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# The South Indian Teacher

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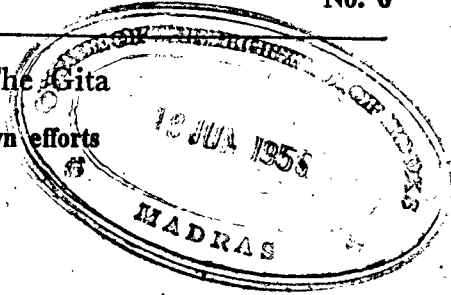
Vol. XXXII

JUNE 1959

No. 6

॥ उद्धरेदात्मनात्मानम् ॥—The Gita

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**The 49th Madras State Educational  
Conference, Salem**

**A REPORT**

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# CONTENTS

## The 49th Madras State Educational Conference, Salem :

PAGE

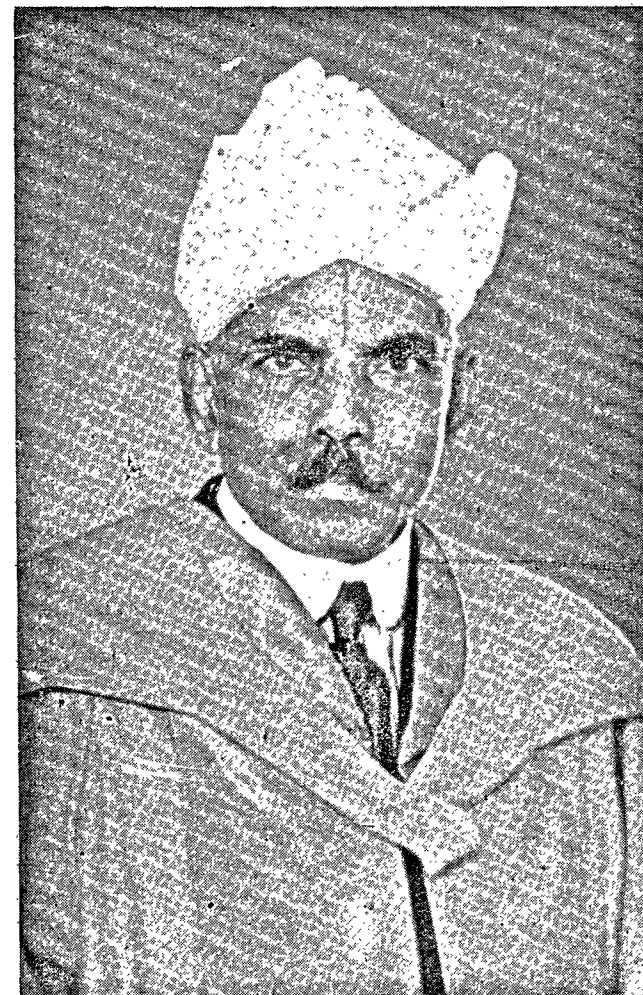
|                                                                                                       |     |
|-------------------------------------------------------------------------------------------------------|-----|
| A Report                                                                                              | 155 |
| Inaugural Address                                                                                     | 156 |
| Presidential Address                                                                                  | 157 |
| Exhibition                                                                                            | 157 |
| Elementary School Teachers' Conference                                                                | 157 |
| Secondary and Technical Education Sectional Conference                                                | 158 |
| Class Room Teachers and Teacher Training                                                              | 160 |
| University Section                                                                                    | 160 |
| Organisation and Administration Section                                                               | 161 |
| The Sabhesan Memorial Lecture                                                                         | 162 |
| S.I.T.U. General Body Meeting                                                                         | 165 |
| Concluding Session                                                                                    | 166 |
| Primary and Basic Education Section                                                                   | 167 |
| Resolutions passed at the Opening Sessions                                                            | 169 |
| S.I.T.U. Executive Board Meeting                                                                      | 172 |
| Extract from Address of Sri A. N. Basu at the Annual Conference of W. Bengal Headmasters' Association | 174 |
| From Our Associations                                                                                 | 176 |
| Editorial                                                                                             | 181 |

## NEW APPROVED TEXTBOOKS FOR STANDARD VIII

(Vide Supplement to Part I-B of the Fort St George Gazette dated 13 May 1959)

|                                   |                                                                       |         | Page No. of<br>Gazette |
|-----------------------------------|-----------------------------------------------------------------------|---------|------------------------|
| <b>DAWN READERS</b>               | <i>J. F. Forrester</i>                                                | Re 1.50 | 39                     |
| <i>Teacher's Notes</i>            |                                                                       | Re 1.30 |                        |
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Dr. Sir A. RAMASWAMY MUDALIAR, K.C.S.I.  
PRESIDENT

49th Madras State Educational Conference, Salem.  
4th May 1959.

# THE SOUTH INDIAN TEACHER

Vol. XXXII

JUNE 1959

No. 6

## THE 49th MADRAS STATE EDUCATIONAL CONFERENCE, SALEM

### A REPORT

230



Sri K. SANTHANAM,  
Opener of the Conference.

The annual State Conference was held at Salem from 4 to 6 May '59 in the premises of the Municipal College.

The General Sessions as well as the Sectional Conferences were conducted in the spacious pandal erected specially for the occasion on the playgrounds of the college. The pandal and the entire premises were tastefully decorated and particularly in the night presented a multi-coloured ornamentation. Indeed this decorated portion of the city was the one attraction during the period. The public curiously peeped in the nights and visited the educational exhibition during the three days. The variety entertainments on the first and second day were witnessed by the hundreds of delegates and members of the Reception Committee besides the general public and provided a welcome relief to the hard worked volunteers particularly. The items were varied and displayed a high order of performance.

Even the weather was favourable as there were a few showers of rain immediately before the conference.

The delegates were accommodated in the hostel and in the buildings adjacent to the college. The mess was run by the reception committee within the college premises. Thus the delegates had only to walk a few yards between their residence and meeting places and between meeting places and the mess.

The delegates were therefore able to live as a community. Another attraction to the delegates was the very low rate of food charges i.e. Rs. 4 for three days inclusive of two meals and two tiffins. On that account the quality did not suffer. On the other hand there was a feast on all the three days. The Chairman of the Reception Committee was 'at home' on the evening of the first day. The Reception Committee gave a farewell dinner on the last day—a dinner which can only be described as a grand wedding dinner given in royal style. The band music on the occasion was unprecedented in the conference history and was listened to and enjoyed by the delegates. In conclusion, it was a record gathering of delegates. About 650 delegates had registered themselves. Of these about 350 attended from outside. Of course there were members of the Reception Committee from the city and the district. The credit for the success of the conference should go particularly to our three friends Sri S. Subba Rao, M. Lakshmana Chettiar and P. Manickam Pillai and to the influential Chairman of the Reception Committee, who undaunted by the destruction caused by fire to the pandal only the day prior to the conference put renewed vigour in their work and saw to it that the pandal was there with better attraction.

## 1st Day — 4-5-'59

Mr. P. Ratnasami Pillai, Chairman of the Reception Committee welcomed the gathering. In his welcome address in Tamil he referred to the greatness of the work of the teacher and touched upon the industries for which Salem was famous. He appealed to the delegates to put up with any defects they might experience in their accommodation and take the will for the deed.

## INAUGURAL ADDRESS

Sri K. Santanam in inaugurating the Conference said :

"Our educational system should be worked with continuity and should not be a field of frequent and radical changes".

He said that the proposed educational scheme (seven years elementary, four years secondary and three years collegiate) should be worked without fundamental changes for some 50 years.

Regarding Hindi, Mr. Santhanam held that the Madras Government was mistaken in having taken an independent line. Madras should call a conference of all non-Hindi States and they should set up a common standard. He advised the pupils to learn Hindi well. The Central Government had more employees than all the State Governments put together and if we took into consideration the vast industries under the control of Government, employment under Central Government became overwhelmingly important.

He said the medium of education had to be the regional language and they must make a beginning from now. A language could be developed only by using it as the medium of education and administration and they should not postpone it on the plea that Tamil was not ready. After stressing the importance of English, Mr. Santhanam observed that "our teachers and education have to be fully trilingual".

Mr. Santhanam said, "The teachers are a growing community. It has been decided that universal elementary education should be made compulsory by 1965. When we take into consideration the expansion in secondary education and three-year degree course, I expect the total strength of teachers will approximately be two lakhs for elementary schools and one lakh for higher education. It will be about three per cent of all the adult workers of the State. From the point of importance and influence, the teachers will constitute the most numerous and significant section of the middle class".

Mr. Santhanam said that a teacher's spiritual and moral life was far more important than his physical life. Every teacher was a permanent student. It would not be a bad thing if every teacher had to sit for an examination or submit an essay, once in five years and they should not allow themselves to become mere living gramophones, delivering set lessons.

Mr. Santhanam said that it was in the interest of the community that the teachers were paid good salaries. "But I would like to remind you that in view of the large number of teachers their average emoluments cannot be much higher than the average national income. The same argument holds good for all classes of public servants and it is a pity that the Central Government should have scales of pay which are much higher than State scales. I can fully appreciate the justice of the complaint that a primary school teacher in Madras is doing greater service and working harder than the peons who sit in the corridors of the Secretariat in Delhi and that it is a travesty of justice that the latter should be paid more than the former. But I would like you to realise the position of the State Government which has at the same time to expand education and improve the conditions

of the teachers. It will be wholly undignified and in my view even immoral for teachers to develop trade union mentality and to equate services with emoluments".

Mr. T. P. Srinivasavaradan, President of the South India Teachers' Union proposed Sir A. Ramaswami Mudaliar to the chair and Mr. V. Achyuthan Nair, Principal, Salem Municipal College, seconded the proposal.

Sir A. Ramaswami then delivered his presidential address ex-tempore.

## PRESIDENTIAL ADDRESS

Dr. A. Ramaswami Mudaliar, said that the Madras Government had done wisely in leaving Hindi non-compulsory. The initial mistake was made when Hindi, an undeveloped language, was accepted as the official language by the non-Hindi speaking members of the Constituent Assembly. The Parliamentary Committee, of which he was a member, had to follow the Constitution. The Committee at least had stressed that English ought to have a principal place in education. He deplored the deterioration in the standard of English in our schools.

Dr. Mudaliar said that they now had a good educational pattern and that it should be worked with some continuity. He said that the emoluments of the teachers were inadequate and the Central Government should find the finance to improve their pay scales.

Dr. Mudaliar warned the teachers and N.G.Os, that the amenities provided by the Government like free education and medical relief, might evoke the hostility of the other members of the community. It was not good for them to come to be regarded as a privileged group in these days when privileges were a target of attack. "It is my opinion that by these amenities you will stand to lose ultimately. They may well be a Greek gift", Dr. Mudaliar said.

