depending on the size of the school.

In Australia the minimum salary for a primary school teacher is Rs. 369, in New South Wales.

Eloquent references to the teachers' profession as a sacred calling are common enough not only from Educationists but even from those on whom rest the responsibility of giving a fair deal to the teachers but when this so called sacredness is used as an excuse for not giving the teachers a fair deal and at least a living wage, it appears little short of mockery. What service is more sacred than the relief of suffering humanity? But nobody would suggest at any time that the Medical profession should work in an honorary capacity. Does anybody argue that members belonging to the Judiciary and the Ministers of Government should work on meagre remuneration because of the importance of the work they are doing? We do not know any reason why the same rule should not apply to teachers, except that they cannot exert the same political pressure and that they have no nuisance value.

The Sargent report stated that the head of even the smallest school ought to be a person of consequence in the district and this should be reflected in his salary. The report also contained this significant observation: "Other countries are already on the march towards social security and if India continues to evade her responsibilities in this respect, she must be content to relegate herself to the position of permanent inferiority in the society of civilized nations."

In this connection I wish to place before our administrators and the public an important statement made by the British Minister for Education, the Rt. Hon. H. A. L. Fisher on a memorable occasion. He said, "If education be bad, the culprit is the nation". To those who call upon teachers not to think of salaries, the Rt. Hon. Fisher has the following:

"In a profession numbering 150,000 members, you cannot rely upon the missionary spirit alone as a source of recruitment. With all our manifold virtues, we cannot depend upon an annual supply of 9,000 missionaries, for the sheer love of teaching. In every large profession you must rely upon the economic motive to some extent for your recruits; in the teaching profession less than elsewhere perhaps; but even teachers are human beings. *An anxious and depressed teacher is a bad teacher; an embittered teacher is a social danger.*"

Prof. Humayun Kabir, advisor to the Ministry of Education, has been repeatedly telling us that in all educational reforms the leadership of the Teacher should be maintained at all levels, as the key for any reform was the Teacher and unless the leadership of the teacher was restored even a perfect system of education would be a paper system. Wise words these! How can any sensible person expect qualities of leadership from a teacher who is getting Rs. 40 per mensem, who has no house to live in and who finds it impossible to support himself and his family? Luckily very recently he said that the salary that is given to elementary school teachers is intolerable and this must be improved.

Both the University Education Commission and the Secondary Education Commission have suggested conditions of service and of emoluments which might to some extent meet the needs of the teaching profession. The only reason given for not bettering the lot of the teachers has been inadequacy of funds but it has to be remembered that no great and liberating change can come about in any country unless men are treated as being more important than machines. And after all when money can be found for industrial and technological developments it has to be found for education and the improvement of the conditions of teachers. Any delay in improving their condition, whether of the Primary school teacher or of the Secondary school teacher or those of Higher grades is sure to result in a situation which is not conducive to the harmonious development of the country or to a feeling of security in national affairs.

PENSION FOR TEACHERS

During the last few years teachers' organisations in general and the S.I.T.U. in particular have been urging the need for the institution of a pension cum-provident fund-cum insurance scheme as old age provision for teachers in all schools. The Secondary Education Commission recommended that the pension scheme should be extended to teachers under private, local board and Municipal managements.

It is a matter of great satisfaction that the Madras Government has graciously come forward with the proposal to introduce a pension scheme for teachers.

The Hon. Minister for Finance and Education in reply to the Budget demand on education declared in the Legislative Assembly that the Government had decided to grant pension to all teachers of elementary schools under private managements and local bodies. He also said that the pension scheme would be applicable to teachers of all categories like Drawing Masters, Physical Education Teachers, Music and Craft Instructors serving in secondary schools though in clarifying the statement later on he excluded secondary grade teachers and some others from the benefit of the scheme.

Teachers all over the State are sincerely thankful to the Government and the Minister for Education for the bold announcement granting pension to teachers. By this one step the Minister has raised the status of the teachers in the eyes of the public and has recognised teaching as a national service. The Madras Government is the first in the whole of India to grant pension to teachers working in elementary schools and it is earnestly hoped that other states in India will soon follow the example of the Madras Government.

But the proposals of the Government do not go far enough. On a rough calculation it is found that there are about 85,000 trained teachers in all elementary schools in the State of Madras. In the High Schools and the Middle Schools there are about 10,000 trained teachers of whom about 7,000 are secondary grade teachers, drill and drawing masters, pandits of the second grade, craft and music instructors and the remaining three thousand are trained graduates, physical directors with diploma in physical education and pandits of the first grade. Most of these 7,000 teachers are in no way better than teachers of elementary schools and are drawing salaries similar to those drawn by the secondary grade teachers in local body schools. There is, therefore, no rhyme or reason to deny the benefits of pension to secondary grade teachers working in middle and high schools. There is also no justification for excluding the graduate teachers, because the scale of the graduate trained teacher in many of the schools is only Rs. 75—5—145. After 30 years of service a B.A., L.T. gets

the maximum of Rs. 145 and it will be very hard to deny him the benefit of pension which according to the Government proposals would come to Rs. 36 per month.

If the same rate of pension is extended to all categories of teachers in middle, high and special schools and colleges, the cost on a liberal calculation may not exceed Rs. 60,000 per annum during the first few years. At the end of 20 years, the figure may go up to only 2 lakhs of rupees per year. With all earnestness, I therefore, request the Government to extend the pension scheme to all teachers working in secondary schools and colleges.

If necessary a ceiling may be fixed for the amount of pension that any teacher in a non-governmental institution may draw.

Besides provident fund and the pension scheme, a scheme of insurance should be made compulsory for all teachers employed in the State as adequate provision for old age and the family. It may be mentioned here that the South India Teachers' Union has welcomed the recommendations of the Secondary Education Commission in respect of :

- (1) Medical facilities for all teachers as in the case of non-gazetted officers of the Government.
- (2) Free school education for the children of teachers.
- (3) Uniform leave rules.
- (4) Facilities for further studies.
- (5) Railway travel concessions.
- (6) Holiday homes and health resorts.

