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THE SOUTH INDIAN TEACHER

Vol. XXIII

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No. 3

AIMS AND METHODS OF BASIC EDUCATION

K. ARUNACHALAM, B.A., L.T.

Headmaster, Sri Ramakrishna Mission Vidyalaya Gandhi Basic Training School, Sri Ramakrishna Vidyalaya P. O.

Nai Talim as conceived by Mahatma Gandhi is Education for life through life, which consists of Pre-Basic, Post Basic and Adult Education. Basic Education covers the age group Seven to Fifteen. Education in the past was thought of both in India and outside as something that tried to transmit information to the children and thus make them intellectuals. This has not helped the world to solve its problems. A juster social order yet remains a dream. This could come only when the future citizens are trained for that in actual life situations.

Basic Education is designed to bring into existence a co-operative social order replacing the present competitive and inhuman regime based on exploitation and violent force. This just social order can be realised only through creating harmoniously developed individuals. For, according to Sir Percy Nunn, "nothing good has ever entered into society except through individual men and women." These "individuals" can be developed only in a well-organized society. Individuality cannot be built up or trained in a vacuum. So the ultimate objective of Nai Talim however is not only to train a balanced and harmonious individual but to build up a balanced and harmonious society—in Gandhiji's word "a juster social order in which

there is no unnatural division between 'the haves' and 'have nots' and everybody is assured of a living wage and the right of freedom.

Another important objective of Basic Education is to teach the superiority of Non-Violence over Violence. How are these objectives realised in Basic schools? What methods and techniques are adopted in order to achieve these ideals? These are questions that naturally arise in the minds of earnest teachers. There is none who does not want to create a just, casteless, classless social order. Liberty, Equality, Fraternity and Justice have been the watchwords of every great leader who contributed to the forward march of human society. Gandhiji has lived, fought and died for liberty, equality, fraternity of not of the many but all—His one dream in life was to realise a SARVODAYA Social order where even the meanest, the lowliest will be free economically, socially and politically—not only free but be free and capable of contributing to the betterment of commonweal.

These objectives are realised by organising life in the school on the basis of a community of co-operative productive community. This is the unique technique and the life principle in Basic Education. Hitherto in the traditional system of Education book and

book learning was at the centre and all other things, if any, were considered extra. Now work, purposeful and productive, has displaced the book. It has come to occupy the central place in a well ordered school community. Some of the educationists who can understand and appreciate the place of activity in schools cannot reconcile themselves to making children do productive manual work. It will be a difficult task for me to convince such friends about the potentialities of craft work. The amount of energy that has been released in children by the introduction of work has been immense and all that energy is being constructively used to build up a SARVODAYA SOCIAL ORDER. Some other friends even when they agree to productive work being the centre of life in a Basic school community cannot appreciate the emphasis placed on the process of producing fabric and cloth. To these friends I can only say with the University Education Commission that "This is highly valuable as a centre for correlation of learning, since clothing, food and shelter is a basic human need. Also it provides opportunities for children to experience skilful achievement and to have first-hand familiarity with an economic process from start to finish." This does not mean that spinning and weaving alone is to be the basic craft in all schools. Any other rural handicraft can be used as a basic craft. However, spinning and weaving will be taught in all schools in as much as it has been and it is the 'Livery of Freedom' and till freedom for the lowliest is assured we have to keep on the livery. Hard-won freedom of all varieties, economic, social, political and religious can be maintained on a non-violent basis only as long as we stick to this livery.

Work can be mechanical, dreary or merely material. But an intelligent teacher can make manual productive work as interesting as infantile play. There need not be practically any difference between the interest that organised games give and that derived from organised work; work of all

kinds aims to render a service, or to produce something useful or ornamental. There is a type of work in which the activity end and interest are related psychologically as they are in games. We imagine that the artist painting a picture or writing a poem faces a situation that is just alluring as that of a person engaged in a game. This type of work may therefore be called artistic work, but it is not confined to the artist in the narrow sense. Every person who does his work in a spirit of delight who is interested in the process as well as the product and who takes an aesthetic attitude throughout has a right to the designation of artist. It may include the labourer in the field, the boy at the charkha or the weaver on the looms. There is no type of effort that may not attain to this stage.

Sri G. Ramachandran in one of his well written articles in the Education Number of the Viswa Barathi Quarterly describes how the just Social Order can be brought about by the introduction of work in the Basic Schools. He says "Work is the law of life and work alone can really teach anything. The farther you go away from work isolating mental growth from training of the fingers the more you have a capitalistic and exploiting social order. The nearer you come to work and learning one single process, the nearer you come to the ideal of the just and peaceful social order which is the aim of all human endeavour."

If pursuit of work as a means of growth can be instrumental in revolutionising the existing social order it does so by changing the individual's personality. It not only caters to the bodily development of the child but increases the child's knowledge, develops intellectual powers. How are they done? I will not attempt an elaborate answer to this question. I will stop with drawing the attention of the reader to Adolph Ferriers' book "THE ACTIVITY SCHOOL".

It is my personal experience that manual work develops sincerity, arouses altruism, permits collaboration from

which grows the sense of social solidarity. Such are the advantages of manual work. But it needs to be planned and organized if one wants to get the full benefit out of it. That is perhaps the reason why Mahatma Gandhi has insisted upon craft being taught *SCIENTIFICALLY*.

It was pointed out at the outset that one of the techniques in Basic Education is to organize the schools into live co-operative communities. It is generally thought that only Boarding (Residential) schools can profitably be organized into communities. Our experience shows that even day schools can be organized into communities where even small children take up their own responsibilities with great delight.

We should not neglect the fact that apart from Manual work the children have social and cultural programmes as part of their life in a community.

Reading, Writing and Arithmetic are learnt as tools for doing their work efficiently. Information regarding men and things of other times and climes are studied or heard to put more energy and enthusiasm into their daily duties. There is much scope for developing thinking and initiative for they have to face facts and problems in life and solve them too. Periods of silence for concentration come as naturally as sleep and waking in Basic Schools. Silent or sacrificial spinning, which is part of the life in a Basic school community symbolizes the sacredness of every common task. The children in Basic schools are actively engaged in life through work, prayer, meditation recreational and cultural activities. Through all these activities they are every moment developing a harmonious integrated personality with which they are sure to carve out a casteless classless social order.

S. S. L. C. EXAMINATION, 1951.

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By

JEANIE LANG

We have pleasure to inform the heads of High Schools in the State that stock of this book is arriving from Home by S. S. "CLAN MACBEAN" due to land in Madras on the 25th April 1950. All orders for copies will be executed from that date.

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WHAT CRAFTS ARE SUITABLE OF INTRODUCTION IN SCHOOLS

K. R. HARIHARA IYER,

Retired Lecturer, Training College, Trivandrum.

The number of minor crafts that can be introduced in elementary and middle schools is unlimited. Among crafts, such of them as require only very few and simple tools need alone be selected. Materials employed should be cheap, common and within the reach of the children. They should also be such as could be easily handled and worked by the young ones. The work done in schools should be continued at home.

(A) ELEMENTARY SCHOOL CRAFTS

(1) *Paper work.*—Folding, tearing, squeezing, crushing, modelling, cutting and pasting flowers and garland making, etc.

Paper work is an excellent medium for expressional work and subjects which are otherwise lacking in interest become transformed under the influence of this congenial and absorbing occupation. Tools are not required, the little hands being all that is necessary for many of the occupations with paper. The number and variety of beautiful and attractive forms into which a piece of paper can be folded, torn or crushed is infinite. The extent to which neatness, precision and originality can be developed is unlimited. In 'cutting and pasting' baby scissors may be safely tried. Coloured handbills from theatres and cinemas which every child even in an outlying village has chances to collect in plenty can be put to very advantageous uses.

(2) *Clay modelling.*—Potter's clay is available in all places. Slates can be used as trays to keep the clay on during the process of modelling. The models made can be dried, burnt and painted. Clay modelling is the best form of art that can be taught in

schools. It is superior to drawing and it is an older art than painting. In trying to express what is seen, children learn to perceive more accurately and to form correct concepts.

(3) *Sand modelling.*—Wet sea sand is the best material in the case of infants as it does not soil the hands. A small plot of ground spread with sea sand is very useful for group work and for the realistic teaching of geography.

(4) *Plaiting.*—Paper strips (book-binder's cuttings), strings, coir, tape, ribbon, palmyra and cocoanut leaves may all be used and useful articles for the home can be made.

(5) *Mat weaving.*—First with paper strips and then with palmyra and cocoanut leaves, straw and other grasses.

(6) *Domestic crafts:*

(a) Needle work—Mending cloths.

(b) Whitewashing.

(c) Painting and varnishing of doors and windows.

(d) Brooms, dusters and brush making.

(e) Gardening—Flowers and vegetables.

(f) Laundry work.

(g) Spinning.

(B) MIDDLE SCHOOLS

(1) *Clay modelling.*

(2) *Paper crotons, flowers and garlands.*

(3) *Cardboard modelling.*—Boxes, lanterns, building models, specimen cases, bottle cases, pill boxes, etc.

(4) *Basketry and mat weaving.*

(5) *String, Coir or Fibre work.*—Bags, nets, fancy cords, rugs, mats, etc. are the different kinds of articles that can be attempted.

Also fibre, cotton yarn and cocoanut fibre can be used. There is plenty of scope for designing and brush work.

Brush making is a very profitable occupation. Scrubbing brushes, tooth brushes, bench brushes, bottle cleaners and glue brushes can be made.

(6) *Dressing dolls and pictures.*—Special for girls' schools. Doll dressing gives opportunities for the practical application of the various stitches learnt in needle work. It lays the foundation for the art of theatrical make-up so necessary in schools. Tailor's cuttings may be used for doll dressing. Hairing dolls can also be attempted with advantage. Aloe fibre dyed in various colours may be used in place of crepe hair.

(7) *Book-binding.*—Ordinary and open binding to start with binding of their own torn books. Pads, blotters, files, letter racks, letter paper files, etc.

(8) *Mounting pictures and photos.*—With what is known as 'passe partout' method, without wooden frames.

(9) *Stencilling.*—It is a very useful and interesting occupation. Stencils of letters of the alphabet, pictures of animals and human beings, flowers and designs may be cut out of thick paper or thin cardboard and used for school and home decoration.

(C) SECONDARY SCHOOLS

(1) *Book-binding.*—Open book binding.

(2) *Repousse work.*—This is a very simple occupation, which boys can master in a short time if they are good at drawing and design. It is the art of ornamenting metal by means of blunt punches. Many articles in common use can be made very attractive by being embellished with some kind of design.

(3) *Leather work.*—It affords excellent opportunity for art expression and for the training of the hand and eye. It is one of the best crafts for beginners. Leather is very easily handled and requires only a small equipment. Many beautiful and fashionable articles can be made from leather. The material being costly, schools cannot afford to introduce the work unless the pupils themselves are very rich.

(4) *Fret work.*—It is a very fascinating occupation which needs only a simple and moderate outfit. It is the most popular kind of hobby in all western countries. Girls also can practise it with ease. None of the Indian woods are, as such, suitable for fret work. Three-ply board is the material used. Old tea-chests may be profitably used for practising fret work.

(5) *Wood work and metal work.*—The introduction of wood work in schools will not be possible for a few years to come as the cost of equipment has considerably increased. Carpenter's tools are not available in plenty after the last war. The price of even soft timber is six or eight times the pre-war price. Every school should try to possess at least one set of the most necessary tools and a working bench fixed with a bench-vice. Many waste materials, such as, packing cases, pictures, wall paper patterns, tin cans, wire, corks, spools, cardboard boxes, scrap-metal, binder's cloth, leather, tea-chests, watch and clock springs, etc., should be collected and stored.

(6) *Drawing, brush work and design.*—Drawing is the soul of every kind of industrial art. The great question at present in Education is "Can children, while at school, be trained to practical industry? Can their minds be more fully developed? Can they, while learning to read, write and cipher, be taught a trade or fitted for some calling so that on leaving school, they may be prepared to work, and if possible, gain a living?" This question is but answered not in theory but in practice by the remarkable work that is done in the public schools of Philadelphia organised by the great educationist, Charles Leland. It is demonstrated that all the minor arts such as modelling in clay, carving in wood, sheet leather work, simple cabinet making, stencilling, mosaic inlaying, repousse, are only applied design worked out with other implements than pencils. The importance of design as a basis of *Practical Education* is the clue and key to the whole method of culture. For design, far above all arts, consists of will

brought to bear on or influencing attention.

- (7) *Tailoring and sewing.*
- (8) *Poker work.*
- (9) *Wood carving.*
- (10) *Dyeing and printing on fabrics.*
- (11) *Wood turning and lacquering.*
- (12) *Toy making.*—Mechanical toys illustrating the principle of the simple machines, such as, lever, pulley, wheel and axle, etc.

The minimum of achievement that is expected of every child who has undergone a course of handicraft :—

Class I.—To fold a sheet of paper and tear it into halves and quarters—to put a cover to a book—to bundle up the books with a piece of string—to cut out pictures from magazines, newspapers and catalogues with the scissors—to make a few play things—to dress themselves.

Class II and III.—To fold and tear paper into $1/2$, $1/4$, $1/8$, and $1/16$ th parts—to stitch a note book of a few pages—to stitch a torn book with a new wrapper—to cut out and paste a paper bag to carry his own books—to make a pencil and pen case of thick paper—to cut out and paste pictures in an album—to measure lengths in feet and inches by means of a foot rule—to make a few toys of paper, palmyrah leaves, match boxes, etc.

Class IV.—(1) Mending torn books. (2) Repairing umbrellas (stitching only). (3) Patching clothes. (4) To make office envelopes. (5) To make bags of paper or other materials. (6) To tie up a parcel of books for book-post. (7) Drawing lines and measuring lengths. (8) To make some kind of sporting material. (9) To estimate small lengths. (10) To mend pencils. (11) To make a mat of leaves. (12) To make toys of common materials.

Classes V and VI.—(1) Simple and open book-binding. (2) To put a cloth cover to a parcel to be insured. (3) To mount a picture, calendar or the class time-table on a sheet of card-board. (4) To make a wall calendar for the month. (5) To twist coir, string or fibre of three strands into one. (6) To plait strings of fibres. (7) To cut sticks, bam-

boos, reeds, etc. with a penknife. (8) To draw circles and designs of circles with the compasses. (9) To do different articles into packets. (10) To decorate the class room. (11) To make a basket of palmyrah leaves. (12) To make toys of waste materials.

Class VII.—(1) Open binding. (2) Preparation of pads, blotters and writing cases. (3) To decorate the school premises. (4) Drawing with the help of set-squares. (5) To make a tiffin box of card-board or palmyrah leaf. (6) To make a walking stick. (7) To make badminton nets. (8) To eyelet papers. (9) To fix clips or push buttons on cardboard or leather.

In the middle and high school classes the use of hammer, screw driver, files, handsaw, chisel, mallet, pincers, pliers, drills, punches, try-square and bradawl should be taught. How to sharpen a chisel on an oil stone, how to prepare glue for joining wood, etc., may be demonstrated occasionally.

HOBBIES

Before I conclude my suggestions and observations on Craft Education, I should like to say something about hobbies, as I found published in the papers, a circular to schools from the department of Education.

A hobby is a favourite pursuit of one, 'a delightful companion for spare time.' It is not a thing that should be taught in schools. Boys and girls should be taught a variety of occupations in schools. The one that is best liked, the one in which the boy or the girl finds some incentive to work, will be chosen by him or her as a hobby and be practised at home during leisure time without any compulsion from anybody. There is no meaning in saying that such and such hobby should be taught in a school. A great educationist, Oliver (M.P.) says :—

The function of education, classical or modern, practical or impractical, is to equip us for life—for work and play. It is in our leisure that we find ourselves. To teach the right use of leisure is the noblest function of Education. The inability to do things is one of the

big problems of to-day. It is a problem almost inevitable in an era of mechanised industry, laying its cold hand upon the soul of man. Man is a creator, and if he loses his creative capacity, he loses his soul. If a man would be saved, he must create—thoughts, music, poetry or things. It is in the creation of things that craftsmanship supplies that something which is essential to man's soul. God created ; God saw what he created ; God saw that it was good. These are the three elements necessary for creative joy. The craftsman does create ; he sees what he creates ; he sees that it is good ; and he is the happier for it. He experiences the triple joy, joy of the hands, joy of the eye, joy of the heart. His craft is the bulwark of man's soul against the machine—the machine that has no hand, no eye, no heart. Thus in the leisure that we have, in the greater leisure that we shall have, let us strive to recapture in some small measure, the lost joy of creation, the gladness that was in the beginning of the world, when, in the words of Blake, "the morning stars sang together and all the sons of God shouted for joy."