## EXHIBITION

Mr. S. Natarajan declared open the Educational Exhibition. Mr. S. Rengachari read a report.

Mr. S. Subba Rao, General Secretary, proposed a vote of thanks.

Mr. Lakshmana Chettiar read the messages received from Sri G. A. Damodaram, M.L.C. and others wishing the conference success.

A Souvenir brought out by the Reception Committee was released for distribution.

## ELEMENTARY SCHOOL TEACHERS' CONFERENCE

In the afternoon, the Elementary School Teachers assembled under the chairmanship of Mr. R. M. Ganapathy of Kulasekharapatnam, who occupied the chair in the unavoidable absence of Mr. K. Venkatachalam Aiyengar of the same place.

The Right Rev. V. S. Selvanather, Bishop of Salem, opening the Elementary School Teachers' Conference here, admitted that there had been improvement in several spheres after the advent of Swaraj, thanks to Government and the South India Teachers Union.

There was need for more basic trained teachers, he said and hoped the defects found in the system would be removed. Education through craft would not fit in all the pupils. It was not also desirable that all children should have the same craft training as tastes differed and education should be according to individual tastes.

The Bishop warned that nationalisation of elementary education would lead to disaster.

Printing and publication of school-books by Government itself would deprive and restrict the rights of the public. He hoped that what was happening in Kerala would not take place in this State.

The Bishop welcomed the statement of Dr. S. Radhakrishnan in the matter of imparting moral institution, although we are functioning under a secular government. Teachers should not take part in politics.

The president referred to the meagre pay, work load and accommodation. The teacher pupil ratio should be reduced to 25 or 30 to maintain standards. Teachers should have housing facilities in the villages itself where they were working. In the absence of such a scheme, he desired house rent allowance should be given to them. The increase in maintenance grant to 25 per cent was also urged.

Mr. Ganapathi then referred to the service conditions of teachers. In his own taluk, the management did not give vacation salary and to subvert the rules etc., they obtained the signatures of the teachers on a piece of paper and used it to their best advantage. He urged that higher elementary teachers should be paid in the scale of Rs. 40-2-50.

He criticised the talk of scarcity of trained teachers when, on the other hand, there were many trained teachers unemployed.

The speaker also dwelt on the pension rules and the difficulties in obtaining the necessary endorsement from the managements etc. He also referred to the service of a teacher in his own taluk, who had served in 29

institutions, and the difficulty in getting endorsement or record of previous service from these institutions.

Mr. S. Natarajan, said that it was the decided opinion of Government to have basic education. He suggested holding refresher courses for teachers and converting all the training schools as basic training schools.

Mr. T. P. Srinivasavaradan, M.L.C. and President of the S.I.T.U., in his clarification of certain rules, stated that classes 1 to 5 alone formed the elementary section, schools are not to collect fees from the children, and in the case of pupils in classes 6 and 7 fee collection was not prohibited. He also explained in detail the direct payment system of salary to the teachers. There would be no difficulty in changing the syllabus and the meeting might adopt a resolution fixing the scales of pay of the higher grade trained teachers to enable the union to urge for it.

Mr. M. Subramanyam proposed a vote of thanks.

In the afternoon Mr. P. Rathnasami was 'at home' to the delegates. There was an entertainment in the night which attracted not only the children but the adults and the delegates.

The Subjects Committee met at 9-30 p.m. and considered the draft resolutions before passing them on to the conference.

#### 2nd Day's proceedings — 5-5-'59

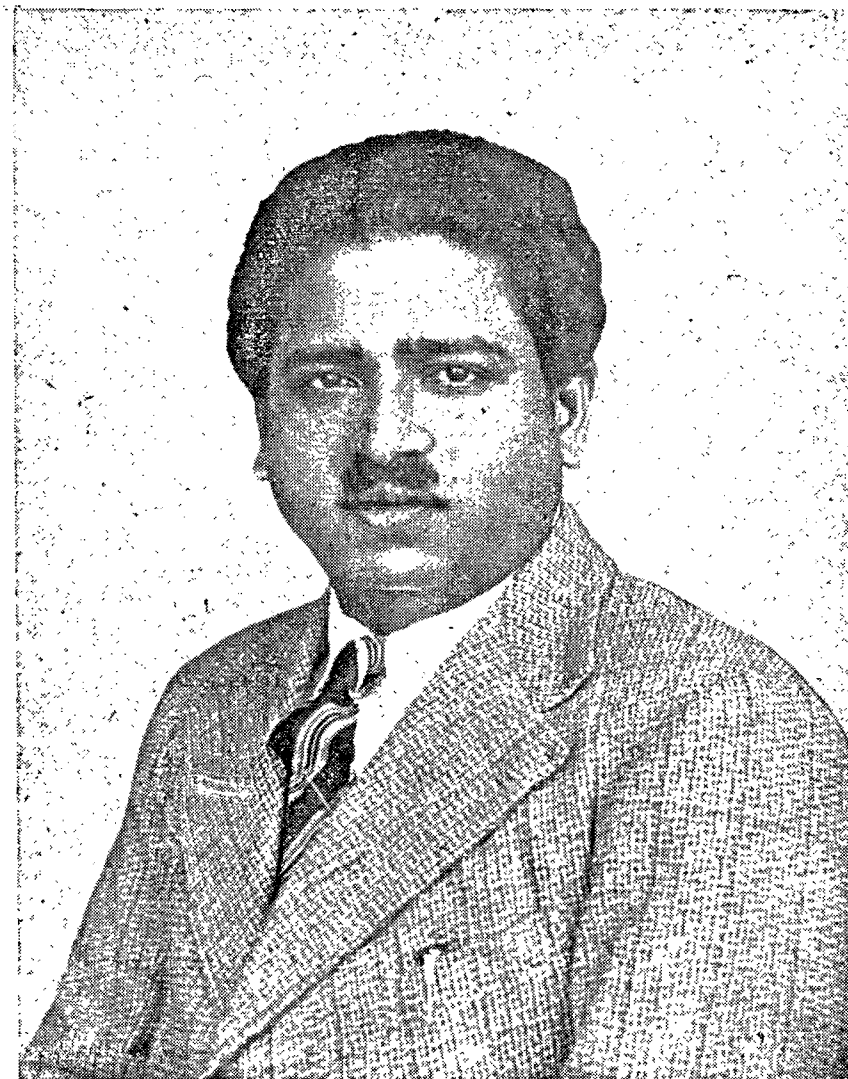
#### SECONDARY AND TECHNICAL EDUCATION SECTIONAL CONFERENCE

At the outset Sri T. P. Srinivasavaradan, President, S.I.T.U. requesting Sri F. Rahman to take the chair, put before the conference details about the grouping of languages for study in the reformed High School and Higher Secondary School, with periods allotted for them, and also the different sub-

jects to be studied in the Bifurcated courses.

Sri A. K. Sitaraman, Convener, introduced the two topics for discussion, viz. (1) Study of Languages in High Schools and Higher Secondary Schools and (2) Bifurcated Courses in the New set-up.

Sri F. Rahman, the president with a few opening remarks called on the speakers to initiate the discussions.



Rao Sahib P. RATHNASAMI PILLAI,  
Chairman, Reception Committee,  
49th State Educational Conference.



Sri S. M. Lakshmana Chettiar, B.A., L.T.,  
Pro. Chairman.



Sri P. Manickam Pillai, B.A., L.T.,  
Treasurer.



Sri S. Subbarao, B.A., L.T.,  
General Secretary.



Sri S. Natarajan,  
Opener of the Exhibition.

Sri S. V. Purushothaman of Srivalkuntam initiating the discussion on the study of languages was pained to see the position of Sanskrit in the new set up. As it was the alternative to Hindi, he felt that pupils and parents would, from the utilitarian point of view, certainly would not opt for Sanskrit and this option in reality would result in Sanskrit study disappearing from the schools. So he suggested that the regional language, being also the medium of instruction, can have less number of periods allotted for its study and the same may be spared for Sanskrit. He was of the view that English should certainly be compulsory and efforts should be made for teaching it well to secure greater efficiency among the pupils.

Sri Doraiswami coming next agreed with the previous speaker that the mere provision for the study of a language will not attract pupils to it unless the subject is of some utility to him in life. He felt that to impart elementary knowledge in Sanskrit and attempt to attain literary merits in it, when it is not a spoken language, is purposeless and it may be given up. He pointed out that taking away periods from the study of the regional language would certainly result in the lowering of attainment and proficiency in it, though it may be the medium of instruction. In the result if periods should be found for Sanskrit only English has to yield. Every one is crying for improving the standard of English in our schools and so the very interest of English requires the dropping of Sanskrit. As for bifurcated courses it was remarked that only dull pupils opt for it. If by dull pupils is meant only those who are not much efficient in languages, he considered them not unfit for the course, for there are no misfit pupils, but only misfit schools, misfit courses and misfit teachers. In his opinion too many pupils opt for the general course because there are only two alternative subjects for study in

the Bifurcated Courses. If 3 or more subjects were available pupils would get equal opportunity for selection. But all the same even these two courses are respectable beginnings and the Government would do well to speed up the pace of introducing them in schools, so that in a very short period all the schools may have them. At present the choice of schools is not at all happy, since schools having a large number of pupils, which alone should be considered for early introduction, are left out and little schools are patronised. The course too, must be for 3 years in the High School and not for 2, for many pupils may not take up the Higher Secondary Class.

Sri G. Sundaram speaking next said that the regional language must have all its periods, and it being the medium of instruction only will not result in a good standard in it. Sanskrit and Hindi must be studied from the earlier stages, as linguistic sense develops only in the earlier ages. Teaching of English should be in the hands of efficient and well trained teachers. It need not be compulsory from the 5th Class. Bifurcated Courses are welcome additions to our schools, since we are given good grants for the implementation of the same. He had the experience of running the Agricultural and Secretarial courses. If pupils are carefully selected, though dull in other subjects, they take to the new ones with joy. Selection is easy when some care is bestowed upon it, and in centres where there are a number of High Schools, one of them may be chosen to cater to the others in these subjects alone.

Sri Avadhani Iyer said that English should not be a compulsory subject for study.

Sri M. Subramanian, H. M., Elementary School, Tuticorin, felt that the standard of the regional language study in the Higher Elementary School was not high enough since pundits or specialists are not handling it in those schools.

Sri Antonyswami, felt that testing in English was not done properly; for this year's S.S.L.C. the model of questions was suddenly changed and we could not expect the pupils to have performed well in the exam. A 30% minimum should be fixed for a pass this year.

Srimathi Saraswathi Srinivasan opined that the low standard in English of the basic trained teachers was not the result of the instruction in the Training School, but should be attributed to the High Schools from which they come for training. The same may be said of secondary grade teachers as well. She said that Sanskrit was a subject of study even in foreign universities and every Indian pupil should be given an opportunity to study it. English should be commenced from the IV Standard.

