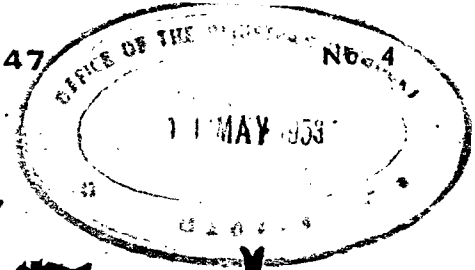


Vol. XXVI

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APRIL 1953

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THE XLIII MADRAS STATE EDUCATIONAL CONFERENCE MANGALORE

6th May 1953

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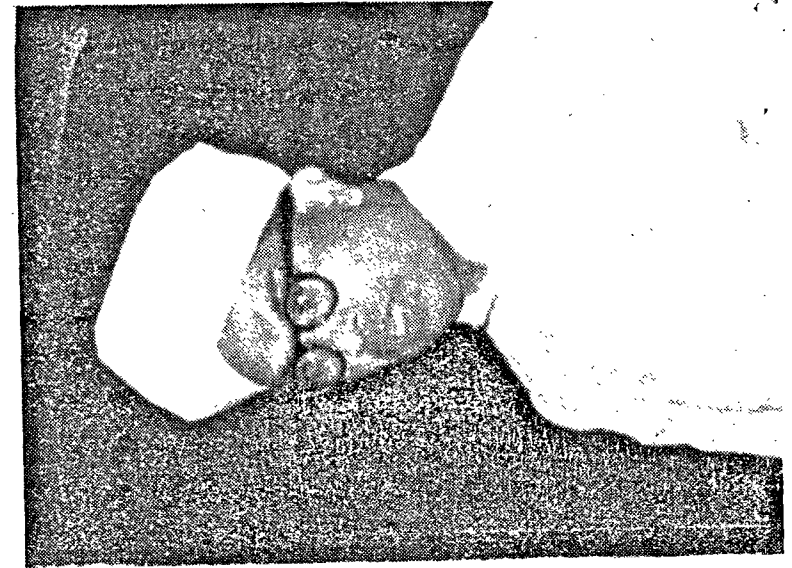
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 President-elect,
 The 43rd Madras State Educational Conference,
 Mangalore.



Sri SANJIVA BHAT,
District Educational Officer, Mangalore.



Sri B. MANJAYA HEGDE,
Chairman, Reception Committee,
The 43rd Madras State Educational Conference,
Mangalore.

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THE XLIII MADRAS STATE EDUCATIONAL CONFERENCE MANGALORE

6th May 1953

Welcome Address

SRI B. MANJAYA HEGDE, B.A., B.L.,
Chairman, Reception Committee.

SRI HANUMANTHAIYA, SRI JACOB, DELEGATES AND FRIENDS,

It is with immense pleasure that I rise before you this evening to accord to you all a warm and hearty reception. I am deeply indebted to the brother members of the Reception Committee for having elected me as their Chairman and thereby affording me an opportunity to extend on their behalf and on behalf of the people of the district a most cordial welcome to one and all of you. I am grateful to Sri Hanumanthaiya, Chief Minister, Mysore State, for having so readily accepted our invitation to inaugurate the 43rd Madras State Educational Conference. Many of you may be aware of the efforts he has been making as the head of a prosperous and advanced State to introduce reforms in the educational system in his State. Ever since he took over the reins of the Government, he has been taking an abiding interest in the educational policy of his State. A courageous and able patriot of the Karnataka and the renowned Chief Minister of a neighbouring State that he is, we feel indeed proud to welcome him to our midst. We are also glad and happy to welcome Sri Jacob, Headmaster, Madras Christian College High School, who has so kindly agreed to preside over the Conference.

2. Our district, as you all see, nestles under the shadows of the Western Ghats. But I am only sorry that you are here at the worst part of

the year when you will be missing our rivers and streams overflowing their banks, our vast stretches of green fields with golden corn, our hills and plains carpeted with green grass and our forests putting forth their best verdure. Had you an opportunity to visit our district immediately after the torrential rains of the south-west monsoon, you would have found Nature in her best attire. And yet, such of you as have a poetic bent of mind will even now appreciate the beauties of our landscape with cocoanut topes lining the coastal belt and merging with the green vegetation beyond, meandering streams and rivers rushing through the shaded valleys to reach the Sea and the peaks of Kudremukh and Kotashadri on the Western Ghats lining the sky in the distant east. The late Mrs. Sarojini Naidu described this district as the garden land of South India, while the foreign tourists called it the Switzerland of the East. In this district we have also a few places of pilgrimage—Udipi, the seat of Madhwachary, Kollur of Mukambika, Dharmastala of Dharma, Subramania of Naga worship and Moodabidri and Karkal seats of ancient Jains. There are also the monolithic statues of Gomateshwara at Karkal and Venur and the chapel of St. Aloysius College at Mangalore, where you will see the Bible retold through the marvellous paintings of the famous Italian artist, on the walls and ceiling of the chapel. It shall be our earnest endeavour to make your short stay as comfortable and enjoyable as possible.

3. I see before me a large number of educationists and teachers gathered together to discuss important problems touching education in this Country. There is a good deal of controversy in these days as to what systems and methods should be adopted in imparting education to the young. As a layman, you cannot expect me to speak authoritatively on any problem touching education. I must confess that I have not studied any of these problems seriously or comprehensively in all its aspects. As the President of the District Board, in charge of Elementary and Secondary education for a time, I have had no doubt occasions to bestow a few thoughts now and then quite casually over some of these problems. I will only be placing before you a few of these thoughts which crossed my mind during my visits to some of the institutions in the district, so that you may carefully examine them and make such recommendations as you please, after a close study, to the authorities concerned.

4. Let me first refer to the question of the regional language as the medium of instruction in our High Schools. While I accept that our country needs a national language, a *lingua franca* that would aid the development of a National literature, I cannot help pointing out that the regional language as a medium of instruction has not only brought provincialism and parochialism but has created certain difficulties both for the pupil and the parent. For the pupil, because he studies all subjects except English in the regional language in his middle and High School classes but gets foundered when he reaches the University class where every subject is taught in English. This sudden change of medium of instruction works an intellectual havoc on him

and the boy has to struggle hard to maintain the proper standard in the study of the subjects. There is still another disadvantage for the pupils. After passing their S. S. L. C. Examination, a majority of them seek employment in public offices where the correspondence is in English. As his knowledge and standard of English are far below the average he is unable to cope with the correspondence, with the result he often becomes a misfit for office work. For the parent who happens to be a public servant, subject to transfers from district to district in exigencies of service, the education of his children creates a real problem to him. I know instances where officers coming from Malabar and Tamil and Telugu districts have to leave behind their families in their native districts for the sake of their school-going children, which results in their maintaining a double establishment. If regional language cannot be done away with, the Government should afford facilities to have sections opened in one or two centres in each taluk and town with English as the medium of instruction for the benefit of the children of these public servants.