Set of tools required for all kinds of craft work including wood work :—

1. A jack plane.
2. Try square.
3. Steel ruler
4. 1" chisel.
5. $\frac{1}{4}$ " chisel.
6. Marking knife. } Boys can
7. Marking Gauge } do them.
8. Tenon saw.
9. Mallet.
10. Screwdriver $\frac{1}{4}$ ".
11. Hammer 1 lb.
12. Handsaw 18".
13. Fret saw set.
14. Brace and bits.
15. Pincers.
16. Pliers (cutting-flat nose).
17. Oil stone.
18. Bench-vice.
19. Punch (square).
20. Punch (hollow).
21. Bradawls (3).
22. Files (flat, round and triangular).
23. Glue pot and stove.
24. Anvil.

In addition to the crafts suitable of introduction in schools, the following may be chosen for hobbies :—

- (1) Making puzzles.
- (2) Scientific toy making.
- (3) Bent iron work.
- (4) Bamboo carpentry.
- (5) Poker work.
- (6) Photography.
- (7) Taxidermy.
- (8) Lapidary.
- (9) Advertisment writing.
- (10) Collecting coins, stamps, etc.
- (11) Scouting.
- (12) Surveying.
- (13) Astronomy.
- (14) Camping.
- (15) Caravanning.
- (16) Cycling and repairs.
- (17) Watch and clock repairing.
- (18) Rearing of pets.
- (19) Rugmaking.
- (20) Weaving.
- (21) Raffia work.
- (22) Cane weaving and basketry.
- (23) Embroidery.
- (24) Bead work.
- (25) Wire and bead work.
- (26) Lace making.
- (27) Knitting, netting, knotting and crochet work.
- (28) Enamelling.
- (29) Tinning, soldering, tinkering and welding.
- (30) Etching.
- (31) Pen and ink drawing.
- (32) Painting on fabrics.
- (33) Pottery painting.
- (34) Lacquer work.
- (35) Gardening.
- (36) Guiding.
- (37) Sweets making—pickles.
- (38) Acting.
- (39) Upholstering.
- (40) Glass blowing (Scientific apparatus).
- (41) Marquetry.
- (42) Cookery.
- (43) Laundry work.
- (44) Dress making.
- (45) Chip carving.
- (46) Engraving.
- (47) Printing.
- (48) Rubber stamp making.
- (49) Concrete furniture and vessels.
- (50) Art work.

" SINGLE - TEACHER SCHOOL "

R. SRINIVASA IYENGAR, B.A., L.T.
Headmaster, Sarva Jana High School, Peelamedu.

Single-Teacher Schools seem to have flourished in the Pudukotah State till now; and with the merger of the State in the Madras Province, the Madras Government's educational policy would appear to thwart the existence of these schools, or their continuance. Before the Madras Government formulated their policy of elementary education as basic education, the production of permanent literates with the five-standard elementary education was the Madras Government's policy; and schools with the number of standards less than five were being condemned as causing wastage. I am one of those who believe that single-teacher schools have a place in the Indian educational economy especially in villages with a population of about 500. Recently it was observed that 3,600 villages go without any kind of schools in the province. I wonder why single-teacher or two-teacher schools should not be run in these villages. My view is fortified by the views of Sir John Adams, an eminent ex-Professor of Education in the University of London.

In the chapter on "The knell of Class-teaching" in his book "Modern developments in Educational practice", Sir John Adams writes: "The one-teacher schools supply an excellent field for the exercise of ingenuity in dividing and combining classes. His Majesty's Ins-

pectors of Schools who best of all know this type of teachers are full of admiration for the wonderful work they do under adverse conditions. It must be admitted that the strain of the teachers is extreme, but the very limitations imposed by the situation lead to a certain elasticity of interaction between teacher and pupils that is all to the good. Under such conditions an ingenious mistress has often half a dozen different systems of classification at work at once; and the individual pupils make at least as much progress as they would have made had they been kept rigidly to one class in a city school. We should realise that here we have an unsought demonstration of the compensation accompanying a certain degree of what some tidy-minded people are apt to call neglect. The single-teacher schools are educational pioneers."

"Better some education than no education at all." In the light of the expert educational view quoted above, the extermination or closure of the single-teacher schools in Pudukotah State that is reported to have commenced would not be justified; and the Madras Government may well try single-teacher schools in the 3,600 school-less villages also. The goal being the same, there is a great scope for a variety of educational principles being experimented upon in a vast country like India.

A GREAT TEACHER

S. RAMANATHAN, B.A., L.T.
Assistant, Municipal High School, Karur

With the retirement of Principal, Sri A. Rama Ayyar, M.A., on 16-2-50 comes to a close the era of Saranathan in the annals of the National College, Trichinopoly. It is hard to think of the one without being reminded of the other. If Principal Saranathan can be considered as the King Arthur of the Round Table, Prof. A. Rama Iyer has been the Sir Bedivere of the National College. Twenty-eight years as a Professor, 3 years as a Principal, Sri A. Rama Iyer has worthily carried on the life work of Saranathan, where he had left it. Ever since the inception of the National College, Trichinopoly in 1919, Prof. A. Rama Iyer has served it and his service of 31 years has been almost co-extensive with the life of the National College. Principal Saranathan was of course the undoubted architect the Chief Engineer of the National College Trichinopoly, though Prof. A. Rama Iyer has been one of the Chief Masons who has given shape to the institution. If the outer dimensions of the College bear the stamp of Principal Saranathan, the details have the peculiar impress of Prof. A. Rama Iyer.

I have had the pleasure of being a student both under Principal Saranathan and Prof. A. Rama Iyer between the years 1928 and 1932. I admired Principal Saranathan from at a distance. I loved Prof. A. Rama Iyer at close quarters. To me, Principal Saranathan was a baffling personality, an elusive genius, a distant ever changing mountain scenery, a flashing many sided diamond. But Prof. A. Rama Iyer has ever been to me an accessible refreshing literary stream into whose inviting waters, I have had many a plunge both as a student and later on in life.

Prof. A. Rama Iyer is a craftsman in the use of words. He chooses the words that he uses and they fall from his lips in measured and deliberate accents. No

flashes or fireworks interrupt the even tenor of his speeches, no emotional outbursts mar the smoothness of his discourses. Never impulsive or rhetorical in his flights like Principal Saranathan, never dull or mechanical like most of the college professors bent upon the



PROF. A. RAMA IYER

production of graduates, Sri A. Rama Iyer has always impressed me as the model of what a college lecturer should be. Unlike Principal Saranathan, "a beautiful and ineffectual angel beating his wings uselessly in the luminous void," Prof. A. Rama Iyer confines himself to the college lecture room and never strays into political controversies or quagmires, where armies whole have sunk.

Prof. A. Rama Iyer is a living prototype of Newman's definition of a gentleman. Never by word or deed has he

“ SINGLE - TEACHER SCHOOL ”

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In the chapter on “The knell of Class-teaching” in his book “Modern developments in Educational practice”, Sir John Adams writes: “The one-teacher schools supply an excellent field for the exercise of ingenuity in dividing and combining classes. His Majesty's Ins-

pectors of Schools who best of all know this type of teachers are full of admiration for the wonderful work they do under adverse conditions. It must be admitted that the strain of the teachers is extreme, but the very limitations imposed by the situation lead to a certain elasticity of interaction between teacher and pupils that is all to the good. Under such conditions an ingenious mistress has often half a dozen different systems of classification at work at once; and the individual pupils make at least as much progress as they would have made had they been kept rigidly to one class in a city school. We should realise that here we have an unsought demonstration of the compensation accompanying a certain degree of what some tidy-minded people are apt to call neglect. The single-teacher schools are educational pioneers.”

“Better some education than no education at all.” In the light of the expert educational view quoted above, the extermination or closure of the single-teacher schools in Pudukotah State that is reported to have commenced would not be justified; and the Madras Government may well try single-teacher schools in the 3,600 school-less villages also. The goal being the same, there is a great scope for a variety of educational principles being experimented upon in a vast country like India.

A GREAT TEACHER

S. RAMANATHAN, B.A., L.T.
Assistant, Municipal High School, Karur

With the retirement of Principal, Sri A. Rama Ayyar, M.A., on 16-2-50 comes to a close the era of Saranathan in the annals of the National College, Trichinopoly. It is hard to think of the one without being reminded of the other. If Principal Saranathan can be considered as the King Arthur of the Round Table, Prof. A. Rama Iyer has been the Sir Bedivere of the National College. Twenty-eight years as a Professor, 3 years as a Principal, Sri A. Rama Iyer has worthily carried on the life work of Saranathan, where he had left it. Ever since the inception of the National College, Trichinopoly in 1919, Prof. A. Rama Iyer has served it and his service of 31 years has been almost co-extensive with the life of the National College. Principal Saranathan was of course the undoubted architect the Chief Engineer of the National College Trichinopoly, though Prof. A. Rama Iyer has been one of the Chief Masons who has given shape to the institution. If the outer dimensions of the College bear the stamp of Principal Saranathan, the details have the peculiar impress of Prof. A. Rama Iyer.

I have had the pleasure of being a student both under Principal Saranathan and Prof. A. Rama Iyer between the years 1928 and 1932. I admired Principal Saranathan from a distance. I loved Prof. A. Rama Iyer at close quarters. To me, Principal Saranathan was a baffling personality, an elusive genius, a distant ever changing mountain scenery, a flashing many sided diamond. But Prof. A. Rama Iyer has ever been to me an accessible refreshing literary stream into whose inviting waters, I have had many a plunge both as a student and later on in life.

Prof. A. Rama Iyer is a craftsman in the use of words. He chooses the words that he uses and they fall from his lips in measured and deliberate accents. No

flashes or fireworks interrupt the even tenor of his speeches, no emotional outbursts mar the smoothness of his discourses. Never impulsive or rhetorical in his flights like Principal Saranathan, never dull or mechanical like most of the college professors bent upon the



PROF. A. RAMA IYER

production of graduates, Sri A. Rama Iyer has always impressed me as the model of what a college lecturer should be. Unlike Principal Saranathan, “a beautiful and ineffectual angel beating his wings uselessly in the luminous void,” Prof. A. Rama Iyer confines himself to the college lecture room and never strays into political controversies or quagmires, where armies whole have sunk.

Prof. A. Rama Iyer is a living prototype of Newman's definition of a gentleman. Never by word or deed has he

wounded the feelings of others and he comes very near to Gandhiji's conception of an ideal *vaishnavite*. Refined and gentle in his manners, flawless and immaculate in his personal apparel, scrupulous and perfect in his pronunciation, and above all warm and kind hearted in his relations with the students, he has always been my ideal of a master in the best traditions of Taxila or Nalanda.

He is a scholar in every sense of the term, an intellectual aristocrat keeping himself aloof from the petty things of life and a high-class artist often losing himself in the joy of teaching. Like the Pied Piper of Hamelin, he is a master craftsman in the use of words and he has often lighted the love of literature in the hearts of generations of students. If to-day I have some feeble thirst to take occasional plunges at the fountains of English Literature, if at the present day, I have some longing to hold converse with the master-minds of all times, then it is in no small measure due to the love he has lit in my heart in my college days.

Prof. A. Rama Iyer is nowhere else so much at home as in his library. There is no disorder or confusion and every book is in its place. He knows where his "Paradise lost" is and he will easily lay his finger on Charles Lamb or Mark Pattison. Away from the strife and turmoil of every day life, aloof from the sordid temptations of the market place, far from the madding crowd in some sequestered vale of life, Prof. A. Rama Iyer would often be found in his library, conversing with the immortals of English Literature, shaking hands with Milton or Ben Jonson, walking arm in arm with Nehru through his "Discovery" or discussing a burning problem with John Stuart Mill in his "Liberty".

Prof. Rama Iyer is a linguist conversant with many languages. He knows Gujarathi and Marathi, talks fluently in Hindi and is well versed in Bengali. He has done yeoman service in lighting the love of Tagore in the hearts of

Tamilians by his translations and talks on Tagore. Besides English, he is acquainted with French, Latin and Sanskrit. For many years past, he has been editing a Hindi Journal just to inculcate in Tamilnad a desire to learn the *lingua franca* of India. Long before the Constituent Assembly thought of making Hindi the National Language of India, Prof. A. Rama Iyer knew the potentialities of the language and strove his very best for spreading it in the South.

Prof. A. Rama Iyer has never limited his activities to the four walls of the National College, Trichinopoly. He has been a powerful champion of the South Indian Teaching profession and has often used his pen and word in raising the salaries and status of the teaching world. As the President of the Trichinopoly District Teachers' Guild, as the President of many educational conferences, as a member of the Madras Senate and Syndicate he has banged at the doors of the Government for attending to the grievances of the teaching profession.

Above all, Prof. A. Rama Iyer has been a nationalist to the core. He has taken to Khadi at a time when Khadi wearing was looked upon with suspicion by the powers that be. He has been taking interest in politics since an era when politics was taboo in the academic world. He has been an ardent admirer of Rajaji—of course there has been a mushroom growth of Rajaji admirers ever since he rose to the position of the Governor-General—through thick and thin from the early days of 1920 when the sage of Tiruchengode threw off a lucrative practice and exchanged the spinning wheel for the bar, down to the days of 1945 when the wizard of the dark glasses was stoned at for his far sighted advocacy of Pakistan and had to disappear temporarily from the political world.

Such in short is the delightful portrait of Prof. A. Rama Iyer, who along with Principal Saranathan, has made the National College, what it is to-day.

A STITCH IN TIME

D. KRISHNAYYA,
Teacher, High School, Hindupur

'A stitch in time saves nine' is fully illustrated in practical book-binding which is taken up by some schools under hobbies.

Really for the school-world, this is a very fine and useful hobby as no school can dispense with books.

The nature of binding decides the value of a book. There are different sorts of books and different types of binding. Books for all times—called reference books such as Dictionaries, Atlases, books on Grammar and Prosody, books on Language and Literature and the like are given high-class binding as they have to live long to serve the needs of the readers. Needless to say that ordinary class books and note-books need not have such a binding as their period of service is limited.

Though the students need not necessarily become professional book-binders, it is highly useful for them to learn a little of practical book-binding under the 'care of books', and thus generally tone up the physical frame of a book. Quite in a practical manner, the students may stitch for themselves all the note-books they may need for the class use and thus dispense with that lazy dirty habit of buying ready made note books from the bazaar which only breeds up indolence. From out of white papers properly cut and brown or stiff paper to serve as the covering paper, neat note books can be prepared by individual effort to suit the need, taste and style. By stiff boards and a little section-stitching and marble or design paper for artistic taste, neat little bound note books can also be prepared

at a cheap cost by the pupils themselves. This sense of ownership in making imparts a silent joy of satisfaction at each stage which is so essential in all our doings.

As an exercise a loose-leaf-flat-file is prepared by the pupils to suit individual taste, style and size and this can be used for various purposes according to individual thinking: an album to preserve art pictures of educational value, a flat file, a stamp collection souvenir and a constant book of reference wherein progressive notes is recorded under different sections. Fresh pages can easily be incorporated as the sections get filled up and an attractive stiff binding enhances its value in all ways.

Again, to serve as a diary-note-book and a synopsis of the subjects of the class-room, a neat little pocket book can be prepared by the pupils out of loose leaf calendars of the pocket size, by interpolating as many pages, of different colours for fancy and style, as the pupils may require. The class time table, the progress reports, daily weather charts, ready statistics of useful subjects, summary of assembly talks and the like may very easily be recorded for ready reference in this handy pocket diary note-book. Such things we can very easily make the pupils prepare for personal use. This looks lively and trim when covered with marble or design paper. To crown this little thing of joy, a neat little portrait of any of the National leaders may be put in front and the National flag at the very opening of the diary to remind us constantly of our duty to the Mother Land.

EXTRACTS FROM ARTICLES

CITIZENSHIP THROUGH SELF-GOVERNMENT

V. RAMANUJA AYENGAR,

Headmaster, K. H. School, Tanjore

Self-Government is the machinery that is composed of the representatives of a large social unit and manages its affairs on behalf of the entire organism and as a trusted and chosen body. The school is an entire unit and the pupils of the whole school choose the leader who is styled the School Pupil Leader. A knowledge of and training in the process of election are gained. By the same method, class leaders are elected. The School Pupil Leader and Class Pupil Leaders form the School Cabinet with the Leader as the Premier and others as Members. Classes are divided into squads of eight, each squad having a Leader. The Squad Leaders of a class form the Class Council, and the Cabinet forms the School Council. All Squad Leaders, Class Leaders, Form Leaders form the School Parliament. The Parliament meets once a month or so, answers to questions by members are given by the Cabinet for a few minutes,

some resolutions are passed, and new bills are introduced. Thus Parliamentary methods are practised. Question time, passing of Resolutions and introduction of Bills come next; points of order are raised and answered by the Ministers of the Cabinet. Points of information are also supplied. The entire conduct of Parliament meetings is vested in the hands of a speaker, a Student Chairman elected by the pupils of the school. A deputy Speaker is also elected to take the place of the Speaker in his absence.

