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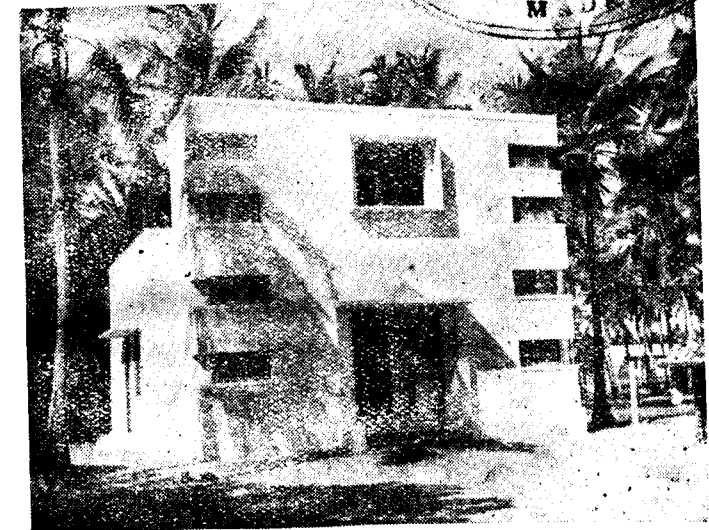
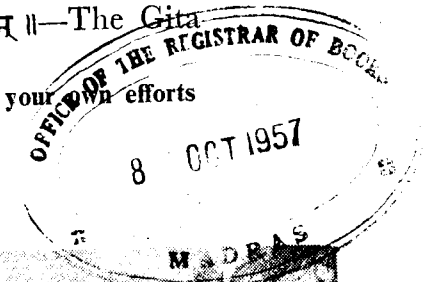
Vol. XXX

JULY, AUGUST 1957

Nos. 7 & 8

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THE SOUTH INDIAN TEACHER

Vol. XXX

JULY—AUGUST 1957

Nos. 7 & 8

THE MID-DAY MEALS SCHEME

BY DR. H. S. S. LAWRENCE, M.A., Ed.D. (Columbia)
Dist. Educational Officer, the Nilgiris.

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I. Introduction.

Never before in the history of education in our country did such a scheme catch the imagination of educators and administrators. Never before has such a scheme received so much popular acceptance in our villages and towns. Madras State has achieved unique fame no doubt for having launched the Mid-Day meals scheme as a large-scale movement. It has caught the interest and enthusiasm of the Common People and it is fast spreading in all our Districts. Here is a humanitarian cause taken up by the people themselves for the benefit of their own children and youth. One and all should be grateful to our esteemed Director of Public Instruction for striking new ground, for showing this remarkable path, for providing able leadership and infusing ever-increasing enthusiasm in the public and officials towards this just and humanitarian cause. Here is a scheme which at once touches the hearts of peoples, brings out one's love for others in distress, unites people for common good and evokes happiness, cheer, health and brightness that shine in the faces of our young school children.

The purpose of this article is to explain the advantages of the Mid-Day Meals Scheme and the reasons why more and more centres should come forward to provide free Mid-Day meals for needy children in our schools.

II. The Scheme explained :

The Mid-Day Meals Scheme requires that needy children in schools be given free mid-day meals at school. It is a well-known fact that many children go without mid-day meals and continue their education on empty stomachs. There are further a large number of children who do not come to school at all because of abject poverty. The Mid-Day Meals Scheme helps myriads of such children. But the wonderful thing is that it is not a "state-sponsored" scheme. It is a "People-Sponsored" scheme. There are no Government grants or orders. The Department can only give suggestions, assistance and advice.

The people of the locality around a school have to come together and organise the Mid-Day Meals Scheme in any way that they think fit and will suit their circumstances. Mostly it is a committee of non-officials who take up the responsibility. It may be that they may also collect subscriptions in cash or kind from others to put the scheme into effect. Or it may be, that one rich gentleman may provide everything that is required. Sometimes it is the management or teachers or even pupils or all together who achieve the thing. In any case, it is important that the scheme should be put into effect so that poor pupils are fed at school at least during noon-time.

The Committee indeed has to keep



necessary records and accounts so that everything is done properly. The Scheme should be planned for at least one year so that poor pupils get free meals during school working days for one year to begin with. The Committee therefore has to budget for a minimum period of one year. They should necessarily decide in the first instance how many pupils they can afford to feed regularly for one year. It may be ten pupils or a hundred or more in a particular school. There should be planning also as to how the cooking should be done. In some places the cooking is arranged in the school itself, while in other places cooked food is got from hostels, hotels or houses.

It is important that once a Mid-Day Meals Centre sees the light of day, it should go on continuously without any break. The number of pupils fed can go on increasing but should never decrease. Such continuity will exhibit the strength and unity of organisation and the persistence and enthusiasm in the members running the centre. Hence it is that the scheme should be started after proper planning, forethought, organisation and definiteness. Half-baked schemes and half-hearted enterprises are liable to fall down like houses of cards and withering leaves.

It is gratifying that hundreds of such centres are being run efficiently in our State. It is hoped that more and more centres will be opened in process of time. Every school should have a Mid-Day Meals Scheme for the benefit of hungry children.

III. A Few Instances.

I should like to report here a few concrete examples as to how some Mid-Day Meals Centres have been formed. There is the unique case of Kurumandur village in Gobichettipalayam Taluk. As the local people were keenly interested, a village Committee was formed to provide Mid-Day Meals. These non-officials decided to collect both cash and provisions in kind from the village people. Teachers of the

District Board Higher Elementary School co-operated very well with the Committee. All of them went about and collected rice, utensils and almost everything required for the enterprise. People promised to give cash, vegetables, salt, pots for cooking etc. The formal collection ceremony was done before the District Educational Officer. Individuals formally presented at the meeting rice, salt, utensils, spoons, plates etc. which were given back to the village School Committee for running the centre. Finally at a later date the centre was actually inaugurated by the Director of Public Instruction who distributed mid-day meals to poor children. Today if you look in at the school, you will find some fifteen bags of rice in the school collected during the harvest season for providing mid-day meals. This is one interesting way how centres can be opened.

Several techniques have been adopted by different Headmasters. I am told of one Headmaster who got cloth bags stitched and gave them to school pupils as decided by themselves. The pupils brought in rice in these bags for providing mid-day meals to poor pupils. A handful of rice brought in by every student, in a big school, easily solves the problem of procuring rice. In some cases, I am told that boxes are kept in rice mills and schools, so that people can contribute rice for this common cause. Any suitable method can be followed to achieve the good objective. Much is left to the initiative, goodwill and keenness of the local people around the school. One is generally satisfied with the response and interest shown by people in this regard.

IV. The Scheme vis-a-vis poverty :

The Mid-Day Meals Scheme faces poverty full in her face in so far as poor children in schools are concerned. It has shown in clear-cut terms how people in unity and co-operation can eradicate the evils of poverty and prevent their evil effects taking deep roots in small, innocent children. The words

of Bertrand Russel are significant in this connection :—

"Few men seem to realize how many of the evils from which we suffer are wholly unnecessary, and that they could be abolished by a united effort within a few years. If a majority in every civilized country so desired we could within twenty years abolish all abject poverty, quite half the illness in the world, the whole economic slavery which binds nine-tenths of population; we could fill the world with beauty and joy and secure the reign of universal peace. It is only because men are apathetic, that this is not achieved, only because imagination is sluggish and what always has been is regarded as what always must be."¹

As children at school go without the mid-day meal, the influence of it on the child's personality has to be thought of. The effect of poverty on the personality of the child has been well described by J. S. Plant. He reports that "Hardening" of the personality results from constant financial strain. He feels that "this is not a mechanism of resignation, but the development of patterns of response that prevent each experience of want from resulting in the emotional reverberations which accompanied the first such experience."² There are also other consequences. A feeling of insecurity, and inferiority also takes shape in the child. Children who suffer from repeated and serious blows to their sense of adequacy from a long-continued real fear of hunger are likely to show a picture of panic and anxiety. Children will show lack of self-confidence, shyness, and maladjustment in some form or other due to hunger and poverty. The physical health of the child also suffers due to lack of food. These are real problems faced in educational development every day and cannot re-

main untackled for ever. The Mid-Day Meals Scheme is one way by which people can solve these problems to a good degree. By providing regular mid-day meals at least, these poor children can be freed from the ill-effects of poverty and hunger to a large extent.