5. Another recent reform introduced after the advent of Independence is the starting of basic schools. Though one can have no quarrel with the ideas and principles underlying this system of education, I am afraid the system has not been working satisfactorily in many districts. This may be due to a variety of causes, such as want of equipment, dearth of properly trained teachers with requisite outlook and vision, and lack of proper surroundings and environment. Half-hearted attempts may not succeed. The State ought to pay more attention and spend larger sums of money on these schools in order to make them really useful and produce the desired results. At present, the system has failed to catch the imagination of the rural masses and impress upon them its aim, viz., "learning by doing" which is said to be the very root and essence of the system.

6. Adult Education is another Scheme which has received the attention of the State in recent years. It is true that one of the reasons ascribed for enormous waste of money and energy in the spread of Elementary Education is the illiteracy of the parents and consequent lack of appreciation on their part of the need and utility of education of their children. It is also true that a successful campaign of Adult Education will go a long way to diffuse modern ideas in the rural area. There is no denying the fact also that so long as a considerable section of men and women of the country remains illiterate and uneducated, social advancement amongst the rural population will become well-nigh impossible. But the question remains to be answered whether the efforts made in this direction have proved successful and the results are satisfactory having regard to the vast sums spent by the State under this head. Several night schools opened under the scheme are ill-equipped and manned by teachers who fail to inspire, rouse necessary enthusiasm and stir the rural life, with the result almost all the schools especially in the rural areas have failed to enrol adults and secure regular attendance. It is for you as the custodians of education to give the State the proper lead and guidance in this

matter. Taking into account the financial condition of both the State and the Union Governments you have to consider which of the two—Adult Education or Elementary Education on mass scale should receive priority.

7. Free and compulsory education is another subject which I would like to advert to. There is perhaps no cause in the country which is more sacred and important than the education of the young, for the future of new India is in their hands. The State ought to aim and provide for the spread of free and compulsory Education on a mass scale regardless of the difficulties and the cost involved in the scheme. It is said that even to-day more than 32 lakhs of children go without any sort of education in this State. This is an appalling state of affairs. A remedy has to be found. The problem has to be tackled in all seriousness and solved. Illiteracy has to be banished from this land as speedily as possible. In this district Compulsory Education has been introduced in a few areas. The main defects of the system as revealed in the actual working are the want of correct statistics showing the list of children of school-going age, the poverty of the parents, the absence of any suitable methods to enforce attendance of pupils and lack of effective propaganda and persuasion to make parents send their children. The other difficulty for local bodies is to provide suitable buildings for schools in compulsory areas with the inadequate grant of Rs. 1,000/- now being sanctioned for 30 school places by the State Government.

8. As regards secondary education, I do not wish to speak at any length. Great changes are in sight. The old notions are giving place to new ideals. The Secondary Education Commission headed by Dr. Laxmanaswami Mudaliar is busy collecting statistics and opinions from educationists, local bodies and others to reorganise the present system. I am sure that the Commission will take note of the greatly varying types and aptitudes of the present day pupils and also the changed condition of the national economy. As an organised body of educationists, the South India Teachers' Union has not only a right but a duty to make suitable suggestions and recommendations so as to bring in the proper kind of reform to suit local needs, aspirations and potentialities. In particular, you have to suggest a way to avoid the obvious defects of the existing system, resulting in a sense of frustration in the minds of students, waste of time and of their intellectual activities.

9. A word about the policy of revising syllabuses at short intervals. Revision of syllabuses at short intervals is seldom welcome. It is not conducive to the interests of the pupils, not to speak of the great hardship caused to publishers. I would endorse the opinion of one of the Headmasters' Associations that the control of Secondary Education should be in the hands of a Board comprising of eminent educationists and the policy should not be allowed to vary with every change of State Ministry or personnel thereof.

10. Finally I must refer to the question of teachers' salary. Unless a teacher is well paid and is able to maintain himself and his family with neces-

sary amenities and comforts of life, one cannot expect him to maintain a cheerful outlook on life and promote culture, character and citizenship amongst the pupils, commanding their respect and reverence. Nor can we expect him, struggling so hard to make both ends meet, to instil and inculcate into the hearts of young children the lofty ideals of service and sacrifice, the essentials of brotherhood and the equality of man, so essential for the growth of a free India and to bring about the unity of mankind. It is true that to pay him more and keep him above want would mean a heavy burden, far too heavy for the State Exchequer or for private agencies, just at the present juncture. But the question cannot be put off indefinitely. Do we not take up big projects and spend huge sums of money even in these days with the hope of raising the standard of the common man? Why should we not take up this question in all earnestness and try to grapple with it?

11. These are but a few stray and rambling thoughts of a layman as he sees the system of education working to-day. It is for you, the President of this Conference and the delegates who have come from various parts of the State, to pick up and formulate important subjects for discussion and place before the public and the Government for their guidance your approach, your viewpoint and your solution for those difficult problems which face the Country to-day. I would commend to you in this connection to go through the valuable report of the Committee for Education Reform in Mysore State of which our honoured guest Sri Hanumanthaiya is the Chairman. After all, the wealth and prosperity of a country does not merely depend upon the industry, the commercial enterprise and activities calculated to make it one of the great powers in the world, but upon its people who are properly educated and who can be called in a real sense enlightened and useful citizens. Your responsibilities in this sphere of educating the people along proper lines are really great and onerous. The future of the country must depend upon the work you do in moulding the mind and character of the young men placed under your charge. You all are indeed the architects of the future generation. Your profession though unremunerative is fruitful and though ill-paid is dignified. To you we look to find out ways and means of spreading mass education all over the State. Through your efforts and co-operation may the State establish a network of schools and colleges from which will go forth loyal, upright, enlightened and useful citizens year after year, able to hold their own in industry, in commerce, in agriculture and in all vocations in life, holding aloft the torch of education to serve as a beacon light for all those who follow in the noble task of spreading learning and knowledge all over the country. With these few words I extend to you all again a very hearty and most cordial welcome, and I request Sri Hanumanthaiya, Chief Minister of Mysore State, to inaugurate the Conference.

JAI HIND

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Presidential Address

SRI K. KURUVILA JACOB, M.A., (LEEDS)

I am deeply grateful to the South India Teachers' Union for giving me the privilege of presiding over this Conference. We are passing through a stage in the life of our country when patient thinking and careful planning are necessary. We are now beginning to face realities regarding the problems around us, and trying to solve them as free citizens of India, taking the burden on ourselves and not casting blame on others. We realise that our country still continues to be economically backward, though it is rich in natural resources and human strength. We know that our hope of having free and compulsory primary education within ten years of independence is beyond our reach. There is disappointment in that the conditions of service of teachers have not improved in spite of certain increases in the salaries and allowances. There is a general complaint that the standards of education at all levels have gone down. The fact that there is a general dissatisfaction regarding the existing conditions indicates a general desire for better conditions and what is needed most is careful planning and wise and courageous leadership. I believe that a conference of this kind, with teachers from different parts of the State, with wisdom, culture and sympathy, can help to give the country valuable guidance and leadership in education.