The Cabinet is guided in all activities by teacher committees. Each Minister takes charge of a responsible branch of work and on the advice and suggestion of the teachers concerned carries out his task. The teachers remain in the background and watch the progress keenly; whenever mistakes creep in, they help the pupils to correct themselves.

2. COMPULSORY PRIMARY EDUCATION

[Extract from the speech of Sri R. Suryanarayana Rao, M.L.C., in the Madras Legislative Council on the address of His Excellency the Governor to the Madras Legislature, delivered on the 14th February, 1950.]

Coming to education, I am sure the Hon. Minister for Education recognises that the school-going population is increasing year after year. I am sure he concedes that the facilities he has provided or he proposes to provide are not commensurate with the increase in the population. Article 45 of the Constitution lays down that it is the duty incumbent on a State to see that com-

pulsory free primary education up to the age of 14 years is provided within a period of ten years. What programme has the Hon. Minister got to see that the objective is reached before the end of ten years? Nothing is mentioned in H. E.'s speech about this. H. E. mentions only basic education and basic training schools. But with that subject, we shall have another occasion to deal. But so far as the provision of more schools is concerned, nothing is mentioned in H. E.'s speech. What programme do the Government have in order to comply with the directive principle of State policy within a period

of ten years? Any Government must have a programme to satisfy these directives.

As you know, Sir, I am a protagonist of the under-dog and more especially the elementary school teacher. There is a feeling which, I am sure, is shared by the Government, that there is a gradual decline in the quality of the teaching profession. If it is allowed to decline further, it will fall below the level necessary to provide a satisfactory service. In an article in the *Times Educational Supplement* recently a writer wrote on 'Tasks for 1950' which face the Government in England.

"The more I see of education from an office desk, the more I am convinced that it is the teacher in the classroom that really matters. No one denies this truth; every one pays lip service to it; but little is done to induce the good teacher to remain in the classroom. It may be worthwhile to point out that the truth is a double-edged one, that while the good which a good teacher does in the classroom is beyond price, the harm which the bad or indifferent teacher does is almost beyond remedy. No effort should be spared, no sacrifice considered too great, to ensure that

only well-qualified, temperamentally suited, and happy men and women are in charge of the classrooms in the nation's schools. This involves questions of selection, training, and working conditions as well as remuneration, but every attention paid to the first three will not compensate for neglect of the fourth. It is not the starting salary which matters, but adequate recognition of the teacher's maturing gifts; that is the point upon which attention should be concentrated during the coming year."

May I ask whether this Government have considered that aspect of the matter and what they propose to do in regard to adequate remuneration to teachers? This is intimately connected with the achievement of the directive principle of policy laid down of providing compulsory primary education for all boys and girls under fourteen years within a period of ten years. If a satisfactory solution is to be found, there must be much more radical thinking about the remuneration of teachers than has hitherto taken place or at any rate stated in public statements of policy.

THE SOUTH INDIA TEACHERS' UNION

Diary for the month of March 1950

Rev. E. W. Menzel entertained.

Study Circle—Mathematics Sub-committee Meeting.

Secondary and Technical Education Ad Hoc Committee Meeting—Hindu High School.

Copies of the Memorandum submitted to the Chief Minister sent to all M. L. C.'s.

Copies of the Memorandum submitted to the Chief Minister sent to all M. L. A.'s.

Union President delivered the Mathai Memorial Lecture under the auspices of the joint conference of the C. T. A. & C. W. T. A. at Ernakulam.

Study Circle—Mathematics sub-committee Meeting.

The South Indian Teacher—February 1950—published.

Copies of the proceedings of the Executive Board Meeting sent to all Members.

The Balar Kalvi—February 1950—published.

S. I. T. U. Working Committee Meeting.

President attended the Provincial Advisory Board Meeting.

GLEANINGS

"ROAD BLOCKS" to Life Adjustment Education

Leaders in education are thinking, planning and organizing their secondary schools so as to place greater emphasis on life adjustment education for every youth. To achieve the desired results certain "road blocks" involving administrative policies and procedures will have to be removed before much real progress can be made either in the class room or in the community. These "road blocks" are deep-seated in our traditions. They are complicated in character. There are no ready-made solutions. These must be forged in the heat of much careful study, humorous discussions, many carefully controlled experiments, and some real soul searching into deeply held traditions and concepts, some of them bordering on prejudices. Several "road blocks" are:

1. The Carnegie unit, with all that this implies in the way of marks, passing and failing grades, pupil cataloging, pupil expulsion, retardation and repetition of courses, bluffing, teacher's pets, teacher's scapegoats, becomes obsolete if we take seriously the challenge to keep in school all youth of high school age and to give all of them an opportunity to grow and to develop their assets to the maximum. Emphasis must be shifted to the discovering and developing of whatever talents, capacities, interests, and other assets youths may possess.

2. The traditional accreditment of high schools on the old quantitative and college-preparatory bases, already extensively under fire, must be entirely abandoned. The newer evaluative criterion stressing personal, local, functional, and democratic objectives must become operative everywhere. The greater degree of freedom and variation resulting will impose great responsibilities for co-operative planning on local school administrators, their staffs, and lay citizens.

3. The awarding of high school diplomas or school leaving certificates with their infinite variety of meaning and value needs to be seriously revised. This practice has its roots solidly in the college-preparatory tradition. The tie-up between the high-school diploma and the accumulation by the pupil of Carnegie units, academic marks, and scholastic standing is so close that any changes in one will also require changes in the other.

4. The fixed curriculum with its constants and variables, its required and elective courses, its single and multiple form, its fusion and core aspects, all constitute problems to which the school administrator and his staff must address themselves. What of credit and noncredit courses? What of school-work programmes? What of definite scheduling of pupils and teachers which at the same time leaves room for essential flexibility? When should general education cease and specialization begin? Can extracurricular activities be curricularized? How can study procedures and programmes be individualized? Should the school year be extended on a year-round basis to facilitate closer identity with community life?

5. Then there is a whole family of "road blocks" to life-adjustment education inherent in the policies and procedures of training, selecting, and programming the work of the teaching staff.

If more emphasis is to be given to guiding the growth, development and behaviour of youth, and less to the mastery of subject-matter as such, then more of the teachers' education needs to be concerned with the nature, diversity, and learning problems of youth and less to majors and minors in the usual subject-matter fields. If all types of youth are to be served by the high school, teachers must learn to understand respect, and work with all types.

If the general education period of youth is to be extended, and more closely related to life, then the teachers need more education in the nature and problems of the work-a-day world than most teacher-education programmes contain to-day.

(*The Education Digest*, January 1950, page 28 and 29).

TEACHERS' SALARIES

Few sections of the population have more reason to complain of their present salaries than teachers. Their bitterness found many spokesmen at the recent conferences of the teaching associations. "Whatever the precise emoluments of teachers in the future," stated the McNair committee in 1944, "they must be increased relatively to the emoluments obtainable in other occupations, if the number and quality of teachers required for the White Paper reforms are to be obtained." The opposite has happened. In the six years since the Education Act there has been a sharp relative decline in teachers' salaries, and the decline has been especially marked in the incomes of graduates. The "drastic action" suggested by some speakers at the assistant masters' conference is unlikely to be seen. This is to the credit of a loyal and hard-working profession, but the serious threat, of which there are already many signs, is that teaching will cease to attract recruits of the right quality.

At present an assistant master with a first-class honours degree begins at £375 a year, and outside of London can rarely, even if he gains every possible addition for special responsibility, rise to £800. It is not in the least surprising that the first-class or good second-class honours man should avoid teaching, however much his natural interest may lean towards it. The dearth of science masters good enough to teach a sixth form is the most obvious and frequently quoted example of what is happening, but it is hardly easier for headmasters to find a good arts man.

If the trend continues, the nation's most promising young people will meet less and less the precious stimulus that only a first-rate teacher can give.

Last November proposals submitted by the teachers' panel of the Burnham committee for an increase in the basic scale of £150 a year, equal pay for men and women, and a graduate allowance of £100 were rejected by the panel representing the local authorities on the score of "the present economic state of the country and recent appeals by the Government." The demand was set high and the concentration on the basic scale, although orthodox trade union practice, was unwise. There is clear justification for an improvement in the basic scale, but it can hardly extend to a general salary increase of the order proposed. The National Union of Teachers tends naturally to think mainly in terms of the same salary increase for all teachers. It is a persuasive argument, because it is true, that children need to be taught equally well at all stages; and the duller forms of a secondary modern school can often call for harder work than a specialist teacher may undertake among able sixth-formers in his own subject. But the crucial point now is that a man or woman fit to teach a good sixth form or to direct a large grammar school's scientific side has a scarcity value for which no basic scale devised for well over 200,000 teachers can possibly provide.

As means must quickly be found of attracting men and women of first-rate ability to the schools, the Burnham negotiations for a new agreement, which open this year, should have at least two salary scales in mind. There is, first, the basic scale itself, which must be sufficiently high to attract enough fit people into the rank-and-file teaching posts. Secondly, there is the urgent need to devise a system of higher salaries which will attract a proper share of outstanding ability into the profession. Quality is not to be determined by paper qualifications alone—the present meagre allowance for a

first-class honours degree is ridiculous because it does not discriminate beyond that single test. The best way might be to establish in schools, particularly in those preparing for the universities, certain posts with a much higher salary scale than the average, filling these places by competitive record and interview—not, as headmasters are prone to do, on grounds of long service. Unless some remedy of this sort can be found by the Burnham committee, school teaching will be bereft of good quality at its higher levels. Youthful brilliance needs pace-makers among its teachers, not the mediocre rejects of other professions. It should be the aim of a sound salary policy to avoid adding to the number of sixth forms where the boys are cleverer than their masters. (*The Times*, dated 24-1-1950.)

NEW TRENDS IN SCHOOL BOOKS

A spirited debate between representatives of teachers and publishers on the adequacy or otherwise of modern school books enlivened the conference of educational associations held at King's College, London, on January 2, 1950.

Publishers were accused by Mr. V. Mallinson, of the department of education in the University of Reading, of pandering to "the huge mass of teachers" who just wanted things served up to them and lessons made as easy as possible. In other words, he said, the publishers were playing down modern trends in teaching in an alarming way. They were considering the teacher rather than the child. They were ignoring the basic disciplines which were essential to all teachers, and were giving teachers what they wanted. It would be better if they taught teachers what they wanted.

"Very old stuff," was the comment of Mr. A. P. Davis, deputy chairman of the educational group of the Publishers' Association, on this attack. All this kind of thing had already been brought before publishers by their research departments. Training college teachers ground their axes with a great deal of noise. Publishers had to consider "the

mass of teachers" and he was sorry to learn that the training colleges did not think "the mass of teachers" were worth catering for. Had they not a right to express their point of view? Publishers conducted their research into the classrooms and considered that "the mass of teachers" were worth consulting and that what they had to say about the kind of book needed was of some relevance.

Publishers certainly wanted to make the work of the teacher easier and not more difficult. They considered the views not only of "the mass of teachers", but also of the minority, many of whom had supplied them with manuscripts. If publishers did not provide the teachers with what they required, they would fail in their purpose. Many of the books they produced had brought new ideas into education and had made possible new ways of teaching.

The publishers sought to put into the hands of teachers something that would give them an opportunity to extend and develop a subject in a way they could not do without these publications. Were teachers to be sent into the front line trenches of education without proper weapons?

The motion before the meeting was that "the publication of new school books is failing to meet the requirements of modern trends in teaching," but it was not put to the vote and the discussion ended with an impartial vote of thanks to the speakers on both sides.

—(*Times*, 1-1-1950)

FALL IN TEACHING STANDARDS

A warning that low salaries in the teaching profession are draining British schools of men of first-rate character and ability was given by Mr. A. R. Woolley, educational secretary of the Oxford University Appointments Committee, when he addressed the annual meeting of the Incorporated Association of Head Masters, at the first session at the County Hall, London, on 4th Jan., 1950.

—(*Times*, 14-1-1950)

(Continued on page 101)

EDUCATION IN THE MADRAS LEGISLATURE

During the discussion on Budget for 1950-51, Mr. M. Mohamad Ismail, Leader of the Opposition, observed: It was claimed that Government were spending today, three times as much as they did in 1945-46 on Education. In terms of money, the figure might have trebled: but in terms of the number of people educated, the improvement was only by about 20 per cent. not at all commensurate with the amount spent. The Government were still sticking to the basic education system, although equipment and trained teachers, etc. were lacking. As things now stood, the scheme of primary education had been upset, and there was no prospect of the country becoming literate anywhere within the target period of 15 years. As for secondary education, he was sorry that the Government had introduced their own "Reorganisation Scheme" discarding the recommendations of the Expert Committee. He urged the Government to "reorganise the Reorganisation Scheme" and give effect to the Expert Committee's recommendations. He wished that Government had made some provision for promoting research in Universities.

PRIMARY SCHOOLS IN MERGED STATES

Mr. K. Madhava Menon, Minister for Education, replying to a question asked by Mr. R. Suryanarayana Rao in the Madras Council on March 6, stated that the management of the elementary schools maintained by the merged States of Pudukottai, Banganapalle and Sandur had been taken over by local bodies

and the staff had been ordered to be merged in the elementary education staff of the local body concerned according to their qualifications, seniority, etc. The teachers in Banganapalle State secondary schools would be absorbed in the service of the District Board, Kurnool, as the management of the schools had already been taken over by the District Board. Orders would be issued in regard to the absorption of the staff in the State Secondary Schools in Pudukottai and Sandur as soon as a decision was reached on the question of their future management.

The general orders applicable to all employees in the service of the States prior to merger were now applicable to all employees including teachers employed in Government schools, except that in cases of schools transferred to local bodies, the teachers concerned would be governed by rules of service of local bodies.

(Continued from page 100)

TEACHING POSTS SHUNNED BY GRADUATES

The "creeping paralysis" brought about in Britain's grammar schools by the shortage of graduates as masters was emphasised by Mr. A. R. Woolley, educational secretary of the Oxford University Appointments Committee.

At Oxford during the last five years, he said, only five per cent of the graduates in mathematics and the sciences went into schools. The prospect for 1950 was worse.

EDUCATION IN THE INDIAN PARLIAMENT

OPENING OF BASIC SCHOOLS

In a written answer, Maulana Abul Kalam Azad, Education Minister, told Mr. P. S. Desmukh in Parliament that junior basic schools had been started in all the provinces except the Punjab. A few senior basic schools had also been started in Bihar, Madhya Pradesh and Bombay. The Minister revealed that Government had so far spent about Rs. 19 lakhs for the training of basic education teachers in the centrally administered areas of Delhi and Ajmer.

At present 1,296 students were undergoing training for teaching in the administered areas.

The Education Ministry had undertaken a preliminary examination of the recommendations of the University Commission 'to prepare the grounds for necessary action immediately after the views of the States, the universities and other bodies referred to have become available.'

MEDIUM OF INSTRUCTION IN PRIMARY SCHOOLS

The State Governments have endorsed the resolution of the Education Ministry that the mother-tongue should be the medium of instruction for primary school children.

Disclosing this in Parliament today, Education Minister, Maulana Abul Kalam Azad, told Mr. Satish Chandra Samanta that the Government had received 16 complaints from individuals and 45 from associations against non-observance of this proposal. He also told Mr. Samanta that the question of the medium of instruction in universities would be decided after the University Commission's report had been fully examined by the Government and the universities themselves. As far as he could say, the medium would obviously be the State language.

ANNOUNCEMENT

Report of an Investigation into the Reading Habit and Interest of Children and the Juvenile Literature available in our province. Price As. 8.

This is a report prepared by a Sub-Committee appointed for the purpose by the South India Teachers' Union. The report is based on the replies to a questionnaire sent to City Schools. This may be a useful guide to teachers who are interested in further investigation on the subject.

Report of the 21st All-India Educational Conference, Madras Session, 1945. Price Rs. 3.

Whither Education? A compilation of articles and speeches of Sri M. S. Sabhesan besides many articles on various subjects, by eminent educationists. Price Rs. 4.

If both the above two volumes are purchased the price together will be Rs. 5.

For copies please apply to :

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—Pushpa, October, 1941.

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NEWS AND NOTES

KANGRI (HARIDWAR)

Dr. Rajendra Prasad, in his Convocation Address to the students of the Kangri Gurukul University on March 5, spoke as follows :

TEACHERS' ATTITUDE

"I can say from my personal experience of college life that most of our teachers are mere lecturers, like any public lecturer who just delivers himself of a lecture and goes away without forming any deeper bonds with his audience. Many of our college students seldom come in personal contact with their principal or teachers.