Ours is a welfare State and the teacher is performing national service. I therefore feel that the teaching profession is entitled to a Beveridge Scheme of comprehensive compulsory social security providing for unexpected unemployment, sickness, accidents and old age.

I have spoken rather elaborately about the position of the teachers because I feel without any exaggeration that the future of this great land is being forged not so much in factories, irrigation schemes and hydro-electric projects or even in assemblies of the parliament as in the lakhs of institutions big and small, well-known and obscure, in which millions of our children are being educated. Anything that we can do to improve the efficiency of the schools and that of their teachers and to give them contentment and peace of mind will be repaid a hundred fold.

OUR DUTIES AND RESPONSIBILITIES

While it is necessary to demand a Teachers' Charter and lay stress on our rights and privileges, I am equally emphatic that teachers should for ever be equally alive to the duties and responsibilities of the profession. The teacher has his duty to the child, the profession and the community at large. He must be a living example to the children before him. A second rate teacher can neither detect nor appreciate what is first rate in others ; if therefore India is to have at least a few first rate leaders of thought, she must have a large number of first rate teachers and to-day, in our country, more than at any other time we need the first rate in character. Nothing less than the highest can be considered satisfactory in a teacher.

He should always believe that no child is born with a defect which is irremediable. As Frederick Buck has so beautifully put it, "There are misfit

schools, misfit texts and studies, misfit pedants and pedantry. There are misfit homes, misfit occupations and diversions . . . but in the nature of things there can be no misfit children." From time immemorial the teacher has been the object of veneration in our country. That in a country which has for 2,000 years gloried in its spirituality and its "Guru Bhakthi", the teacher should no longer command the respect and affection which is due to his sacred calling is something of a calamity. Let us, by our ideals and conduct, win again the position we held in the days of old.

SECOND FIVE-YEAR PLAN

It is a matter for great satisfaction that education is coming into its own and that the Government of India is recognising more and more the need for investing larger amounts in the expansion of educational facilities at all stages. According to the latest available reports, a sum of Rs. 880 crores is to be spent on Education in the Second Five-Year Plan and the Hon. C. Subramaniam, our Education Minister has stated that Madras is likely to get about Rs. 88 crores out of Rs. 880 crores. The amount is to be utilised for financing Higher, Secondary and Technical schools, improvement of the salaries of teachers of all grades, residential quarters for schools in the basic schools and for building houses for teachers in several areas.

CONCLUSION

We should always remember the great lessons of Indian History and try to place before the pupils the idea of the fundamental unity of India. India is the holy land of the East. Here knowledge first lit her torch. Here perhaps is the oldest civilization with an uninterrupted history. Let us be true to our great heritage and the great ideals that Gandhiji placed before us. I feel that it should be the duty of every teacher to inculcate in the young these ideals and ask them to emulate his great qualities—his simplicity, humility, love of truth, fearlessness and his spirit of service and sacrifice. Our great Prime Minister has always called upon us to be worthy of the Father of the Nation and to endeavour to complete the task which Gandhiji left unfinished of wiping the tear from every eye and driving away poverty, hunger, disease, ignorance and illiteracy from the land. He has often said that a vast responsibility rests in our schools and colleges; the teachers who shape their destinies have to keep their lights burning and must not stray from the right path even when passion convulses the multitude. Let me recall his memorable words on the midnight of the 14th of August 1947, "A moment comes which comes but rarely in history when we step out from the old to the new, when an age ends and the soul of a nation long suppressed finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity." Let us, teachers, always remember these inspiring words and rededicate ourselves to serve the children on right lines and through them our beloved Motherland!

THE 45th MADRAS STATE EDUCATIONAL CONFERENCE

WELCOME ADDRESS

By

SRI R. KANAKASABHAI.

MR. PRESIDENT, LADIES AND GENTLEMEN,

I feel extremely proud and happy to extend a hearty welcome to you all on the eve of your holding the State Educational Conference at Cuddalore which is the Headquarters of the South Arcot District with all its facilities to make it a quite suitable venue for this conference. This District has always offered its fullest co-operation in organising from time to time conferences of varied interest and character. This District is however, distinctly backward in every respect social, economic and educational too despite the University, which we are boasting of and which is flourishing out of the munificence of the late lamented merchant prince, Rajah Sir Annamalai Chettiar. Mainly for the reason that the assemblage of this august body of educational experts will tend to give a noticeable impetus to the educational growth of this District, I view the present venue of the conference as quite in the fitness of things and as a blessing to the District. Hence my hearty welcome to you all. In this welcome I would like to make special mention of your esteemed president of to-day, Sri E. H. Parameswaran, a veteran educationist of many years standing and your representative in the State Legislative Council. I hope that under his mature guidance this conference will ultimately turn out to be as momentous as the Bandung Conference of recent date. To the visitors, who have responded to our invitations I extend my cordial welcome. Last I thank the members of the Reception Committee who have so kindly chosen me as its Chairman and who are co-operating with me in my endeavour to make this conference a good success.

I will be failing in my duty if I do not make in this conference special mention of the Hon'ble Minister for Education Sri C. Subramaniam who has been rendering yeoman service to the cause of education in this State. We are all much indebted to him for the various beneficial measures he has taken to improve the service conditions of teachers and to secure the ideal of education for all. He has won the heart of many citizens of our state in having made education free upto III Form. In him we have the best type of Education Minister who will closely study the problems that you present to him, follow your deliberations with keen alertness and implement all your suggestions with enthusiasm. As a Minister for Finance *cum*-Education I am sure he will secure necessary finance to meet all the just demands in the cause of education. Please see for instance the sanction of pension to teachers in all Elementary

Schools—a bold step taken in the matter of recognising and improving the lot of low paid teachers. It is hoped that ere long this valuable concession will be extended to all the teachers in the Secondary Schools too. Therefore now is a golden opportunity to you to formulate and present all your problems and schemes in a realistic and practical way to the Minister bearing in mind the limited resources of the state and its wide commitments in various spheres. In a welfare state wherein a Socialistic Pattern of Government is clearly and unequivocally envisaged, education should receive a predominant place in the administration of the state and I believe that all the just and reasonable demands of the teaching profession will be attended to by those at helm. I desire to impress on you the fact that all the people are and will ever be behind you seeing that no one can forget the teacher.