When India became free it was the desire and hope of all that free and compulsory primary education of the basic type should be enforced throughout the country within ten years. During the last few years the spread of primary education has been slow and the number of basic schools in the State is still very small. The reason for this slow progress is shortage of funds. Going at this rate we may not have universal primary education whether of the basic type or of the ordinary type even in fifty years. The obvious answer to this problem is that an all-out effort should be made to increase production and thus raise the wealth of the country and the standard of living. But the spread of primary education cannot wait for better times. As many children as possible should be given the facilities for primary education, either basic, or ordinary or of any other type. From this point of view, as an emergency measure, the new scheme of primary education of the Madras Government may have some justification that in rural areas where educational facilities are much less than in towns, the available facilities may be used by twice the number of people. In the primary stage three hours of efficient learning of the three Rs may be sufficient and the fact that a larger number of children will get this education should compensate for the loss to the children of the benefits of other organised educational activities of the School. However, this shortened

Primary school system should be considered only as an emergency measure. The Madras scheme on the other hand speaks of it as an ideal and talks eagerly of apprenticeship of children to local farmers and craftsmen. If the Government had formulated the scheme on the experience gained from investigations of conditions in villages and of a knowledge of the availability of suitable craftsmen and farmers who will treat these children with understanding and sympathy, then we should have felt more at ease. It is extraordinary that an important change in the educational system of the State, which will affect many lakhs of children is being introduced in a hurry without consultations. We wonder what has happened to the State Advisory Board of Education which has not been consulted on any educational problem during the last two years. One can see certain ideals behind the Madras Scheme, but are they practicable? Cannot the Scheme be tried in a few villages first with the co-operation of parents, craftsmen and teachers and then on the basis of that experience gained proceed with confidence? Every one would agree that important changes in education should be introduced only after careful planning, lest any unforeseen mistake should harm a generation of children. We would request the Government not to plunge into educational reforms without adequate planning.

In this new scheme of primary education it should be recognised that the teacher who has to work both in the forenoon and afternoon will have very strenuous work and his salary should be adequately enhanced. It will be good also to have provision for the employment of teachers for one session only, so that during the other half day they may be free to do some work of their own, perhaps a craft in which children who are free may join.

Where the State does not have funds for providing primary education for all its children, is it wise to spend money on the scheme of Adult Education? The reports we hear of the working of Adult Education Centres are discouraging, and apparently there is great wastage. After all, these adults, though they may be illiterate are not uneducated. They have had natural social education. Perhaps it may prove to be more useful and successful if without attempting to make them literate they be given further Social education through films, and the radio and the available funds diverted for the education of children. It may be, that where children begin to read and write and bring books home, the adults who desire to learn, to read and write will learn at home with the help of the children. Of course, if funds were available, then we should have proper primary education for all children and also adult education. But in the present financial conditions, shall we not choose to spend the available money for children and thus prevent adult illiteracy in the future?

We hear it repeated frequently that the standard of education has fallen at all levels and it is essential that we as teachers should examine the situation. It is a fact which need not be denied that the average level of attainments have fallen. I believe that the main reason for this is the large expansion in education during the last six or seven years. People all over the country

have the desire that their children should be educated and so during these recent years the number of schools and colleges has not only increased but each of them has swelled up in size. This has meant that while in the past it was select children who had opportunities that came to schools and colleges, it is now the entire cross section of the children that come—children of varying abilities, varying backgrounds. The fall in the average level of attainment is therefore natural and inevitable. It should be a matter for gratification that there is this urge from the people for children's education. The situation calls for careful planning so that individual children get the education that suits them best and they may all grow into useful citizens serving the country to their best with the varying talents God has given them. It should be remembered that among the children who come to school there are children gifted with intellectual practical and aesthetic talents as also children who are mentally and physically retarded. The right kind of education should provide for all the varying conditions and not simply cater for a low average type of education for all.

So the most important reason for the fall in standards is the rapid expansion in education. Closely connected with it are the facts that accommodation and staff in schools have not been able to keep pace with the rate of expansion and so we have the problem of overcrowded classes and reduced facilities for individual attention in teaching. The country wants better standards in education and more facilities for the increasing number of children who are coming to schools. This is possible only with more schools, i.e., more teachers, buildings, and equipment.

Another important reason for the fall in the standards in education is the poor conditions of service of teachers. There has been a slight increase in the salaries of teachers during the last five or six years, but this increase has only been a small fraction of the increase in the cost of living. How the teachers have gallantly faced their difficulties and carried on the difficult task of teaching under adverse conditions is something which the public has not fully understood. Every parent would know that each child is precious to him and that each child has its own problems and peculiarities. Sometimes parents find it difficult to guide even one child. A teacher who conscientiously tries to teach, taking interest in every individual has one of the most difficult and one of the most important and one of the most noble tasks in the world. To do this he must be given conditions of living which will enable him to give his time and energy fully and freely to the children entrusted to him. It is the responsibility of the parents, the managements of schools and the State to see that teachers are given these conditions. We can briefly state the essential requirements thus:

Teachers should be assured of convenient houses to live in. They should be able to have necessary food for themselves and their children, they should be able to educate their children according to their capacities, they should be able to meet the medical bills for themselves and their families.

When they retire from service they should have a pension or provident fund sufficient to lead their normal life. This is not asking for any luxury, but only asking for the bare minimum which the society should guarantee to the persons who are entrusted with the task of shaping the children—the future citizens. Let me take for example one of these conditions—medical aid. The Government have recognised their responsibility to Government servants and they and their families can get free medical aid. Employees of industrial and commercial institutions have provision for medical aid but the teacher in an aided school or college is left to himself by the management and the Government who are jointly responsible for the running of the aided institutions. I hope that this Conference will ask the Government and the managements to be jointly responsible for making provision for medical aid to teachers and members of their families. I hope also that the necessity for the other conditions of service will receive adequate attention.

We teachers are aware that the country is financially poor and unless the natural resources and the man power of the country are used for increased production, the standard of life of the people cannot be raised very much. We as teachers should share in the national effort for increased production. The national leaders and administrators will plan for great projects which will in course of time improve our country; but we have in our school opportunities to help in this national cause though it may be in small measures. In the citizenship training programme in our schools, there is a provision made for simple manual labour or socially useful work.

This provision, in my opinion, is a very important one. (a) Children like manual work; (b) if such work is organised as a group activity under the leadership of the squad leaders and class leaders, it will provide excellent training on orderliness and co-operative effort; (c) The school building, the play-grounds and surroundings can be maintained clean and improved if organised manual labour is arranged as a school activity; (d) Those who try to keep the surroundings clean will not usually make the surroundings untidy. Children who are trained like this at school will not get into the miserable condition of some of the educated unemployed youth who would rather starve or be a parasite than go into the field with a spade and earn a living, if they cannot get soft jobs for which they have been trained. It needs courage and manliness to face problems thus. These activities in the school will help the children to develop an attitude of readiness to work and this is very important for the nation. There are still other ways in which schools can encourage production as an educational activity; (a) vegetable gardening, not only through school gardens but through encouragement of vegetable gardens at home, through distribution of seeds and seedlings, (b) encouragement of poultry both as a school activity and as a hobby at home, (c) spinning and weaving at school and at home, pottery, leather work and various other useful crafts, which children learn at school. There may be holiday camps where children may help in farms. These are some of the possibilities for schools to encourage production for national wealth and for training in an attitude

of mind for doing any kind of manual work without hesitation. This is not child labour, but an educational activity which can bring real joy to children and teachers alike.