V. A Humanitarian cause.

No longer can the privileged sections of our Society be apathetic to the less-privileged ones. The richer sections of the Community have the responsibility to take care of the poorer sections and especially the young ones. Every Citizen has the right to live well and specially free from hunger. Thinking in terms of goodness, charity and love, all who can afford should come forward spontaneously to aid the children in hunger. A "Yond Cassius with a lean and hungry look" should evoke response and love from us. We should "give bread to eat" to those who are hungry. Poverty is no sin. The greatest man in history, said Emerson, was the poorest. Noble minds are apt to blossom forth from among the poorest. They should be helped to unfold their personalities. The Bible tells us that "blessed is that who considereth the poor". Now, here is an opportunity for people to be charitable, loving and kind to young children who are in need of food. Such an opportunity towards a righteous humanitarian cause should be availed of by the people in every village and town. One is touched by the words of Hood :—

"O God! that bread should be so dear

And flesh and blood so cheap!"
(The song of the Shirt).

VI. Increase in Enrolment :

The provision of mid-day meals for needy children does not stop hunger alone. Its advantages are threefold. While stopping hunger, it makes what is taught interesting and effective, and attracts more children to schools. It is a common fact that not all

1. Bertrand Russel, *Political Ideals*, New York, Century, (p. 35)

2. J. S. Plant, *Personality and the Cultural Pattern*, The Commonwealth Fund, (p. 200-207)

children in our villages and towns are enrolled in schools. The number of school-age children far out-numbers the number attending school. It is thus unfortunate that education has not reached every door. Though normally there is provision, people do not find it possible to send their children to school due to abject poverty. Kurt Lewin reports that there is a reaction called "Encysting" in which the poor child attempts to make himself unassailable by erecting a wall between himself and the environment.³ He just cannot and so does not come to school. Such a reaction should be prevented by the provision of mid-day meals at school.

Targets of enrolment and compulsion are of not much use unless mid-day meals are provided. Stagnation and wastage will continue so long as the problem of hunger in children is left unsolved. It is encouraging that the Madras Legislature Committee which considered the White Paper on Education prepared by Government placed due emphasis on the provision of mid-day meals. They have stated that a system of free school meals for poor children should be a permanent feature of the primary school system of the State. It is to be supplied free of charge to such pupils who are poor and for whom the provision of free supply is necessary and justified.⁴ It is anticipated that as a consequence of this scheme the total number of pupils as well as teachers should increase.

The effect of more enrolment of children in schools is something good for the country and her people. It will be democracy in action. It will fulfil some of the articles contained in the Indian Constitution. Education will be made attractive and effective for all children. The words of Horace Mann are pertinent even today:

"Education, then, beyond all other devices of human origin is the great

³ Kurt Lewin, *A Dynamic Theory of Personality*, McGraw Hill (p. 144)

⁴ *New Education*: March 1957 (p. 229)

equalizer of the conditions of men — the balance-wheel of the Social machinery. It gives each man the independence and the means by which he can resist the selfishness of other man. It does better than to disarm the poor of their hostility towards the rich; it prevents being poor."⁵

VII. School—Community Relations.

The Mid-Day Meals Scheme is advantageous in as much as it attempts to remove one defect that often exists and is bad for the progress of education. The defect is the lack of proper school-community relations. Often the school is an "Island" in the midst of the Community. And there are no bridges, connecting the two. William H. Kilpatrick once wrote:

"At present school and society are sharply and widely separated. Thought and action in the two realms are divorced in space, in time and in kind. The school is housed in a building set apart peculiar to its kind".⁶

Such a situation should not be allowed to continue. There should be close relationships established between the school and the Community. People of the locality should be regularly brought into the school to take a keen interest in school affairs. The school can never exist by and for itself alone. People should be made to put the public educational function not only prominently but as uppermost in the work of Society. They should see to it that all facilities are provided by which all children can learn well and conveniently at school. George S. Counts put it in clear words:

"Until school and Society are bound together by common purposes the programme of education will lack both meaning and Vitality".⁷

⁵ Horace Mann, *Annual Report on Education*, 1848 (p. 668)

⁶ W. H. Kilpatrick, *Education and the Social Crisis* (p. 55)

⁷ George S. Counts, *Dare the School build a new Social Order?* New York, John Day, (p. 16).

A common programme that is stressed in this article for school and Society is the provision of mid-day meals for poor children. Such a step makes people interested in the progress of schools and participate actively in educational matters. Public understanding and co-operation will be attained which are good for the future of education.

Through this scheme, better relationships are apt to be established among teachers, parents, pupils and the Headmaster. Nobody has to plough the lonely furrow. The difficulties faced by teachers and pupils are liable to be made home to the public. Such relationships must needs result in good, concrete things being executed for them. All are united in this small way for a common cause. People learn to help themselves without looking for external, Government help at all times. They learn that self-help is the best help. As all the local people are directly involved in the scheme, there are probably less chances for inefficiency and malpractice. As everyone has a say in the matter, there is apt to be effective supervision and discipline. There will be group satisfaction that something is being achieved together and with one accord.

VIII. Conclusion.

The Mid-Day Meals Scheme which is spreading in our State on healthy lines is undoubtedly unique in the whole of India. As the scheme blazes forth, the advantageous effects of it follow in the track. The hearts of people are touched by love. They respond towards this humanitarian cause. Hunger is obliterated in school children. Cheer, hope and strength are written in the countenances of young, tender school going children. What is taught is learnt and understood, interestedly. Education and empty stomachs are separated. The health of children will improve markedly. More enrolment is made possible. Better school-community relations are established. People come into the school often and again. Teacher-parent relations are established

on sound lines. People learn to do something by themselves for a Common cause.

These are the advantages of the scheme. Go ahead and do what you will to start Mid-Day Meal Centres in your locality. Our children will be benefited.

I conclude by quoting at length the sincere and heartfelt appeal made by our esteemed Director of Public Instruction who has spared no pains to start and carry on this unique movement in our State:

"It was given to me in recent months to have an unique and thrilling experience of public response to another item of educational provision. The large-scale prevalence of poverty in our country is a well-known fact. Nor need I remind you of the fact that this is to a large extent responsible for the non-enrolment of a considerable percentage of the school-age children. We are equally aware of the presence of a large number of hungry children at school. The hungry child has no organization of any kind and very few persons to effectively plead for him. Starvation of the pupils has been responsible for a good deal of ineffectiveness in our school activities and consequential stagnation and wastage in education. No hungry child can be effectively educated. Recently a suggestion has been made at a public meeting that our traditional charities may be diverted into the school and that the villagers themselves may look after the hungry children at school, by their own voluntary contribution to provide free school meals for them. I am glad to say that within a short time the response has been encouraging and wherever the officers found time to put across this idea, it has caught the imagination of the people and they have responded enthusiastically. If in other villages they have not come forward to do so, it is not so much because of the lack of willingness on the part of the public, as due to failure on our part to convey these suggestions to them. That failure in

turn is due to lack of sufficient time for doing educational propaganda, if I may use that hackneyed phrase, in a broad sense. It is not merely the contribution in kind and the burden take up in feeding the children that is thrilling. This participation inevitably arouses in them a lot of interest towards what is going on in the schools. The larger the interest the public develop in educational matters, the more certain is the future of good education. Without public understand-

ing and support it will not be possible to get adequate support, both material and moral, for our educational plans. Looked at from this point of view I feel this augurs well for the future of education"⁸

8. Sri N. D. Sundaravadivelu, M.A., L.T.,
Director of Public Instruction, Madras,
Proceedings of the Educational Conference for the Southern Region, Published by Sri Ramakrishna Mission Vidyalaya, 1956 (p. 131-132).