Your duties and responsibilities are very onerous. An efficient teacher is always an asset to the school wherein he serves and also to the society whereas an indifferent teacher will be a positive menace in view of the number of boys that will be committed to his charge during the long period of his career as a school master, wherein lies the importance of the continued recruitment of the right type of teachers. What their credentials and qualifications should be I leave you to deliberate upon. Problems of discipline among them and their application in the day to day work at school require special study at your hands. The insistence of high academic distinctions for a teacher's job becomes imperative in as much as the training given by training institutions would be a sheer waste if indifferent types of individuals not equal to the task of a teacher happened to be recruited for the teaching profession. Here again the problem resources itself into one of finance and I implore the authorities to make the teaching profession not the sorriest of trade as it now is but sufficiently lucrative to attract bright young men and women and detract them from seeking careers other than teaching without the pinch of poverty the teacher should be able to give undivided attention and evince a real concern for the intellectual, ethical, aesthetic advancement to the pupils under his charge. I am now brought to examine the vexed question of private tutions taken up by teachers, where also teaching is efficient and wherein backward children are sufficiently attended to by the teacher the need for private teaching is not apparent. Private tuition by teachers has its many evils. It interferes with the teachers preparation for progress in and effective instruction in the class room. It creates an impression that the children of those who do not afford private coaching are comparatively neglected. It also undermines self reliance on the part of pupils. In this connection I wish to relate to you a funny incident. Once I happened to find a school boy in post-haste at home and when I questioned him the reason for his hurry he expressed fear that he would be marked late in the attendance register maintained by his private tutor. Verily the tutor was reported to be running a small school of several classes in his house. This is not an exaggeration at all. This may after all be a rare exception. But how demoralising such kinds of private tutions will be, I leave you to imagine and I wish that this pernicious system of tutions should be put a stop to by you at once. A few cases of boys defective in one or two subjects may arise. But they may be advised to take

up tutions under unemployed but qualified persons quite unconnected with the school work which will relieve to some extent the unemployment problem also. But generally speaking special methods and individual attention to the pupils should always be possible at school so as to obviate the necessity for private tutions. I wonder whether this will be possible at all in our oversized classes with 45 pupils and more. It is therefore incumbent on your part to insist only on a reasonable strength for each class so as to permit of individual attention in the class by the teacher and to secure best result.

It is often said not without some truth that the teacher has not that public support which should ensure his proper place in the social rungs and secure appreciation of his difficulties. But it strikes me that the teacher should on his part enlist public co-operation and create personal contact with parents. An irresponsible parent who makes it a point to interview the teacher and the Headmaster once a year when his ward is not promoted is equally blameworthy. Open days for visits for parents to school work may be organised in each school and the parents given an opportunity to observe the work of the school and freely mingle with the teachers thereby learning at first hand the progress of their sons and daughters and hearing suggestions from the teachers for their improvement.

I confess I am not an expert on educational matters, but even so a lay man's point of view may perhaps be of some interest to you. On all sides there has been a steady growth of interest in educational matters. We realise more and more the importance of widening the aims of education and of placing greater emphasis on the social development of children. We are more deeply conscious of their need of relating what is taught in the school to what is happening in the world outside. We are anxious to know how the child himself learns and what things he should learn for the subsequent development to get as complete and as healthy as possible. Thus there is unmistakably a shift of emphasis in teaching from the subject to the child. Again, our country after attaining freedom has decided to transform itself into a secular democratic republic with a socialistic pattern of government. This means that our country is no longer interested in the production of S.S.L.C. eligibles and graduates for filling government jobs. On the other hand our educational system should make its contribution to the development of habits, attitudes, and qualities of character which will enable the citizens worthy to bear the responsibilities of democratic citizenship and to counteract all fissiparous tendencies, hindering the emergence of a broad national and secular outlook. But at the same time one of the most urgent problems of our country is to improve our productive efficiency, increase national wealth and raise the standard of living of the people, who are now living at an economically sub-human level. Again as a result of the wide spread poverty there is lack of educational facilities and the bulk of the people are so obsessed with a problem of making some sort of living that they have not been able to give sufficient attention to cultural pursuits. Taking all these facts into consideration, the entire education system should be appropriately and drastically reorganised so that it will stimulate a healthy cultural renaissance.

In the field of elementary education the Government are committed to a policy of expansion of Basic Education and many of our training schools have already been converted into Basic Training Schools. For full justice to be done to this scheme it is obligatory to secure to the teaching profession the services of talented men and women, who will take to their work with a spirit of love and service. The Government have constituted a committee with Dr. Alagappa Chettiar as its Chairman to go into the question of improving elementary education and giving concrete proposals therefor. It is hoped that the Government will speedily implement the proposals of the committee.

Coming to the Secondary Education which has undergone too many changes in recent years and there are proposals of far reaching changes in the near future also. As a lay man I feel whether these changes have been productive of the good that has been envisaged by the curriculum makers especially there is a cry everywhere that the standard of education has gone down considerably in recent years. It is for the delegates assembled here to find out wherein lies the mistake, what the remedy is, and to put forth practical suggestions to restore and maintain efficiency and proper standard of instruction in our schools. Most cannot afford university education and it is therefore imperative to place secondary education on a firm foundation with an end in itself and not as a stepping stone to the university opening careers for our young men and women. Multipurpose schools will solve this problem and so the opening of such schools everywhere should be speeded up.