I have already referred to citizenship training in schools. I believe that the activities provided in the programme will help the children to be orderly, courteous, efficient and useful citizens. Some of the activities are borrowed from scouting, and there is no need to hide this fact—because most of the activities in scouting are excellent educational activities for citizenship. I would appeal to all teachers to take up the citizenship programme seriously.

I do not wish to touch on the various aspects of secondary education such as the length of the course, types of courses, examinations, and so on, as we have all expressed our views to the Secondary Education Commission, the report of which is expected soon. Let us hope that the report will be a practicable one and that it will give us all a lead to make secondary education more effective.

The place of English language in secondary schools and colleges has been discussed in many meetings recently. It is now generally recognised that though it may not be the medium of instruction in schools, in secondary schools children should learn English and attain a good standard. The Education Department has been alive to this problem and during the last two years, a careful study was made of this problem as to the right kind of syllabus and methods for teaching English as a foreign language. We are beginning the scheme in the First Form this year and I believe that schools will soon find a marked improvement in the standard of English.

While we are on this topic of languages, I would like in passing to say that I often feel sad that our children are to study three different scripts, while children in many of the other countries need to learn only one script. A common script would not only reduce the strain for the child, but would make the production of good books easier and cheaper. I am aware of our difficulties in working for a common script. If we teachers keep that problem in our minds a solution will be found sooner or later.

One of the sad things in our country is that our social and business life is based on an assumption that people cannot be trusted. Even in the school there is a general assumption that individuals cannot be trusted. If a test is given in the class, extraordinary precautions have to be taken to see that there is no copying. Libraries have to be kept under lock and key. Laboratories have to be kept locked except when the teacher is there. The enormous precautions that have to be taken when conducting a public examination would appear to justify the assumption. Yet, have we ever questioned ourselves whether it is a fact that most people cannot be trusted? The truth is the other way. Even worst people can be trusted and the few who are liable to betray trust will change when they find that the society trusts them. Trust begets trust. Yet what do we do in the school to build up a society which is based on trust? This is a challenge which I have often

keenly felt and I would like we teachers to consider our responsibility in the matter. During the last year our Sixth Form boys started a new venture on trust. They kept two tins of kadalai with two spoons in them and a locked box with a slit near it. A notice was kept near "On Trust". One spoonful for quarter anna". This created excitement because it was so novel. In the evening when the money in the box was checked there was a slight excess. Very soon other classes also started the sale on Trust. There were losses sometimes, but very often the pricked conscience worked hard and made the boys put back the money if they had cheated. This is only an example to show that schools must take up the task of revolutionising the society and build it on mutual trust.

A society based on mutual trust will be happier, because the relationship among the members will be friendly and happier, will be most efficient, because time and energy are not wasted on methods based on suspicion. Think what difference it would make if the teachers trusted their headmaster and the headmaster trusted his teachers to do their best; if the teachers trusted the management and the management trusted the teachers regarding each others' duties and privileges, if the department could trust the schools to do their best instead of adding up more and more restrictions on the freedom of headmasters and teachers, and the schools could trust the department in honourable partnership in the running of schools and colleges. We should work for the day when the whole system of education can be based on trust. The place to begin this is the home and the class-room.

This brings me to a topic which is very much in our hearts and that is that true education should be based on spiritual background. I am sure that most of us, if not all of us, believe that there is one God, the Creator of all, the Father of all, the Eternal Truth, and that God cares for us, and that we are His children and that people of this earth, whatever their colour or race, should live in harmony as brothers.

We are beginning to realise more and more that the problems and aspirations of human beings, wherever they may be, are similar. All must eat, all must have housing, all must have clothing, all must have work, all need education, all races have the same ability to learn if given the chance, all have the same desire to worship, all have the same desire to live peaceably as friends. We are beginning to see more and more clearly that to bring peace and happiness to individuals and to nations there are only two fundamental laws—Love God and love your neighbour as thyself. On these two laws rest real happiness and peace. Whatever one may teach in schools, these basic truths should be there if education is to be of real value and it should be our privilege to help children in the search for truth, not only truths in science and history, but truths about God, the Creator of all, the Eternal Truth.

Inaugural Address

SRI K. HANUMANTHAIYA,
Chief Minister, Mysore State.

LADIES AND GENTLEMEN,

I deeply appreciate the honour you have done me in asking me to inaugurate the 43rd Session of the Madras State Educational Conference. I presume that this honour is in the nature of a gesture of goodwill to a neighbouring State, as also an appreciation of the fact that I have taken up the task of Educational Reform therein.

In India, several State Governments and also the Central Government have been alive to the necessity of radical reform in our system of education. As you are aware, since the publication of the Sargent Report in 1944, there have been numerous Committees and Commissions which have addressed themselves to this task. We have before us the report of the University Commission and the recommendations of the Central Advisory Board of Education. Those that led us to freedom, particularly Mahatma Gandhi, passionately pleaded for the reform of our educational system so as to make it suit the needs of the nation and the requirements of the changed times. Such pleas weigh with us naturally as more important than official attempts at reform. The President of the Republic, Sri Rajendra Prasad, and the Prime Minister, Sri Jawaharlal Nehru, have been urging the need for radical reform in the educational system and are laying emphasis particularly on manual work being made part of it. One of your past Presidents, the Rev. Siqueira, in his presidential address, has advocated "the re-orientation of our entire system from Primary to University stage."

We, in the State of Mysore, are trying to translate these ideas into deeds. A Committee was appointed, with me as Chairman, charged with the task of making proposals for the re-orientation of our educational system, not piecemeal but as an integrated whole. The Committee consisted of four former Vice-Chancellors, two of whom hail from your State. Dr. Radhakrishnan, the eminent educationist, sat with the various Sub-Committees and also with the Main Committee when it met to finalise the recommendations. I remember with pleasure his opinion that "the different Committees did a solid piece of work in the shortest time possible." I am proud to tell you that the majority of the members of the Committee were themselves teachers. Their ideals, vision, and practical experience have shaped the recommendations of the Committee.

The Report of the Committee is before the public and is being discussed by the Legislature in the State. I would be grateful to you, the members of this Conference, if you can find some time to go through the recommendations of the Committee and to give me your advice and suggestions. It would not

be right for me to weary you with the long list of recommendations made by the Committee. I might, however, mention a few main features of the Report :

The present system of Education has become a mass-production machine pouring out annually men and women who are swelling the ranks of not only the unemployed, but the unemployable. They acquire not so much integrated knowledge as a welter of facts for the purpose of passing examinations. They imbibe not so much discipline and wisdom as a psychology of rebellion and indiscipline. They tend to hanker after the material 'good things of life' to the neglect of the good life — a life lived in conformity with moral and spiritual standards. Outside the school, as the Rev. T. N. Siqueira says, they are left "adrift, rudderless and pilotless in the seething ocean of radio and cinema and cheap journalism." If generations of our young folk are trained in this fashion, frustration and poverty will bring red ruin to this country. To remedy these defects, the Report has recommended the provision of compulsory manual work and moral teaching in all stages of education.