"Is there then any wonder if very often our teachers find it difficult to manage the boys, or influence them in the right direction? Today, human relationship in our educational institutions has become mechanical and commercial—the student thinking that the teacher has a duty to teach him for the fees—the former pays to the institution—, and the teacher likewise being prompted by no other higher motive than repaying the salary that he gets by imparting bookish knowledge. He seldom feels a higher urge or motive for his educational activity. He hardly evinces a living interest in his pupils. This easily explains the present indiscipline, waywardness and disorderly behaviour of our students that is so much in evidence these days.

"Man, as you know, is, at once a product of nature and nurture. And I say, nurture is more important. It is here that our teachers can work wonders. This absence of intimate relationship between those who teach and those who learn is a serious defect of our present system of education, to remove which we will have to get inspiration from our past.

"I am glad to notice that religion, or shall I say spiritual outlook, has an

important moulding influence in the life of your students. This I regard very necessary for the development of character. By religious outlook I do not mean dogmatism, ritualism or fanaticism, or even blind faith.

"To produce ideal students we need healthy surroundings, contact with nature, clean food, water and air, balanced activities of body and mind and a living contact with inspiring teachers, which I am glad to find has been your earnest effort to provide to your students.

"I should like to say something on the formation of character and its importance to national life. I would say that character is a matter of gradual and guided growth, and the teachers and parents have to play a decisive part in moulding the character of their wards. Our educational institutions should specially devote their attention to the development of character in their wards, not so much by word of mouth or monotonous sermonising, but indirectly by encouraging collective activities like sports and games and social work. Above all, the imperceptible, but dynamic relationship with an inspiring teacher is a great factor.

RECREATIONAL FACILITIES

"Recreations have also their place in creating a healthy outlook. Cinemas and theatres can and should be used as moral levers, while developing the aesthetic side. Our educational institutions should provide healthy recreation through these media to students, so that they can be weaned from the cheap, vulgar, and sensational recreation provided by most of our films, which by depicting shallow amorous love, or turf-trickery and such other morbid phases of modern life vitiate the outlook of our youth. I would suggest that ordinary cinema houses should be out of bounds for our students."

MADRAS

EDUCATION TO BE CLASSIC

In his Commemoration Address to students of Ramakrishna Mission, Mylapore, on March 5, Mr. R. V. Rajam, Dean of the General Hospital observed:

"While it was true that they were the inheritors of a great tradition, there was a tendency to forget that life was dynamic and that society could not be bound down for ever by customs which had evolved centuries ago. So, their problem should be to adjust in the present context their ancient heritage to the modern, changed environments. The modern society was based on technological developments. 'Youths should have a scientific and objective attitude towards all things they come across. They should not get dogmatic; they should respect differences of opinion.'"

Dr. Rajam added: "It is up to you to instil upon the masses of the people the idea of social ethics and of a social conscience." He told them that mere personal hygiene or physical purity was not enough these days. As a medical man he could tell them that most of the diseases in our country were the results of bad environment or want of environmental sanitation. A study of hospital cases showed that 60 per cent of acute diseases like typhoid were preventible. So, youths had to instil ideas of social health and social sanitation among their neighbours."

INFLUENCE OF HOSTEL LIFE

Mr. Justice A. S. P. Aiyar, who delivered the Silver Jubilee address to the inmates of the University Students Club, Broadway, on March 4, said that education was preparation for life. Full education, consisted of four parts, one being derived from parents, one from teachers and another part derived from fellow pupils and the last part being developed from one's own self. Unless there were hostels, fellow pupils could not contribute anything towards the education of students. It was only in hostels one could see different people and students could gain wisdom which would equip them for life. He advised the youths to cultivate a universal out-

look and a capacity for independent thinking.

The Chief Minister Mr. P. S. Kumaraswamy Raja said the grandeur and excellence of hostel life would be realised by them not so much now, as later on, when they would be leading a responsible life. The hostel life gave them splendid opportunities for cultivating virtues of unity, fraternity and equality. The students hailing from different linguistic regions, and earmarked for different professions, met there and mingled with one another as members of one family and developed mutual love, respect and sympathy for one another. Hostels played a vital part in the life of students, inasmuch as they formed the training ground for large-hearted and broad-minded and useful citizens.

ADULT EDUCATION

TRAINING CENTRES FOR WOMEN

TEACHERS

The Government of Madras have decided to open four Social Education Centres in the Madras State for training women teachers for adult literacy work. The centres chosen are Kancheepuram, Bellary, Calicut and Mangalore. These centres are expected to function with effect from March 11 and will be under the control of the Inspectresses of Girls' Schools of III, II and VI circles respectively.

Candidates selected for undergoing training in these centres should be between the ages of 18 and 45, preference being given to women already working as teachers.

The candidates should have passed S.S.L.C. but higher educational qualifications like Intermediate and B.A. will be given priority. In exceptional cases, candidates with III Form or VIII Standard qualifications may also be selected.

The course will extend over a period of 45 days and each centre would train 40 students. During training, the selected candidates will be paid a stipend of Rs. 22-8 a month. Those de-

puted from District Boards and Municipalities will, in addition, be entitled to an allowance of Rs. 10 for the purchase of drawing materials.

IMPROVING QUALITY OF GOVT.

At the Annual Assembly of Teachers of Training Institution of the city at the Senate Hall on March 8, Sri C. Rajagopalachari said, "Now the quality of the Government is decided by the quality of the people, of the citizens, and the way of life which they live. If that way of life is made a little better, if the quality of the citizens is made a little better, then the Government gets to be a little better. The two are inter-related and we cannot have a good Government, democracy or republic, if we do not have men and women of good character making up the sum total of citizens. Who can do more towards raising the character of our people than you teachers who will teach the young, both boys and girls? If you raise the character of those in your charge, if you will improve their habits, if you make them automatically live better and do better, then the Government improves."

TEACH REALITIES

As far as possible, they must so deal with children that they might get acquainted with the world of reality. Then there was no harm in giving them all the words, they wished to give. Try to get out of the rut of words and let us go into realities. That was why he wanted them to agree with him that "it is not a good thing to imprison children through long hours in school rooms and send them home tired." Instead he would like them as far as possible to try and put into practice "this method of direct perception of things rather than memorising of words." The things existed and they gave them names after understanding them. Forms and difference in forms should be understood first. The name is given to nominate each particular form. Mr. Rajagopalachari wanted their children to be taught "correct observational habits, correct reasoning habits and correct powers of narration

of what they observe with a due sense of proportion." If they did so they would have satisfaction in their own mind that they had "sent out boys and girls who are accurate observers, good reasoners and good citizens." "Above all you have to teach them to be good men and women when they grow up." Teachers would have to impress the children by their own example. If they succeeded in impressing the children under their care and getting them to be good, then "Government will be good, administration will be good, controls will be satisfactory, there will be no blackmarketing, everybody will behave well and everybody will be happy."

IMPORTANCE OF RELIGION

"The hold which religion had on people has relaxed now." "As a man of experience I tell you that without religion we cannot live well, we cannot have a happy country, and we cannot have a good government." Pointing out that there was no difference between the tenets of one religion and another, he said, "that they must somehow or other get people to live according to the principles of the scripture which each one revered and according to the saints each one revered. As teachers, they must teach the children how to live a religious life."

TRAVELLING ALLOWANCE TO HEADMASTERS

Sanction is accorded to the payment of a grant not exceeding Rs. 1,250 (Rupees One thousand two hundred and fifty) towards one-half of the expenditure on travelling allowance incurred by the Headmasters of certain secondary schools, under private managements, in connection with their visit to Madras to attend the Provincial Headmasters' Conference held during December 1949. The grant should be disbursed as a part of the teaching grant due to the institutions concerned.

TRAVEL CONCESSIONS

It has been decided to revive with effect from 1-4-1950 the concessions

formerly admissible to students of recognised schools or colleges in parties of not less than ten (excluding attendants) when undertaking educational tours subject to the condition that such tours are sponsored by recognised educational institutions.

DELHI

HIGHER TECHNICAL EDUCATION

On the advice of the All-India Council of Technical Education, the Government of India have decided to set up forthwith the Eastern Higher Technical Institute at Hijli in Midnapore district, West Bengal. In order that the Institute may start functioning effectively at an early date, the Government have appointed a Board of Governors for the Institute.

The Eastern Higher Technical Institution, when fully developed, will provide extensive facilities for the training of 2,000 under-graduates and 1,000 post-graduates and research students in various branches of engineering and technology.

PATNA

Dr. Prasad, who inaugurated the Convocation Week of the Patna University on 2nd March said that village universities had achieved a great deal in making the people happy, educated and prosperous in other parts of the world. Such a system of education, if introduced in this country, would not only bring a revolution in the field of education, but also in the life of the people. It would bring about a wonderful synthesis of India's ancient culture and civilisation and modern science which would be ideal for all.

KANCHEEPURAM

The 110th School Day was celebrated at the Anderson High School, Kancheepuram on the 23rd February, 1950. The celebrations began at 9 a.m. with the usual School Assembly with all the 1,000 boys of the school. Vidwan

Venugopal Pillai gave an inspiring talk. The afternoon saw a most impressive public meeting. The Hon'ble Sri J. Sivashanmugham Pillai, Speaker, Madras Legislative Assembly, presided over the meeting.

AMBUR

A benefit music performance by Srimathi M. S. Subbulakshmi in aid of the building fund of the Hindu High School, Ambur, North Arcot District was held between 5-30 p.m. and 9 p.m. on Saturday, the 21st January 1950. There was a very large gathering of ladies and gentlemen in a splendidly lit spacious pandal erected for the occasion.

Dr. C. Nathamuni Naidu, Honorary Secretary and Correspondent of the Hindu High School, presented a welcome address to Srimathi M. S. Subbulakshmi.

Mr. D. L. Kothandarama Chettiar, Assistant Secretary of the School, gave a short history of the High School and read extracts from the Inspection report.

At the conclusion of the performance Mr. R. Parthasarathy Iyengar, on behalf of the Management, thanked the donors, the artistes, the patrons of music and the founders of the school and its present Secretary, Dr. C. Nathamuni Naidu.

AUTHUR (CHINGLEPUT)

In connection with the School Day celebrations an Inter-School Competition was held last week (Feb. 4, 5 and 12). The schools that participated in the competitions were: (1) The Anderson High School, Kancheepuram, (2) The Pachaappa's High School, Kancheepuram, (3) The Hindu High School, Maduranthakam, (4) Sri Ramakrishna Vidyalaya, Chingleput, (5) St. Mary's High School (for Girls), Chingleput, (6) The Ramakrishna Residential High School, Authur. Prizes were awarded to winners in the various competitions.

KURNOOL

The 90th School Day of the Ml. High School was celebrated with great eclat on the 19th and 20th February 1950. Sports were held for pupils of all physical grades on the 19th February in the morning and evening. Khan Bahadur Abdur Rahman Khan, Retd. District Superintendent of Police and Old Boy of the Institution presided at the public meeting held in the Quadrangle of the High School. The function was attended by thousands of old pupils and public men. Sri P. Ramanjulu Naidu, Retd. Deputy Collector and an old student of the school, proposed the toast of the School. Mr. M. Mahaboob Ali Khan, Municipal Chairman distributed the prizes to pupils for proficiency in studies and success in games and sports contests.

Sri K. N. Pasupathi, Headmaster, in his annual report, appealed to the Old Boys who were wealthy and generous-hearted to come forward to erect additional class-rooms to meet the growing needs of the School. In the last S.S.L.C. Exam. only 48 pupils out of 105 were declared eligible, a comparatively poor result. The school gave a good account of itself in the District Inter-School Pentland Shield Sports by winning the Shield and also the sports cup as well as the Grigg Medal.

Sri Soma Seshiah Setty, merchant and Old pupil, distributed sweets to all pupils of the school.

THE KURNOOL DISTRICT HEADMASTERS' CONFERENCE

A Conference of the heads of secondary schools in the district met on 4-3-50 in the Coles High School, Kurnool. Sri T. V. Venkatrama Aiyer, Dt. Edl. Officer, Kurnool, presided.

GREAT BRITAIN

CYPRUS TEACHERS GO BACK TO SCHOOL

Few countries in the world have such enthusiastic elementary school teachers as Cyprus. So keen are they on their

jobs, so anxious to increase their knowledge, that last year 700 of them—approximately two-thirds of the permanent staff—volunteered to give up part of their holidays to enrol in summer schools and to pay about Rs. 50 by way of fees.

(Five photographic plates illustrating the activities of teachers in the Summer School are available in the office of the S. I. T. U.)

WORKING MAN'S UNIVERSITY

More than 11,000 people in the evenings, and 2,500 during the day attend courses for further education at the Regent Street polytechnic where these pictures were taken. Its 12 departments and three craft courses are designed almost exclusively for the vocational student who has reached the age of 17 (there is no maximum age limit) and has passed the Matriculation or an equivalent University Entrance Examination.

ARIZONA

Students Use Tractors to Excavate, In Arizona School's Work Programme.

Boys and girls, aged 10 to 17, at Verde Valley School in Sedona, Arizona, are getting first-hand insight into actual labour-management relations by surveying local factories, department stores, labour unions and chambers of commerce, according to the latest issue of the Verde Valley Newsletter.

A regular publication of this unique non-profit college preparatory school, the Newsletter reports on the students' first labour-management field trip as a new phase of Verde Valley's experimental programme for education in better human relations.

CHICAGO

Seven latest Cornet film releases: Act Your Age (Emotional Maturity), You and Your Parents, The Meaning

(Continued on page 116.)

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FROM OUR ASSOCIATIONS

MADURA

The Annual Meeting of the Madura District Teachers' Guild took place in the Sethupathi High School, Mathurai, on Saturday, the 12th November 1949, from 3 p.m. About 185 members were present. Sri V. Kumaraswami, B.A., L.T., occupied the chair until the new President was declared elected; the latter then presided over the rest of the proceedings.

The following office-bearers were elected for the next two years:

President: Sri M. R. Srinivasa Ayyangar, B.A., L.T., Headmaster, A. R. High School, Mathurai.

Vice-Presidents: Sri V. Kumaraswami, B.A., L.T., Headmaster, Sourashtra Secondary School, Mathurai.

Sri A. S. Arumugam Pillai, Harvey-patti Ele. School.

Mrs. Peter, B.A., L.T., Headmistress, 'Sourashtra Girls' High School, Mathurai.

Secretary: Sri V. Mariarathnam, B.A., L.T., Asst., St. Mary's High School, Mathurai.

Joint Secretaries: Sri S. Muthu Konar, B.A., L.T., Board High School, Battalagundu.

Sri T. S. Narasimha Raghavan, B.A., L.T., Asst., Sourashtra High School, Mathurai.

Auditor: Sri Govinda Aiyar, B.A., L.T., A. R. High School, Mathurai.

Representative to the S.I.T.U.: Sri S. Krishna Ayyangar, B.A., L.T., Asst., Sethupathi High School, Mathurai.

Resolutions.

1. The Guild expressed its deep regret at the demise of Sri M. S. Sabhesan, President of the S. I. T. U. who had rendered invaluable services to the cause of Education.

2. The Guild resolved the following:

(i) As instruction in some craft has been made compulsory in schools and as teachers now in service have to

qualify themselves in craft, this District Teachers' Guild requests the Government to take speedy steps for opening craft training centres in Taluk and District Head-quarters throughout the province.

(ii) Teachers who retire from service within a period of 5 years, may be exempted from undergoing craft training.

3. The Guild placed on record its appreciation of the meritorious services rendered for twenty-five years by Sri V. Aravamuda Aiyangar, B.A., L.T., the retiring Secretary, and recommended to the Managing Committee to consider a suitable souvenir for him in recognition of his services.

Sri G. Krishnamurthy, Joint Secretary, S. I. T. U., then addressed the members.

After a few concluding remarks by Sri M. R. Srinivasa Aiyangar, the newly elected President, and a vote of thanks by the Secretary, the meeting terminated.

CHITTOOR

The Chittoor Town Secondary and Training School Teachers' Association.

"The Atmosphere and Attitude in Education" was the subject of a very interesting and instructive lecture delivered by Dr. James H. Cousins of Adayar in Sherman High School Hall, under the auspices of the above association at 6 p.m. on Tuesday 26th February 1950, Janab M. A. Azeem, M.A., LL.B., Bar-at-Law, Dt. Judge, presiding.

The lecture was very lively and interesting on account of the numerous anecdotes and personal experiences introduced by Dr. Cousins in his own inevitable way.

In his concluding remarks, Janab M. A. Azeem paid a tribute to Dr. Cousins for his 'splendid' address.

Mr. K. Natesa Aiyar, in proposing a vote of thanks, complimented the

learned lecturer for the masterly treatment of the subject and the chairman for the fresh light he threw on it.