THE S. I. T. U. BUILDING FUND

The following contributions have been received and acknowledged with thanks :—

	Rs.	nP.
Previous total brought forward	3,238	26
The Teachers' Association, Board H. S., Tally, Salem Dt.	4	50
Teachers' Association, Sethupathi H. S., Madurai	3	35
Mr. & Mrs. H. S. Ramani, Madras-28 (Donation)	100	00
Masters, Hindu High School, Triplicane, Madras.	22	00
Teachers' Association, Municipal H. S., Salem	10	00
Teachers' Association, Madura College H. S., Madurai	9	00
Teachers' Association, Gandhi Kalvi Nilayam H. S., Kugalur, Coimbatore	5	00
Mr. R. Ganapathi, Building Contractor	5	00
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Teachers' Association, Goudie H. S., Trivellore	14	00
Teachers' Association, N. S. High School, Theni, Madurai	8	50
Teachers' Association, St. Columba's H. S., Chingleput	10	00
Teachers' Association, Town H. S., Kumbakonam, Tanjore	22	00
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Teachers' Association, Ramakrishna Vidyalaya H. S., Chidambaram, South Arcot	5	00
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Sri P. Manickam Pillai, Munl. H. S., Salem	10	00
Headmaster, Christian College H. S., Madras	20	00
Sri S. Venkataramanan, Sarvajana H. S., Peelamedu, Coimbatore	10	00
Teachers' Association, Rajalakshmi Mills H. S., Singanallur, Coimbatore	5	00
Tiruchirapalli District Teachers' Guild	50	00
Teachers' Association, S. S. A. High School, Rangiem, Tiruchy	10	00
Teachers' Association, Union H. S., Coimbatore	10	00
Teachers' Association, A. G. Jain H. S., Madras	10	00
Teachers' Association, Board H. S., Kattumannarkoil	10	00
Teachers' Association, Corley H. S., Tambaram	15	00
Teachers' Association, E.L.M.F. High School, Purasawakam, Madras	10	00
Teachers' Association, Goudie H. S., Trivellore, Chingleput	15	00
Total	3,673	61

SOME FACTS ABOUT BASIC EDUCATION

BY SHAMSUDDIN, B.A., B.T.
Dongargaon.

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Some one has said, "Great talents have some admirers, but few friends". When the talented soul in Gandhiji at Shegaon came forward with his novel scheme of Basic Education at the first sight it took the public by surprise. Gradually onwards some became his admirers, but only few could become friends. The first reception and welcome accorded to it was in the form of protests. Gandhiji was asked to explain and elaborate his scheme. "Wardha Educational Conference" and "Zakir Hussain Committee Report" followed and they threw more light on the ideology of basic education.

Gandhiji was quite aware of the glaring defects of the present system of education in the country. He knew that the child is given such academic and theoretical knowledge which his brain is not willing to receive. By education he meant an all-round drawing out of the best in the child and man—body, mind and spirit. Literacy is neither a beginning nor an end of education. It is only a means. He was also conscious of the fact that the problem of education in India is the problem of money.

SELF-SUPPORTING

In one of the articles in "Harijan" under the caption "The Education Puzzle", he wrote — "The cruelest irony of the new reforms lies in the fact that we are left with nothing but the liquor revenue to fall back upon in order to give education to our children". People were puzzled to think over the problem that our education is to continue on the liquor revenue. We should start drinking if we want to educate our children. To try to solve this puzzle, Gandhiji took

the risk of suggesting that education should be self-supporting. He gave a system which is at once inexpensive and also in consonance with the needs of our vast rural population.

The fundamental features of the Basic system of education are :—

The scheme is based on non-violence in the form of removal of exploitation and removal of cultural deterioration.

Free and compulsory education for seven years beginning from the age of seven.

Mother tongue to be the medium of instruction.

Process of education to centre round some form of manual and productive work in the shape of craft. All intellectual training to be given should as far as possible centre round the central handicraft chosen with due regard to the environments of the child. The aim is to bring out the moral, rational and physical capacities of the child through the industry taught.

The Central Advisory Board of Education appointed a Committee in the year 1938 under the chairmanship of Hon. B. G. Kher to scrutinise the new scheme of Basic Education. At its first meeting Zakir Hussain answered the criticisms put forth against the scheme. He said :

The Scheme can be self sufficient. The experiment is actually worked out in Wardha and it is seen that besides educating the child, the scheme can yield sufficient monetary return involved in working out the scheme.

"For removing the difficulty about teachers, we can open numerous training centres for the training of teachers."

As for the criticism that the scheme is made for villages, he said that India lives in villages. Our primary concern is rural area. Through them we can gradually approach the urban area. Towns can wait till we improve.

As for religious education Zakir Hussain said that India had no one State-religion. Hence there is great practical difficulty of introducing religious education. Moreover, Wardha scheme of Education has equal regard for all religions.

EQUAL REGARD FOR ALL

As for co-education Zakir Hussain said, it is not a compulsory feature of the scheme.

As for the theoretical nature of the scheme Zakir Hussain said that a scheme of education which has craft as its centre can never be theoretical. In the whole of the scheme there are two striking features that draw our attention:—

That the system of education is woven round a craft.

That the scheme is self-supporting.

Psychologically a child's brain can be active only through work and play. He has special tendency to do and undo, break and mend something or the other. He is too much fond of activity. The child's energy of activity, if not properly directed, will run wild to destructive channels, and will take the form of mischief. His creative energy should be trained and guided instead of being allowed to go waste. This active, energetic and mischievous material of the school of today, which is subject to constant rebuke and lash, will under this Basic system of Education enrich the society with their gifts. The child by acquiring the knowledge of the processes and the results, automatically acquires the habit of scientific thinking. In the basic system of Education whatever knowledge is acquired becomes a part of his personality. He develops into a practical

man of the world. Moreover, at the age of 14 or 15, a child has a remarkable capacity of grasping concrete things. His genius for understanding abstract ideas and generalisation is strictly limited. This is the greatest defect in our present education system. It leads to the crippling of his mind. In fact objects and not words, sense perception and not memory should be the basis of education and this is provided by the new Basic system of education.

Similarly, if every boy or girl worked not as a machine but as an intellectual unit taking interest in the work under expert guidance, the corporate labour should be, say, worth one anna per hour. Thus for 26 working days of 4 hours per day, each child will have earned Rs. 6-8-0 per month. Our energy and material would be wasted if a child could not produce this much marketable labour. Gandhiji said, "our rural education is to be made self-supporting if it is to be made compulsory. Uptil now our children's minds are stuffed with all kinds of information without being stimulated or developed. Let us now educate the child through manual work — not as a side activity but as the prime means of intellectual training".

In our education, craft is to be adopted not only as a means of education but also as an end in itself. The child should choose such craft as he may be able to adopt in future. Thus by Basic Education the child learns to produce something making the education self supporting. To support the school would be the test of the value of that education.

To conclude this education helps in an all-round drawing out of the best in the child and man. It not only makes a child a good and efficient citizen but supplies the best type of citizens fitted to society. It makes the students not intellectual giants but humble men of the world leading a pure and serene life.

THE S. I. T. U. GOLDEN JUBILEE BUILDING

OPENING FUNCTION

The Golden Jubilee Building of the South India Teachers' Union was declared open on the 20th July 1957 by Sri C. Subramaniam, Minister for Education and Finance, Government of Madras. As many as 300 members of the Union from the city and the districts were present in response to invitations which were widely circulated to all the affiliated and other teachers' associations in the schools of the State.

The proceedings of the function commenced with a prayer by Sri Tiruvalliyengar of the Hindu High School, Triplicane.

Sri T. P. Srinivasavaradan, President of the S.I.T.U., welcomed the members and the distinguished guests. (Welcome address published separately).

Dr. P. V. Cherian, Chairman, the Madras Legislative Council, presided over the function. After his introductory speech, Sri C. Ranganatha Aiyengar, Convener of the Building Committee, read his report. (The full re-

port with a statement of receipts and expenses is published separately.) Before presenting the report he observed that the opening of the Building marked the inauguration of the Golden Jubilee year of the S.I.T.U. i.e., 1957-58.