The president, winding up, remarked that they had a good and enlightened discussion on the subject, in the time allotted, though they did not come to any definite conclusion. On the change in the model question paper in English, he said that all were agreed that it was for the better. With a vote of thanks proposed by the Convener the discussions came to a close.

#### CLASS ROOM TEACHERS AND TEACHER TRAINING

Mr. M. Arunachalam, Head Master, Nadar High School, Theni, presiding. Mr. A. Kolandaivelu, Principal, Periyannayanpalayam, R. M. Training College, initiated the talk on Extension Service Department and its work in relation to the class room teaching and teacher training.

Mr. Duraiswami stated that the Extension Service Department was bridging the gulf between the training college and the teachers. Of course, the Department's success was not in proportion to the efforts put in.

Mr. S. Natarajan described the working of the Extension Service Depart-

ments and explained the great possibilities before them. He appealed to the teachers to take advantage of these departments and grow professionally.

#### UNIVERSITY SECTION

Prof. R. Krishnamurthy, Principal, Pachayappa's College, Madras, who presided, said that the 11 years of integrated primary and secondary education and the pre-University course (which was to become the XI standard in Secondary schools from 1964-65) and the three-year University Degree course must be taken as an accepted and settled policy.

Working days had been increased in secondary schools and it was good that the period up to the end of secondary education had been reduced from 12 to 11 years here as in the rest of India. Hereafter, Colleges would have to confine themselves to the three-year Degree and post-graduate courses only.

The proposed Tamil medium of instruction and pilot scheme for B.A., in Coimbatore College would be watched with care and anxiety and if the experiment succeeded as the Government hoped, the Tamil medium might be extended to other Colleges for B.A. But the standard in quantum of English in B.A. was to be unaltered. The Tamil medium would not apply to B.Sc. course.

There was one view shared by Mr. M. Ruthnaswamy, Rajaji, Dr. A. Lakshmanaswamy Mudaliar and others that the pace of introduction of the Tamil medium need not be hurried, and the view of such veterans could not be easily brushed aside.

The other view was to take note of the fact that the Tamil medium was coming on us fast and to make adequate provision and arrangements for the same soon. The effects of PUC going to secondary schools, on staff and managements of, Colleges and High schools had to be studied.

Mr. S. Natarajan, said that he was optimistic that, with the phenomenal increase in the number of High schools, the strength in Colleges would be doubled. Rules for admission to University courses must be broad-based, provided the pupil showed sufficient competence for University studies.

Mr. S. Sivarama Ayyar said that many secondary schools were ill-housed, ill-equipped and ill-staffed and it would be better if the PUC was run both by the Colleges and secondary schools and it would also solve the problem of accommodation and College staff. Such parallels were found in other courses also and would be good. Colleges were better equipped with staff to run the PUC.

Messrs. M. V. Purushothama Ayyangar, Srivaikuntham; A. Rajagopalan, Coimbatore; S. S. Avadhaniyar, Tanjore; G. Sundaram, Madras; S. R. Rajaram, Salem; T. P. Srinivasavardan, Madras; Srinivasa Ayyangar, Trichy, spoke among others.

Winding up the discussion, Prof. Krishnamurthy, stated that the Tamil medium was tried some years ago but it did not succeed as the climate then was not favourable. Now the attempt was being made by the Education Minister of Madras in all earnestness, in consultation with two experienced Vice-Chancellors of Madras and Annamalai Universities. It behoved them all to give a trial to the experiment and watch its results. In the history of a nation or University, nothing was lost by a delay of two years in working an experiment. With his 39 years of teaching experience, he would counsel patience. There should be no hustling of decisions at any stage.

The University of Madras was anxious to provide all facilities for ordinary graduate teachers to undergo 15 months training and become M.As., M.Sc.s or M.Com.s and these could very well handle PUC classes even if they were Third Class.

Mrs. Kamakshi Kumaraswami, Professor in Tamil, Salem Municipal College, Convenor, proposed a vote of thanks.

#### REPORT OF THE SECTIONAL CONFERENCE ON ORGANISATION AND ADMINISTRATION SECTION

##### CHANGES IN THE ORGANISATION OF SECONDARY SCHOOLS IN THE NEW PATTERN OF EDUCATION

President: Mrs. Sarasvathy Srinivasan, B.A., L.T., Headmistress, Avvai Home Senior Basic Training School, Adyar, Madras.

Convener: Sri G. Sundaram, M.A., L.T., Retd. Headmaster, Madras.

The convener proposed Mrs. Sarasvathy Srinivasan to the Chair. He introduced the topics of discussion on the Organisational pattern of the seven years' course of Integrated Elementary Education and the Four Years' course of Higher Secondary Education.

Sri Srinivasaragavan, the President-Manager of two High Schools at Salem, initiated the discussion. He introduced himself as a lawyer and a field worker in the cause of public education. He referred to the difficulties of Aided Managements in working according to the White Paper of the Grants Committee Report. He pointed out that there was a kind of discrimination between Public Schools and Private Aided Schools in many respects. We must see to it that the Private Aided Schools should not be adversely affected, particularly in the distribution of grants. Too much power is vested with the Board, having direct administrative control over the public school and supervisory control over Private Aided Schools. The Public Register of assets and liabilities should not be called 'Public' as it will lead to a lot of difficulties, any member of the public claiming the right to look into accounts. It should be called "the Statutory Register of Assets and Liabilities".

Legal recognition must be given to all agencies, a single director too must be approved as manager of a Board. The practice of giving temporary recognition to schools creates a lot of problems and it affects the Management in its efforts at building up the school. While a 'cadre' of service of the members of the staff in the Public School has been recognised, no assurance has been given regarding the retirement benefits of teachers in Private Aided Schools.

Sri T. P. Srinivasavaradan pointed out that the Management of Private Aided Schools would continue in the new set-up to have the powers that they have been enjoying all along. It is reasonable that we should represent to the Government that the insistence on the provision of Rs. 5,000 before a new section is to be opened shall be dropped. Rules will soon be framed in order to regulate the constitution of the Boards as well as the Service conditions, leave rules and retirement

benefits of the staff in Aided Schools. He assured the house that the suggestions given from the point of the Management by the previous speaker would be brought to the notice of Government.

Mr. Sreenivasa Iyengar, National College High School, Trichy pointed out the difficulties in having the XI Standard in the Secondary schools.

Mr. Avadhanar pleaded for the assurance of service conditions of teachers under all agencies.

The Chairman, in conclusion, observed that it would be good to convert all High schools into Higher Secondary schools. The syllabus of the Higher Secondary school course should be flexible. The cumulative records pertaining to pupils would help us in giving vocational guidance and counselling in the choice of bifurcated courses.

The Convener summed up the discussion and thanked the speakers and the Chairman.

## THE SABHESAN MEMORIAL LECTURE

By G. SRINIVASACHARI

### PROFESSIONAL GROWTH

Mr. President and Fellow-delegates,

I consider this day as one of the proudest days of my life, for a high honour in the gift of the S.I.T.U. has been conferred on me. I am duly thankful to those who have called me to deliver the Sabhesan Memorial Lecture. If I do not in any way satisfy the expectations that may have been roused in you by the very kind introductory remarks of my esteemed friend, Sri T. P. Srinivasavaradan I shall not be to blame because I have been taken quite by surprise when asked to discharge this duty.

It is true that I am one of those who were very closely associated with the late Mr. Sabhesan in his work for the

Madras Teachers' Guild and the S.I.T.U., throughout his lifetime as leader of the teaching profession in South India. If you discover any merit



Sri G. Srinivasachari.

in me it is entirely due to Sabhesan's training; but the draw-backs in me are entirely mine.

Now what am I to speak about? If, as usual, I speak about the person and manner of Sabhesan I shall be adding nothing to the knowledge of those who have known him and worked with him. To those who do not know him I cannot give a comprehensive picture of his singular personality and many-sided activities within the short time at my disposal. Let me therefore content myself with referring them to the article written by Sri S. R. Ranganathan in *WHITHER EDUCATION*, Sabhesan's Shastriabdhapurthi Souvenir. There you will find the many facets of Sabhesan's personality adequately and authoritatively examined.

It is no exaggeration to say that Sabhesan is to the S.I.T.U. what Mahatma Gandhi is to the Congress. Sabhesan dedicated his life to the building up of the S.I.T.U. He did all he could to rouse the professional consciousness of teachers of all grades. I therefore think that 'Professional growth,' would be an appropriate topic for today's lecture.

Professional growth may be considered in many aspects. The most important of them are two, namely individual growth and collective growth in an organization. What do I mean by individual growth? You will pardon me if I explain it by a personal reference to myself. When I was for one brief year the co-secretary of Sri T. P. Srinivasavaradan in the Madras Teachers' Guild, I had to do some propaganda to enlist members. I was frequently asked the question, "What has the Guild done?" I attempted to answer it in my own way. I thought my leader, Sabhesan, would help me to answer the question better than I could. So I went up to him. Without pausing for a moment he said, "What has the Guild done! Why, it has made you." Obviously he meant that anyone

from the rank and file could become a man to be reckoned with in educational circles if he took an intelligent and active part in the deliberations of the Guild. I looked into his eyes and found that he spoke with a sense of pride in what he had been able to make of me through the Guild whose destinies he was guiding.

The teacher can rise to full stature first by his devotion to duty in the classroom and secondly by his active participation in the organization to which he belongs. Too much importance cannot be laid on efficiency of instruction in the class-room.

There are even today some who are reluctant to grant that teaching has grown to the extent necessary, to be called a profession. Often it is asked if it has developed such technical skill as the profession of law or medicine has done. I do think that the training given, seminars conducted, in-service training given by such agencies as Extension Service of the All India Council of Secondary Education, and new methods of measuring intelligence and attainment have all made the public realize that teaching is a profession requiring special knowledge and acquired skill.

We have, however, much leeway to make up to gain for ourselves the recognition of belonging to a profession. The greater the time and energy we spend on academic matters, the greater will be the esteem in which we will be held by the public. In these days we need public support for our economic improvement. Teachers are more favourably placed than doctors or lawyers to win the love and regard of the public. Even in these days when social status is in proportion to one's worldly possessions, the traditional respect for the teachers' calling has not altogether died out. It is in times of distress that people go either to a lawyer or a doctor. After getting needed relief they feel happy if they could avoid seeking

their aid. The common factor between the parent and the teacher is the child. The service done to the child brings as its reward the loving regard of the parent for life-time. I think that this situation has not been properly exploited by the teacher.

Respect, I must say, is not a thing that can be had of its asking. It is readily and willingly given where it is deserved. It is by his sincere work in the class-room that a teacher can command respect from families belonging to different strata of society.