KURNOOL

The Silver Jubilee and half yearly conference of the Kurnool District Teachers' Guild was celebrated on 21st and 22nd January 1950 in a specially erected pandal in the Municipal High School premises, Kurnool.

Sri B. V. Subba Reddy, President, Kurnool District Board, was proposed to the chair and Sri R. Suryanarayana Rao, M.L.C., and Sri S. Natarajan, President, S.I.T.U. were duly introduced.

Sri K. N. Pasupathi, the Chairman of the Jubilee Committee read his welcome address.

'We, teachers, have to play a greater role in Free India as educators. We have to give greater attention to the moulding of the character of school pupils, as true education consists not merely in the imparting of knowledge but also in the building up of the character of the educated. The teacher in schools is to exercise a wholesome, constructive influence on the impressionable minds of boys and girls and harness their energies for patriotic and national work. The teacher must sedulously bring under control the forces of disruption, lawlessness and hatred that are now and then seen invading our educational institutions to-day.

Again, the teacher has to shoulder greater responsibilities in the future in the interest of our country by actively helping to promote programmes such as universal literacy and adult education. Important as the education of children is, that of the adult is of greater, immediate urgency, as universal adult franchise has now been introduced.

To the extent we teachers are able to play an active and worthy part in promoting such causes as adult education, to that extent our social status and public esteem for our profession are bound to be raised. We can help to create an enlightened public opinion in favour of teachers only by our active

association with public welfare programmes.

While teaching may be deemed even in modern days a noble profession, the mean and sordid condition in which teachers work, must be radically improved. It is not merely a question of the emoluments paid to teachers. There is also the equally important question of the loss of social dignity from which teachers suffer in consequence of their economic helplessness. This is obviously a strong reason, the poor status of teachers, why the able are rarely attracted to our profession to-day.'

Sri B. V. Subba Reddy, in his presidential address, said that the salaries of teachers even during the pre-war days were far from satisfactory and to-day with the mounting cost of living, their lot was really unbearable. He was sure, the Government would take steps before long to alleviate their suffering. In recent years, he said, there was a lamentable lack of discipline in schools as evidenced by frequent strikes of students. He appealed to teachers and students alike to ensure proper discipline in educational institutions without which the young children could not be trained as useful citizens of the country.

The Secretary, Sri H. Krishnamurthy, in his report, briefly narrated the activities of the Guild touching about the admirable co-operation of the two towns, Kurnool and Nandyal in the building up of the Guild.

Sri R. Suryanarayana Rao read his commemoration address.

Next, Sri S. Natarajan, President, S. I. T. U., addressing the gathering appreciated the services of Sri K. N. Pasupathi, both for the Guild and the S. I. T. U., and said that, in a way, it was also the Jubilee of Sri K. N. Pasupathi since he has been associated with the Guild and the S. I. T. U. for the last 25 years. Referring to the question of teachers' salaries, he said that teachers were asking for adequate salaries only to devote themselves to their work undisturbed by the anxie-

ties of day to day life on the domestic front. He quoted the announcement of the Minister, on the floor of the Legislature recently that the cost of maintenance of a prisoner has gone up to ten annas a day from annas four in 1934. Sri Natarajan pointed out that when the cost of maintaining a prisoner has increased by 150 per cent there is only 50 per cent rise in the salaries of teachers. He pointed out how tragic it was to see a teacher who is the Nation builder, not getting even at that rate as a prisoner. He wished that a rule were framed to the effect that if a teacher violated any educational regulation he should be punished with imprisonment for at least six months in order that he may be fed better. He appreciated the teacher who has been maintaining his dignity and sense of duty in spite of the financial stringency that was pricking him. He advised the teachers to continue to be so with a little patience since there appeared some sure hopes of bettering the prospects.

Regarding the functioning of the Guilds, Sri Natarajan said that a Guild was not something like a Trade Union organisation, but was like the Craft guilds of old which aimed at the perfection of the particular craft of its members. It provided opportunity for teachers to meet together and discuss their problems. He emphasised "If we functioned as a real guild and not a trade union we should certainly secure our demands." Concluding he impressed upon the office-bearers of the Guild the urgent need in securing a Guild House where a good Library is lodged with a good museum and wished success for the Guild in all its activities.

The morning of 22-1-1950 dawned and the teachers and others interested in Education began to assemble as early as 7-30 a.m. for the Half Yearly Conference very eager to take part in the deliberations. They looked very happy at the successful termination of the previous evening's function. Sri D. N. Babu Rao, the President of the Guild, giving a hearty welcome to all the delegates, visitors and other guests, proposed Sri S. Natarajan, President,

S. I. T. U. to take the chair and conduct the deliberations of the day. Sri Natarajan took the chair cheered by a loud applause. Sri J. Mohan Rao, B.A., Municipal Commissioner, Kurnool opening the conference, at the outset paid a tribute to Sri R. Suryanarayana Rao and Sri S. Natarajan the guests of the previous evening.

Sri T. V. Venkatarama Iyer, D.E.O., Kurnool, addressed the gathering. In the course of his address Sri Venkatarama Iyer observed that the name Guild did not sound well in commanding the respect and honour from one and all. The word bent more towards trade unions and suggested a name like 'Parishat' or some such one to be adopted. He said that teachers were artists and not craftsmen and he strongly differed and protested against the word Guild.

Dealing with the economic life of a teacher, he said he was one who sympathised with their lot and advised the teachers to live in a idealistic way. "Let us not be victims of the age of lucre since this does not give us honour; do not be ashamed of your status or of the clothes you wear, the house you live in or the things you buy. Let us make a reformation ourselves and live in the ideal manner keeping off discontentment and bitterness." He appealed for the transformation or reformation in the daily life and pleaded for professional integrity. The latent force through which we gained our independence must be revived and thus do the best for the future citizens of India. He quoted Sri Rajaji's statement exhorting the teachers to do the three Rs.—Reading, Recreation and Resourcefulness. He wished the conference a success.

Then Sri S. Natarajan, the President of the day, said, "We, as teachers, must stop the rot that has set in by which the standard of selection for training has gone down." He said that it was only when the right type of men were selected that the Education of the country would be in the right type.

Sri Natarajan said that he did not agree with Sri Venkatarama Iyer when

he said the word Guild was not a term to win the respect of one and all since that word had a connotation which was very favourable for teachers to come under that name and improve their efficiency and hence none has any need to bother with the term Guild.

Dealing with the Examinations, the President Sri S. Natarajan said, they were necessary, necessary as a test of not mere acquisition of knowledge but of the training which he gets and the use to which he will put that knowledge. The opinion and judgment of the teacher must be based on definite data—to evolve a scientific method of judging the progress of pupils. So the mode of tests also must be changing. Their performance in practical activities are to be tested. We have to assess the abilities of pupils and for this the teachers must secure the confidence of the pupils. No doubt teaching becomes an exacting affair and puts great strain on the teacher. "Let efficiency be their watchword and let teachers dedicate themselves for the noble work they have taken on their heads" concluded Sri Natarajan.

Next Sri A. L. Narayana Rao, Secretary of the Andhra Teachers' Federation, addressed the gathering.

Sri H. Krishnamurthy, the Secretary of the Guild, thanked the guests of the day.

Resolutions.

1. This conference expresses its heartfelt condolences on the untimely and tragic demise of Sri D. Narasimha Sastri, late Dt. Educational Officer, Kurnool, and conveys them to the bereaved family.

2. This conference reiterates its request to Government to give free education to the children of teachers in service.

3. The conference requests the Government to formulate measures for the early establishment of a Rayalaseema University.

4. This conference is of the view that more periods should be allotted in the

time-table for science in view of practical work.

5. This conference requests Government to empower again the heads of high schools to select pupils for the S.S.L.C. examination as experience has shown that the system of sending up all students, irrespective of their progress, has had an adverse effect on the pupils themselves.

6. This conference requests Government that pending revision of scales of salaries in accordance with the recommendations of the Central Pay Commission to insist on Aided managements and Local Bodies adopting the present Government scales and in the case of Secondary Grade teachers the scales need an urgent improvement from Rs. 45—2—85.

7. This conference requests Government to permit Aided managements to pay teachers and other employees in schools house rent allowance at Government rates.

8. This conference requests the Government to adopt in Aided institutions the Leave Rules, service conditions and tenure as now obtaining in schools under Local Bodies.

VISAKHAPATNAM

The meeting of the Executive Committee of the Visakhapatnam District Teachers' Guild was held at 2 p.m. on 18-2-1950 in the B. H. School, Narasannapeta.

Fourteen members were present. In the absence of the President, Sri M. V. N. Kameswara Rao, Vice-President of the Guild, occupied the chair.

1. The minutes of the last meeting of the Committee held on 17-7-1949 at Visakhapatnam were confirmed.

2. The Secretary reported the following activities of the Guild after the close of the 11th Annual Conference at Visakhapatnam in September 1949 :—

- (i) The publication of the reports in the daily press.

- (ii) The publication of the reports in the 'South Indian Teacher' and the 'Educational India'.
- (iii) Submission of the resolutions to the Director of Public Instruction, Madras in person and the Minister for Education by post.

3. The Committee passed the accounts of the Guild from 25-9-1949 (the date of the last audit) to the 1st of February 1950 (audited by Sri B. Venkatarao, B. H. School, Yellamanchili) with a closing balance of Rs. 156-2-0 and Rs. 1,076-3-7 as reserve fund.

4. Budget estimate for the period from 25-9-1949 to the end of 31-12-1950 was passed.

5. Resolved to sanction a contribution of Rs. 10 (ten only) to the Sabhesan Thanksgiving Fund to be met from out of the Guild's General balance.

6. Members to the Working Committee for 1950 were then unanimously elected.

7. The Committee accepted with thanks the invitation of Sri K. Narayana Appala Naidu Garu of Pelaki to hold the next Annual Conference of the Guild at Pelaki (North Vizag Dt.) on the 13th and the 14th of October 1950.

8. The Committee accepted with thanks the offer of Sri K. Narayana Appala Naidu Garu of Pelaki of a gold medal for the best Thesis in Telugu for the Educational Thesis Competition for 1950.

9. The rules for the Educational Exhibition were adopted by the Committee.

10. There was exchange of information on the conduct of Hobbies and Practical Activities in the Higher Forms.

11. A Sub-Committee was constituted for the purpose of examining the existing syllabus in Social Studies and framing constructive suggestions for its revision and to send its report by 31-3-1950.

12. The Committee resolved to approve the affiliation of the Teachers' Association of the Board Middle School, Amadalavalasa and Kotabommali.

13. Resolutions were passed :

- (1) that all Hindusthani and Sanskrit Pandits whose work in the Higher Forms amounts to 12 periods or 8 hours in the week may be declared eligible to be placed in the Grade I Scale of Pay ; and
- (2) to request the Government to open a Pandits' Training Class in the Maharajah's College, Vizianagaram along with the B.Ed., classes to be opened in that College from the next academic year.

TIRUNELVELI

The Half-yearly Conference of the Tirunelveli District Teachers' Guild was held at Shermadevi on January 21, Rev. Fr. Arulsamy, Principal, St. Xavier's College, presiding.

About 225 delegates representing various affiliated associations in the District attended the Conference. Sri S. R. Narayana Rao, Headmaster, Higher Elementary School, Shermadevi welcomed the delegates on behalf of the Reception Committee and the Ambasamudram Taluk Aided Ele. School Teachers' Union.

Sri E. H. Parameswaran, President of the Guild, welcomed the gathering.

Sri M. K. Ramunni, D.E.O., Tirunelveli West, declared the Conference open. He stressed the need for raising the status and emoluments of the teachers.

The following resolutions were passed.

- (1) This Conference of the Tirunelveli District Teachers' Guild expresses its deep sense of sorrow at the irreparable loss sustained by the demise of Sri T. A. Balasundaram, B.A., L.T., who was Headmaster of the Ramasesha Iyer High School, Pattamadai.

- (2) This Conference reiterates the resolutions passed at the Quarterly Conference of the Guild ; and the following resolutions :

This Conference requests the Government to take steps to restore the grant of railway concessions to pupils and teachers proceeding on excursions in as much as such excursions are obligatory in the Re-organized Scheme of Education.

This Conference requests the Government to revise the scales of pay of Physical Education Teachers immediately.

- (3) *Bifurcated Courses of Study* : Regarding grants to institutions offering bifurcated courses of studies this Conference is of opinion that in view of the increased cost of materials of the equipment necessary for the course the Government grant may be $\frac{2}{3}$ of the actual cost of the equipment instead of being restricted to Rs. 7,200 as at present. The Conference is also of the opinion that the grants towards the expenses of running the courses should be $\frac{2}{3}$ of the cost instead of the grant being limited to Rs. 1,450.

- (4) This Guild requests the Government to frame uniform leave rules on the lines of the Madras Fundamental Rules and to make it obligatory on Managements of all aided schools to incorporate the same in the agreement between teacher and the Management.

- (5) *Elementary Schools* : This Conference wholeheartedly supports the demands in respect of Elementary Schools Teachers submitted by the South Indian Teachers' Union in its recent memorandum to the Government.

- (6) This Conference requests the Government to fix the same scale of pay to secondary grade teachers serving in aided ele-

mentary schools as fixed in local board schools.

- (7) This Conference requests the Government to create a statutory body like a Teachers' Council on the lines recommended by the South Indian Teachers' Union.

- (8) This Conference is of opinion that headmasters should be given the power of selecting pupils for the S.S.L.C. Public Examination, as the Government Order requiring headmasters not to detain students had an adverse effect on the pupils' progress.

- (9) This Guild earnestly appeals to all the members of the teaching profession to contribute liberally towards the Silver Jubilee Fund. The Guild also requests Managements of schools and all friends and well-wishers of the teaching profession to donate liberally towards the Jubilee Fund and co-operate in making the Jubilee Celebrations a success.

TIRUCHIRAPALLI

An ordinary meeting of the Tiruchirapalli Teachers' Guild, was held on Sunday, 5th March, 1950, in the Guild House, Tiruchy, with Sri A. Rama Iyer, M.A., President, in the chair.

A resolution of condolence touching the death of Khan Bahadur P. Khali-fullah Sahib was passed. The Guild considered the report of its Social Studies Sub-Committee, presented by the Convener Sri R. Bhuvarahan giving suggestions for the revision of the Social Studies Syllabus and accepted the same. The Guild also resolved to request the University of Madras to permit secondary grade trained teachers, who are graduates to sit for the B.T. Degree Examination as private candidates, on undergoing the shortened special course of training of three months.

Sri R. Bhuvarahan, the Town Secretary, proposed a vote of thanks.

MATHURAI

An Address was presented to Sri K. Madhava Menon, Hon'ble Minister for Education to the Government of Madras by the Madura Teachers' Association on the 5th February, 1950, at Mathurai.

The place of the languages in our curriculum, the need for immediate provision of summer courses for training in craft, physical education and citizenship, the more satisfactory provision for the teaching of Algebra and Geometry in our higher forms, the desirability of extending the bifurcated courses to a much larger number of schools, the lightening of the syllabuses in Social Studies and Science, the urgent provision of Grants-in-aid for buildings and equipment in spite of the very real financial stringency of the Government, the recruitment of District

Educational Officers and Deputy Inspectors of Schools from among the Staff of High Schools were the points stressed.

It also said: "The improvement of the teachers' salary and the extension of the house rent allowance to them as to Government servants will go a long way to alleviate the hardships of a long-suffering tribe. May we press home to you the need for doing away with the artificial distinctions between board school teachers, aided school teachers and Government school teachers? We have only to add that teachers as a class are taking to this reorganised scheme with commendable zeal and enthusiasm, and the headmasters of today are ever full of plans and schemes in spite of a very perceptible decentralization of work."

(Continued from Page 108)

of P.I., Basic Court Procedures, How to Find The Answer (Mathematical Problem Solving), Introduction to Chemistry, and Metals and Non-Metals.

UNESCO

Participation in the exhibitions and libraries of Unesco's 1950 Seminars.

Unesco is organizing in 1950 two International Seminars on educational problems in which numerous educators from all parts of the world will take part. The first of these Seminars will be held in Canada and will deal with the teaching of geography as a means

for developing international understanding; the second, to be held in Belgium, will have as its subject the improvement of textbooks, particularly history books.

Documentation for these seminars is being collected in order to offer in their working libraries a general view of recent world production of (1) material used for the teaching of geography and (2) textbooks. The working libraries will be supplemented by exhibitions of such material and textbooks. It would be greatly appreciated if publishing firm could make available as a gift or loan a selection of its most representative publications in the fields to be covered by the Seminars.