Sri C. Subramaniam then declared open the Building by cutting the tape. In his speech he suggested that it should become the responsibility of the teaching profession to see that the schools were managed properly and said that the question of associating teachers in the management of schools was engaging his attention. He hoped that it would be possible for him to do something in this regard before he laid down his office as Education Minister.

He further said that unless the status of teachers was raised they could not have a proper system of education, and assured them that it would be the Government's endeavour to do their best in the matter.

Mr. Subramaniam said that whenever the office-bearers of the Union



THE S. I. T. U. GOLDEN JUBILEE BUILDING
Opened by Sri C. Subramaniam, Minister for Education,
Government of Madras, on 20th July 1957.

approached him with requests, it had always given him great satisfaction to meet their wishes, and whenever it had not been possible, it was with great reluctance, not as Education Minister but as the Minister for Finance, that he had told them that they had to wait. He had never brushed aside their requests, as they had always been reasonable. He was sure that as teachers they would realise the difficulties not only of themselves, but also the Government. In spite of the financial difficulties, he said, the Government were trying to raise the status of teachers apart from raising their emoluments.

The problems of education has been manifold, said Mr. Subramaniam, and in solving them, Government had always received great assistance from the Union. The Minister referred to the White Paper on education recently issued by the Government and said that while discussing the problems arising out of the reorganisation of education, the representatives of the Union gave "very useful assistance" to the Legislature Committee and it greatly helped them to take "correct and wise" decisions. Stating that the Government were now considering the various proposals made by the Legislature Committee, the Minister said, "ere long I am hoping it will be possible for us to reorganise education in such a way that the roots become stronger and the tree also will be properly nourished and become healthier and serve a useful purpose." He hoped that teachers would play an important role in evolving a more useful system of education in India.

CENTRE TO BE CONSULTED

Stating that the question of teachers and the management of schools, particularly secondary schools, was engaging the attention of the Government. Mr. Subramaniam said: "I have been thinking that even in the management of schools run by the Government or local bodies, it would be necessary to associate the teaching profession. I hope it would be possible for

me before I lay down this office to associate the teaching profession in the management of the various schools. Because, I have no doubt that they will be able to give a proper direction in the proper management of these educational institutions." However, the Minister assured them that before taking a final decision on the scheme, he would consult the Union Government. He had no doubt that if there were any defects in any scheme put forward by the Government, they would be pointed out, and remarked that the Government would not be slow to take advantage of their advice.

In conclusion, Mr. Subramaniam felt that any progress in the field of education should be reflected in the teachers, in their status and in their way of living and thinking, and said that it was the endeavour of the Government to see that the status of the teachers was raised, their quality became better and consequently the teaching also attained a very high standard. Pointing out that the teachers were the real builders of the nation, as it was under them the younger generations were now 'undergoing training,' the Minister said that while teachers realised that responsibility, it was necessary for the community also to realise this fact and see that the "reasonable" requirements of the teaching profession were squarely met, to come to its help and give donations generously to provide certain essential amenities in the building and to discharge the loans.

Mr. V. Arunajatai, Secretary of the Union, read the messages received wishing the function success from the following: Sri K. M. Sundaram, Tanjore; Sri A. Natarajan, Taramangalam; The British Information Services, Madras; Sri K. N. Pasupathi, Kurnool; and Sri S. Natarajan, New Delhi (published separately); and from the Teachers' Associations of the following high schools: G. S. Hindu High School, Srivilliputtur; N.S.V.V. High School, Pattiveeranpatti; National College High School, Tiruchira-

palli; Ramaseshwar High School, Pattamadai; Hindu High School, Alwartinagar.

Dr. Cherian, who presided, congratulated the Union on its useful work during the last 50 years and wished it all success in the future. He felt that nowhere in the world teachers were properly paid; but only in a few places they complained of their poor pay. In countries, where people were keenly interested in developing the intellect of their children, the teaching profession came to them as a calling to do some service. But in certain other countries, particularly in India, lot of people took to teaching, when they could not get anything else. This was very bad, he said and added that still it was found that many of them turned out to be very good teachers. In a poor country like India, he said, they should have very good teachers and it had been agreed that teachers had also got to live and look after their families. He felt that they in this State were fortunate to have a Minister who was in charge of both Education and Finance and expressed his satisfaction that he was taking a keen interest in the condition of teachers.

Mr. V. Antoniswamy, Vice-President of the Union, proposed a vote of thanks. In his speech he paid a glowing tribute to the selfless spirit of the workers of the Union and in particular referred to the devoted work of Sri C. Ranganatha Aiyengar, but for whose efforts, he said, the building would not have come up so soon. The proceedings closed with the singing of the National Anthem.

Message from Sri S. Natarajan, Joint Secretary, All India Council for Secondary Education, New Delhi.

I am glad the building is coming up and that Sri C. Subramaniam, Minister for Education, has kindly agreed to open the building on Saturday the 20th and that Dr. Cherian has agreed

to preside over the function.... You have my heartfelt good wishes and my earnest prayer that this new nucleus of a small building would grow into a magnificent structure in keeping with great organisation. It is my earnest appeal to all teachers to contribute their mite towards the expansion of this building and towards the development of the various activities which the South India Teachers' Union has been planning for long to promote in the interest of sound education. I am more and more convinced that development in education will come only out of the critical thinking of teachers based on their own class-room experience and their appraisal of the students. This can be canalised only through an effective organisation and it is my earnest hope that the South India Teachers' Union through its Publication Division, and the Magazines, through the Council of Educational Research, through the S.I.T.U. Publications Ltd., through its programme of education week, conferences, study groups

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and seminars and last but not least through a very strong and well-equipped library service can render. May the opening of this building help in the fulfilment of these objectives.

It is a matter of gratification that the Hon'ble Sri C. Subramaniam, our Minister of Education and Finance, has

agreed to open the building. He may be in a position to see how actuated by our motto "Raise ourselves by our own efforts", Teachers in our States have been co-operating in a valiant manner towards building up better education in the State. I do hope that he will give every encouragement to the Union in its varied activities.

WELCOME ADDRESS

BY

SRI T. P. SRINIVASAVARADAN,

President, S.I.T.U.

On an occasion like this it will not be out of place if the history of the Union is briefly narrated. The history of the South India Teachers' Union is really the history of the Teaching Profession in our State. It reflects the tendencies, the aspirations and the sacrifices of the Teaching Profession. How the Union came to be formed is an interesting story.

On 2nd November 1895 Rev. E. T. Davis, Principal, Dovoton College, wrote in the press the need for forming a Teachers' Association. The late Rt. Hon'ble V. S. Srinivasa Sastri who was then a teacher in the City of Madras heartily approved of the idea. About 150 teachers ranging from the principals and professors of the first grade colleges to primary school teachers attended a meeting at the Senate House and considered the question of starting a Guild. Among those who attended that meeting were persons well known in the history of Education in South India—Mr. J. H. Stone, Mr. H. S. Duncan, Mr. A. A. Hall, Mr. Sathianathan, Mr. Hanumantha Rao, Rev. F. W. Kellet, Miss Arnold and Miss Keily. There was opposition from an influential section on the formation of this Teachers' Guild. But the majority decided otherwise. In the succeeding years the late S. Vasudevachariar, P. Lakshminarasu Naidu, V. S. Srinivasa Sastri, Rev. James Cooling, C. Manicka Chetty, and K. B. Ramanatha Iyer, played no insignifi-

cant part. This Teachers' Guild founded in Madras functioned from its inception as a Provincial Organisation though the bulk of the members happen to be in Madras. It consisted only of individual members coming from different parts of Madras Presidency. It was gradually felt that instead of individual members the central organisation be a federation of teachers' associations. So in 1908, steps were vigorously taken to start teachers' associations in various parts of the presidency. In 1908 the South India Teachers' Union came to function as a provincial organisation, though the foundation was laid in previous year. The first Secretary of the Union was the late W. M. Theobald. He was alive when the Union celebrated the Silver Jubilee in Trichy twenty-five years ago and he delivered the Jubilee address. The first president of the Union was Mr. J. H. Stone (Dr. and later Sir). Some of the succeeding presidents were Rao Bahadur M. Rangachariar, K. B. Ramanatha Aiyer, P. Lakshminarasu, Rev. A. F. Gardiner, J. B. Cotelingam, P. T. Srinivasa Iyengar, Prof. K. Ramanujachariar, P. A. Subramania Iyer, S. K. Yegnanarayana Iyer, Mr. M. S. Sabhesan and Sri S. Natarajan.