The manual work contemplated is not of the token type ; nor is it intended to be of the scrappy sort that will be of no use in later life. It is intended principally for the purpose of making the student fit himself for a profession or an avocation, and earn a living after education. Even during his scholastic life he must earn as well as learn, and a portion of the income so earned should, in each institution, be ear-marked to increase the pay and emoluments of the teachers. Of all the professions, I might say, teaching is the lowest paid, though the teacher's work is of national importance. Governments are unable to meet the extra expenditure involved in increasing the emoluments of the teacher. I, therefore, envisage a system of manual work in educational institutions in which the teacher participates not only in the work but also in the income thereof. This was the practice in our old Gurukula system of education. We have to revive those of our ancient traditions that we find beneficial.

India has a rich heritage of religious and moral teaching. They are embedded in our great scriptures, epics and other works. They have to be recited and explained to the students. That will be part of the moral education that I am envisaging. India is a Secular State. It is good it is so. But the term 'Secular State' should not be interpreted to mean a Godless State or an irreligious State. 'Secular State' means a State wherein religious heads do not rule directly or indirectly. It should not be construed to mean that in such a State, religions and their moral teachings and beneficent influence have to be discouraged and shunned. When everything is said and done, religion remains the highest moral force in society. To ignore this fact is to ignore the basis of society and human nature. Religion inculcates morality and right conduct in the individual and in society. Forms of religions do vary ; but the basic principles relating to human conduct and moral ideals, and the practices of all religions, at the higher levels, are surprisingly alike. Moral teachings in religious books should be preached and practised. Edu-

cation without morality is like a body without a soul. I think, therefore, that moral education should find an honoured place in our educational system.

The Committee has also made its recommendations on the much discussed problem of languages in India. It has given its proper place to the English language. English has grown into a world language transcending territorial and national barriers. We are moving towards World Government and citizenship. The trend of the times counsels us not to ignore this language. Hindi has been constitutionally recognised as the official language of India. The Committee has recommended the teaching of Hindi in our Schools and Colleges. The most important place has been given to the regional language. It is but natural that it should be so. Kannada and Telugu have alphabets which are phonetically the same as the Deva Nagari alphabet. Provision will be made for students simultaneously to learn Kannada as well as Deva Nagari alphabets. It will help the students to learn Hindi more quickly. It will also enable the student to develop an inclination for learning Sanskrit which is the store-house of our religious and literary wealth.

The Committee has unanimously recommended that Primary Education should be of 6 years' duration followed by a Secondary Course of 6 years, the last 2 years of which would correspond to the present Intermediate Grade. We have thus eliminated what we were calling the Middle School, and the lower Secondary examination.

The Committee has recommended that the minimum qualification for a Primary School teacher should be the S.S.L.C. and that he should have been properly trained. Training Schools for teachers have to be located in rural areas and they have to be made as far as possible residential. They have to be modelled on the basic pattern so that even if teachers are not to work in regular basic schools, their training should make them more efficient to do and guide the manual work prescribed in the Schools.

While on the subject of teachers I would like to state that the mass-production methods that now prevail in our educational system have had one particularly disastrous result. They have almost completely severed relationship between the teacher and the student — a relationship which in India was traditionally held to be of fundamental importance. This means that there is no living current of ideas flowing between the teacher and the taught. The student is just talked at. It does not occur to the teacher that he should take an interest in the mental and spiritual adventures of his student ; and, on the other side, it does not occur to the student to rush to the teacher for help in solving his problems. But this is only a part of the evil. Knowledge of facts may come from books or from the largely routine class-room lecture. But it is a different story where wisdom and the good life are concerned. Reverence and love are the roots of wisdom. Now we find that the grand old concepts of GURU BHAKTHI and SISHYA VATSALYA—reverence for the teacher and love of the student—find no place in our system of education. Surely it was not under such conditions that the sages of the Upanishads taught ! This state of things has to be remedied. It is a difficult problem ; but it has to be faced squarely.

The South India Teachers' Union is a venerable association of teachers having many branches all over Madras State, which is one of the biggest States in India. Their annual Conferences and discussions have contributed a great deal to educational thought and advancement in India. In one of the issues of your official Journal, *The South Indian Teacher*, I read a list of rights under the nomenclature "the Teachers' Charter and also a list of responsibilities." I see that you have twelve rights and twelve responsibilities. That, at any rate, shows a balanced outlook. I wholeheartedly agree with every one of them. Rights and responsibilities are two sides of a coin, inseparable, always going together. Mere insistence upon rights may not make their realisation easy. If responsibilities are sincerely discharged, rights will inevitably follow in their wake.

I thank the Chairman and members of the Reception Committee for giving me an opportunity of meeting all of you. I have great pleasure in inaugurating this Conference. I wish that out of the deliberations of this Conference, the cause of education in India may take another step forward and in the right direction.

JAI HIND

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THE EDUCATIONAL EXHIBITION

SRI K. SANJIVA BHAT, M.A., L.T.,

District Educational Officer, S. Kanara

LADIES AND GENTLEMEN,

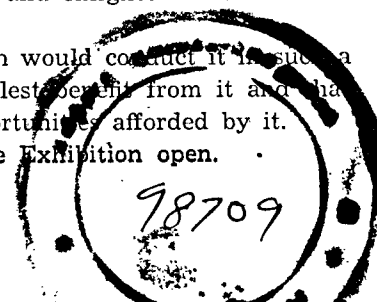
First of all I must thank the executive body of the Reception Committee of the 43rd Madras State Educational Conference for the honour they have done me in requesting me to declare open the Educational Exhibition organised on the occasion of the Conference. But before performing the function I am called upon to do, I must make a few observations on the value of an Educational Exhibition.

Every kind of Conference is generally accompanied by an exhibition. Though some kinds of conferences may not suffer on account of the absence of an accompanying exhibition, I feel that an Educational Conference would be lacking very much if an Educational Exhibition be not organised along with it. For in these days when new techniques are being employed to make education efficient and effective, when so much emphasis is laid on audio visual aids to education, when modern education includes new activities such as games, arts, crafts, hobbies, citizenship training and other practical means of developing the full personality of the pupil and also includes technical courses of studies, an Educational Exhibition is an excellent opportunity to some schools for the production of the best specimens of these techniques and practical aids and is an excellent occasion for their popularisation among all the teachers. Hence I am glad to note that the organisers of the Conference have not lost sight of an Educational Exhibition. I see that the exhibition arrangements are in the charge of a strong Committee of specialists, who have been working hard at it. And as the exhibitors are spread over a whole district which has about 10 training schools, 64 high schools and 1,240 Elementary schools, and as the exhibition itself is held in a town having a large number of high schools, training schools, Arts colleges and Training Colleges, for men and for women, I hope that the exhibition will be interesting and instructive both to the teachers and the general public. Again the exhibition is an excellent opportunity to publishers of school books and manufacturers of school appliances to exhibit their up-to-date articles and explain to the teacher visitors their special features and merits so that the teachers might go in for them and benefit by them in their class work.

I believe that the exhibition will benefit the general public also, as there is a general section of the exhibition which will be of interest to all. It seems that the general section is built up round the nucleus of the Mahatma Gandhi Museum of the Canara High School, which is reputed to be one of the finest school museums in our country. While the general public would get a correct and full picture of modern education from the educational section of the exhibition, they would get ample instruction and enlightenment from the general section.