THE SABHESAN THANKSGIVING FUND

Acknowledgements

		Rs.	A.	P.
	Previous total brought forward	...	2,095	7 0
129.	The Krishna District Teachers' Guild	...	10	0 0
130.	National High School (Boys), Triplicane	...	10	0 0
131.	National High School (Girls), Triplicane	...	15	0 0
132.	Thirthapathi High School, Ambasamudram	...	35	0 0
133.	Visakhapatnam District Teachers' Guild	...	10	0 0
134.	Schaffter High School, Tinnevely Town	...	10	0 0
135.	Board High School, Kamuthi, Ramnad	...	5	0 0
	Total	...	2,190	7 0

THE 40th MADRAS STATE EDUCATIONAL CONFERENCE

The 40th Madras State Educational Conference will be held at Devakottai on the 11th, 12th and 13th May, 1950, under the presidency of Dr. R. M. Alagappa Chettiar.

There will be four sectional conferences relating to (i) University Education, (ii) Secondary and Technical Education, (iii) Primary and Basic Education, and (iv) Administration, Organisation and Inspection. The following are the conveners of these sections respectively:—

- (1) Sri S. K. Yegnanarayana Iyer, 'Kumari', Madras 18.
- (2) Sri T. P. Srinivasavaradan, Headmaster, Hindu High School, Triplicane, Madras 5.
- (3) Sri V. Bhuvaramurthi Rao, P. S. High School, Mylapore, Madras 4.
- (4) Sri P. Doraiannu Mudaliar, Headmaster, Chintadripet High School, Madras 2.

The following are the subjects that will be taken up for discussion at the respective sectional conferences:—

1. UNIVERSITY EDUCATION SECTION

Symposia on the Report of the University Education Commission with special reference to Reorganisation of University Education, Secondary Education and Rural Secondary Schools and People's Colleges.

II. SECONDARY AND TECHNICAL EDUCATION SECTION

1. Consideration of the recommendations of the University Education Commission as regards Secondary Education, on

- (a) Extension of the Secondary Education course.
- (b) Improving the standard of attainments of pupils and the standard of teaching in schools.

(c) Curriculum and content of secondary education course.

2. Co-ordination of activities with reference to social studies and citizenship training.

3. A critical examination of the syllabuses now in force in the reorganized scheme of secondary education.

4. The use of films and film strips and slides as aids to education.

III. PRIMARY AND BASIC EDUCATION SECTION

Basic Education.—

- (1) Literature in Basic Schools.
- (2) Self-sufficiency in Basic Education.
- (3) Correlated teaching in Basic schools.
- (4) Policy of Basic Education in Madras State.
- (5) Service conditions of elementary school teachers.

IV. ADMINISTRATION, ORGANISATION AND INSPECTION SECTION

1. School Broadcasts.
2. School Museum.
3. Tests and Records.
4. Schools and Colleges and provision for the promotion of Adult Education.
5. School Buildings and Equipment.
6. School Inspection.

Delegates desirous of taking part in the discussions, may write to the Conveners of the respective sections and send to the Secretary, Reception Committee, 40th State Educational Conference, Devakottai, Ramnad Dt. on or before the 15th April 1950, a synopsis of their talk for inclusion, if possible, in the handbook proposed to be published in connection with the conference.

V. ARUNAJATAI,
Secretary.

20-3-1950.

THE SOUTH INDIA TEACHERS' UNION

WORKING COMMITTEE

A meeting of the Working Committee of the South India Teachers' Union was held on Sunday the 26th March 1950 at 3-30 p.m. in the office of the Union with Sri S. Natarajan, President of the Union, in the chair.

The following members were present:

Messrs. K. N. Pasupathi (Vice-President), V. B. Murthi (Secretary, Protection Fund), K. A. Vanchi Iyer (Ramnad), Samuel Muthiah (Tinnevely), C. Ranganatha Aiyengar (Journal Secretary), G. Srinivasachary (Addl. Journal Secretary), A. M. Kannappa Mudaliar (Chingleput), P. Doraikannu Mudaliar (Madras), S. Swaminathan (Treasurer) and V. Arunajatai (Secretary).

The Secretary read the minutes of the previous meeting and the same was duly passed.

The draft resolutions for the Conference prepared by the sub-committee were scrutinised and approved by the Working Committee.

The draft of the annual report was adopted and the Working Committee decided to place it before the Executive Board for approval.

A tentative programme for the Provincial Educational Conference was then drawn up.

The amendment to the existing rule regarding representation to the District Guilds on the Executive Board of the S. I. T. U. was also approved.

The Committee then considered the names for the Presidentship of the Sectional Conferences.

The Working Committee decided that the S. I. T. U. should associate itself with the Third Conference of the Indian

Council of Child Education to be held at Bangalore between 8th and 11th April 1950. Mr. C. Ranganatha Aiyengar was chosen as the Union delegate and the Protection Fund was requested to meet his expenses in this connection.

It was resolved to constitute a sub-committee, with powers to co-opt, for studying problems connected with Educational Research and Experiments. The following members were elected: Messrs. P. Doraikannu Mudaliar, V. B. Murthi, S. Swaminathan, and V. Arunajatai (Convener) the President was empowered to nominate other members.

The purchase of an Electric Table Fan for Rs. 70 for the Union and the expenses incurred in connection with Tea to Rev. E. W. Menzel were approved.

The Working Committee resolved to place on record its thanks to Mr. G. Srinivasachari and other members of the Sub-Committee constituted for the purpose of investigating Children's Reading Habit and Interest and preparing the Report. A sum of Rs. 25 was sanctioned for clerical services rendered in this connection.

V. ARUNAJATAI,

28th March, 1950.

Secretary.

ANNUAL GENERAL BODY MEETING

Notice.

The General Body Meeting of the South India Teachers' Union will be held at 2 p.m. on the 13th May 1950 in the Conference Hall at Devakottai, Ramnad District,

1. To consider and adopt the annual report.
2. To elect office-bearers for the year 1950-51.

3. To consider the amendments to the Rules of the Union (given below), and
4. To transact any other business that may be brought forward by the Executive Board.

Members are requested to attend.

V. ARUNAJATAI,

Secretary.

G. KRISHNAMURTHI,

Joint Secretary.

1st April 1950.

Amendment to the Rules

In Rule 5 (Office-bearers, etc.), paragraph 2, line 2, after the words 'one representative' insert the words 'or two representatives, as the case may be', and in line 7, after the word 'name' insert the words 'or names', and after the word 'representative' insert the words 'or representatives'.

In Rule 5 the following may be added as paragraph 3:

The representation for District Guilds will be on the following basis:

One representative for a District Guild having membership up to and including 400 and two representatives for a District Guild having membership over 400.

N.B.—For purposes of calculation of membership, members of Municipal, Taluk and Range Teachers' Unions will not be taken into account.

XL MADRAS STATE EDUCATIONAL CONFERENCE, DEVAKOTTAI,

MAY 1950.

PROGRAMME

11th May, 1950:

- 2 p.m. S. I. T. U. Executive Board Meeting.
- 4 p.m. Opening of the Conference and Exhibition.

Presidential Address.

Unveiling the Portrait of M. S. Sabhesan.

Memorial Address.

8-30 p.m. Subjects Committee Meeting.

12th May, 1950:

8 a.m. Sectional Conferences:

(i) University Education.

(ii) Primary and Basic Education.

1-30 p.m. Meeting of the S. I. T. U. Profession Trust Fund.

2 p.m. General Body Meeting of the S. I. T. U. Protection Fund.

3-30 p.m. Sectional Conference:

(iii) Organisation, Administration and Inspection.

6 p.m. General session.

Reports of the three sections to be presented.

Resolutions.

13th May, 1950:

8 a.m. Sectional Conference:

(iv) Secondary and Technical Education.

2 p.m. S. I. T. U. General Body Meeting.

4 p.m. General session.

Report of the sectional conference to be presented.

Resolutions.

Concluding session.

Draft Resolutions for the Subjects Committee

I. With a view to making the Re-organised Scheme of Secondary Education a success, this Conference urges the Government to conduct Refresher Courses in important centres in each district. It also requests Government to encourage the conduct of such Refresher Courses by the South India Teachers' Union or its affiliated District Guilds by giving them financial aid for such purpose.

II. This Conference welcomes the proposed changes in the training of

graduate teachers and is of the view that the methods adopted for the training of teachers of other grades needs a thorough re-examination and modification. It is further of opinion that suitable modifications should be made in respect of qualifications prescribed for teachers in training schools and colleges so as to make it possible for teachers of experience and merit to be appointed for suitable posts in the training institutions.

III. The Conference notes that the basis of grant to training schools has been revised to ensure the payment of 2/3 of the net cost. But it is of opinion that aided training schools and colleges should be helped with the full net cost as they have no fee-income.

IV. This Conference is of the view that the courses of studies in oriental schools and colleges be reorganised to be more in accord with the schools and colleges for general education without in any way detracting from their special purpose. It requests Government and the Universities (a) to revise the scales of salaries and service conditions obtaining in these institutions bringing them on a line with those obtaining in similar institutions of general education, and (b) to adopt the same basis of grant to these institutions as for institutions of general education, and (c) to give oriental colleges adequate representations in the university bodies.

V. This Conference is of the view that the various Government Orders in respect of the salaries of teachers of Indian Languages need a thorough re-examination and the scales of salaries of these teachers be suitably fixed so as to ensure satisfaction and contentment.

VI. This Conference recommends to the Government the abolition of the E.S.L.C. Examination in view of the harm done to pupils at such tender age by the rigour of a public examination, the difficulties involved in pupils going from one place to another for writing the examination at centres other than the places where they are living.

VII. This Conference urges Government to adopt the recommendations of

the Central Pay Commission in regard to Teachers' scales of salaries, provident fund, dearness allowance and other benefits, and it also urges Government to take immediate steps to ensure that the status and emoluments of teachers employed in various grades of educational institutions maintained by government, local bodies and aided managements, are uniform throughout.

VIII. Pending the adoption of the Central Pay Commission's recommendations, this Conference urges the Government immediately to adopt the scale of Rs. 60—4—120 to the Secondary Grade teachers.

IX. This Conference notes with regret that very few managements have complied with the Government Order No. 1154, Education, dated 5th June 1947. It is of opinion that as managements are unable to comply with the G.O., it is the duty of the Government to take steps to ensure to the teachers the minimum salary they themselves fixed in the said G.O. It, therefore, urges Government to increase their grant to teachers in aided elementary schools by Rs. 5 a month per teacher.

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

XI. This Conference reiterates its resolution of the previous years that free education be given to children of teachers at all grades and in all institutions.

XII. This Conference urges Government, (i) to increase their contribution to the Teachers' Provident Fund from half-anna in the rupee to one-anna in the rupee, (ii) to insist on managements contributing a similar amount, and (iii) to ensure a decent rate of interest for the Provident Fund deposits.

XIII. This Conference urges Government immediately to introduce a scheme of Provident Fund-cum-Insurance to teachers as in the case of

Non-Gazetted Officers of the Government.

XIV. This Conference is of the view that the statutory age of retirement of teachers be fixed at 58 and that so long as the present shortage of teachers continues, the services of teachers may be extended up to the age of 60 by one year at a time.

XV. This Conference requests Government to take steps to constitute a Teachers' Council for examining all cases of professional misconduct and to take action only on the recommendations of the said Council.

XVI. This Conference is of opinion that the existing scheme of Provident Fund is a very inadequate provision for old age, etc. It urges Government to take early steps to in-

troduce a scheme of Provident Fund-cum Insurance-cum Gratuity and Pension for teachers. In this connection the Conference desires to suggest a compulsory scheme of Insurance for Teachers, either in the S. I. T. U. Protection Fund, Ltd., or in the Postal Insurance.

XVII. This Conference views with concern the shortage of qualified Physical Education Teachers. It is of the view that vigorous steps should be taken to train an adequate number of teachers every year possibly by opening Colleges of Physical Education or by opening Physical Education sections in the Training Colleges. It further urges Government to revise liberally the scales of salaries of Physical Education Teachers so as to attract the right type of men and women.

THE S. I. T. U. PROTECTION FUND

Policies issued during February 1950.

(District and Schoolwar.)

TINNEVELLY :

Board High School, Tenkasi .. 4
Chattram Middle School,
Kadayam 2
Chattram Elementary School,
Kadayam 1
— 7

RAMNAD :

A. C. High School, Pallathur. 2
S. M. S. High School,
Karaikudi 2
— 4

MADRAS :

R. M. High School, North
Branch, T'Nagar .. 1
C. Abdul Hakim High School. 1
— 2

NORTH ARCOT :

Panchayat Board School,
Sayanavaram 1
Board High School,
Kaverpauk 1
— 2

SALEM :

Board High School, Attur .. 2
— 2

TIRUCHIRAPALLI :

W. M. Memorial Ely. School,
Pambaramsuthi .. 1
— 1

SOUTH ARCOT :

Board Muslim School,
Kattumannarkoil .. 1
— 1

TANJORE :

Board Boys' School,
Pallavarayanpet .. 1
— 1

COIMBATORE :

Board High School,
Perundurai 1
— 1

WEST GODAVARI :

Taylor High School,
Narasapur 1
— 1

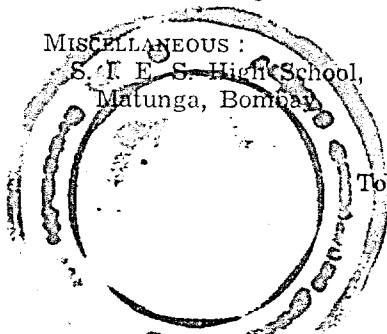
EAST GODAVARI :

Board Elementary School,
Chinnakondapeta .. 1
— 1

MISCELLANEOUS :

S. I. T. U. High School,
Matunga, Bombay .. 2
— 2

Total .. 25



OUR BOOK-SHELF

ADULT EDUCATION IN INDIA AND ABROAD:
(T. C. E. Journals and Publications,
Ltd., Lucknow. Price Rs. 2.)

This handy neat booklet of 112 pages dealing with social or adult education may be said to be a symposium on the subject by 13 contributors who can speak with authority on this problem.

TEACHING OF MATHEMATICS: By D. N. Mukerji. (T. C. E. Journals and Publications, Ltd., Lucknow. Price 10 annas.)

This little booklet of 48 pages is really an essay on the subject divided into five chapters: (1) General consideration, (2) Arithmetic, (3) Algebra, (4) Geometry and Mensuration, and (5) Tests and Examinations. This may be looked upon as a guide to teachers of Mathematics in secondary schools.

THOUGHTS ON FEMALE EDUCATION IN INDIA: By Jagannath Mazumdar. (N. M. Ray Chowdhury & Co., Ltd., 72, Hannson Road, Calcutta 9. Price Rs. 2.)

The author attempts to trace the development of female education in India from the Vedic times down to the present and ends with a warning. The education of girls in this land of the Aryans should be such that it may preserve the fair name of the Indian Womanhood and at the same time may afford facility for our girls becoming useful mothers, helpful partners, and worthy citizens.

A PLAN FOR YOUTH: By W. Cowley. (Oxford University Press. Price Rs. 3-8-0.)

The author of this volume tries to show how a youth movement or rather

a youth service may be built up in this country. He attempts to show our students what they are missing and what their comrades in other countries enjoy and to rouse a desire for camping and adventure, and to show, how that desire can be cheaply satisfied.

FUNDAMENTAL EDUCATION: By UNESCO. (Price 1sh. 6d.)

This beautiful book deals with the aim of fundamental education and the programme chalked by the UNESCO for imparting this education in backward areas in the world. There are illustrations here and there.

ANNUAL REPORTS—1949-50 of P. S. Secondary and High Schools, Madras.

These reports presented on the occasion of the Founder's Day on the 5th March 1950 contain the following features:—

The secondary school located in a rented building and in congested surroundings has been serving the educational needs of the locality in the neighbourhood of the Sanskrit College, and Mundakkanniammankoil up to third form. Weaving is the craft under the reorganised scheme and the children run their own paper, the Children's paper. Excursions to Kancheepuram, Athur and Meenambakkam, besides some centres in the city, were undertaken.

The High School, near Mandavali, known as the P. S. High School, is a well known and popular and efficient institution. The strength of the pupils is 1975 and the classes are held in shift system. Fifty per cent of the pupils of the Sixth Form—all sent up for the S.S.L.C.—were declared eligible for

college course. Drawing, painting, photography, weaving and gardening are taught as hobbies. The School has an excellent library and special attention is paid to library study by the pupils. The School can boast of the service of a willing and devoted band of enthusiastic teachers.