The Union is the Madras State Organisation, to which are affiliated the district teachers' Guilds which are recognised by the Union as district constituents. Each district Teachers' Guild

has got affiliated to itself a number of local teachers' associations scattered throughout the district. Thus a district Teachers' Guild serves as the connecting link between the Union on the one hand and the local teachers' association on the other. The Executive of the South India Teachers' Union consists of representatives from the District Teachers' Guilds and this has enabled the Union to represent the opinion of the teaching profession throughout the State.

Till Andhra State was formed the Union had 26 District Teachers' Guilds affiliated to it. Now with the merger of Malabar with Kerala State and South Kanara with Mysore, just like the present Madras State, the South India Teachers' Union has shrunk in size. Of late teachers in Andhra, Malabar and South Kanara have urged the Union to start an Education Association for the Southern States, to meet at least once in two years if not every year, so that the cultural ties which have existed so long may be continued to the advantage of this part of India. Steps have already been taken towards the achievement of this aim.

Just like any other organisation, the Union also has had its critical times. It was no doubt ushered in with all pomp and show and publicity. For some years it was dominated by officers of the Department of Education occupying very high places. But they had to leave the Union when its annual Educational Conferences were tagged on to the Provincial, Political, and Social Reform Conferences. This resulted in the Educational Conferences occupying a place of minor importance. By 1918 a new set of workers came into the field of the S.I.T. Union who did not like this subordinate position occupied by the Provincial Educational Conference. In 1919 at Trichinopoly the first Educational Conference, independent of the Provincial Political Conference, was held. From that year onwards the Provincial Educational Conference has been run absolutely

independent of all non-educational activities.

To focus the opinion of the public on educational matters and to improve the status, pay and prospects of teachers were some of the aims with which the pioneers started the Union. Many were the educational questions and reforms which the Union considered from time to time. As early as 1897, the question of the use of the mother tongue in teaching in the schools up to the lower secondary standard was considered at a conference of teachers and a resolution in favour of using the mother tongue was thrown out by a small majority of votes. At a subsequent conference, the question was again referred to by His Excellency Sir Arthur Havelock in his opening address and His Excellency suggested the use of the mother-tongue in the lower forms. Eventually the question was satisfactorily solved. In the high school stage, English remained the medium of instruction for many years. When option to use the mother tongue was given, very few schools availed of it. Teachers at the annual conferences resolved that the mother-tongue should be the medium in the secondary school stage. The Department saw the reasonableness of the demand and gave effect to it. Today mother-tongue is the medium in all the high schools.

Whenever there was any proposal for the reorganisation of Education, the Union earnestly took it up, formulated its views in consultation with its affiliated District Teachers' Guilds and sent them to the Government. Certainly the past three years witnessed a stir and it is difficult to imagine any other period in which so much was written and spoken concerning education and the pattern of secondary and university education.

The Union has always maintained professional dignity and solidarity. Teachers' salaries have never been high, not even adequate enough to make both ends meet. Fifty years back

they were still lower than the existing ones and reports show that men with a sense of vocation entered the profession out of love for it. They had a high sense of duty and tried to maintain the dignity of the profession. The teaching profession has realised that if it is to command respect and esteem at the hands of the public, it must endeavour to maintain a high level of efficiency and its conduct should be above reproach. The motto of the Union is "Raise Yourself by your own efforts"

(உத்தரேதாத்மஞ்ஞமாநம்)

उद्धरेदात्मनात्मानं ।

Besides the annual educational conferences where problems educational and professional are discussed, it had regularly conducted refresher courses in various subjects for the benefit of teachers. The Union was the first in South India to hold a Seminar on Social Studies in 1950. Last December it held a Seminar on Science. It proposes to hold three more Seminars in the course of this year. For the past 26 years it has been celebrating Education Week when an important topic — Educational — is chosen as the central theme and this has been affording both to the public and to the teaching profession another opportunity to come closer and discuss modern educational trends and improve the schools.

When the Union began to hold its annual educational conferences and when its activities increased, it felt the need to start one or two magazines. In 1928 the first issue of the "South Indian Teacher" appeared. Again in 1936 the Union started the publication of "Balar Kalvi", a Tamil monthly for the benefit of the primary school teachers. These two are the official organs of the Union.

The Union started, as one of its activities for the benefit of teachers, the S.I.T.U. Protection Fund, a mutual Life Insurance Company. It was taken over by the Government when they nationalised the Life Insurance Companies. The other activities of the Union

are the S.I.T.U. Benevolent Fund, the S.I.T.U. Publications, Limited, the S.I.T.U. Council of Educational Research and the Library.

Since the inception of the Union it has had its office for a long time with the Madras Teachers' Guild. When the S.I.T.U. Protection Fund moved to its own building in Triplicane High Road, the Union also moved as a tenant. Again when the S.I.T.U. Protection Fund Ltd. came to this place, the Union also followed. The idea that the Central Government would take over its Fund and its assets never struck us. The S.I.T.U. thought that it could have its office and carry on its activities, increasing them as and when necessity arose, in the premises of the S.I.T.U. Protection Fund, Ltd. As a result of the representation made to the Central Government pointing out the important role played by the Union in the founding and the growth of the S.I.T.U. Protection Fund Ltd. and the sacrifices it made the Central Government have agreed to give the S.I.T.U. Protection Fund building on a lease for ten years. The present building of the Union cannot house all the departments of the Union and does not give any scope to expand its activities. A full account giving how the present building has come to be constructed will be given by Sri C. Ranganatha Ayengar, Convener of the Building Committee. But for his single-minded devotion this Golden Jubilee Building could not have come into existence. The Union is deeply indebted to him.

The existing constitution of the Union is based on the principle of federation. Any member of the local teachers' association affiliated to the Guild or to the Union is treated as a member of the Union without his or her being called upon to pay any extra fee and he or she is entitled to all the rights and privileges as a member. The Union seeks to bring the humblest teacher in the remotest corner into touch with the latest developments in Education going on in and outside

India. Through its affiliation to the All India Federation of Educational Associations a teacher in South India enjoys the unique privilege of being able to meet his comrades elsewhere and to keep abreast of the times. The constitution of the Union is flexible enough to take on hand new lines of activity.

The teachers not only in this State but in other States of India have come to recognise the useful part which the Union has been playing all these years in the field of Education. Let us pay our homage in a spirit of humility to all those, known and unknown, who have steadily built up this great organisation to its position when it is recognised by Government as the accredited organ of the teaching profession. Let us remember on this occasion with gratitude the significant contributions made by the late S. K. Yegnanarayana

Iyer, the late M. S. Sabhesan and Sri S. Natarajan whom I succeeded as President of the Union and who is now in Delhi, and whose absence from today's function, I feel very much.

During these fifty years the teaching profession has grown steadily. Whether it has achieved its objects it is not for the teachers to say. The Union has been inculcating in them the spirit that it is their duty and privilege to do their best for Education. For the way in which the teachers in this State have conducted themselves, the Union feels proud that the ideals it placed before the teachers have been followed both in spirit and letter.

I request Dr. P. V. Cherian to preside and conduct the proceedings of the function and Sri C. Subramaniam to open the New Golden Jubilee Building.

THE GOLDEN JUBILEE BUILDING AT RAJA ANNAMALAIPURAM, MADRAS-28

REPORT OF THE CONVENER

The South India Teachers' Union which was started as a provincial organisation of teachers in 1907 is to celebrate its Golden Jubilee soon. It started a number of activities, notably the S.I.T.U. Protection Fund, a mutual life insurance fund for teachers. All these years it had no permanent habitation of its own. It had its office along with the Madras Teachers' Guild in a rented building. When the S.I.T.U. Protection Fund purchased a building in the Triplicane High Road, it shifted its office as a tenant there. Again when the S.I.T.U. Protection Fund moved to its newly built big office building at Raja Annamalaipuram, the Union also followed it.