I trust that the organisers of the exhibition would conduct it in such a way as to enable all concerned to derive the fullest benefit from it and that the visitors would make the best use of the opportunities afforded by it.

With these observations I now declare the Exhibition open.



FOR NON-DETAILED STUDY

(Approved for class use by the Madras Textbook Committee.)

	Rs.	A.	P.
* Cocks's Tales and Legends of Ancient India	0	8	0
* Cocks's Tales and Legends of Ancient Burma	0	14	0
* Festing's Picture Story-Book of Indian History	1	12	0
* Martin's Spoken English— Pre-Primer, Primers I to III & Readers I to III (Prices: As. 3, 0—4—6, 0—4—6, 0—4—6, 0—5—6, 0—7—0, & 0—8—0, respectively.)			
* Row & Wren's Work, Wealth & Wages	0	12	0
* Turner's Six Short Plays	1	0	0

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THE SOUTH INDIA TEACHERS' UNION

ANNUAL REPORT

The Executive Board of the South India Teachers' Union has great pleasure in presenting the 44th Annual Report of the work of the Union for the period 1st April, 1952 to 31st March, 1953.

Strength : There were 19 District Teachers' Guilds at the beginning of the year. The Chittoor District Secondary School Teachers' Guild was given temporary affiliation for one year. This may be continued.

The two district guilds of Anantapur and Bellary are in arrear of affiliation fee for a long time.

The Cuddapah District Guild has been formed with only two associations as its members besides the one directly affiliated to the Union. It seeks affiliation and this is under consideration.

There were 20 Teachers' Associations affiliated directly to the Union at the beginning of the year. All but three are in arrear of affiliation fee.

Office-bearers : At the Annual General Body Meeting of the Union held at Peelamedu, Coimbatore, on the 16th May, 1952, the following office-bearers were elected for the year 1952-53 :—

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

Vice-Presidents :—

(1) Sri E. N. Subramaniam, M.A., B.L.

(2) Sri K. R. Chandrasekharan, M.A., L.T.

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

Joint Secretary : Sri S. Venkataramanan, B.A., L.T.

Treasurer : Sri S. Swaminathan, B.A., L.T.

Mr. Albert Philip was elected Convener of the Vigilance Committee.

The Working Committee at its meeting held on 5th July 1952 elected Sri C. Ranganatha Aiyengar, M.A., L.T., as Journal Secretary. The President was authorised to appoint a small committee to assist the Journal Secretary in his work.

The Executive Board : The Executive Board met four times during the year, on 6-4-1952, 14-5-1952, 5-7-1952 and 2-1-1953 at Madras, Peelamedu, Madras and Madras respectively. Matters relating to salaries and service conditions of teachers, organisation of Education Week, Benevolent Fund, etc., were considered at these meetings.

The Working Committee: The Working Committee met twice during the year on 14-5-1952 and 5-7-1952. Much of its business was however transacted in circulation.

The 42nd Madras State Educational Conference: The Conference was held at Peelamedu, Coimbatore, from 14th to 17th May, 1952, under the distinguished Presidentship of Dr. R. K. Shanmukham Chettiar, Honorary Vice-Chancellor of the Annamalai University. The Conference was inaugurated by Dr. M. V. Krishna Rao, Minister for Education.

As usual, there were four sectional conferences:—

1. Basic and Primary Education Section: Chairman—Dr. Soundaram Ramachandran; Convener—Mrs. Saraswathi Srinivasan.

2. Secondary and Technical Education Section: Chairman—Sri A. M. Kanniappa Mudaliar; Convener—Sri C. Padmanabha Mudaliar.

3. University Education Section: Chairman—Sri M. K. Shanmugam Chettiar; Convener—Sri M. Sriramulu.

4. Administration, Organisation and Teacher Education Section: Chairman—Sri K. V. Narayanaswamy Iyer; Convener—Sri K. Narayanan.

The discussions throughout the Conference were lively and the Conference was a great success.

The Educational Exhibition was opened by Sri N. D. Sundaravadivelu, Deputy Director of Public Instruction, Madras.

The Sabhesan Memorial Lecture was delivered by Professor E. N. Subramaniam, M.A., B.L., Besant Theosophical College, Madanapalle.

The 27th All-India Educational Conference: The Conference was held at Nagpur from 27th to 31st December, 1952, under the Presidentship of Professor Dewan Chand Sharma of Delhi University. Messrs. S. Natarajan, T. P. Srinivasavaradan, C. Ranganatha Aiyengar and K. Narayanan attended the Conference. Sri C. Ranganatha Aiyengar presided over the Secondary Education Sectional Conference.

Propaganda: The Journal Secretary, Sri C. Ranganatha Aiyengar, toured the Districts of Coimbatore, Malabar, South Kanara and Tanjore, on propaganda, representing the Union and the Protection Fund. During the tour in Tanjore District he was helped by Sri V. Natarajan, a member of the Journal Committee.

The 22nd South Indian Education Week: The Week was observed throughout the State from 20th to 26th October, 1952. Sri K. Sanjeevi Naidu, President, Aided Secondary School Managements Association, was the Chairman of the Central Education Week Committee. The Central theme chosen for discussion was, "Children—The Citizens of To-morrow". A handbook of suggestions was published by the Central Education Week Committee.

We are grateful to Messrs B. G. Paul & Co., for undertaking the publication on behalf of the C. E. W. Committee. Reports of the observance of the Week were received from many centres.

Our District Guilds: With the exception of a few Guilds all have had their annual conferences, Education Week celebrations, and refresher course and camps, etc. The Kurnool District Guild opened a Guild House and a Guild Club.

Our Journals (The South Indian Teacher and the Balar Kalvi): The journals were published regularly every month. The finances of the journals are not quite satisfactory as may be seen from the statements of accounts. However, the Executive Board hopes that the journals will receive an increasing measure of support from the members and thus be enabled to serve the cause of education. The Board records its thanks to Sri C. Ranganatha Aiyengar, Journal Secretary and the members of the Journal Committee for valuable work done.

The S.I.T.U. Protection Fund, Ltd.: The total assets of the Fund as on the 31st December, 1952, were Rs. 11,04,125 as against Rs. 9,58,084 on 31st December, 1951. The number of policies as on 31-12-1952 were 4,356 as against 3,940 on 31-12-1951.

It is gratifying to note that the Fund has completed its 25 years of service on 1st January, 1953, and will be celebrating its Silver Jubilee in April, 1953, and 51 members who started the Fund have drawn their matured amounts to their satisfaction and joy.

The S.I.T.U. Profession Trust Fund: The total expenditure for the year ended 31-12-1952 was Rs. 432-15-0 and the total assets on that date was Rs. 3,414-6-11.

The S.I.T.U. Publications, Ltd.: Messrs. S. Natarajan, T. P. Srinivasavaradan and S. Swaminathan continue as Directors of the Company nominated by the Union.