A teacher must have that adjustability that is necessary to put at ease a parent who happens to be a rickshaw-puller and make him feel that despite disparity in the relative positions, he is given the respect due to a parent. In his dealings with a parent holding a very high position, the teacher should straighten up his legs, hold his head high and talk to him always on a footing of equality making him realize that the teacher is doing the duty which by force of circumstances the parent has transferred to him. No matter how low the academic credentials of a teacher may be, he has an initial start on which he may with assiduity build up his knowledge. Respect is in proportion to what a man knows and can do, not always in high academic qualifications. Therefore, if a teacher keeps abreast of times by studious habits he is sure to be respected by one and all.

It pays a teacher to plan out his lessons carefully. The cumulative effect of such planning has its economic reward. I speak from personal experience in this matter. It was Professor Sabhesan, nearly twenty-five years ago that gave me a start as an author by recommending me to a publisher. I may now with pardonable pride say that I have some standing as an author and authorship is a legitimate source of supplementary income to a teacher.

Let me now turn to collective growth. This is possible only through an organi-

zation. Probably there are few associations so old and so well-organized as the S.I.T.U. Every teacher should feel it a duty to become a member of the teachers' organization and ungrudgingly pay subscription. In my opinion a teacher who does not become a member of the organization lacks professional sense. Teachers as a body can raise themselves by their efforts only through their loyalty and support to the union to which they belong.

I am one of those that believe that the methods of a trade union are ill-suited to a union of teachers. However, there is nothing wrong in trying to secure organizational efficiency emulating the example of a trade union. The mere fact of the capacity of teachers to rally round an organization and put up a united front is enough to help them to realize their objectives by the method of reason and persuasion.

In recent years, I am afraid that enthusiasm for the union has been on the wane. Enthusiasm, of all passions, is the most evanescent. The extent to which enthusiasm may be sustained depends very largely on the character of leadership. There is still much to do to gain the support of all grades of teachers to the union, particularly elementary school teachers and college teachers.

That the constitution of the S.I.T.U. needs reform is admitted. Whether the improvement should be on federal basis or on the unitary type is a matter of controversy into which I do not propose to enter. Whatever be the type of constitution, the individual member should have some direct contact with the centre.

The S.I.T.U. has many limbs. Some of them are languishing for want of funds. Unless the centre gets money from local associations on per capita basis adequate funds cannot be had. A decent part of the members' subscription should be regularly remitted to the centre. District guilds may func-

tion as autonomous bodies but they should be amenable to the direction and control of the centre on matters relating to policy and the method of agitation.

I am sorry to have to say that of late there has been a perceptible deterioration in the level of discussion at teachers' meetings. Insistence on thorough preparation before a member is allowed to speak on the platform is a legacy of the late Mr. Sabhesan. We should strive our best to maintain it.

We have not yet developed the ethics of our profession. There is a great need to draw up a code to which teachers should be required to conform.

With due deference to the authorities of the S.I.T.U., I should like to suggest that a more elevated view should be taken in respect of arranging for

the Sabhesan Memorial Lecture. The theme of the year should be announced sufficiently in advance of the State Educational Conference. Articles on it should be invited. An expert committee appointed by the S.I.T.U. executive should choose the best of the articles received to be read out as the Memorial Lecture. The lecturer should be suitably remunerated. It will not be difficult to find funds that will yield an interest of Rs. 100 per annum which may be earmarked for the expense of the lecture.

May Sabhesan's spirit of service permeate the members of the Union so that the organization may grow from strength to strength.

\* \* \*

There was a dramatic entertainment in the night.

### 3rd day's proceedings — 6-5-'59

#### S.I.T.U. GENERAL BODY MEETING PROCEEDINGS

A meeting of the General Body of the South India Teachers' Union was held at 8 a.m. on Wednesday 6th May 1959 in the Conference Pandal, Municipal College, Salem. Sri T. P. Srinivasavaradan, President of the Union presided. He extended a welcome to all delegates and gave a brief review of the work of the Union during the year under report. He referred to the recognition accorded to the Union by the Government and the esteem it had won among the public and said that the Union had always been following a policy of constructive, dynamic leadership in matters academic and professional. "A number of problems", he said, "have arisen during the year—Pension for teachers, House Rent allowance, Medical and other facilities for teachers, Pay structure, Elementary Schools and the question of non-levying of fees, Syllabi for the various standards and the new pattern of Education. The Union's view is of great importance

and the Union expects all its members to give it all possible help and co-operation." With these words he welcomed the members.

The Secretary then presented the Annual Report together with the various statements of accounts. It was moved and seconded that the report be adopted. A lively question-cum-discussion hour followed. Questions regarding security of tenure of teachers, work of the Vigilance Committee, the number of associations affiliated and number of members in each, were the subjects on which questions were put.

Sri S. Natarajan congratulated the South India Teachers' Union on active work done and appealed for increased interest and greater support from affiliated associations to the subsidiary organisations of the Union such as the Benevolent Fund, S.I.T.U. Publications Ltd., South Indian Teacher and Balar Kalvi might be comfortably placed. The Report and the statements of accounts were then adopted.

Election of Office-bearers then took place.

Names were duly proposed and seconded for the following offices.

1. PRESIDENT :

Sri T. P. Srinivasavaradan, M.L.C.

2. VICE-PRESIDENTS :

Sri V. Antonisami.  
Janab C. M. Fazlur Rahman.  
Mrs. Saraswathy Srinivasan.  
Sri S. S. Avadaniar.  
Sri S. R. Narayana Rao.  
Sri D. Sebastian.

3. SECRETARY :

Sri G. Krishnamurthi, M.L.C.  
Sri V. Arunajatal.

4. JOINT SECRETARY :

Sri S. Subba Rao (Salem).

5. TREASURER :

Sri L. Mariyaprakasam.  
Sri P. V. Ramaswami.

Sri S. D. Krishnamurthy Rao's name was also proposed for Treasurer's place, but he withdrew.

6. CONVENER OF THE VIGILANCE COMMITTEE :

Sri S. S. Narayanaswami.

There being no other nominations for the place of President, Joint Secretary and Convener, Vigilance Committee, Sri T. P. Srinivasavaradan was duly elected as President, Sri S. Subba Rao of Salem as Joint Secretary and Sri S. S. Narayanaswamy as Convener, Vigilance Committee.

Voting by ballot resulted in the election of the following to the respective offices.

VICE PRESIDENTS :

Mrs. Saraswathi Srinivasan.  
Janab C. M. Fazlur Rahman.

SECRETARY :

Sri G. Krishnamurthi, M.L.C.

TREASURER :

Sri P. V. Ramaswami.

The Vigilance Committee was constituted with Sri S. S. Narayanaswami as Convener and Messrs M. Subramaniam of Tuticorin, M. Ganesan of Melur, R. Jaganathan of Madras and M. Subramaniam of Arni as members.

CONCLUDING SESSION

The afternoon session of the third and final day of the Conference began at 2-30 P.M. in the Conference Pandal.

Results of elections to the various offices, were announced.

Reports of the Sectional Conferences on University Education, Organisation and Administration and Primary and Basic Education were presented and approved.

The President tentatively accepted the invitation of the Madurai District Teachers' Guild to the South India Teachers' Union to hold its 50th Madras State Educational Conference in Madurai District.

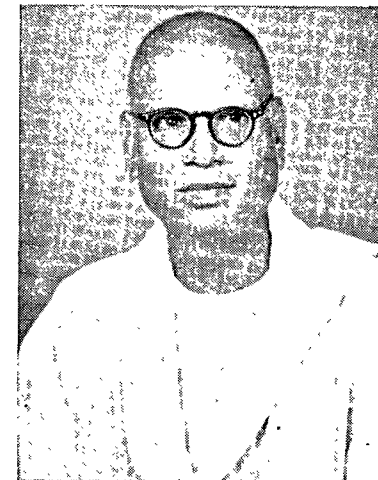
A resolution of Condolence on the death of Sri M. D. Manickam, former President of the Madras Teachers' Guild was moved from the chair and passed all members standing in silence for a minute.

Sri G. Krishnamurthi, M.L.C., newly elected Secretary thanked the members for electing him and assured them of his best services.

Sri T. P. Srinivasavaradan thanked the out-going office-bearers and welcomed the new office-bearers. He also spoke of the great help given by the Conveners and Presidents and participants of Sectional Conferences where a good deal of the work of the Conference is transacted.

Sri V. Antoniswami thanked the Reception Committee for the excellent arrangements made for the Conference and hoped the Salem Conference would make a new era for the South India Teachers' Union.

OFFICE BEARERS OF THE S. I. T. U., MADRAS  
(1958-59)



Sri T. P. Srinivasa Varadhan, B.A., L.T., M.L.C.,  
President



Smt. Saraswathi Srinivasan, B.A., L.T.,  
Vice-President



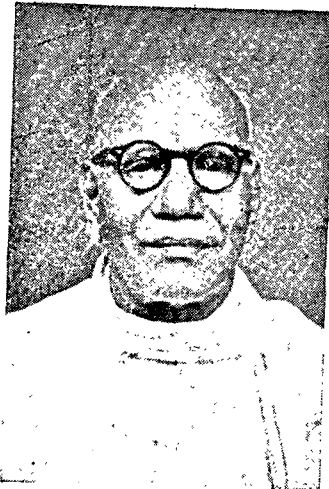
Sri N. Venkatachalam Iyengar,  
Vice-President



Sri V. Arunajatai, M.A., M.Ed.,  
General Secretary.



Sri T. V. Arumugam, B.A., L.T.,  
Joint Secretary



Sri C. Ranganatha Iyengar, M.A., L.T.,  
Journal Secretary



Sri P. V. Ramaswamy, B.A., L.T.,  
Treasurer

Sri S. Subba Rao conveyed the thanks to all those who helped in making the Conference a grand success.

Sri V. Arunajatai thanked the members of the South India Teachers' Union for the help and co-operation extended to him so far and thanked

the Reception Committee and Messrs Lakshmana Chettiyar, P. Manickam Pillai and S. Subba Rao for making the Conference the splendid success that it had proved to be.

With the singing of the National Anthem the Conference concluded.

### Report of the Discussions held in Primary and Basic Education Section

Mr. Jobe of Vennandur pointed out that children in the Basic school do not learn anything about the three R's. They learn only a little bit of craft work. To carry on Basic Education like this for 10 years is unjust.

Prof. Sivaraman in his talk said that Basic Education was placed before our country by Mahatma Gandhi with certain objectives. If he were alive today he would himself change some of those things which do not work out properly up to our expectations. He also pointed out that the scheme of Basic Education was based on sound educational principles and that some of the defects in the working of the scheme should be rectified.

He also pleaded that the administrators should have a scientific attitude of mind and that objective research should be conducted about the working of the Basic Education scheme. He also wanted to have integration between Basic Education and the existing Elementary Education.