So the South India Teachers' Union had been accommodated in the office building of the S.I.T.U. Protection Fund for over twenty years. Consequent on the nationalisation of Life Insurance Companies, the S.I.T.U. Protection Fund also has been taken over by the Life Insurance Corporation

of India from 20th January 1956. The then Custodian of the S.I.T.U. Protection Fund gave notice to the Union to vacate the portion occupied by it. This created a problem and the Union had to face the difficult situation of finding elsewhere a place for its office big enough to accommodate not only the office of the Union, but also its several departments, viz., the Journals, Publications, Council of Educational Research and the Library. Before the reorganisation of the States, 26 District Guilds were affiliated to it. Consequent on the reorganisation of States, the income of the Union by way of affiliation fee had decreased and its resources were not adequate to pay rent for a suitable office elsewhere. It therefore became necessary for the Union to put up a small building of its own on the plot of land purchased by it adjacent to the S.I.T.U. Protection Fund premises, at least to accommodate the office of the Union, though not its several departments.

In May 1956, at the time of the State Educational Conference held at Chingleput, it was resolved to appeal to the members of the Union for a contribution of Rs. 40,000 to construct a building befitting the status and size of the Union and also to commemorate its Golden Jubilee to be celebrated in 1958. In the course of the fourteen months, in response to repeated appeals, contributions from teachers, teachers' associations and other sympathisers individually have amounted only to Rs. 3,200. At this slow rate it was felt that the original idea of constructing a building sufficient to accommodate all its branch activities, could not be realised soon, and hence, it was resolved at the meeting of the Executive Board of the Union held on the 16th March 1957, to put up a modest building at a cost of Rs. 12,000. Still a sum of Rs. 9,000 had to be found immediately. This was borrowed from certain funds held by the Union and the construction of the building was completed within four months from the date of its commencement. It may be pointed out here that the Foundation stone was laid by Sri S. Balakrishna Joshi on 10th Feb. 1957.

We are very grateful to all those that have helped the Union financially so far.

We are also thankful to Mr. R. Ganapathy, the Contractor, for quoting the lowest estimate and for accepting payments for his bills in small instalments. The plan of the building was designed by Mr. K. S. Madhaya Raju, a Licensed Architect, who also frequently supervised the construction in an honorary capacity.

In the meanwhile, the Union made representations both to the Life Insurance Corporation of India and to the

Government of India, Ministry of Finance, requesting them either to make over the building absolutely to the Union or to give it on long lease, in consideration of the part played by the Union in the founding and development of the S.I.T.U. Protection Fund and also since the newly constructed office building would not be large enough to accommodate all the departments of the Union.

We are glad to announce that the Life Insurance Corporation of India has sympathetically considered our representation and has resolved to lease out the entire premises of the Protection Fund office for a period of ten years at the present nominal rent of Rs. 200 per annum. We offer our thanks to the Life Insurance Corporation and to the Ministry of Finance, Government of India.

It is hoped that the Life Insurance Corporation of India will also assign to us the piece of open land of about 7/8th of a ground in extent lying just in front of the new building of the Union for which application has already been made.

There are still certain indispensable amenities, such as, lighting, water supply, drainage, etc besides telephone connection, to be provided. All these will cost a further sum of Rs. 5,000.

It is the earnest appeal of the Union to all its members and others in sympathy with its cause, to come to its help and give donations generously and promptly to provide the amenities indicated above and to discharge the loans.

C. RANGANATHA AYENGAR,
Convener.
Building Committee.

THE SOUTH INDIA TEACHERS' UNION BUILDING FUND

Statement of Receipts and Charges as on the 16th July 1957.

RECEIPTS	Rs.	nP.	CHARGES	Rs.	nP.
1. Contributions from Teachers, Teachers' Associations and Sympathisers ..	3,352	56	1. To Contractor, Mr. R. Ganapathy, so far ..	11,000	00
2. Borrowings :			2. Incidental charges for plan, licence, etc. ..	141	89
i. Silver Jubilee Fund ..	400	00	3. Madras Electricity Department ..	378	00
ii. South Indian Teacher ..	500	00	4. Net deficit ..	1,675	36
iii. S.I.T.U. Profession Trust Fund ..	3,187	50			
iv. S.I.T.U. Benevolent Fund ..	3,500	00			
v. Suspense from Union ..	579	83			
vi. Bills payable ..	1,675	36			
Total	13,195	25	Total	13,195	25

C. R. AIYENGAR,
Convener, Building Committee.

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OUR LETTER BOX

Sir,—In an age which speaks of education as a means of satisfying the needs of a growing child, the article by Shri P. K. Padmanabhan on 'Indiscipline in Schools' in your issue of February 1957 which I could read recently, is sorely disappointing. I shall attempt at considering some of the points in the article mentioned above.

The writer demands for laws punishing participation of students in politics. A question to be asked could be, why do students 'dabble in politics'?

Normally, such 'dabbling' is by post-school students. If school pupils participate in political affairs then they are either capable or it is abnormal behaviour. The most likely reason for such abnormal behaviour (if it is) is that the school does not provide opportunities for the students to satisfy their needs for adventure and sense of security. If so, laws would not remedy the evil, but only show us a number of problem children — a result of unsatisfactory curriculum and incompetent educators. The third point made by the writer is on corporal punishment. The thought of corporal punishment is itself outmoded. It is pernicious because it tends to hinder the physical and emotional growth of a child. The most astounding argument of Shri Padmanabhan is that he advocates it to 'instill the fear of God into the minds of the recalcitrant pupils'. He has not inquired why the pupils are recalcitrant, and it beats me how he ventures to turn God into a fearsome being. If one is afraid of someone or thing, one tends to avoid or run away from it. If God is to be feared, then religion and love are curses. Is a fear provoking God any worthy or suitable ideal to be pursued?

The point on a uniform system of education I feel is a tragedy. Shri Padmanabhan could probably be a fine

benevolent dictator. However, India needs democrats. The experiments of Lippitt and White suggest that democratic is better than autocratic or *laissez-faire* atmosphere. Uniformity is a sign of autocracy. A system of education marked by inflexibility sounds uneducative. A uniform system doesn't seem to suit the differences of students, teachers and local circumstances.

Another point made by the writer suggests that he has undertaken or possibilitated outings and excursions which have had no educational value. Certainly such are deplorable, but are there any without some educative influences?

Further, the writer refers to 'routine work of schools'. Since schools have become so routine that they have rutted, the outdoor activities, excursions included, should be welcome as a means of breaking the routine. Any system of education which has become static, tends to be dangerous, and hence it is pitiable. So excursions and outings are a blessing in disguise. These are educative means. Those who organise them should be checked up if they do not bring good results. That education, a process evolved out of the interaction of Nature and Man, and Man and Man, should be confined to the miserable instruction given within the four walls of a class-room by second-hand people to growing children, is an atavistic ideal of education.

We need think afresh, with freshness of thought becoming the modern age of education, for a healthy and progressive education for India.

B. da CRUZ,
Student at the 'Institute of Education',
London.
31, Gower Street,
London W. C. 1.

OUR BOOKSHELF

A Grammar School English Course : Book 3. by Pendlebury. (Thomas Nelson & Sons, Edinburgh. Price 7 sh.)

This volume in the Grammar School English Course series (the first two were reviewed in one of our earlier issues), concentrates on the study of complex sentences and examples for analyses are given in nearly every chapter. In addition, some of the more difficult aspects of the simple sentence are examined (e.g. objective complements). The paper used for printing, binding and get up are all excellent.

1. *Mary : Sick children's nurse* ;
2. *George Farm worker* : by John Anderson. (Oxford University Press. Price Re. 1.40 each)

These two books are numbers 10 and 11 of the Adventures in work series written in simple style and amply illustrated. Best read by III Form pupils who will find themselves richer by learning new words relating to the two professions. Love of work and enthusiasm to overcome difficulties will be lessons to the young reader.