Another question which has been engaging the attention of both the public and the educationists is the place of English in our schools. It is a well-known fact that world differences have shrunk to a small measure and the people of today are much nearer to one another, their lives more closely linked together than ever before. English is a world language that facilitates direct touch with all the nations and the best talents of all branches of knowledge. It would therefore be suicidal to ignore this language. The teaching of this language should continue to be given its proper place and importance in any scheme of secondary education. Regarding the regional language, we have noticed in recent years the renaissance of Tamil literature and our boys and girls have acquired marked ability for creative compositions and essays on a variety of subjects. Young children can easily learn a third language too and the fear expressed in learning a third language, Hindi, appears to be rather illusory. For them to learn this third language it will not be difficult at all.

In passing I may mention that the present type of inspection of secondary schools is not conducive to the proper growth of educational ideals in the schools. I would rather welcome inspection by a commission of experts and teachers on various subjects who may visit schools once in two or three years and offer practical suggestions for the improvement of educational ideals in those schools, leaving administrative matters alone to the Departmental officers. A Provincial Education Board may well be constituted to advise the government on all matters pertaining to education.

Ladies and Gentlemen, I do not propose to take much of your time by putting forth my views on the problems you have to face. With your rich experience in the field you may formulate concrete proposals for improving the quality and efficiency of instruction in our schools and also offer your practical suggestions for improving the service conditions and emoluments of teachers so that they may put forth their best in the school world, the Government on their part should find out ways and means for improving our schools and for giving due recognition to the needs of the teaching folk. With these words I take leave of you leaving the further proceedings of the conference in your able hands after once again extending a cordial welcome to one and all of you in our midst. Jai Hind.

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THE SOUTH INDIA TEACHERS' UNION

ANNUAL REPORT

The Executive Board of the South India Teachers' Union has great pleasure in presenting the 46th Annual Report of the work of the Union for the period 1st April 1954 to 31st March 1955.

STRENGTH:—At the beginning of the year there were only 13 District Teachers' Guilds affiliated to the Union. After the trifurcation of the Malabar District Teachers' Guild in November 1954 according to educational districts, the total number of Guilds at the end of the year is Fifteen.

The number of directly affiliated Teachers' Associations at the end of the year was three of which two were from Madura District. These two will merge in the Madura District Teachers' Guild when it begins to work actively.

OFFICE-BEARERS:—At the Annual General Body meeting of the Union held at Tanjore on the 28th May 1954, the following office-bearers were elected:—

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

Vice-Presidents:—

(1) Sri J. G. Koil Pillai, B.A., L.T.

(2) Sri M. P. H. Albert, M.A., L.T.

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

Joint Secretary:—Sri S. Srinivasan, B.A., L.T.

Treasurer:—Sri L. Mariapragasam, B.A., L.T.

Sri P. M. Venkatavaradan (Madras) was elected Convener and Messrs. M. Rajah Iyer (Ramnad), U. Srinivasa Kini (Mangalore), K. Krishna Iyer (Tuticorin) and P. Govinda Rao (Madras) were elected Members of the Vigilance Committee.

The Working Committee at its meeting held on 3rd July 1954, elected Sri C. Ranganatha Aiyengar as Journal Secretary and Sri V. B. Murthi as Assistant Journal Secretary.

THE EXECUTIVE BOARD:—The Executive Board of the Union met five times during the year [on 25-5-1954 (Tanjore), 3-7-1954, 23-10-1954, 15-1-1955 and 5-3-1955]. Business relating to the following were transacted:—

1. Recommendations of the Secondary Education Commission.
2. Salary scales and service conditions of teachers.
3. Administration of special fees.
4. Introduction of Hindi in secondary schools.
5. Observance of Teachers' Charter Day.
6. Gandhian way of moral and religious instruction in schools.

THE WORKING COMMITTEE :—The Working Committee met only once during the year. Most of the business was transacted by circulation during the rest of the year.

THE 44TH MADRAS STATE EDUCATIONAL CONFERENCE :—The Conference was held at Tanjore from the 26th to 28th May 1954 under the distinguished presidentship of Dr. A. Lakshmanaswamy Mudaliar, Vice-Chancellor of the Madras University. The Conference was inaugurated by the Hon'ble Sri C. Subramaniam, Minister for Education and Finance, Government of Madars.

As usual, the Conference met in four sections :—

1. *Primary and Basic Education section.*—

Chairman : Sri R. Srinivasa Iyengar.

Convener : Srimathi Saraswathi Srinivasan.

2. *Secondary and Technical Education section.*—

Chairman : Sri M. P. H. Albert.

Convener : M. Rajah Iyer.

3. *University Education section.*—

Chairman : Sri A. Srinivasaraghavan.

Convener : Sri E. N. Subramaniam.

4. *Administration, Organisation and Teacher Education section.*—

Chairman : Sri U. Keshav Rao.

Convener : Janab C.M. Fazalur Rahman.

Important subjects were discussed at these sectional conferences and reports were presented to the general sessions of the conference.

The Educational Exhibition was opened by Sri S. Govindarajulu Naidu, Director of Public Instruction, Madras.

The Sabhesan Memorial Lecture was delivered by Sri S. Natarajan, Headmaster of the St. Gabriel's Secondary Training School and President of the S.I.T.U.

There was a group discussion on the utilisation of Radio Talks, with Rev. Fr. Balam as Chairman. The discussion was interesting and many members participated.

THE 29TH ALL-INDIA EDUCATIONAL CONFERENCE :—The Conference was held at Patna under the distinguished presidentship of Dr. R. P. Paranjpye. Messrs. S. Natarajan, T. P. Srinivasavaradan, C. Ranganatha Aiyengar and C. M. Fazalur Rahman represented the Union at the Council meetings of the Federation and attended the Conference as delegates. Sri S. D. Krishnamoorthi Rao, Secretary, S.I.T.U. Protection Fund also attended the Conference.