Sri G. V. Raman of Salem who spoke next pointed out that even though craft equipments were given, raw materials were not given to some schools and so the equipments were not properly utilised. He also said that maintenance grant was not properly given to Basic schools and that it should be linked up with craft income.

He also wanted that English should be started in the V Grade itself. He

was also of the view that Central Government should not have any control in the organisation of Basic Education.

Mr. Bala Narayan of Srimushnam was also of the view that the administrators did not run Basic Education well and that they sent their children to non-Basic schools.

Mrs. Saraswathi Srinivasan who spoke next expressed the view that teachers untrained in Basic Education should not be employed in Basic schools and that brought discredit to Basic Education. She also said that government and the officers of the Department should have complete faith in Basic Education and work it with the spirit that it should succeed. She regretted that nothing had been done to Basic school syllabus while the syllabus of the 8-year Elementary education was changed into 7 years. She also wanted that some training in repairing the craft equipments should be given to the teachers.

Mr. Ganapathi of Kulasekharapatnam expressed some of the defects that were found in Government Basic Training schools and said that teachers trained in such institutions cannot work out Basic Education well. He wanted that Government should have some plan in converting ordinary schools into Basic schools and before a school was converted all the necessities should be provided.

Sri Venkatasubramaniam of Salem said that the yarn spun in some of the Basic schools were not good. They were accumulated in Basic schools. He wanted a conference of Basic school teachers where they could freely talk about their difficulties.

Sri Rajamanickam of Salem was of the view that we must get the support of the public for Basic Education.

Sri K. Siddan of Ayothiapatnam, a Basic-trained teacher, spoke about the greatness of Basic Education. He also said that it was a replica of the ancient system of education we had in our country. He expressed the view that in Basic Education we have the harmonious development of body, mind and soul.

In winding up the discussion, the President of the Conference said that from the discussions we had we came to know that the defects of the Basic Education scheme lay in administering the scheme rather than in the scheme itself. All the people agreed that Basic Education scheme was a good one and sound one. But in working out the scheme there were many defects.

The Government must take the major responsibility for many of these defects. One cannot imagine a Basic training school where teachers are re-trained to have teachers not trained in Basic Education. It is just like blind men leading blind men. Further the Government must decide what schools they will be converting into Basic schools next year and provide them with the necessary equipments and raw materials before the school is converted into Basic school. No Basic school should have a non-Basic trained teacher.

We know Basic Education is a new scheme and so we must make an earnest attempt to work it out well. The Basic school teachers should make use of the one-day conferences organised in

Basic training schools and plan their work well. They must discuss in those conferences about the method of correlation and ways of planning their lessons. More and more guide books should be written to help the Basic school teachers.

It is very essential for us to have scientific attitude as pointed out by Sri Sivaraman. We are all teachers working for the good of our children and so we must accept only those that will do good to our children.

Regarding the changing of the Basic school syllabus it is very essential that Basic school syllabus should be changed into seven years. In fact the Basic school syllabus was framed originally for seven years by the Zakir Hussain Committee. Later on it was changed into eight years to suit the eight-year Elementary education. Now that the Elementary education syllabus is changed into seven years we should change the Basic school syllabus to seven years. As I told you earlier a Committee is working on the reorganisation of the syllabus and I request the Government to implement the new syllabus as soon as it is ready.

One thing more I would like to add and close. The Basic Education scheme was placed before our country not merely to improve the methods of teaching but to bring in a new non-violent democratic social order. We must not forget this revolutionary aspect of Basic Education. We know that Education is a reflection of the social order and also an instrument of social change. Unless we bear in mind the revolutionary aspect of Basic Education, Basic Education will not become an instrument of social change.

I once again thank the President of the S.I.T.U. for giving me the honour of presiding over this sectional conference.

## Resolutions passed by the Conference at the Opening Sessions on the 2nd & 3rd Days

1. This Conference endorses the recommendations made at a joint meeting of the Presidents and the Secretaries of the District Teachers' Guild and members of the Executive Board held on the 18th March with the following modifications :—

### COLLEGES

Principal, Professors, Lecturers, Demonstrators and Tutors :

The Pay scales recommended by the University Grants Commission.

### HIGH SCHOOLS & TRAINING INSTITUTIONS

Headmasters (full secondary schools) :

250—15—400. (If the strength exceeds 500 but below 1,000; a special pay of Rs. 25; if the strength is 1,000 and above, then a special pay of Rs. 50).

Grade-A :— Assistants—B.Ed., B.T. or L.T. and specialist teachers with qualifications prescribed for teaching in High Schools :

120—10—240—15—300. (Plus an allowance of Rs. 15 for B.A. (Hons.), M.Sc.'s or M.A.'s or a special pay of Rs. 15 for additional professional qualification).

Grade-B :— Assistants—Secondary Grade trained teachers and others with qualifications prescribed for teaching in Forms I to III of Secondary Schools or Standard VI to VIII in Higher Elementary Schools or Standard V to VII in the new pattern of Secondary Education :

75—5—130—7½—175. (Plus an allowance of Rs. 15 for Inter or B.A. or a special pay of Rs. 15 for additional professional qualification. For additional qualification in Commercial subjects, an allowance of Rs. 15).

Grade-C :— Assistants—Higher Grade trained teachers and others with qualifications prescribed for teaching I to V Standards in Elementary Schools :

Rs. 60—4—120.

Clerks in Secondary Schools (Minimum qualification is S.S.L.C. or Matriculation) :

Ordinary scale : Rs. 75—5—150.

Special scale for head clerks and accountants : Rs. 150—10—200.

Attenders and peons are to be paid as per scales laid down for similar categories in Government departments.

Headmaster :—Elementary School I to IV or V Standard. Secondary Grade trained :

Rs. 75—5—130—7½—175. (Plus a special pay of Rs. 10. The Headmasters of Elementary Schools have to do a lot of clerical work).

Headmaster :— Higher Elementary School—L.T. or B.T.—Standards VI to VII or Middle School :

Rs. 120—10—240—15—300. (A special pay of Rs. 15).

Lower Grade teachers in Elementary Schools. (There are only a few and they will retire within a few years; but considering the high cost of living, a new scale is proposed) :

Rs. 50—2—60.

In making the above recommendations, the Union is fully aware of the extra cost involved. The financial issue can no longer be evaded. If the State Government is unable to meet the extra cost, it is the imperative duty of the Central Government to place sufficient funds at the disposal of the State Government.

### THE UNION SUBMITS THE OTHER FOLLOWING RECOMMENDATIONS :

(i) Leave rules should be uniform. Leave rules applicable to vacation departments may be made applicable to teachers under all agencies.

(ii) In the case of teachers in aided institutions, they may be allowed to contribute upto  $2\frac{1}{2}$  annas (15 nP.) in the Rupee since the deposits are long-term deposits and interest at 4% should be guaranteed.

(iii) Without any distinction, the rate of pension should be 25% of the average salary drawn during the last three years subject to a minimum of Rs. 30 per month.

(iv) Qualified women teachers may be permitted to work as part-time teachers.

(v) The age of retirement should be fixed at 60 for teachers under all agencies.

(vi) All concessions and allowances granted to N.G.Os. must be extended to teachers and non-teaching staff under all agencies.

Moved by Sri A. Rajagopalan of Coimbatore and Seconded by Sri Srinivasa Iyengar of Tiruchirappalli.

### HOUSE RENT ALLOWANCE :

2. This Conference views with deep regret that in spite of frequent requests to the Government to grant House Rent Allowance nothing has been done so far. This Conference presses the need for granting House Rent Allowance without further delay.

Moved by Sri N. R. Athmanathan of Madras and Seconded by Sri P. V. Ramaswamy of Madras.

### PROVIDENT FUND CONTRIBUTIONS :

3. The Conference requests the Government to amend the Provident

Fund Rules so that the teacher's contribution should be 10 nP. in the Rupee and the Management and the Government should each be made to contribute 5 nP. in the Rupee and the Government's contribution should be made at the end of each year. This Conference further requests the Government to permit the teacher to contribute upto 15 nP. in the Rupee.

Moved from the Chair.

### ASSISTANCE TO STUDENTS' & TEACHERS' EXCURSION :

4. This Conference appreciates the assistance given for meeting the travel costs when teachers and students go on excursion and it requests that the grants may be made liberal to cover incidental and necessary expenses.

Moved from the Chair.

### TEACHERS' CONSTITUENCY :

5. This Conference resolves to request the Government to include all Elementary School Teachers in the Teachers' Constituency of the Madras Legislative Council.

Moved from the Chair.

### DEARNESS ALLOWANCE :

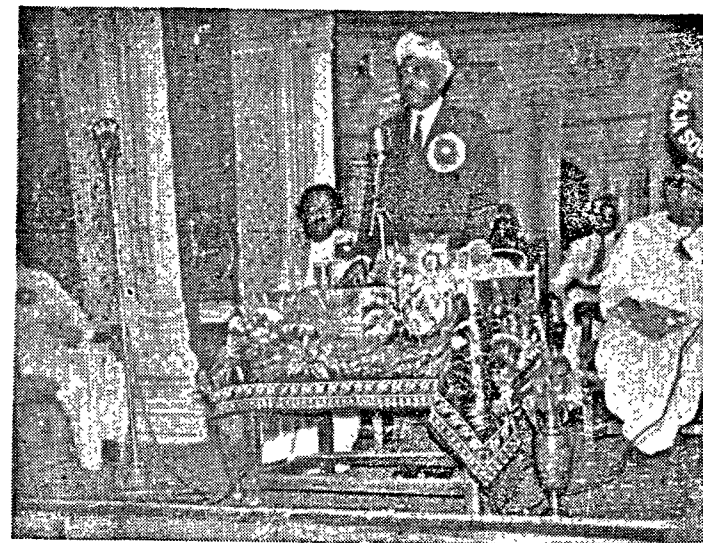
6. This Conference while thanking the Government for granting enhanced Dearness Allowance from 1st December, 1958 resolves to request the Government to grant Dearness Allowance at the Central Government rates.

Moved by Sri S. S. Narayanasami of Devakottai and Seconded by Sri Fazlur Rahman of Pernambut.