The S.I.T.U. Benevolent Fund: The General Body of the Union at their meeting held at Peelamedu, on the 16th May, 1952, having resolved to institute a Benevolent Fund, the rules framed for such a fund, were circulated to the District Teachers' Guild and were also approved by them. The Executive Board of the Union at its meeting held on 2nd January, 1953, resolved to start the Fund functioning from 1st April, 1953, and appointed the S. I. T. U. Benevolent Fund Committee consisting of the following members to administer the Fund:—

1. Sri S. Natarajan.
2. „ T. P. Srinivasavaradan.
3. „ S. Swaminathan, (Treasurer).
4. „ C. M. Fazlur Rahman.
5. „ A. M. Kanniappa Mudaliar.

The Benevolent Fund was inaugurated on the 6th April, 1953, by Rajah Sir M. A. Muthiah Chettiar at the time of the Silver Jubilee celebration of the S. I. T. U. Protection Fund, Ltd.

The following donations to the corpus of the Fund were announced on the occasion :—

The S.I.T.U. Protection Fund, Ltd.	..	Rs. 100
Rajah Sir M. A. Muthiah Chettiar	..	Rs. 500
Messrs. B. G. Paul & Co.	..	Rs. 500
Sri N. Raghunatha Iyer	..	Rs. 100
Sri S. Viswanathan	..	Rs. 100
Messrs. Teachers' Publishing House	..	Rs. 50

It is hoped that all the members of the Union will join the Fund and help to achieve the objects of the Fund.

The Work of the Union : Representations were made to the concerned authorities on the resolutions passed at the Conference and at the Executive Board meetings.

The Government had been kind enough to grant the long-asked-for fee concession to the children of teachers.

The Union with the co-operation of the English section of the Madras Teachers' Guild conducted two Refresher Courses on the Teaching of English, (1) six lectures on the oral approach to the teaching of English by Mr F. L. Billows of the British Council, and (2) six lectures on the Teaching of English according to the new Syllabus by Dr. J. F. Forrester of St. Christopher's Training College.

Secondary Education Commission : A special meeting of the Presidents, Secretaries and Representatives of the District Guilds, was convened on the 20th September, 1952, to consider the Questionnaire issued by the Secondary Education Commission and the recommendations were incorporated in the answers to the Questionnaire and sent to the Commission. Several members of the Union had discussion with the Commission on the Questionnaire during the visits of the Commission to Madras, Madura and Coimbatore. With the approval of the Executive Board a Memorandum was submitted to the Commission.

The Union was At Home to the Members of the Commission on 3rd January, 1953.

Conclusion : It is sad to record that the Government still persist in saying that they cannot do anything to better the scales of salaries of teachers. They do not realise that a discontented teacher is a great menace to the society. Even the demand of approving house rent allowance for purposes of grant has been turned down repeatedly. Medical facilities given to N.G.O.s have not been extended to the teachers in aided schools. The justice of the claims of the teaching profession is not obviously recognised by the Government. The members of the teaching profession and managements of institutions should think seriously of bringing pressure to bear upon the parents and the public who alone, in these days, can influence Government. The local bodies and the aided managements must wake up ere long to do justice to the teachers, if the task of educating the children is to be efficiently accomplished.

For the Members of the Executive Board,

S. VENKATARAMANAN,

Joint Secretary.

T. P. SRINIVASAVARADAN,

Secretary.

4th April, 1953.

THE SOUTH INDIA TEACHERS' UNION

Statement of Receipts and Charges for the year ended 31st March, 1953.

RECEIPTS		Rs.	A.	P.	CHARGES		Rs.	A.	P.
Balances on 1st April, 1952 :					Salary .. 1,225 0 0				
Fixed Deposits with the					Postage ..		273	6	6
Madras Teachers' Guild					Contingencies and Stationery ..		564	2	9
Co-operative Society, Ltd.	1,250	0	0		Conveyance charges ..		72	15	0
(Earmarked for Silver Jubilee Fund Rs. 1,150 and					Travelling allowance ..		337	2	0
Defence Fund Rs. 100)					Mis. Printing charges ..		74	0	0
National Savings Certificates	800	0	0		Rent and Lighting charges ..		75	0	0
(Earmarked for Silver Jubilee Fund)					Audit Fee ..		60	0	0
Indian Bank, Ltd.					Bank & M.O. Commission ..		3	13	0
Current Account ..	575	0	4		Delegation Fee paid ..		6	0	0
Savings Bank Account ..	21	11	4		22nd South Indian Education				
Cash on hand ..	224	5	5		Week ..		62	14	3
Stamps ..	2	8	3		Sabhesan Thanksgiving Fund		20	0	0
Advance with Joint Secretary	15	0	0		Affiliation Fee to A.I.F.E.A. ..		15	0	0
With Balar Kalvi ..	400	0	0		Books and Publications ..		20	4	3
					Conference Report Publication				
	3,288	9	4		charges ..		341	12	0
Affiliation Fee :					Silver Jubilee of A.I.F.E.A.				
District Guilds ..	1,113	6	0		collections refunded ..		36	12	0
Teachers' Associations ..	63	12	0		Research Fund account ..		38	0	0
Individual Subscriptions ..	34	0	0		Reception to Secondary Educa-				
Certification Fee (1951) ..	411	4	0		tion Commission ..		519	1	6
Delegation Fee :					Miss Brockway's Farewell ..		137	3	9
42nd Conference 230 0 0					Refresher Courses in English		66	4	0
43rd Conference 224 0 0					Telephone connection ..		28	8	0
					Mis. Contribution ..		50	0	0
Interest :					Suspense refunded ..		8	8	0
From Bank 1 3 10									
From F. D. 37 10 0					Balances on 31st March, 1953 :				
					Fixed Deposit with the				
	38	13	10		Madras Teachers' Guild				
22nd South Indian Education					Co-operative Society Ltd.	1,250	0	0	
Week ..	120	0	0		(Earmarked for Silver				
Sabhesan Thanksgiving Fund	24	0	0		Jubilee Fund Rs. 1,150,				
Contributions towards salary :					and Defence Fund Rs. 100)				
From South Indian Teacher ..	400	0	0		National Savings Certificates	800	0	0	
From Balar Kalvi ..	100	0	0		(Earmarked for Silver				
Research Fund account ..	61	11	0		Jubilee Fund)				
S. K. Y. Memorial Teachers'					Indian Bank, Ltd. :				
Recreation Club ..	20	0	0		Current account ..		278	14	10
Reception to Secondary Educa-					Savings Bank Account ..		17	15	2
tion Commission ..	577	0	0		Cash on hand ..		171	1	11
Miss K. N. Brockway's Farewell	105	0	0		Stamps ..		3	11	3
Refresher Courses in English	108	0	0		With Balar Kalvi ..		400	0	0
The S. I. T. U. Benevolent Fund	31	0	0						
Miscellaneous—Sale of Publi-									
cations and old paper ..	6	14	0						
Total ..	6,957	6	2		Total ..		6,957	6	2

THE SOUTH INDIAN TEACHER

Statement of Receipts and Charges for the year ended 31st March, 1953.