PROPAGANDA :—Mr. C. Ranganatha Aiyengar, Journal Secretary toured the districts of Ramnad and Madura representing the Union, Protection Fund, Benevolent Fund and S.I.T.U. Publications, Ltd. The Union is grateful to Sri K. S. Chengalroya Iyer and Sri V. Natarajan for their assistance during the tour. Sri V. Natarajan presided over the Periyakulam Taluk Elementary school Teachers' Conference at Bodinayakanur.

Sri S. Natarajan, President of the Union, addressed the Seminar of Headmasters at Peermade T.-C. State; addressed the North Arcot District Teachers' Guild Conference at Jolarpet. He inaugurated the Malabar District Teachers' Guilds' Council at Kozhikode and the Tanjore District Teachers' Guild Conference at Tanjore.

THE 24TH SOUTH INDIAN EDUCATION WEEK :—The week was celebrated throughout the State from 30th October to 5th November 1954. Rev. Dr. A. J. Boyd, President of the Christian Educational Council of South India was the Chairman of the Central Education Week Committee. The central theme chosen was "Sound Education—the basis of a Welfare State". A booklet of suggestions for the effective observance of the Week was published by the Central Education Week Committee.

We are grateful to Messrs. B. G. Paul & Co., Madras for publishing the booklet for the Central Education Week Committee.

Reports of the observance of the Week were received from many places of the State.

OUR DISTRICT GUILDS :—All the District Guilds have held their annual conferences and observed the 24th South Indian Education Week.

OUR JOURNALS :—The South Indian Teacher and the Balar Kalvi have been published regularly during the year. Though the financial state of South Indian Teacher is somewhat satisfactory, that of Balar Kalvi is not encouraging. It is hoped that the members will take some interest to increase the number of subscribers.

The Board thanks the Journal Secretary and the Members of the Journal Committee for their valuable services in conducting these journals and it thanks also the subscribers for their continued support.

THE S.I.T.U. PROTECTION FUND, LTD. :—The total assets of the Fund as on 31—12—1954 were Rs. 13,73,802 as against Rs. 12,04,071 on 31—12—1953. The total number of policies on 31—12—1954 was 4,836 with 12,681 units as compared with 4,586 with 11,724 units, in the previous year. The Board is glad to note that the progress of the Fund is satisfactory. The Fund observed the Foundation Day on 5—3—1955.

THE S.I.T.U. PROFESSION TRUST FUND :—The total expenditure for the year ending 31—12—1954 was Rs. 505-15-0 and the total assets on that date was Rs. 3,580-11-5.

S.I.T.U. PUBLICATIONS, LTD. :—On 31—12—1954, the total number of shareholders was 125, with 14-A class shares and 505 B-class shares. The company published a book titled 'Bharat-Nam Nadu' written by Sri V. Natarajan, Retired Divisional Inspector of Schools. The company undertook on commission basis the sale of 'Mudiyavan Virundu' a publication of the Madras Library Association.

There was a total net profit of Rs. 442-5-1 for the two years 1953 and 1954, out of which, under the articles of the Association, it is proposed to declare a dividend at 3½% to the shareholders.

THE S.I.T.U. BENEVOLENT FUND :—On 31—3—1955 the total number of members was 3,124 as against 2,625 on 31—3—1954. This is not appreciative. It is hoped that the members of the Union will take a charitable spirit and increase the membership by joining the Fund in large numbers, so that, it will enable the Benevolent Fund Committee to help decently teachers in times of sickness, etc.

THE S.I.T.U. COUNCIL OF EDUCATIONAL RESEARCH :—The formation of this Council approved by the General Body at Mangalore, has been brought into existence. An Executive Board was constituted and office-bearers have been elected with Dr. R. M. Alagappa Chettiar as President. At its meeting held on 6—3—1955, the Executive Board of the Council has planned a scheme of research for its members.

THE WORK OF THE UNION :—Representation was made to the authorities on the resolutions of the State Educational Conference held at Tanjore.

The Union held a special conference and discussed the recommendations of the Secondary Education Commission and passed resolutions which were communicated to the authorities. It reiterated once again its view that the secondary school course after the middle school course should be four years.

The Executive Board published in dailies a note on the stand of the Union with regard to the Higher Secondary Education Course and also communicated the same to the authorities.

The Working Committee members were invited by the Secondary Education Committee and heard the views of the Union on the recommendations of the Secondary Education Commission.

The Questionnaire issued by the Elementary Education Reorganisation Committee was circulated to the Members of the Executive Board and to the District Teachers' Guilds for their opinion.

Representation was made to the Government to extend the pension scheme to all categories of teachers.

A building site of about two grounds has been purchased from the Silver Jubilee Fund.

Sri S. Natarajan, our beloved president, was invited by the British Council to visit United Kingdom. The object of his visit was to study the educational system and the working of the various teachers' organisations in the United Kingdom. The British Council in selecting him has given due recognition to the South India Teachers' Union. He left for England on the 11th March 1955 and he is expected to be back by about the middle of June 1955.

CONCLUSION :—During the year under report the Union has had to make representations to the concerned authorities its views both on academic and professional matters. There are good signs indicating that the Government is aware of the 'intolerable' conditions of teachers. The granting of pension to teachers in elementary schools retiring from 1—4—1955 and the contemplated introduction of compulsory life insurance scheme are, we take it, indications of the earnestness of the Government to do something beneficial to teachers.

The expenditure envisaged on Education in the Second Five Year Plan makes us hope that something tangible will be done to improve the service conditions of teachers. If the pension scheme is to benefit all, the rules should be liberal. Very soon the Executive Board of the Union will appoint a sub-committee to draft rules in this regard and forward the same to Government.