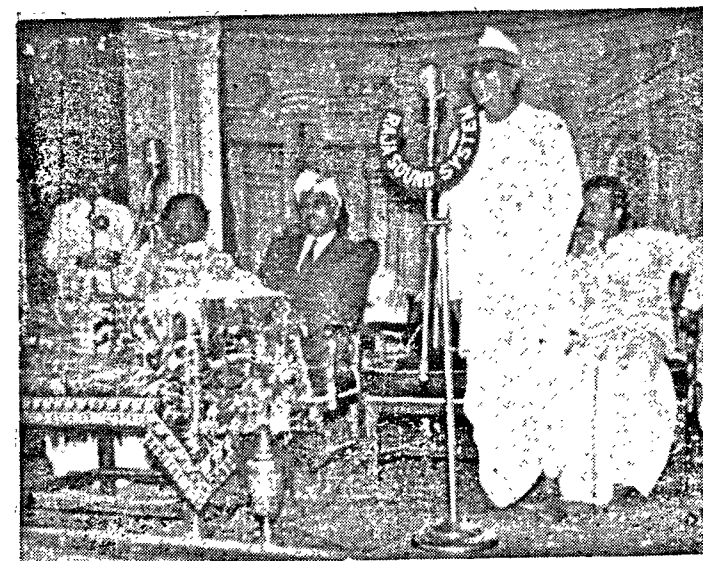
### BUILDING SCHEME FOR TEACHERS :

7. This Conference resolves to request the Government to adopt a Building Scheme for teachers to build their own houses at the places where they serve and also help managements to build residential quarters for teachers and clerical staff.

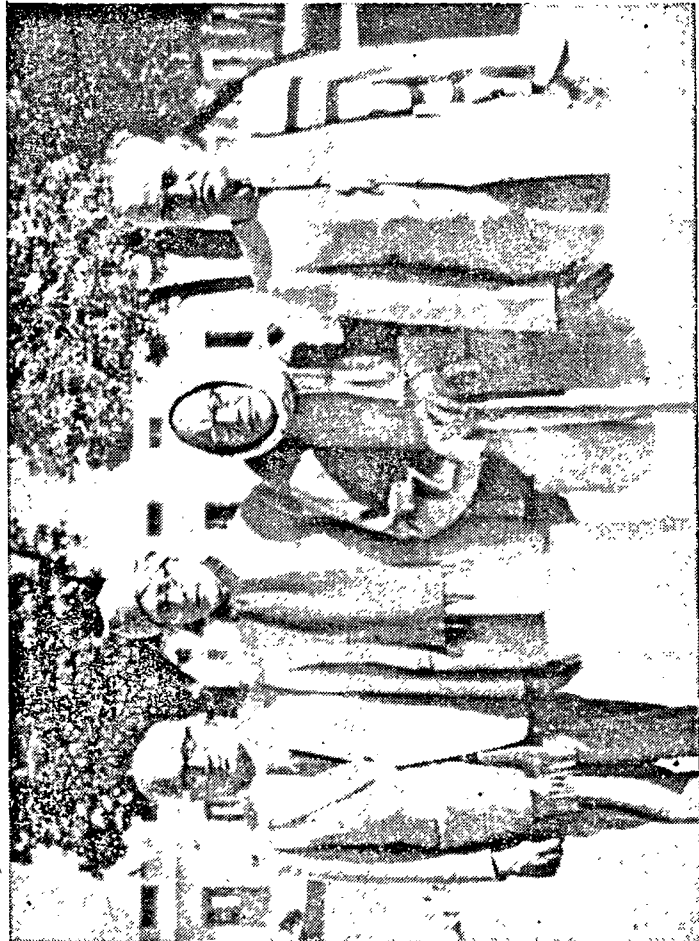
Moved from the Chair.



Sir A. Ramaswami Mudaliar delivering Presidential Address



Sri K. Santhanam inaugurating the Conference



S. I. T. U. Delegates to the All India Educational Conference at Chandigarh

**MEDICAL AID TO TEACHERS :**

8. This Conference reiterates its request to Government to grant free medical aid to teachers under all agencies on lines similar to those granted to Central Government employees.

Moved from the Chair.

**NON-TEACHING STAFF :**

9. This Conference resolves that the fee concessions at present given to teachers of all categories be extended to non-teaching staff.

Moved from the Chair.

**TEACHER-PUPIL RATIO :**

10. This Conference resolves to request the Government to adopt the pupil-teacher ratio 25 : 1 in all Elementary Schools.

Moved from the Chair.

**PENSION SCHEME :**

11. This Conference requests the Government to give effect to the pension scheme to all teachers from 1-4-55 and to condone all breaks even after attaining the age of 55. This Conference further requests that pension may be given to teachers who retired even before 1-4-55, but who are still alive, the pension to take effect from 1-4-55.

Moved from the Chair.

12. This Conference resolves to request the Government to extend the pension scheme to the non-teaching staff.

Moved from the Chair.

13. This Conference requests the Government of Madras to suitably amend the pension rules so that the service noted in column 14 in the first page of the T.S.R. verified by the Deputy Inspector of Schools, may be taken as approved service without insisting on any further service certificates for that period at the time of applying for pension, as it involves enormous practical difficulties, since records are not kept for a long period in Elementary Schools.

Moved by Sri R. M. Ganapathi of Tiruchendur and Seconded by Sri Ramamurthi of T. Nagar.

**PAY SCALE TO SECONDARY GRADE TEACHERS :**

14. This Conference requests the Government to allow Secondary Grade scale of pay to such of the Higher Grade teachers of all agencies as pass the Secondary Grade training ; as this will act as an incentive to such teachers to improve their professional qualifications which in turn will bring about greater efficiency in the method of teaching.

Moved by Sri R. M. Ganapathi of Tiruchendur and Seconded by Srimathi Saraswathi Srinivasan of Adyar, Madras.

15. This Conference requests the Government of Madras to allow the scale of pay of Secondary Grade Teachers to Elementary Grade teachers of all agencies who were in service before 1-4-58 and who passed the Secondary Grade T.S.L.C. Examination in March 1958, since as per rules they were considered as Secondary Grade teachers from 29-3-1958, the next day after the last day of the T.S.L.C. Examination, though their pay at the enhanced rate could be assessed only in June after the results were announced and since the moral force of the G.O. No. Ms. 556 Education, dated 24-3-1958 is in favour of such teachers.

Moved by Sri R. M. Ganapathi of Tiruchendur and Seconded by Sri S. S. Narayanaswami of Devakottai.

**DEPARTMENT OF EXTENSION SERVICES**

16. This Conference resolves to request the Government to enable the Department of Extension Services in the State to pay T.A. and D.A. to the participants of the Seminar, Refresher Courses, etc., conducted by them.

Moved from the Chair.

## BOARD OF EDUCATION

17. This Conference urges upon the Government for ensuring the progress of education, a State Board of Education consisting of representatives of the Legislatures and the organised teaching profession be sent up.

Moved from the Chair.

## COUNCIL OF ELEMENTARY EDUCATION

18. This Conference further requests that with a view to stepping up the quality of education in our Elementary Schools and at the same time ensure the fulfilment of the constitutional directive in regard to the introduction of Free Compulsory Education an autonomous Council of Elementary Education be set up for this State with representatives of the Education Department,

Local Bodies and the organised teaching profession to undertake programmes of in service training for teachers in Elementary Schools, to study problems connected with Elementary Education, to periodically review the progress and to advise Government on measures to be taken for ensuring qualitative and quantitative improvement in Elementary Education.

Moved by Sri S. Natarajan of Madras. Seconded by Sri S. S. Narayanaswami of Devakottai.

19. This Conference places on record its deep sense of sorrow at the demise of Sri M. D. Manickam, Headmaster, E.L.M.F. High School, Madras, who was an ex-President of the Madras Teachers' Guild and an Executive Board member of the South India Teachers' Union.

Moved from the Chair.

## S. I. T. U. EXECUTIVE BOARD MEETING

A meeting of the Executive Board of the S.I.T.U. was held in the Municipal College Hall, Salem, at 3 p.m. on Sunday the 3rd May 1959 with Mr. T. P. Srinivasavaradan in the chair.

The following members were present:

1. Sri C. Ranganatha Aiyengar (Journal Secretary)
2. Sri P. V. Ramaswami (Treasurer)
3. Sri V. B. Murthy
4. Mrs. Saraswathi Srinivasan (Vice-President)
5. Sri S. Natarajan
6. Sri Mariaprakasam
7. Sri Fazlur Rahman (Pernambut)
8. Sri S. Subba Rao (Salem)

9. Sri S. M. Lakshmana Chettiar (Salem)
10. Sri C. L. Govindarajulu (Pollachi)
11. Sri P. S. Subramaniam (Periakulam)
12. Sri A. Phillip
13. Sri D. Sebastian (Karaikudi)
14. Sri J. Soundararajan (Tiruvannamalai)
15. Sri A. M. Kanniappa Mudaliar (Administrator, Benevolent Fund)

Mr. V. Arunajatai's letter expressing his inability to be present was read by the President.

1. Minutes of the previous meeting were taken as read and passed with the omission viii standard supplied,

The following points were considered.

2. (i) Regarding scales of salaries recommended for college teachers, they should be amended in accordance with the University Grants Commission's recommendations.
- (ii) The scales of salaries to clerks and librarians to be brought to the attention of the Pay Commission.
- (iii) A resolution was passed regarding amendment of Grant-in-aid Code recommending service conditions and agreement.
- (iv) Criticisms of certain Associations regarding some clauses in the Grant-in-aid Code and incorporation of same were considered.
- (v) President's letter to Roman Catholic Institutions to retain teachers who complete the age of 55.
- (vi) Representations from teachers of Secondary Grade re: additional Dearness Allowances.
- (vii) The break at 55; eligibility for pension. Condonation of the break. Representation re-eligibility to pension of superannuated teachers who were in service on 30-4-1958.
- (viii) The problem of fee levying and non-fee levying schools. Salaries of teachers within Government scales and the continuation of the service of the teachers on the same salary as they were drawing when they were absorbed by the Municipalities etc. Letters to be written about all these problems to the authorities concerned. A

suitable resolution to this effect to be drawn up. The resolution to be implemented without delay i.e. the one on absorption of discharged teachers.

Mr. S. Natarajan and Mr. Sebastian took part in the discussion of the subject.

1. It was brought to the notice of the Board that the President Mr. T. P. Srinivasavaradan has been invited to visit the U.K. in October '59 by the British Council and that the same has been accepted.

2. Consideration and passing of the Annual Report and the audited statement of accounts for the year 1958-59.

Passed. It was resolved that the Union should pay interest at 4% on the amount borrowed from the Profession Trust Fund for the Golden Jubilee Building.

The sum of Rs. 3,500 borrowed from the Benevolent Fund should be shown in the account as due.

3. The Board ratified the inclusion in the list of delegates all those registered on and after 1st April 1959 up to 5 p.m. of 3rd May 1959.

4. The following resolutions from K. Venkatachalam Aiyengar were considered for inclusion in the draft ones.

1. Teacher pupil ratio to be 1:25.
2. Amendment of pension rules.
3. Secondary Grade scale of pay to Elementary School teachers with proper qualifications.
4. Grant to fee levying schools.