Receipt of the following publications is thankfully acknowledged:

1. Courier—Vol. II, Nos. 2 and 3. (UNESCO monthly).
2. Building for Peace—the story of the first four years of the United Nations (1945-47).
3. United Nations—A year of progress by Trygve Lie.
4. The United Nations and Specialised Agencies.
5. To-day, Nos. 23 and 24.—Pictorial review of events in Britain and elsewhere of interest to colonials everywhere.
6. The Laughs on Us—A fifteen minute radiocast by Greta Baker—Society for the Prevention of World War No. III, Inc.
7. News Letter No. 7.—Verde Valley School, Sedona, Arizona.
8. Study Abroad, Vol. II.—Announcing an international handbook of Fellowships, Scholarships, and Educational Exchange available in different countries.
9. Fundamental Education—Description of programme (UNESCO).
10. Bulletin No. 4 of International Federation of Teachers Association.
11. International Educational Seminar in the teaching of Geography and Text-books—General information and draft programme (UNESCO).
12. Educational Statistics—Indian States—1946-47, Part I. Government of India publication containing the more important statistical information on education concerning twenty-five States in India.

SILVER JUBILEE SOUVENIR, 1950. Kurnool District Teachers' Guild.

This brochure brought out in commemoration of the Silver Jubilee of the Guild (January 21, 22, 1950) contains a history of the growth of the Guild since its beginning, history of the Kurnool district, a map indicating the location of secondary schools and pilgrim centres, photographs of important workers and messages from a few sympathisers. The commemoration address of Mr. R. Suryanarayana Rao is also published *in extenso*.

ANNUAL REPORT 1949 : UNION HIGH SCHOOL, COIMBATORE.

The following are some important points in the report.

Pupils : There has been an increase again in the enrolment of the school and this continuous increase is a source of anxiety to us. The number on the rolls in June 1949 was 1,100 as against 1,048 of June 1948. In spite of the increased accommodation which was provided by the management at a cost of nearly Rs. 50,000 there is still need for more accommodation. Practical work and Hobbies require ample facilities, spacious grounds and equipment on an ever increasing measure. The introduction of the Bifurcated courses under Scheme next June, say the Secretarial and the Agricultural or Engineering courses will also require more rooms and entail more expenditure. It is hoped that the Government will meet half the cost of the buildings and pay the grants promptly.

S.S.L.C. Results : 126 pupils were sent up in March 1949 of whom 92 were eligible making a percentage of 73. Except for a deficiency of 2 marks in Sanskrit and 1 in Book-Keeping our school averages are higher than the presidency averages in all other subjects. Six boys score more than 400 out of 600.

Junior Red Cross : The Junior Red Cross consists of more than 70 members under the guidance of Mr. Pushparaj and Mr. S. Devaraj. Some pupils

are undergoing the Mackenzie course. Dr. K. V. Subramaniam talked about Vitamins in the South Indian Diet. There is a sweet stall in which the boys are the shareholders and a part of the profits go to the Red Cross work. The medicine chest is well equipped and First Aid is given. The Gopal Naidu Shield was awarded on 19-3-49 by the District Red Cross Committee for the third time in succession since its inception.

Mid-day Meals : Mid-day meals are provided for forty regular members every day. Rice and buttermilk and "Iddalies" are sold to the boys and teachers. The need of a spacious tiffin room is felt.

Gifts : The Municipal Council gave Rs. 1,000 and M/s. T. Stanes & Co., Ltd. Rs. 900 to the building fund.

Visual Aids : 16 mm. sound projector has been purchased for the school. There are also an adioscope for film strip projection and a projector for throwing pictures on screens and they are being used by the science staff for class work.

Hobbies : The first, second and fourth forms have hobbies such as bee-keeping, garden work, paper making, book-binding and string work. They are taught by Mr. Samuel Raj and Mr. S. V. Paul Jeyaraj who have a lot of experience in this direction.

MODEL PUBLICATIONS ON MODERN LINES.

1. **A GROUNDWORK IN ENGLISH** (*Teaching and Testing*)
PUPILS' INDIVIDUAL EXERCISE BOOK. Books I to III for forms I to III. Price annas 10 each.
Written according to the latest revised syllabus and closely following the suggestions given in the Departmental Guide Book to the Teaching of English in Middle Schools.
2. **THREE GREAT WOMEN** (*Non-detailed Text for Secondary Schools*)
by Mr. M. Janakiramiah, M.A. (Litt) B.Ed., Life sketches of Mrs. Sarojini Naidu, Kasturbha Gandhi and Dr. Annie Besant.
Price annas 7.
3. **CHOICE MORSELS** (*Interesting pieces selected and compiled for non-detailed study in High Schools*) Edited by Mr. P. A. Subramania Iyer, M.A., Retired Professor of English, Annamalai University.
Price annas 15.
4. **SIRUVAR TAMIL ILAKKANAM** (*Tamil Grammar and Composition*) for Class or Standard V by Vidwan A. Anban Issac, Tamil Pandit, Madras Christian College High School. Price annas 9.
5. **PRAJANETHA SRI PATTABHI** (*Telugu, for non-detailed Study in High School Classes*). Life sketch of the present President of the Indian National Congress. By Sri Bulusu Venkataramanaiah.
Price annas 14.

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The South Indian Teachers' Union Protection Fund, Limited.

NOTICE TO MEMBERS

Notice is hereby given that the Twenty-second Annual Ordinary General Meeting of the Fund will be held at N. S. M, V. P. S. High School, Devakottah, Ramnad District on Friday, the 12th day of May, 1950 at 2 p.m. to transact the following business:—

1. To receive, consider and adopt the Directors' Report and the Audited Statement of Accounts for the year ended 31-12 1949.

2. To elect the President, the Vice-President, the Secretary and three other Directors under Article 25.

3. To elect three more directors under Article 25, in case exemption is obtained regarding Policy-holders' Directors under the Act.

The retiring Directors are eligible for re-election.

4. To elect an Auditor or Auditors for the year 1950 and fix his or their remuneration.

The retiring Auditors Messrs. V. Soundararajan & Co., are eligible for re-election.

5. To consider and pass, if deemed fit, the following which is intended to be proposed as a Special Resolution by the Board through the Secretary:—

Resolved that the following additions and alterations be made in the Articles of Association of the Fund:—

i. **Article 4:—**Delete para 2 and substitute the following:

"Provided that the Board may admit a person between 30 and 45 years of age as a Member of the Fund on payment by such person in addition to the prescribed premium of an over-age fee and subject to such other restrictions as set out below:—

Age.	Over-age Fee.	Restrictions.
(a) Between 30 & 40	Re. 1 per year or part of a year over 30.	...
(b) Between 40 & 45	Rs. 2/8 per year or part of a year over 40 in addition to the fee payable under clause (a)	Limited to Table 1 only.

ii. **Artiale 4** :—Delete para 5 and substitute the following :—

"A contribution of not more than six units may be allowed in the case of members within 35 years of age, not more than four units in the case of members between 35 and 38 years of age, not more than three units in the case of members between 38 and 40 years of age and not more than two units in the case of members between 40 and 45 years of age on the date of payment of the fees qualifying for admission."

iii. **Article 25** :—Delete para 1 and substitute the following :—

"The Fund shall be under the control of a Board of Directors consisting of a President, a Vice-President, a Secretary and six other Directors, three of whom shall, in the absence of exemption being obtained under the Act, be policy-holders' Directors elected in accordance with the provisions of the Insurance Act."

iv. **Article 25—Para 4** : After the words 'The Directors' and before the next word 'shall' add the following: "other than policy-holders' Directors".

v. **Article 27** :—Delete (b) and substitute the following :—

"The Board shall have power to make transfers from the funds of the Company such amounts from time to time as may be considered necessary or desirable to the Investment Reserve Fund, Building Depreciation Reserve Fund, etc."

vi. **Article 29** :—Delete the heading 'Finance' and substitute 'Life Insurance Fund',.

vii. **Article 29** :—Delete the Article 29 and substitute the following :—

"The Life Insurance Fund shall include and comprise the receipts by way of Premiums, Registration Fees, Annual Subscription, interest and dividends on investments, interest on loans, rents, etc. less all the outgoings by way of claim payments, management expenses, taxes etc."

Members who intend to ask for information at the General Meeting regarding any matter in the Directors' Report or in the Statement of Accounts are requested to give notice of the same to the office on or before Friday, the 5th May, 1950.

520, High Road,
Triplicane,
5th April, 1950

(By Order of the Board)
V. B. MURTHI,
Secretary

THE XL MADRAS STATE EDUCATIONAL CONFERENCE, DEVAKOTTAI

LIST OF DELEGATES

ANANTAPUR

LONDON MISSION HIGH SCHOOL, GOOTY.

1. Sri N. Solomon.

NORTH ARCOT

BOARD HIGH SCHOOL, KATPADI.

2. Sri T. P. Gopalakrishna Naidu.

3. „ S. S. Avadhaniar.

BOARD HIGH SCHOOL, POLUR.

4. Sri S. Natesa Iyer.

5. „ M. Subbarayan.

6. „ M. S. Kachapeswaran.

7. „ B. Appaji Reddiar.

BOARD HIGH SCHOOL, CHENGAM.

8. Sri M. S. Subramanya Sastri.

9. „

BOARD HIGH SCHOOL, CHEYYAR.

10. Sri S. Srinivasa Iyer.

11. „ M. N. Vadivelu Mudaliar.

12. „ P. R. Srinivasa Iyengar.

13. „ A. V. Varadaramanujachariar.

TOWN HIGH SCHOOL, ARNI.

14. Sri N. Venkatasubramanian.

DANISH MISSION HIGH SCHOOL,

TIRUVANNAMALAI.

15. Sri

16. „

ISLAMIAH HIGH SCHOOL, PERNAMPAT.

17. Sri B. R. Ebanezer.

18. „ C. M. Fazlur Rahman.

BOARD HIGH SCHOOL, ARNI.

19. Sri

SOUTH ARCOT

R. C. T. HIGH SCHOOL, ANNAMALAINAGAR.

20. Sri P. R. Swaminatha Mudaliar.

21. „ A. Natesa Iyer.

22. „ D. Periathambi Pillai.

23. „ K. Kalyanasundara Desigar.

24. „ S. Ramamoorthy Sarma.

R. C. T. HIGH SCHOOL, CHIDAMBARAM.

25. Sri C. S. Ranganatha Iyengar.

26. „ K. Subbaratnam Iyer.

27. „ V. Rajagopala Iyer.

28. „ A. Shanmugam Pillai.

29. „ S. D. Kalyanasundaram Pillai.

30. „ J. Ranganatha Iyer.

31. „ S. Pitchu Iyer.

32. „ S. Vaidyanathaswami Iyer.

33. „ T. Murugesam Pillai.

34. „ V. Kannayira Desikar.

35. „ K. Tirunavukkarasu Pillai.

36. „ R. Pattabirama Iyer.

37. „ C. S. Narayanaswamy Iyer.

38. „ M. V. Subramanya Iyer.

39. „ T. Sundaravelu Pillai.

40. „ D. Varadarajan.

41. „ A. Muthiah Pillai.

42. „ D. Ramakrishna Iyer.

43. „ V. Subramania Iyer.

44. „ V. Narayanaswami Iyer.

45. „ S. Ramaswami Iyer.

46. „ C. Krishnamoorthi.

47. „ A. Sambandam Pillai.

A. A. M. HIGH SCHOOL, TINDIVANAM.

48. Sri M. Venkatachalamiah.

49. „ V. Perumal.

50. „ James Selvanathan.

51. „ R. Subramanian.

52. „ T. K. Padmanabhan.

53. „ S. Ramanujam.

54. „ T. V. Lakshmana Sarma.

55. „ C. K. Muthukumaraswamy.

56. „ M. Gnanaprakasam.

57. „ D. Subramania Chettiar.

MUNICIPAL HIGH SCHOOL,

VILLUPURAM.

58. Sri S. Jagannathan.

59. „ M. S. Sankaranarayanan.

60. „ Thomas Lourduaswamy.

61. „ S. Rathnam Mudaliar.

62. „ N. Arumugam.

63. „ K. Venkataraman.

GANDHI MEMORIAL HIGH SCHOOL,

TIRUVENNAIALLUR.

64. Sri

65. „

CHINGLEPUT

R. R. HIGH SCHOOL, ATTUR.

66. Sri K. Krishnamurthi.

PACHIAPPAS HIGH SCHOOL,
KANCHEEPURAM.

67. Sri A. M. Kannappa Mudaliar.

68. " T. D. Gowrinathan.

69. " V. Thirugnanasambanda
Mudaliar.

GOUDIE HIGH SCHOOL, TIRUVELLORE.

70. Sri D. Govindarajan.

71. " S. Ramaswami Sastri.

72. " S. Sanker Rao.

73. " N. Krishnaswamy.

C. C. C. HINDU HIGH SCHOOL, .
TIRUVELLORE.

74. Sri V. G. Kannan Iyengar.

75. " V. P. Narasimhan.

76. " D. Raghavachary.

CHITTOOR

BESANT THEOSOPHICAL COLLEGE,
MADANAPALLE.

77. Sri E. N. Subramaniam.

COIMBATORE

BOARD HIGH SCHOOL, ANTHIYUR.

78. Sri K. S. Ramakrishna Iyer.

SARVAJANA HIGH SCHOOL, PEELAMEDU.

79. Sri R. Srinivasa Iyengar.

AIDED ELY. SCHOOL TEACHERS' UNION,
OOTACAMUND.

80. Sri S. Asirvatham.

D. J. HIGH SCHOOL,

GOBICHETTIPALAYAM.

81. Sri K. M. Ramaswami.

82. " G. S. Subramanya Iyer.

83. " G. R. Minakshisundaram.

84. " G. K. Gangadharan.

85. " G. S. Ramanathan.

86. " K. P. Anganna Chetty.

87. " G. V. Subbarathnam.

88. " G. A. Veeriah.

89. " B. N. Ramaswamy.

90. " G. T. Ramaswamy.

CUDDAPAH

MUNICIPAL HIGH SCHOOL, PRODDATUR.

91. Sri S. Jagannatha Rao.

KRISHNA

BOARD HIGH SCHOOL, VANAPAMULA.

92. Sri A. Satyanarayana.

KURNOOL

MUNICIPAL HIGH SCHOOL, KURNOOL.

93. Sri H. Krishnamurthy.

94. " P. Isaiah.

95. " I. C. Sarma.

96. " K. Govindiah.

97. " G. C. Sarma.

98. " M. Venkateswarulu.

99. " S. Srinivasamurthy.

100. " P. Venkoba Rao.

MADRAS

101. Sri C. Ranganatha Aiyengar,
520, High Road, Triplicane.

ST. PAUL'S HIGH SCHOOL, VEPERY.

102. Sri K. O. Kurivilla.

103. " R. J. Sadanandham.

104. " J. Anandaraj.

HINDU HIGH SCHOOL, TRIPPLICANE.

105. Sri C. Krishnaswami Rao.

106. " K. S. Varadachary.

107. " T. C. Parthasarathy.

108. " G. N. V. Narasiah.

109. " T. S. Dandapani Iyer.

110. " A. Vedesa Rao.

111. " R. Krishnamurthi.

112. " T. V. Subramanya Iyer.

113. " T. P. Raghothama Rao.

114. " T. M. Kuppu Rao.

115. " R. Venkatesa Sarma.

116. " T. S. Vaidyanatha Iyer.

117. " C. R. Narasimharaghavan.

118. " R. Vanchinada Iyer.

119. " O. R. Kuppanna Iyengar.

120. " T. P. Srinivasavaradan.

121. " S. Swaminathan.

122. " S. D. Krishnamurthi Rao.

123. " V. N. Raghavachari.

124. " N. Ramachandran.

125. " S. Raja Rao.

126. " K. Ramaswami Sastri.

127. " R. Kalahastri Iyer.

128. " V. Narayanaswami Iyer.

129. " V. K. Sourirajan.

KELLETT HIGH SCHOOL, TRIPPLICANE.

130. Rev. D. Thambuswamy.

131. Sri P. M. Ambrose.

132. " T. K. V. K. Sarma.

133. " G. K. Balasubramaniam.

134. " Samuel Chelliah.

135. " P. D. Kannappa Mudaliar.

136. " T. P. Purushothaman.

137. " P. Govinda Rao.

138. " J. D. Muthiah.

139. " S. Venkatesan.

140. " K. V. Srinivasan.

141. " P. S. Ahobilam.

142. " S. Sankaran.

143. " C. Narahari Rao.

144. " M. J. Krishnachar.

P. S. SECONDARY SCHOOL, MYLAPORE.

145. Sri S. Lakshmikanthan.

Z. P. H. GUJARATHI KANYASALA,

PARK TOWN.

146. Miss Kamala Varman.

C. C. C. HIGH SCHOOL, PERAMBUR.

147. Sri K. Hanumantha Rao.

148. " R. Appaswami.

149. " V. D. Arjuna Mudaliar.

150. " V. Narasimha Iyer.

151. " T. K. Ramanada Iyer.

152. " A. C. Rangaswami Iyengar.

153. " C. Srinivasachari.