The Executive Board is glad to note that during the year under report all its affiliated District Guilds and Associations have given unstinted support to the Central Organisation. Our strength lies in our Union.

S. SRINIVASAN,
Joint Secretary.

T. P. SRINIVASAVARADAN,
Secretary.

THE SOUTH INDIA TEACHERS' UNION

Statement of receipts and charges for the year ended 31st March 1955.

Receipts.	Rs.	A.	P.	Charges.	Rs.	A.	P.
Balances on 1st April 1954:				Salary	1,646	2	0
Fixed Deposits with the				Postage	557	15	6
Madras Teachers' Guild Co-				Telephone charges	118	11	0
operative Society, Ltd.	1,250	0	0	Office stationery	103	9	0
(Earmarked for Silver Jubilee Fund—Rs. 1,150, and				Reception to distinguished visitors	46	0	0
Defence Fund—Rs. 100)				Executive Board meeting expenses	112	6	6
National Savings Certificates.	800	0	0	Extra-Ordinary Conference expenses	122	14	3
(Earmarked for Silver Jubilee Fund)				Contingencies	56	3	0
Shares in S.I.T.U. Publications, Ltd.	200	0	0	Conveyance charges	70	0	0
Indian Bank, Ltd.:				Travelling allowance	282	11	0
Current account	928	3	10	Bank Commission	7	4	0
Savings Bank account	41	5	7	Mis. Printing	128	10	0
Cash on hand	102	9	11	Rent & Lighting	315	0	0
Stamps on hand	0	1	3	Books & Publications	41	5	3
With Balar Kalvi	375	0	0	Audit fee	75	0	0
Suspense—Benevolent Fund—				Affiliation Fee to A.I.F.E.A.	25	0	0
Printing	11	2	0	24th S.I. Edn. Week	70	15	9
				Sabhesan Thanksgiving Fund	70	0	0
				Conference Report charges	246	3	6
				Party Expenses to Mr. F. L. Billows	125	0	0
				Donor membership subscription to S.I.T.U. Council of Educational Research	100	0	0
Affiliation fee:				S.I.T.U. Council of Edl. Research—account transferred	433	0	0
District Guilds	1,376	0	0	Extra-Ordinary Conf. catering expenses	475	0	0
Teachers Associations	15	0	0	Balance on 31—3—1955:			
Individual subscriptions	380	10	0	Defence Fund—Investment:			
Certification fee	473	10	0	F.D. with the M.T.G. Co-op. Society	100	0	0
Delegation fee:				Silver Jub. Fund Investments:			
44th Edl. Conf.	185	8	0	National Savings Certificates	800	0	0
45th Edl. Conf.	353	0	0	3½% National Plan Loan, 1964 f.v. 400)	396	13	0
Extra-Ordinary Conf.	217	0	0	Building site	1,101	4	0
Ely. Teachers' Conf.	5	8	0	Shares in S.I.T.U. Publications, Ltd.	200	0	0
Conference Report Fee:				Indian Bank, Ltd.:			
44th Edl. Conf.	33	0	0	Current account	800	11	1
45th Edl. Conf.	14	0	0	Savings Bank account	67	3	11
Extra-Ordinary Conf.	118	0	0	Cash on hand	16	3	5
Ely. Teachers Conf.	11	0	0	Stamps on hand	4	5	9
Interest:				With Balar Kalvi	430	0	0
From Bank	0	14	4				
From F.D.s (Silv. Jub. Fund—Rs. 30)	36	0	0				
From G.P. Loan (Less I.T.)	5	3	0				
From loan to staff	1	8	0				
24th S.I. Education Week	45	0	0				
Sabhesan Thanksgiving Fund	31	0	0				
Contributions towards salary from:							
South Indian Teacher	400	0	0				
Balar Kalvi	100	0	0				
S.I.T.U. Publications, Ltd.	300	0	0				
Contributions for farewell to Mr. F. L. Billows	75	0	0				
Contributions towards Tea to delegates of the Extra-Ordinary Conference	510	0	0				
Mis. Receipts:							
S.I.T.U. Council of Edl. Research	285	0	0				
Percentage of Profits from S.I.T.U. Publications, Ltd. (1953 & 1954)	82	0	0				
Sale of publications	38	6	0				
From S.I. Teacher	345	0	0				
Total	9,145	7	11	Total	9,145	7	11

THE SOUTH INDIAN TEACHER

Statement of receipts and charges for the year ended 31st March 1955.

Receipts.	Rs. A. P.	Charges	Rs. A. P.
Balance on 1-4-1954:		Journal Printing	2,510 7 0
Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd.	500 0 0	Paper	1,434 0 3
Shares in S.I.T.U. Publications, Ltd.	80 0 0	Salary	400 0 0
Indian Bank, Ltd.:		Postage	342 15 0
Current account	767 0 0	Contingencies and Stationery.	93 11 9
Savings Bank account	13 2 6	Conveyance charges	45 11 9
Cash on hand	8 3 3	Conveyance allowance to Journal Secretary	60 4 0
Stamps on hand	4 9 3	Bank commission	12 8 0
With the Union	190 0 0	Mis. Printing	3 0 0
With Balar Kalvi	989 10 0	Special envelopes	116 0 3
	2,552 14 0	Loan refunded to Profession Trust Fund—Principal	125 0 0
		Interest	1 4 0
Subscriptions	3,664 0 0	Balance on 31-3-1955:	
Advertisements	1,079 0 0	Fixed Deposit with the Madras Teachers Guild Co-operative Society, Ltd.	500 0 0
Sale of publications	610 5 0	Shares in S.I.T.U. Publications, Ltd.	80 0 0
Interest:		Indian Bank, Ltd.:	
From Bank	0 8 3	Current account	116 11 0
From F.D.	20 0 0	Savings Bank a/c.	75 10 0
		Cash on hand	9 4 0
		Stamps on hand	3 3 0
		With the Union	535 0 0
		With Balar Kalvi	1,461 10 0
Total	7,926 11 3	Total	7,926 11 3

BALAR KALVI

Statement of receipts and charges for the year ended 31st March 1955.