List of publications received and acknowledged with thanks :

1. Central Educational Library (CEL) Literature notes. (Vol. I, No. 1 —June 1957.)

2. C. E. Studies in Education — Education and Psychology — Publication No. 19. Selection for secondary education in England.

C.R.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 11 a.m. on Saturday the 20th July 1957 in the office of the Union at Raja Annamalaipuram. Sri T. P. Srinivasavaradan, President of the Union, presided.

The following members were present :—

Messrs. M. Rajah Iyer (Ramnad), S. Ramiah (Tanjore), A. T. Doraiswamy Iyengar (Chingleput), A. V. Ranga Rao (Tiruchirapalli), E. Shanmugam (Salem), E. Venkatesalu (Coimbatore), C. Ranganatha Aiyengar (Journal Secretary), D. Sebastian (Ramnad), A. S. B. Philip (Tirunelveli), J. Soundararajan (Joint Secretary), V. Antoniswamy (Vice-President), A. Ramayya (Madurai), Smt. Saraswathi Srinivasan (Vice-Presi-

dent), M. N. Mahadevan (Tiruchirapalli), S. D. Krishnamurthi Rao (Treasurer), T. S. Rajagopalan (Madras), D. Narasimhachari (North Arcot), S. Subba Rao (Salem), H. Visweswaran (Tirunelveli) and V. Arunajatai (Secretary).

Letters expressing inability to attend the meeting were received from Messrs. K. M. Sundaram (Tanjore) and P. R. Swaminathan (South Arcot).

The minutes of the last meeting were read by the Secretary and approved.

The President made the following statement on the points arising out of the minutes of the last meeting :

1. The lease deed for the handing over of the S.I.T.U. Protection Fund Building to the Union had not yet been finalised.

2. Many aided institutions find it difficult to pay the enhanced dearness allowance of Rs. 7 without increasing the school fees, but this course is not without difficulties. Managements should find it possible to pay dearness allowance at the full enhanced rates to teachers by drawing on the advance grant, if need be, and if the position is not clarified soon, necessary representation may be made.

3. Committees should be formed by District Teachers' Guilds for the purpose of discussing the draft syllabuses as soon as they are published and opinions communicated to the Union. If necessary a special meeting could be convened for presenting the considered opinion of the Union on the draft syllabuses.

Election of Members to the Working Committee: Messrs. D. Sebastian of Ramnad, S. Subba Rao of Salem, S. Ramayya of Tanjore, A. Ramayya of Madurai and E. Venkatesalu of Coimbatore were duly elected to the Working Committee. Mr. A. S. B. Philip of Tirunelveli was nominated by the President to the Working Committee. One more nomination was left open.

Election of Auditors: Messrs. V. Soundararajan & Co., were elected Auditors for the year 1957-58.

Election of Internal Auditors: Messrs. A. T. Doraiswamy Iyengar of Tiruvellore and T. S. Rajagopala Iyengar of Madras were elected Internal Auditors for the year 1957-58.

Nomination of Members to the S.I.T.U. Council of Educational Research: The Executive Board nominated Messrs. S. Natarajan, C. M. Fazalur Rahman and V. Arunajatai to the Council of Educational Research. Sri T. P. Srinivasavaradan was nominated to represent the Union as Donor Member.

Amalgamation of the two journals: The Executive Board discussed the

ways and means position of the two journals and expressed the opinion that, not only in view of the financial stringency but also in view of the trend of the times, the two journals should be amalgamated and brought out with 24 pages of English and 8 pages of Tamil matter. The decision was left to the President in consultation with Sri S. Natarajan, the Editor.

The 32nd All India Educational Conference: Arrangements for holding the All India Educational Conference in Madras State were then discussed. The following rates of subscription for the membership to the Reception Committee were decided upon:

Patrons Rs. 100; Donors Rs. 25; Institution Members Rs. 10; Association Members Rs. 10; and Individual Members Rs. 2. The President of the Union was elected Working Chairman and the Secretary of the Union, the Convener of the Reception Committee. The Secretary was authorised to write to the members of the Executive Board and the Presidents and the Secretaries of the District Teachers' Guilds for enrolment of members. It was decided that the first General Body meeting of the Reception Committee should be held on the 7th September 1957 to elect the Chairman and the Secretary of the Reception Committee and to decide the venue of the Conference.

Statement by the Convener, Building Committee: Sri C. Ranganatha Aiyengar, Convener of the S.I.T.U. Golden Jubilee Building Committee presented a statement of receipts and charges as on the 16th July 1957 which revealed a net deficit of about Rs. 1,675, apart from borrowings. The Convener appealed for further contributions.

Seminars: The President then referred to the opportunity given to Teachers' Organisations at State level to hold Seminars with financial assistance from the All India Council for Secondary Education. It was resolved

that Seminars at two or three district centres should be organised in the course of the year, under the auspices of the South India Teachers' Union.

Education Week: The Executive Board decided to hold the 27th South Indian Education Week from 21st to 26th October 1957. The Board also decided to explore the possibility of organising the Kanyakumari District Teachers' Guild and getting it affiliated to the Union.

The disparity in local board and government scales of pay of craft instructors and the difficulty experienced for purposes of grant was voiced by several members. It was also brought to the notice of the Board that the special pay in the case of elemen-

tary school teachers should be taken into account for leave salary. The Board resolved to make suitable representation on these points.

Messrs. T. P. Srinivasavaradan, M. Raja Iyer, J. Soundararajan, and S. Ramayya offered felicitations to Srimatee Saraswathi Srinivasan and Sri K. Hanumantha Rao who would be leaving for the United States on study tour for eight months under the Fulbright Scholarship scheme.

The Secretary proposed a hearty vote of thanks to the two chief guests and to the Members of the Executive Board for making the meeting a success.

V. ARUNAJATAI,
1st August 1957. Secretary.

THE SOUTH INDIA TEACHERS' UNION

WORKING COMMITTEE

Immediately after the meeting of the Executive Board, the newly constituted Working Committee of the South India Teachers' Union met at 2-30 p.m. on Saturday the 20th July 1957, and transacted the following business:

1. It elected Sri C. Ranganatha Aiyengar as Journal Secretary and Sri V. B. Murthy and Sri T. S. Rajagopala Iyengar as Additional Journal Secretaries.

2. The budget for the year 1957-58 presented by the Secretary was passed.

3. The Working Committee resolved that the accounts of the Union

should be operated upon jointly by the Secretary, Sri V. Arunajatai and the Treasurer, Sri S. D. Krishnamurthi Rao and the accounts of the journals should be operated upon jointly by the Journal Secretary, Sri C. Ranganatha Aiyengar and the Treasurer, Sri S. D. Krishnamurthi Rao, and that the necessary resolutions communicated to the banks.

With a vote of thanks by the Secretary, the meeting terminated.

V. ARUNAJATAI,
1st August 1957. Secretary.

THE SOUTH INDIA TEACHERS' UNION

Representations made to Government by the President of the
S. I. T. U. on 1st September 1957 :—

I.

Sub : *Non-payment of enhanced
dearness allowance.*

Sir,

It has been brought to my notice that the secondary grade teachers employed in the schools under the Madura District Board have not been so far paid the additional dearness allowance of Rs. 7/- from 1st March 1957. May I request the Government to issue necessary orders to the District Board to pay the additional dearness allowance of Rs. 7/- from 1st March 1957.

II.

Sub : *Travelling Allowance to teachers on election duty.*

Sir,

It has been brought to my notice that the teachers in the service of local bodies who were deputed to election duty during March 1957 were allowed only the actual bus fare and daily allowance, whereas the N.G.O.'s and other last grade servants were given the mileage and daily allowance which were higher. There is no justification for this discrimination. Further, what has been paid to such teachers under local bodies does not at all cover the actual expenses. It is requested that the Government will remove immediately this discrimination and treat the teachers on a par with N.G.O.'s; otherwise the Government's action in compulsorily deputing them to election duty would be looked upon by teachers as using the powers most unjustly against them.

III.

Sub : *Pension Rules — break in service.*

Sir,

The second part of Rule 10 (b) of the Pension Rules states that if the breaks are occasioned by reason of

resignation, the past service shall not be taken into account without the specific orders of the Government.