154. " C. Srinivasavaradan.

155. " N. Simhachalam.

156. " G. Lokanathan.

157. " S. Sampath Iyengar.

158. " N. Venkatanarayanan.

159. " S. Venkatarama Sarma.

160. " A. Venugopala Iyer.

161. " S. A. Subramaniam.

SIR M. C. T. M. C. HIGH SCHOOL, VEPERY.

162. Sri A. Thirumalai Iyengar.

163. " M. P. Rajagopal.

164. " W. S. Santhanagopal.

165. " M. Hariharan.

166. " S. Natesan.

167. " R. Devaraja Iyengar.

168. " C. K. Margabandhu.

169. " P. Subramanyam.

170. " P. S. Venkatesan.

171. " S. A. Subbarama Iyer.

172. " T. A. Venkatarama Iyer.

173. " M. Natanasabhesan.

174. " V. Srinivasamurthi.

THEAGARAYA CHETTIAR HIGH SCHOOL, ..

WASHERMANPET.

175. Sri L. R. Chandrasekhara Iyer.

176. " M. Sriramalu.

177. " G. Venugopal.

178. " A. N. Samraj.

179. " E. M. Arumuga Chettiar.

180. " M. Natarajan.

181. " S. Natarajan.

182. " D. V. Seshadri.

183. " M. B. Krishnamurthi.

184. " M. Ramachandran.

SRI RAMAKRISHNA MISSION HIGH SCHOOL,
THYAGARAYANAGAR.

185. Sri J. Vaidyanathan.

186. " V. Theagarajan.

187. " O. V. Gopalan.

188. " S. Annaji Rao.

189. " T. S. Ranganathan.

190. " V. Thiruvengadatha Iyengar.

191. " P. M. Venkatavaradan.

192. " S. Lakshmana Sarma.

193. " K. Sowmyavaradan.

194. " Y. Bhaskara Iyer.

195. " S. Narayanan.

PROGRESSIVE UNION HIGH SCHOOL, G.T.

196. Sri M. Vivekananda.

CHINTADRIPET HIGH SCHOOL,

CHINTADRIPET.

197. Sri P. Doraikannu Mudaliar.

198. " R. S. Govindarajan.

199. " M. S. Narasimhachariar.

200. " R. Chakrapani Chettiar.

ST. GABRIEL'S HIGH SCHOOL, BROADWAY.

201. Sri S. Natarajan.

202. " V. Arunajatai.

203. " D. Seshadri.

CHRISTIAN COLLEGE HIGH SCHOOL, G.T.

204. Sri E. Dhanaraj.

205. " A. K. Athithar.

206. "

P. S. HIGH SCHOOL, MYLAPORE.

207. Sri V. A. Ramachandra Iyer.

208. " S. Ganesan.

209. " C. S. Rajagopala Iyer.

210. " A. K. Sitarama Iyer.

211. " V. G. Gokulapala Sarma.

212. " K. P. Amirtham Iyer.

213. " N. Subramania Iyer.

214. " P. V. Ramaswami Iyer.

215. " N. R. Atmanadha Iyer.

216. " V. S. Viraraghavan.

217. " G. Srinivasachari.

218. " N. Krishnamachari.

219. " V. Ramachandra Iyer.

220. " S. T. Srinivasa Iyengar.

221. " E. Ramabhadrachariar.

222. " B. L. Chari.

223. " P. V. Ganesa Murthi.

224. " V. Bhuvaramurthi Rao.

HINDU THEOLOGICAL HIGH SCHOOL,
SOWCARPET.

225. Sri S. Balakrishna Joshi.
226. „ G. Sundaram Iyer.
227. „ K. S. Duraiswami.
228. „ G. Vilvapathi.
229. „ B. S. Venkataramiah.
230. „ T. B. Chakrapani Chettiar.
231. „ T. R. Srinivasachariar.
232. „ S. Kandasami Mudaliar.
233. „ T. Lokanadhan.
234. „ M. S. Venkatachariar.
235. „ T. K. Padmanabha Sarma.
236. „ P. A. Ramachandra Iyer.
237. „ A. Subbarama Iyer.
238. „ T. S. Ramaswami Iyengar.

MATHURAI

SRI V. V. HIGH SCHOOL, V. C. PURAM
(THENI).

239. Sri M. S. Sri Ranga Rajan.
240. „ S. Soundarapandia Nadar.
241. „ P. S. Palanisamy Nadar.
242. „ V. Krishnamurthy.
243. „ B. K. S. Rangaraju.
244. „ R. V. Rajagopalan.

SOURASHTRA SECONDARY SCHOOL,
MATHURAI.

245. Sri A. Sivasubramania Iyer.
246. „ S. Manikkam.
247. „ A. Hrudayaswamy.

BOARD HIGH SCHOOL, MELUR.

248. Sri M. P. Parameswara Sastry.
249. „ M. Ganesan.

BOARD MIDDLE SCHOOL, PANNAIKADU.

250. Sri S. Devasirvatham.

BOARD HIGH SCHOOL, UTHAMAPALAYAM.

251. Sri V. Jambunatha Iyer.
252. „ M. Ponnuswamy Iyer.
253. „ R. Krishnamurthi Iyer.
254. „ P. S. Perianayagam.
255. „ T. S. Janakirama Iyer.
256. „ K. Kadirvelu Asariar.
257. „ S. J. Jayakaran.
258. „ S. Ponniah.
259. „ K. Nattudorai.
260. „ M. Arasappa Pillai.
261. „ D. J. Doraiswami.

TIRUMANGALAM TALUQ BOARD ELY. ...
TEACHERS' UNION, KALLIGUDI.

262. Sri S. Satyavachakam.
263. „ T. Thangaraj.

264. „ K. Karunanidhi.
265. „ C. Dhanaraj Thevar.
266. „ C. Kaliappan.
267. „ K. Subramanian.
268. „ Dayanidhi Reddiar.
269. „ Sarojini Ammal.
270. „ N. Raghupathi Reddiar.

MADURA TEACHERS' ASSOCIATION,
MATHURAI.

271. Sri T. S. Narasimha Raghavan.
272. „ V. Kumaraswami Iyer.
273. „ K. Rajagopal.
274. „ V. Aravamudan.
275. „ P. S. Ramanathan.
276. „ J. L. Sundararaman.
277. „ C. Govinda Iyer.
278. „ K. A. Krishnan.
279. „ S. Ganapathi Iyer.
280. „ Ignatius Albert.

SOURASHTRA HIGH SCHOOL, MATHURAI.

281. Sri S. K. Kuppuswamy.
282. „ N. Subramania Iyer.
283. „ R. K. Venkataraman.
284. „ S. N. Narasimhamurthi.
285. „ G. Ramakrishnier.
286. „ M. K. R. Ramachary.
287. „ M. R. Solomon.
288. „ K. K. Soundaragopal.
289. „ N. Narayanan.
290. „ V. P. S. Krishnaswamy.
291. „ K. Raghava Iyengar.
292. „ A. Ramakrishna Sastry.

A. R. HIGH SCHOOL, MATHURAI.

293. Sri M. R. Srinivasan.
294. „ S. Ramaswamy.
295. „ P. V. Ramaswamy Iyengar.
296. „ V. Guru Rao.
297. „ R. Mahadeva Iyer.
298. „ S. Krishnamurthi.
299. „ P. Bhaskara Iyer.
300. „ M. S. Ranganathan.
301. „ P. K. Narayana Iyer.

ST. MARY'S HIGH SCHOOL, MATHURAI.

302. Sri V. Mariarathnam.
303. „ A. Ramayya.
304. „ S. Krishnaswamy.
305. „ S. Maria Pitchai.
306. „ R. Savarimuthu.

SETHUPATHI HIGH SCHOOL, MATHURAI.

307. Sri M. S. Rangaswamy.

P. K. N. HIGH SCHOOL, TIRUMANGALAM.

308. Sri M. Arunachalam.

MALABAR

N. E. HIGH SCHOOL, ALATHUR.

309. Sri K. Padmanabha Nair.
310. „ S. Vaidyanathan.

S. N. C. S. COLLEGE, PATTAMBI.

311. Sri
312. „

RAMNAD

TALUK AIDED ELY. TEACHERS' UNION,
SIVAGANGA.

313. Sri J. Ramaswamy Iyer.
314. „ R. S. Sankaranarayana Iyer.
315. „ K. Manickam Pillai.

S. RM. HIGH SCHOOL,

NATTARASANKOTTAL.

316. Sri K. S. Rama Iyer.
317. „ S. Viraswami Iyer.
318. „ K. S. Subramania Iyer.
319. „ V. Radhakrishna Iyer.
320. „ N. A. Srirangachary.
321. „ K. Narayana Iyengar.
322. „ V. S. Narayana Iyengar.
323. „ M. Erran Chetty.
324. „ S. Sivarama Iyer.
325. „ P. S. Subramania Iyer.
326. „ N. Chandrasekharan.
327. „ A. M. Karunaiyanandan.
328. „ S. R. Viraraghava Iyer.
329. „ P. Paul Paramanathan.
330. „ S. Paul Raj.
331. „ V. Venkatasubramania Iyer.
332. „ G. K. Srikantha Iyer.
333. „ G. Govindaraja Iyengar.

MUSLIM HIGH SCHOOL, ABIRAMAM.

334. Sri K. Narayanan.
335. „ N. Srinivasa Acharya.
336. „ S. Ramaswami Iyengar.
337. „ K. Krishna Iyer.
338. „ A. Sundararajan.
339. „ K. Arumugam Pillai.

ELY. TEACHERS' ASSOCIATION,

KONDANOOR.

340. Sri S. Ramachandra Rao.
341. „ N. S. Lakshmana Iyengar.
342. „ M. A. Subba Iyer.
343. „ S. P. R. Danielraj.
344. „ K. Subbiah Pillai.
345. „ M. John Samuel.
346. „ H. Sankarasubramaniam.
347. „ P. Shanmugasundaram.

O. V. C. HIGH SCHOOL, MANAMADURA.

348. Sri C. Visvanatha Iyer.
349. „ A. Sundaram.
350. „ N. S. Ramachandran.
351. „ L. Venkatraman.
352. „ S. J. Srinivasan.
353. „ S. Devaraja Iyer.
354. „ P. Subramanya Iyer.
355. „ V. Viswanatha Iyer.
356. „ M. A. Srinivasan.
357. „ J. Ramaswami.
358. „ D. Venkatagiri Iyengar.
359. „ S. Somanatha Iyer.
360. „ T. Raghavan.
361. „ V. Krishnaswami.
362. „ S. Lakshminarasimhan.

N. M. BOARD HIGH SCHOOL, TIRUPATTUR.

363. Sri A. Subramania Pillai.
364. „ S. Panchapagesan.

MUSLIM HIGH SCHOOL, ILAYANGUDI.

365. Sri P. Athisayam.
366. „ S. Kunjithapada Sarma.
367. „ D. Peter Soundararaj.
368. „ S. Gurumurthi Rao.
369. „ N. Ganapathi Iyer.
370. „ Arul Sundararaj.
371. „ A. Vaiyagappan.
372. „ P. I. Varkkey.

N. S. M. V. P. S. HIGH SCHOOL,
DEVAKOTTAL.

373. Sri N. Chakravarti Aiyengar.
374. „ S. Mahaganapathi.
375. „ N. Sankaranarayanan Chettiar.
376. „ S. S. Narayanaswamy.
377. „ K. Venkatachalam Iyer.
378. „ S. Narayanaswamy Iyer.
379. „ K. Y. Rama Sarma.

K. V. SALA HIGH SCHOOL, VIRUDUNAGAR.

380. Sri K. V. Narayanan.
381. „ M. Sankaralingam.
382. „ S. P. Pandian.
383. „ P. Ponnambalam.
384. „ R. Raghavan.
385. „ C. Srinivasan.
386. „ W. H. Apollo.
387. „ V. Thangadurai.
388. „ S. Sivasankaranarayana Iyer.
389. „ G. Viswanatha Iyer.
390. „ C. J. David.
391. „ Francis Daniel Rethnam.
392. „ M. V. Ramaswami.
393. „ G. Azariah.
394. „ S. Narayanaperumal.

395. „ E. V. Mariappan. MUNICIPAL HIGH SCHOOL, KARAİKUDI.
 396. „ V. Karuppiyan. 442. Sri V. Chockalingam Pillai.
 397. „ M. Sadasivan. 443. „ S. Ganapathi.
 398. „ Subbiah Francis. 444. „ S. Krishnamurthi.
 399. „ P. Koil Pillai. 445. „ K. Athmanatha Iyer.
 400. „ K. Srinivasan. 446. „ P. Amirthalingam.
 401. „ S. Jesudasan. 447. „ B. Jagathrakshagan.
 402. „ S. Guruswami. 448. „ V. Kuppuswamy Iyer.
 403. „ P. K. Natarajan. S. M. S. HIGH SCHOOL, KARAİKUDI.
 RAJAH'S HIGH SCHOOL, RAMNAD. 449. Sri ..
 404. Sri M. Rajah Iyer. 450. „ ..
 405. „ K. S. Venkatasubramanian. 451. „ ..
 406. „ M. J. Rangaswamy. 452. „ ..
 407. „ M. Sethumanickam Pillai. 453. „ ..
 408. „ S. Srinivasaraghavan. 454. „ ..
 HAMIDIA HIGH SCHOOL, KILAKARAI. 455. „ ..
 409. Sri K. S. Venkatasubbier. 456. „ ..
 410. „ P. T. Venkatakrishnan. 457. „ ..
 411. „ M. S. Krishnaswamy. 458. „ ..
 412. „ R. Narayanan. 459. „ ..
 413. „ N. Arumugam. 460. „ ..
 414. „ V. Moses. 461. „ ..
 BOARD HIGH SCHOOL, KAMUTHI. 462. „ ..
 415. Sri P. Ramanatha Iyer. 463. „ ..
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EDITORIAL

OUR EDUCATIONAL CONFERENCE:

The 40th Educational Conference of the Madras State under the auspices of the South India Teachers' Union will be held at Devakotta from the 11th-13th May 1950, at the kind invitation of the Ramnad District Teachers' Guild. A strong Reception Committee has been constituted and we understand that the Committee is making all possible arrangements for a successful session of the Conference. Mr. Somanathan Chettiar, the Chairman of the Municipal Council is the Chairman of the Reception Committee and is personally looking after all the arrangements, assisted by a band of enthusiastic teachers who are office-bearers and members of the Reception Committee. Over 800 delegates have been registered and it is a new record.

The Union is fortunate in having secured the consent of Dr. R. M. Alagappa Chettiar to preside over the Conference. Dr. Chettiar's interest in education is well known and the public must be aware of the great contribution that he has made and is making towards the progress of education—particularly higher and technical education in this State. A great industrialist, a keen businessman and a great scholar Dr. Alagappa Chettiar is greatly interested in the progress of education and in the well-being of teachers. Under his distinguished presidentship, the Conference may well be expected to give the right solution to the many pressing problems of education. The programme of the Conference is given elsewhere, as also the draft resolutions that will be placed before the subjects committee.

THE ELEMENTARY EDUCATION

ACT AMENDING BILL: 77696

A bill to further amend the Elementary Education Act 1920, has been introduced in the Legislative Assembly and referred to a Select Committee of both the Houses of Legislature for con-

tinuation and report. The objects of the bill are: to specify the maximum rates at which education tax may be levied as surcharge on Property tax, Profession and Companies tax and Land cess; and to set a limit to the Government contribution to a Local Body, for the purpose of Elementary Education. Government have also taken the opportunity to amend section 50 of the Act which relates to penalty for non-attendance in respect of certain pupils in compulsory areas.

It is regrettable that the question of Elementary Education should be tackled in bits even at a time when the directive principle of our constitution clearly calls upon all State Governments to make every effort to introduce free and compulsory education for all children of the ages 6—14 within the next 10 years, i.e. before 1960. What is needed is a comprehensive legislation towards achievement of the goal. Section 37 of the Elementary Education Act was amended in 1941, when Government was absolved of its responsibility to contribute to the Education Fund an amount *not less than* the proceeds of the taxation levied by the local authority on behalf of the fund. The present bill seeks further to *limit the efforts of the local authority* inasmuch as it fixes a maximum limit of the surcharges and cess that the local authority may levy. It also makes it obligatory on the State Government to contribute only (i) a sum equal to 50% of the proceeds of the taxation levied in the Municipality under section 34 sub-section 1 under the head Property Tax, (ii) a sum equal to 50% of the proceeds of the taxation levied in the Municipality under section 34 sub-section 1 under the heads of tax on companies and profession or a sum equal to 10% of the total taxation levied in the Municipality under the said heads under section 34, whichever sum is less, and in the case of a District Board, a sum equal to 50% of the proceeds of the taxation levied in the Dis-