Receipts	Rs. A. P.	Charges	Rs. A. P.
Balance on 1-4-1954:		Journal Printing	622 7 0
Indo-Commercial Bank, Ltd.	60 14 9	Paper	377 0 0
Cash on hand	4 13 3	Salary	100 0 0
Stamps on hand	2 12 0	Postage	132 7 0
	68 8 0	Contingencies and stationery.	12 15 0
		Conveyance charges	16 12 0
Subscriptions	590 0 0	Special envelopes	163 14 0
Advertisements	300 0 0	Bank commission	0 8 0
Sale of publication	0 4 0	Balance on 31-3-1955:	
Interest from Bank	3 2 9	Indo-Commercial Bank, Ltd.	46 3 0
From Union	55 0 0	Cash on hand	13 14 0
From S.I. Teacher	472 0 0	Stamps on hand	2 11 0
Total	1,488 14 9	Total	1,488 14 9

THE XXIV SOUTH INDIAN EDUCATION WEEK

(3-10-1954 to 5-11-1954)

Statement of receipts and charges

Receipts	Rs. A. P.	Charges	Rs. A. P.
Donations	45 0 0	Contingencies	12 3 3
From Union Funds	25 15 9	Conveyance charges	2 0 0
		Postage	56 12 6
Total	70 15 9	Total	70 15 9

THE SILVER JUBILEE FUND ACCOUNT

(As on the 31st March 1955)

	Rs. A. P.	Details:	Rs. A. P.
Balance as on 1-4-1954	2,318 7 0	Building site purchased	1,101 4 0
Add interest earned (Less in-cometax)	35 3 0	National Savings Certificates	800 0 0
		3½% National Plan Loan, 1964. (face value Rs. 400)	396 13 0
		With the Union	55 9 0
Total	2,353 10 0	Total	2,353 10 0

DEFENCE FUND

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

SABHESAN THANKSGIVING FUND

(As on 31st March 1955)

Receipts.	Rs. A. P.	Charges.	Rs. A. P.
Balance as on 1-4-1954	649 5 6	Memorial Lecture by Sri S. Natarajan	20 0 0
Add interest earned on Fixed Deposits	31 0 0	Balance on 31-3-1955:	
		Fixed Deposits with M.T.G. Co-operative Society, Ltd.	650 0 0
		With the Union	10 5 6
Total	680 5 6	Total	680 5 6

L. MARIAPRAGASAM,
Treasurer.

T. P. SRINIVASAVARADAN,
Secretary and Ag. President.

Examined and found correct.

Madras-1,
6th May 1955.

V. SOUNDARARAJAN & Co.,
Chartered Accountants.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

(1954-55)

Office-bearers :

- * 1. *President* :—SRI S. NATARAJAN, B.A., L.T., *Headmaster*, St. Gabriel's Secondary Training School, Broadway, Madras-1.
- * 2. *Vice-President* :—(i) SRI J. G. KOIL PILLAI, B.A., L.T., *Headmaster*, S. Peter's High School, Tanjore.
- * 3. *Vice-President* :—(ii) SRI M. P. H. ALBERT, M.A., L.T., *Headmaster*, Bishop Heber High School, Teppakulam, Tiruchirapalli.
- * 4. *Secretary* :—SRI T. P. SRINIVASAVARADAN, B.A., L.T., *Headmaster*, Hindu High School, Triplicane, Madras-5.
- * 5. *Joint Secretary* :—SRI S. SRINIVASAN, B.A., L.T., Kalyanasundaram High School, Tanjore.
- * 6. *Treasurer* :—SRI L. MARIAPRAGASAM, B.A., L.T., 6, Cutchery Road, Mylapore, Madras-4.
- * 7. *Journal Secretary* :—SRI C. RANGANATHA AIYENGAR, M.A., L.T., 39, Fourth Main Road, Gandhinagar, Madras-20.
- * 8. *Secretary, Protection Fund* :—SRI S. D. KRISHNAMURTHI RAO, B.A., L.T., Hindu High School, Triplicane, Madras-5.

District Guilds:

- NORTH ARCOT—**
- * 9. (i) JANAB C. M. FAZALUR RAHMAN, B.A., L.T., *Headmaster*, Islamiah High School, Pernambat.
 10. (ii) SRI R. MUNUSWAMY MUDALIAR, B.A., L.T., *Headmaster*, Board High School, Jolarpet.
- SOUTH ARCOT—**
- * 11. SRI P. R. SWAMINATHAN, M.A., L.T., *Headmaster*, R.C.T. High School, Annamalainagar.
- CHINGLEPUT—**
- * 12. SRI A. M. KANNIAPPA MUDALIAR, B.A., L.T., *Headmaster*, Pachiappas High School, Kancheepuram.
- COIMBATORE—**
13. (1) SRI N. CHINNASWAMY NAIDU, M.A., L.T., *Headmaster*, Mani High School, Pappanaickenpalayam, Coimbatore.
 - * 14. (2) SRI K. M. RAMASWAMI GOUNDAR, B.A., L.T., *Headmaster*, D.J. High School, Gobichettipalayam.
- SOUTH KANARA—**
15. (1) REV. FR. JAMES COELHO, S.J., *Headmaster*, St. Aloyseus College High School, Mangalore-3.
 16. (2) SRI P. S. VENKATAKRISHNA RAO, M.A., B.T., B.E.M. High School, Mangalore-1.