The South India Teachers' Union already made representation on the above point. In the case of teachers in aided schools, if they go from one school to another, they have to resign in the former, as the managements are different. Hence, as already requested, such breaks should be condoned. If not, most of the teachers otherwise eligible for pension, would not get anything.

It has been brought to the notice of the South India Teachers' Union by teachers concerned, that acting under Rule 10 (b), many of the District Educational Officers reject the claims of many retired teachers for pension on the ground of breaks in their service, without referring to the government for specific orders.

It is now requested that early orders may be passed that breaks not exceeding six months occasioned by reason of resignation due to joining some other school may be condoned by the District Educational Officer himself, thereby the teachers concerned not forfeiting their previous service.

IV.

Sub : *Pension Rules — Rules relating to gratuity.*

Sir,

In the Memorandum No. 138166-E. VI/56-2, Education, dated 17th January 1957, it is stated that the rules relating to the grant of gratuities by local bodies to their officers and servants will cease to apply with effect from 1st July 1955 to teachers in the service of local bodies. Where gratuity has been paid after 1st April 1955, the concerned teachers have been directed to pay before they apply for pension.

The directions given in the above memorandum definitely apply to teachers in the service of local bodies. Local Bodies have rules relating to the grant of gratuities and there is some justification for the above memorandum. It has been brought to our notice that the direction given to Local Bodies to recover gratuities is sought to be applied in the case of teachers in aided institutions. Firstly there are no common rules laid down either by the government or by the managements themselves for the payment of gratuities to teachers. Only a few aided schools out of thousands of elementary and secondary schools pay gratuities. Secondly the rates at which gratuities are paid vary from school to school; at any rate, not at the rates at which local bodies or the government pay to their employees. So far as I know, in the few aided institutions which pay gratuity, it varies from two

months' salary to six months' salary for a period of thirty years of service in the same school. It may be mentioned that in most private institutions ten years back the salary scales and other conditions of service did not compare favourably with those in the service of local bodies and the government. Very low salaries were paid to teachers in aided schools and the few managements (not more than 20 on the whole) that were paying gratuity definitely committed themselves to the teachers in their service.

It is now requested that the Government may issue orders immediately that Memorandum No. 138166-E. VI/56-2, Education, dated 17th January 1957 does not apply to teachers in aided schools and if any teacher received any gratuity after 1st April 1955, he need not repay, and if he satisfies the other conditions, pension may be granted to him as per rules issued.

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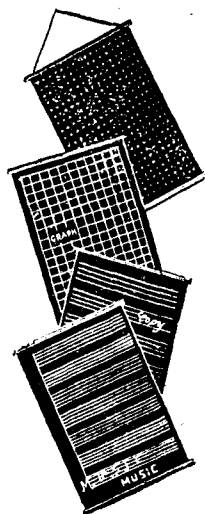
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EDITORIAL

W. C. O. T. P.

The members of the teaching profession in our State will feel proud to know that Sri S. Natarajan has been elected Vice-President of the World Confederation of Organisations of the Teaching Profession, at the recent conference held at Frankfurt, West Germany. It is no wonder that his abilities have been recognised by teachers of other parts of the world and as a fitting recognition of his services to education and to the profession, he has been made Vice-President. This is the first time that an Asian and especially an Indian has been elected to that office. We offer our sincere congratulations to Sri S. Natarajan.

DRAFT SYLLABUS

We are thankful to the Department of Education for sending copies of draft syllabuses to the Secretaries of the various District Teachers' Guilds for their opinions. The Union has already sent circulars to all District Teachers' Guilds requesting them to convene meetings and forward their considered opinions on the draft syllabuses to the South India Teachers' Union which will consolidate them and send them on to the Department of Education. It is hoped that the opportunity which teachers now have will not be lost. The last day for sending the opinions is 28th September 1957 and not 14th as originally circularised by the Department. If the Teachers of the District Guilds send their views on or before the 25th of September 1957 to the office of the Union, it would be possible for the Union to consolidate them and forward them to the Department of Education.

THE 32nd ALL INDIA EDUCATIONAL CONFERENCE

A strong Reception Committee has been formed for holding the 32nd All

India Educational Conference in Madras in December this year. Dr. C. D. Deshmukh, Ex-Union Finance Minister and Chairman of the University Grants Commission, has kindly agreed to preside over the Conference. The last Conference that was held in Madras was in 1945 when Dr. A. Lakshmanaswamy Mudaliar was the Chairman of the Reception Committee and Dr. C. P. Ramaswami Iyer was the President of the Conference. Even though it was then a war period and there was rationing, the Conference then was a great success, and this was entirely due to the hearty and sincere response made by the members of the teaching profession and the public in the State. It is the earnest desire of all that this year's Conference should be made as great a success as it was in 1945, if not greater. People in other States entertain high hopes of the members of the teaching profession in our State in their ability to organise and make valuable contributions to the discussions on various topics that come before the sectional conferences. There will be as many as 18 sectional conferences, and each will be presided over by an eminent educationist. Very soon will be announced the topics chosen for discussion and also the subject that will be taken up for symposium at the General Conference.

In 1945 the expenses came to about Rs. 12,000. But this time it is estimated that it may go up to Rs. 20,000, in view of the rise in the prices of all articles. This sum is not a big one to realise if the members of the teaching profession make up their minds to contribute their share. A Conference of this kind being all-India in character, comes once in about 12 years. During the last six years, not less than 3000 delegates have been attending the Conferences. Year after year it gains in importance and the coming together of delegates from various places has

contributed not only to the educational progress but also better understanding of the basic unity of India.

The Reception Committee appeals to all the members of the teaching profession to enroll themselves as members of the Reception Committee. It further appeals to all schools and masters' associations to enroll themselves as institution or association members by paying Rs. 10.

HOUSE RENT ALLOWANCE AND EXTENSION OF PENSION SCHEME.

At the last Legislative Council session not only members representing Teachers' Constituency, but others also drew the attention of the Education Minister to the inordinate delay in granting house rent allowance to teachers and the extension of pension scheme to the other categories of teachers in secondary schools. A strong case has been made out that if these two things are not done immediately there would be frustration among the teachers resulting in the lowering of efficiency of the teaching profession. The Minister for Education in his reply expressed his sympathy and admitted that their demands were legitimate. He assured the Council that those two demands would be granted in due course. It is nearly two months since the assurance was given by the Minister. There is a growing fear among the teachers that if the assurances are not implemented immediately, many of the teachers would have to retire without getting any benefit. A good number of teachers in the high school department to whom the present pen-

sion scheme does not apply will retire by the end of this year. Representations have subsequently been made to the Minister for Education to implement the scheme before the end of the Calendar year so that teachers who have put in long years of service may be benefited by the extension of the pension scheme. If it is not soon done, justice delayed will be justice denied.

ELECTION—TEACHERS' CONSTITUENCY

Next year it is very likely that there will be election from the Teachers' Constituency for three seats. One seat falls vacant by efflux of the normal term. The Lok Sabha has increased the strength of the Madras Legislative Council from 60 to 63. As the result of this the number of seats in the Teachers' Constituency has been increased from 4 to 6. The Union has already appealed time and again to the members of the teaching profession to see that their names are included in the electoral roll of the Teachers' Constituency. It has been pointed out to us that very few teachers have taken efforts to have their names included. There are a number of eligible teachers who should be included in the electoral roll. It is requested that teachers would at least now take immediate steps to see that their names are included in the list of voters. We should not lose the special privilege that has been given to us. If the teaching profession has to send representatives worthy of the profession, then each teacher eligible to vote should see whether his name is in the voters' list; if not he should immediately apply for inclusion in the list.

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THE S. I. T. U. BUILDING FUND

The South India Teachers' Union appeals to all its members to contribute liberally to the Building Fund. The Building has been completed borrowing an amount of Rs. 10,000 which has to be redeemed as early as possible. Members have to bear this in mind and come forward quickly and contribute liberally.

C. R. AIYENGAR,

Convener,

S. I. T. U. Building Committee.

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