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ADDRESS OF SRI A. N. BASU 98858 17

## Extracts from the Address of Sri A. N. Basu to the Annual Conference of West Bengal Headmaster's Association on 15-4-1959

Verily the old system of education fashioned under a different epoch and a different set of circumstances could not do, once we attained independence. But a change in the educational system of a country does not come overnight. Naturally we are still in the midst of that educational reconstruction and this process will continue for some years to come.

### Politics & Education

The most noticeable thing that I see today in the field of education is how politics has come to dominate everything in education. The entire educational perspective in West Bengal today is political and that too not in the wide sense but in the narrow sense, being confined to party affiliations.

Politics came to dominate education during the days of our struggle for freedom. During the British rule we were told that a subject nation had no politics. Naturally politics in those days was eschewed completely from education, giving education an air of unreality which it has not been able to shake off completely even now. When Lenin spoke of the close connection between education and politics, he meant the need for and importance of giving education that character of reality without which it completely loses its effectiveness. For education is life, it derives its staple from life. Naturally education cannot and should not be divorced from politics in its wide sense.

I submit that by tying up education with politics as we have done today, we have done great injustice to education and taken away from it the role that rightly belongs to it in any well ordered society.

Education should rightly provide leadership in a country. But it is not doing so in this state today, because of its pre-occupation in something extra-educational. Today that leadership has gone to party politics which determines whether something educational is good or bad as such, not purely from educational considerations but from considerations of party politics. How otherwise do we see the spectacle of teachers using their pupils in schools and leading them in processions organised primarily for non-educational purposes? While in school the pupils are in their formative years laying the foundation of their future life and it is essential that they do not get involved in party politics at this stage.

I would like to underline here the words 'pupils in schools' with whom you and I are primarily concerned. What should be our attitude to the mature college students is a different matter.

I understand that even in the election of the Students' Council in a school, the election is fought on party lines. This is certainly not what Lenin meant when he spoke of the close connection between education and politics. I wonder if in communist countries the school pupils could bring in party considerations in their day to day life and activities; or perhaps this is an idle question; for in communist countries, I am told, no party besides the state is allowed to function, as there are no trade unions other than those approved by the state.

But this was in passing; my main point is that education should be freed from party politics and that it should be made a non-party affair. We want

this in order that our educational reconstruction may proceed smoothly and properly, that the educational future of the country, the future education of the children of the nation, may be ensured of a dispassionate approach as far as possible. There are precedents for such an approach in the field of education. The passing of the Education Act in England in 1944 is an example in point.

If education in this state could be made a non-party affair many of our problems could be more easily solved. I shall like to give you an example to illustrate what I mean. Let us take the case of salary of teachers. No one would question that the salary we pay our teachers is woefully inadequate and needs urgent revision. But when this question is made a party affair, every party appears to pitch its demands not with a view to equity and reason, but mainly with an eye to popular support. Under such circumstances we sometimes behave as if ours is not a free country and as if the people who are running the Government today are not our own people.

Another example that occurs to my mind in this connection is likely to be misunderstood by some; but in spite of this I shall cite it though not without some hesitation. For, unpalatable though it may be and perhaps unpopular among a large number of people, the truth must be clearly and boldly stated some time or other.

In education in the long run it is quality that counts and not quantity. It is therefore essential that for maintaining the quality of our educational system only the right type of teachers should be retained in our schools. If for this reason some of those, who have been there in the past, have to be diverted to some other avenues of employment, a hue and cry should not be raised in the name of education being in danger. Similarly, if for maintaining and raising the quality of education pupils have to be diverted, some to the aca-

demic and others to the non-academic types of institutions, if our schools are really made to serve a multiplicity of purposes, catering for individual needs, abilities and requirements, the cry that education is being restricted cannot and should not be raised. In this state I have heard the strange argument that there is no justification that because some one has passed his examination poorly, he should be denied the privilege of going in for the next higher stage in the same ladder. Critics who maintain such a point of view do not realise the wastage of human efforts involved therein, as they do not see that in the long run such a policy is bound to react adversely on our entire national life and lead to greater frustration. They get popular backing no doubt as there is never a dearth of inconsiderate people to support them.

The effect of the working of party politics on education is sure to plunge it further in the quagmire of mediocrity in which West Bengal today seems to have been landed. This fact will be only too patent to even a casual observer of present day life in Bengal.

We have lost the leadership which we had enjoyed at one time and of which Gokhale had once spoken. We fondly quote him even today as if things still are as they were nearly half a century ago. Today we show originality perhaps only in internecine quarrels and in destructive activities. Fifty years ago Bengal enjoyed her leadership because she had leadership in the field of education. It is no good blaming others for this lost leadership. It will again come back to us if we can regain it in the field of education; and this can be done if we as a people make a concerted effort forgetting all our affiliations to party, sect or religion. This is the reason why I am pleading for making education a non-party question, so that we may carry on the reconstruction of the educational system of the state which has been long overdue. In this connection perhaps it is necessary to

say, once for all, that Bengal should and must fall in line with the rest of India and that it should not be allowed, whether in the name of originality or for any other plausible reason, to deviate from what the rest of India is doing. It has been necessary to sound this note of warning, because tendencies to the contrary, tendencies which are essentially fissiparous in their nature, seem to be in the air.

I have already spoken of the mediocrity which has stultified life in Bengal today in almost every sphere. It is my firm faith that only education can rescue us out of this quagmire. I also believe that your association can play a leading role in this great mission.

\* \* \*

Very few of our schools have a distinct ethic of their own, a personality and character, and so very few of them can aspire to build character in their pupils and educate them properly for being citizens of a great democracy. We are committed by our national constitution to build a democratic social order in this great country of ours. And in that great venture we want leadership, for democracy needs, more than any other form of government, a continuous succession of leaders, men of character and integrity.

I am pleading for organizing community life in schools because membership of a living school community alone can provide that education which will train leaders as well as followers from whose ranks the future leaders will come.

It will not be far from truth if it is maintained that most of our schools are coaching classes and knowledge shops which fail to take a broad view of education. No wonder that they cannot either train leaders or even well-ordered ranks with potentialities for throwing up leadership in time.

A revised curriculum, a new syllabus, a new set of rules or even a reorganisation of the structure of education will not bring out those qualities on which we can build the future edifice of our national life, as the proper organisation of the school community based on mutual understanding, respect and regard will do. A little tinkering here and there will not achieve our purpose. I am pleading for a wholesale transformation of the entire life of the school so that the school may serve the purpose of education truly in all its connotations. In this great work you, the heads of the schools of Bengal, will have to give the lead.

## FROM OUR ASSOCIATIONS

### CHINGLEPUT

The Executive of the Chingleput District Teachers' Guild met at 11 a.m. on 22-3-1959 in the premises of the Ramakrishna Mission, Chingleput. The President of the Guild Sri A. S. Johnson M.A., L.T., presided over the special meeting convened to discuss the recommendations of the Grants Committee. The President in his opening remarks gave a gist of the recommendations contained in the list released by the Government.

10 members out of a total of 27 were present.

Subject discussed: Education—reorganisation—first list of recommendations of the Education Grant Committee—comments and suggestions—Executive of the Chingleput District Teachers' Guild.

### SECTION V—SECONDARY SCHOOL BOARDS

With reference to the Constitution of the Board, the unanimous opinion of

the Committee was in favour of Paragraph 35 as against Paragraph 34.

### SECTION VIII—MANAGEMENT COMMITTEES OF PRIVATE SECONDARY SCHOOLS

The Executive Committee was not in favour of the imposition of an additional endowment of Rs. 5,000 for each new section contemplated in Paragraphs 44 & 45, and resolved to request that the present position regarding endowments be continued.

Paragraph 46. The Committee recommended that this paragraph be deleted as the opening of new sections often depends upon promotions, retentions and new admissions which cannot be foreseen in time to get the previous "concurrence of competent authority."

With reference to Paragraphs 55 and 56, the Committee felt that the dignity of Private Managements should be upheld and that drastic steps like suspension and abolition contemplated in these paragraphs should be considered only as last resort and in extreme cases only.

### SECTION IX—SCHOOL FEES AND FEE REMISSIONS

The Committee recommended that the enhanced rates of tuition fees contemplated in Paragraph 58(i) be permitted to go upto Rs. 50 per annum in Forms I to III and Standard VI and VII, and upto Rs. 100 in Forms IV to VI and Standards VIII to X.

With reference to Paragraph 61, the Committee recommends that half fee remissions to poor pupils be introduced simultaneously in Standard VIII and Forms V and VI during 1959 to 1960 and not progressively from 1959 to 1960 onwards.

With reference to Paragraph 63, the Committee recommends the grant of Poor concessions to all pupils without any distinctions of caste or creed and on the basis of poverty alone, taking Rs. 1,200 per annum *exclusive* of allowances as the upper limit of poverty.

### SECTION X—GRANTS-IN-AID

While welcoming the revision of scales of pay contemplated in Paragraph 67, the Committee recommended the implementation of the scales of pay already recommended by the S.I.T.U. It also feels strongly that the scales of pay should be uniform in all schools without any distinction between liberal schools and less liberal schools. It also recommends that in the revision of scales, more liberal weightage be given, counting service from 1952 onwards.

### SECTION XI—AUDIT

Opinion was divided as to the mode of audit, some being in favour of Departmental audit and some in favour of Local Fund audit. But all felt that an Audit Code should be issued and that editions of the Madras Educational Rules and Grants-in-Aid Code, thoroughly revised and brought up-to-date be made available at an early date.

### TANJORE

A gist of the speech of the Hon'ble Minister for Education at the Half Yearly Conference of the Tanjore District Teachers' Guild held at the National High School, Negapatam, on the 7th March, 1959:

Frequent changes in the field of Education will create confusion all round and result in the deterioration of the standards; nevertheless changes are necessary and inevitable in a dynamic society to meet the new needs and demands that have to be faced consequent on the emergence of new values. He said that the great hope of the Teachers of the present day was the growing awareness of the public of the importance of the teacher. The people had begun to realise the need to educate their children and had understood the value of Education, though they might not have had a good fortune to get educated themselves. Thus the teachers had a great responsibility to the community at large to train the

wards entrusted to their care along healthy lines and earn the goodwill and appreciation of the people. They should discharge their duties in such a way that they did not rest content only with satisfying the Government or the Departmental heads.

Government wanted to provide educational facilities to all children irrespective of the fact whether they lived in towns or villages or were rich or poor or belonged to the forward or backward communities. Originally they planned that this universal primary education should be confined to the first five standards but now they have decided to have it for the first seven standards. The problem was a stupendous one and Government had fixed the pupil teacher ratio as 1:35 so as to achieve the twin objectives of taking education to all children and also to avoid additional financial commitments. The demand of the Guild to amend the pupil teacher ratio so as to fix a small number of children for a teacher must be viewed against this background. But, of course as conditions improved, the ratio could be gradually modified so that they could have even one teacher for every 20 students.