THE SOUTH INDIA TEACHER'S UNION

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MADRAS—

17. (1) REV. D. THAMBUSAMI, M.A., L.T., B.D., *Principal*, Kellett High School, Triplicane, Madras-5.
18. (2) SRI T. VEERASWAMI, *Assistant*, Theagaraya Chettiar High School, Washermanpet, Madras-21.

MADURAI—

19. (1) SRI M. R. SRINIVASAN, B.A., L.T., Madura College High School, Madurai.
20. (2) SRI A. RAMAYYA, B.A., L.T., St. Mary's High School, Madurai.

SOUTH MALABAR—

21. (1) SRI E. H. PARAMESWARAN, M.A., L.T., M.I.C., *Headmaster*, M.N.K.M. High School, Chittalanchery.
22. (2) SRI P. R. SUBRAMANIA IYER, M.A., L.T., *Headmaster*, Rajah's High School, Kollengode.

CENTRAL MALABAR—

23. (1) SRI M. N. KINI, B.A., L.T., *Headmaster*, Ganpat High School, Kozhikode-2.
24. (2) SRI A. K. APPU, B.A., L.T., *Headmaster*, Nanminda High School, Nanminda.

NORTH MALABAR—

25. (1) SRI K. KARUNAKARAN, B.A., L.T., *Headmaster*, P-High School, Parasannikatavu, Malabar.
26. (2) KUMARI A. V. MALATHY, B.A., B.T., Chovva High School, Chovva.

RAMANATHAPURAM—

- * 27. (1) SRI M. RAJAH IYER, M.A., L.T., *Headmaster*, Rajah's High School, Ramnad.
28. (2) SRI V. ANTONISWAMY, M.A., L.T., *Headmaster*, Municipal High School, Karaikudi.

SALEM—

29. (1) SRI E. SHANMUGAM, B.A., L.T., *Headmaster*, Board High School, Krishnagiri.
30. (2) SRI S. SUBBA RAO, B.A., L.T., *Assistant*, Little Flower High School, Salem.

TANJORE—

31. (1) MISS S. CHINNAPPA, B.A., L.T., *Principal*, Christian Girls' High School, Tanjore.
32. (2) SRI A. V. THYAGARAJA SASTRI, M.A., L.T., *Headmaster*, National High School, Mannargudi.

TIRUNELVELI—

33. (1) SRI H. VISVESWARAN, B.Sc., L.T., Thirthapathi High School, Ambasamudram.
34. (2) SRI J. ARTHUR ASIRVATHAM, B.A., L.T., *Headmaster*, St. John's Middle School, Palayamkottai.

TIRUCHIRAPALLI—

35. (1) SRI R. BHUVARAHAN, M.A., L.T., 44, Pandamangalam, Woriyur, Tiruchirapalli.
- * 36. (2) SRI J. G. CLEMENT, B.A., L.T., *Assistant*, Bishop Heber High School, Teppakulam, Tiruchirapalli.

* Indicates Members of the Working Committee.

THE SOUTH INDIA TEACHERS' UNION

Presidents and Secretaries of District Teachers' Guilds 1954-55

District Guild	President.	Secretary.
1. North Arcot.	Sri R. Munuswamy Mudaliar, <i>Headmaster</i> , B.A., L.T., Board High School, Jolarpet.	Sri M. Venugopal, B.Sc., B.T., Board High School, Jolarpet.
2. South Arcot.	Sri P. Govindaswamy Pillai, <i>Headmaster</i> , B.A., L.T., Board High School, Pennadam.	Sri P. R. Swaminathan, M.A., L.T., <i>Headmaster</i> , R.C.T. High School, Annamalainagar.
3. Chingleput	Sri A. S. Johnson, M.A., L.T., <i>Headmaster</i> , St. Columbas High School, Chingleput.	Sri V. Sundaram, B.COM., B.T., St. Joseph's High School, Chingleput.
4. Coimbatore	Sri G. R. Damodaram, B.Sc., A.M.L.E.E. (LOND.), <i>Principal</i> , P.S.G. College of Technology, Peelamedu.	Sri N. Chinnaswamy Naidu, <i>Headmaster</i> , M.A., L.T., Mani High School, Pappanaickenpalayam, Coimbatore.
5. South Kanara	Rev. Fr. James Coelho, S.J., <i>Headmaster</i> , St. Aloysius College High School, Mangalore-3.	Sri P. S. Venkatakrishna Rao, M.A., B.T., B.E.M. High School, Mangalore-1.
6. Madras	Rev. D. Thambusami, M.A., L.T., B.D., <i>Principal</i> , Kellett High School, Triplicane, Madras-5.	Sri L. Mariapragasam, B.A., L.T., Sri T. Veeraswami, 47, Singarachari St., Triplicane, Madras-5.
7. Madurai	Sri S. Krishna Iyengar, B.A., L.T., <i>Headmaster</i> , Sethupathi High School, Madurai.	Sri K. S. Krishnan, B.A., B.T., Sethupathi High School, Madurai.
8. Central Mala- bar	Sri M. Narayana Kini, B.A., L.T., <i>Headmaster</i> , Ganpat High School, Kozhikode-2.	Sri A. K. Appu, B.A., L.T., Kozhikode-5.
9. North Mala- bar	Sri K. Karunakaran, B.A., L.T., <i>Headmaster</i> , P-High School, Parasannikataavu.	Srimathi A. V. Malathi, B.A., B.T., Chovva High School, Chovva.
10. South Mala- bar	Sri E. H. Parameswaran, M.A., L.T., M.L.C., <i>Headmaster</i> , M.N.K.M. High School, Chittalancheri.	Sri P. R. Subramania Iyer, <i>Headmaster</i> , M.A., L.T., Rajah's High School, Kollengode.
11. Ramanatha- puram	Sri M. Rajah Iyer, M.A., L.T., Rajah's High School, Ramanathapuram.	Sri K. S. Venkatasubramania Iyer, B.A., L.T., <i>Assistant</i> , Rajah's High School, Ramnad.
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