The minister impressed on the teachers that the Government were taking a sympathetic interest in their problems and were trying their best to do what they could in the circumstances. He cited the recent increase of Rs. 5 in their Dearness Allowance as also the pension scheme and the inclusion of their Pay scales in the terms of reference of the Pay commission which they had recently appointed. He did not claim that all their grievances had been redressed and demands acceded to. But as the minister in charge of Education, he would like to assure them that they could expect some little benefits each year, though it might take some time for all their demands to be met. He would appeal to them not to become despondent or frustrated nor let students entrusted to their care become victims to their sense of gloom. He added, that he believed in the close

participation of the teachers in any changes or reforms in the educational field and he appealed to them to offer their valuable suggestions in shaping the proposed Secondary Education Act.

Sri J. A. Paulraj, President of the Guild in the course of his welcome, pleaded that the pace of making the regional language replace English as the medium of instruction in colleges should not be hustled and they must wait till such time as they produced enough literature in their own mother tongue, so that the switch over would be gradual and smooth.

Sri S. Balasubramaniam, General Secretary of the Guild presented a memorandum requesting the minister to reconsider the Teacher Pupil ratio, to sanction uniform scales of Pay for teachers under all managements, to grant House Rent Allowance and Medical Allowance, and to implement uniform leave rules.

#### RESOLUTIONS PASSED AT THE CONFERENCE

1. RESOLVED to request the Government to include teachers in the various Commissions like the Planning Boards and the Block Development Boards.
2. RESOLVED to request the Government to afford facilities for Teachers of experience in Social Service to enter the Administrative Services in the State.
3. RESOLVED to request the Government to offer Free Educational concession to the children of Teachers in all collegiate courses and to set a certain number of seats for them in the colleges.
4. RESOLVED to request the Government to grant House Rent Allowance to all categories of teachers.
5. RESOLVED to request the Government to sanction uniform scale of pay to all Secondary Grade teachers according to their qualifications and remove the 'Sanctioned posts'.

6. RESOLVED to request the Government to assess in addition to the teaching grant, and Dearness Allowance and Special Pay, the amount of rent for School building, T. P. F. deposits, Headmasters' Allowance in full and also to enhance the maintenance grant to 25%.
7. RESOLVED to request the Government to fix a time limit for the disposal of appeals by the Educational authorities.
8. RESOLVED to request the S.I.T.U. to institute Council of Education analogous to the Bar Council, to protect the privileges of the members of the Teaching profession.
9. RESOLVED to organise an excursion to North India during the Dasara holidays for the benefit of the members of the Guild.

#### COIMBATORE

Under the auspices of the Extension Services Department of the Teachers' College, Sri Ramakrishna Mission Vidyalaya, a conference of educationists of the Coimbatore District was held on Saturday, April 4, 1959 at the Sri T. A. Ramalingam Chettiar High School, Coimbatore, to consider the First List of Recommendations made by the Education Grants Committee, Madras. Sri T. S. Avinashilingam Chettiar, M.P., Director, Sri Ramakrishna Mission Vidyalaya, presided.

Shri T. V. Angappan, B.Com., Correspondent of the School welcomed the gathering.

Shri T. S. Avinashilingam Chettiar observed that there is no fear of nationalisation of schools in our State. Under the revised proposals more grants seem to be made available for the private schools. The provision to take over schools in case of mismanagement, is only a necessary protection clause. He wanted the delegates to consider the recommendations carefully and express their views clearly

especially with regard to the constitution of Secondary School Boards.

Shri E. V. Singaravelu, Headmaster, Sri T. A. Ramalingam Chettiar High School, Shri N. Chinnaswami Naidu, Headmaster, Mani High School, and Shri S. Venkataraman, Headmaster, Sarvajana High School initiated discussions respectively on the *Constitution of Secondary School Boards*, *School Fees*, and *Grants-in-Aid*, and *Service conditions of TEACHERS*. Then there was a detailed discussion on the Recommendations in which 17 educationists of the District participated. Shri N. Mahalingam, M.L.A., Pollachi, and Shri A. R. Khan, the District Educational Officer, Coimbatore were also present.

The following recommendations were made unanimously after discussion.

#### SECTION II

14. Accepted. Too large an area is not desirable in the interests of efficiency.

#### SECTION III

19. 'Municipal Schools' need not be separately maintained. They may also be brought under the Secondary Schools Boards. The necessary alteration may be made throughout the act in regard to Municipal Schools.

#### SECTION IV

25. Add (D) Contributions and Donations from the public.

27. As the basis for these grants, separate rules may be framed.

28. Recurring Development Grant. One Rupee per head seems to be theoretical. It has to be worked out actually and found out. There should be proper distribution between more developed and less developed areas in the matter of allocation of funds. Increased grants should be allotted for the development of backward areas and Rural areas.

## SECTION V

31. Add (VIII) The Board should endeavour to improve the quality of Education by providing the necessary in-service training for teachers.

33, 34, & 35. The conference holds the view that the Secondary School Board should be constituted as follows :—

- (i) The Board should consist of a Non-Official Chairman and seven other members.
- (ii) The Chairman should be elected by the members from among themselves.
- (iii) Accepted.
- (iv) Accepted, add the following ; The Headmasters' Association may send a panel of 4 names of Headmasters of which the Government may choose two, one from private school and one from public school ; similarly the Managers' Association may send a panel of three names — from among whom the Government may nominate one to the Board.
- (v) add : These members should be Educationists having an experience of at least 10 years in the educational field.
- (vi) Accepted.
- (vii) The Chairman should be elected but he should not be a serving Headmaster, as he will not be able to devote sufficient time to the work in addition to his own work-load.

It was agreed that Municipal Schools may also be brought under the jurisdiction of the Secondary Education Boards.

## SECTION VI

The 'act' is silent with regard to service conditions of Aided School Teachers. The act should make specific provision for conditions of service with regard to pay, leave rules, D.A.,

House Rent Allowances and Security of Tenure on a par with public school teachers.

67. The pay scales suggested are not attractive enough and should be improved. These need not be put into the Act as these have to be revised from time to time in accordance with the cost of living.

## SECTION VII

40. Public Registers of Assets and Liabilities of Secondary Schools.— While welcoming this proposal the conference feels that there should be ample freedom for the managements to utilise the assets for developmental purposes. There should be flexibility in the rules to enable managements to utilise a portion of the assets such as grounds for future development of education at the discretion of the management. The hardship that may arise in case of taking up schools situated in Churches, Temples, or Ashramas may be considered.

## SECTION VIII

48. The number of members (other than the Headmaster) who are related to one another should not exceed one-third of the total strength.

54. 'Victimisation' may be clearly defined.

## SECTION IX

63. A pupil should be deemed to be a 'poor pupil' if the annual income of his parents from all sources does not exceed Rs. 1,800 per annum.

In the case of 'destitutes' no income certificate need be insisted upon throughout the school course.

School Fees and fee remissions need not be put into the Act. Rules may be framed for the purpose.

## SECTION X

Rules regarding calculation of grant should be quite clear and unambiguous and form part of the statutory rules.

It was agreed that the rules regarding grant have been liberalised.

## EDITORIAL

## THE SALEM CONFERENCE :

We congratulate the Salem District Teachers' Guild on the splendid arrangements they have made in constituting the Reception Committee of the 49th Madras State Educational Conference so as to ensure complete success. In this issue a report of the proceedings is published. It will give the reader an idea of the size of the commitment of the Reception Committee and of the many problems of education considered at the Sectional and General Sessions. It behoves the authorities to consider deeply the resolutions passed unanimously at the General Conference at an early date. Some of them are reiteration of the resolutions of previous Conferences and their very repetition only goes to show their importance and urgency.

As was pointed out by Mr. K. Santhanam, who inaugurated the Conference, hundreds of crores are spent in the name of national economic development and a few crores allotted to this State specially for improvement of Salary Scales and Dearness and House Rent Allowances will ease the difficulties and the hardships that the teachers are undergoing.

Another matter worthy of implementation is the demand of the profession to be represented directly on all Committees set up by the Government in regard to educational problems.

## GRANT-IN-AID CODE :

We invite the attention of our readers to the recommendations of the Coimbatore District Teachers' Guild regarding the recommendations of the Grant-in-Aid Code Revision Committee. These recommendations were considered at a Joint Meeting of the Executive of the South India Teachers' Union and the Presidents and Secre-

taries of the District Teachers' Guilds who have given their general support to the same. The Coimbatore District Teachers' Guild appears to have given some serious consideration to the proposals. Their views regarding the Recurring Development Grants, the composition of the proposed Board of Secondary Education, Pay Scales, Register of Assets and Liabilities, and utilisation of surplus, fee rates, etc. deserve careful consideration.

We agree with the Guild in their opinion that pay scales for teachers should not be laid down in the Act, but the Act should empower Government to lay down scales of salaries as these may have to be changed from time to time in accordance with the changes in the social and economic pattern of the State. Amendment to an Act involves legislative sanction and is always both difficult and time consuming. It is necessary that a provision be made in the Act for setting up a salary negotiating body consisting of an equal number of representatives of Teachers' Organisations and Employing Agencies to decide on salary scales whose decision shall be implemented by Government.

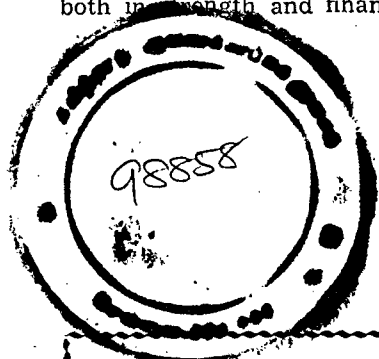
The questions of surplus funds and their utilisation as also the fee rate to be levied by managements need more careful examination. Hasty legislative action as contemplated may stifle voluntary effort and the growth of secondary education. When Government is faced with the huge task of introducing compulsory Elementary Education up to 11 years, it will need all its available resources for this task and secondary education would be regarded as a poor relation. It is therefore necessary to encourage voluntary effort and tap community resources for the proper development and growth of secondary education. We

invite our readers and distinguished leaders of public opinion to give some thought to this problem and express their views in time for the Government to incorporate them in the proposed legislation.

#### THE CHINGLEPUT DISTRICT TEACHERS' GUILD

We are in receipt of a copy of the Annual Report and accounts of the above Guild for the year 1957-58. The year under report records improvement both in strength and financial position.

The meetings were all attended in large numbers by the representatives of its affiliated Associations. The Guild hopes to secure cent per cent membership before long. We congratulate the Guild on the record of excellent achievement during the year and hope that the zeal evinced by the Office-bearers will be a sustained one and permeate among the members so that the continuity of the organization may be maintained.



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