RECEIPTS	Rs.	A.	P.	CHARGES	Rs.	A.	P.
Balances on 1st April, 1952:				Journal Printing	1,905	7	3
Fixed Deposit with the Madras Teachers' Guild				Paper	994	2	3
Co-operative Society, Ltd.	500	0	0	Salary	400	0	0
Indian Bank Ltd.:				Postage	278	4	6
Current Account	150	12	3	Contingencies and Stationery	58	7	0
Savings Bank Account	20	4	7	Conveyance charges	52	11	6
Cash on hand	3	5	6	Conveyance allowance to Journal Secretary	54	8	0
Stamps	2	2	3	Honorarium to Journal Secretary	50	0	0
With Balar Kalvi	512	0	0	Misc. Printing charges	6	8	0
	1,188	8	7	Bank Commission	8	8	0
Subscriptions	3,083	0	0	Interest paid	2	8	0
Advertisements	1,552	14	0	Travelling allowance	20	0	0
Sale of publications	352	11	0	Special Envelopes	147	12	0
Interest:				Balances on 31st March, 1953:			
From Bank	2	4	5	Fixed Deposit with the Madras Teachers' Guild			
From Fixed Deposit	17	8	0	Co-operative Society Ltd.	500	0	0
	19	12	5	Indian Bank Ltd.:			
Miscellaneous	0	12	0	Current Account	323	10	6
				Savings Bank Account	12	9	0
				Cash on hand	361	6	9
				Stamps	0	9	3
				With Balar Kalvi	1,020	10	0
Total	6,197	10	0	Total	6,197	10	0

BALAR KALVI

Statement of Receipts and Charges for the year ended 31st March, 1953.

RECEIPTS	Rs.	A.	P.	CHARGES	Rs.	A.	P.
Balances on 1st April, 1952:				Journal Printing	515	7	6
Indo-Commercial Bank, Ltd.:				Paper	471	10	6
Savings Bank Account	64	6	6	Salary	100	0	0
Cash on hand	9	0	9	Postage	162	8	0
Stamps	2	5	0	Contingencies and Stationery	19	14	0
	75	12	3	Conveyance charges	28	0	6
Subscriptions	774	5	0	Bank Commission	0	8	0
Advertisements	340	0	0	Honorarium to Addl. Journal Secretary	50	0	0
Sale of publications	2	5	0	Mis. Printing charges	9	0	0
Advance from South Indian Teacher	508	10	0	Special Envelopes	114	10	0
Interest from Bank	1	14	9	Balances on 31st March, 1953:			
				Indo-Commercial Bank, Ltd.:			
				Savings Bank Account	225	7	9
				Cash on hand	4	3	3
				Stamps	1	9	6
Total	1,702	15	0	Total	1,702	15	0

THE 22ND SOUTH INDIAN EDUCATION WEEK

(20th to 26th October 1952)

Statement of Receipts and Charges.

RECEIPTS	Rs.	A.	P.	CHARGES	Rs.	A.	P.
Donations	35	0	0	Contingencies	3	2	0
Sale of booklets	60	0	0	Conveyance charges	2	1	0
Advertisements	20	0	0	Postage (Less Rs. 5 recovered.)	46	11	3
				Printing charges	6	0	0
				To Union	57	1	9
Total	115	0	0	Total	115	0	0

THE SILVER JUBILEE FUND ACCOUNT

(As on the 31st March, 1953.)

	Rs.	A.	P.	Details:	Rs.	A.	P.
Balance as on 1st April 1952	2,242	1	6	Fixed Deposits with the Madras Teachers' Guild	1,150	0	0
Add Interest earned	34	2	0	Co-operative Society, Ltd.	800	0	0
				National Savings Certificates	326	3	6
				With the Union			
Total	2,276	3	6	Total	2,276	3	6

DEFENCE FUND

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

THE SABHESAN THANKSGIVING FUND

(As on the 31st March, 1953.)

	Rs.	A.	P.		Rs.	A.	P.
Balance as on 1st April, 1952	647	5	6	Memorial Lecture by Prof. E. N. Subramaniam	20	0	0
Add Interest on Fixed Deposit	24	0	0	Fixed Deposits with the Co-operative Society, Ltd.	600	0	0
				With the Union	51	5	6
Total	671	5	6	Total	671	5	6

T. P. SRINIVASAVARADAN,
Secretary.

S. SWAMINATHAN,
Treasurer.

Examined and found correct.

Catholic Centre,
MADRAS-1.
27th April, 1953.

V. SOUNDARARAJAN & CO.,
Chartered Accountants.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

Office Bearers :

- * 1. *President* :—SRI S. NATARAJAN, B.A., L.T., *Headmaster*,
St. Gabriel's Secondary Training School,
Broadway, Madras-1.
- * 2. *Vice-President* :—(i) SRI E. N. SUBRAMANIAM, M.A., B.L.,
Besant Theosophical College, Madanapalle, Chittoor.
- * 3. *Vice-President* :—(ii) SRI K. R. CHANDRASEKARAN, M.A., L.T.,
Headmaster, S. A. V. High School, Tuticorin,
Tinnevely.
- * 4. *Secretary* :—SRI T. P. SRINIVASAVARADAN, B.A., L.T., *Headmaster*,
Hindu High School, Triplicane, Madras-5.
- * 5. *Joint Secretary* :—SRI S. VENKATARAMANAN, B.A., L.T., *Head-*
master, Sarvajana High School, Peelamedu,
Coimbatore.
- * 6. *Treasurer* :—SRI S. SWAMINATHAN, B.A., L.T., Hindu High School,
Triplicane, Madras-5.
- * 7. *Journal Secretary* :—SRI C. RANGANATHA AIYENGAR, M.A., L.T.,
No. 231, Fourth Main Road, Gandhinagar, Madras-20.
- * 8. *Secretary, Protection Fund* :—SRI V. B. MURTHY, M.A., P. S. High
School, Mylapore, Madras-4.

District Guilds :

ANANTAPUR—

9.

NORTH ARCOT—

- 10. (i) JANAB C. M. FAZLUR RAHMAN, B.A., L.T., *Headmaster*,
Islamiah High School, Pernambat.

NORTH ARCOT—

- 11. (ii) SRI S. G. ARUMANAYAGAM, *Assistant*, Danish Mission
High School, Tiruvannamalai.

SOUTH ARCOT—

- 12. SRI P. R. SWAMINATHAN, M.A., L.T., *Headmaster*,
R. C. T. High School, Annamalainagar.

BELLARY—

- 13. SRI G. D. CHITHRA SEKHAR, B.A., L.T., *Assistant*,
Wardlaw High School, Bellary.

CHINGLEPUT—

- * 14. SRI A. M. KANNIAPPA MUDALIAR, B.A., L.T., *Headmaster*,
Pachiappas High School, Kancheepuram.

CHITTOOR—

- 15. SRI T. V. RAMANUJACHARY, B.A., B.T., *Assistant*, Sri
Venkateswara High School, Tirupathi.

COIMBATORE—

- 16. (i) SRI R. RAJAGOPAL, B.A., L.T., *Headmaster*,
Devanga High School, Coimbatore.

COIMBATORE—

- 17. (ii) SRI K. M. RAMASWAMY GOUNDER, B.A., L.T., *Headmaster*,
D. J. High School, Gobichettipalayam.

SOUTH KANARA—

- * 18. (i) SRI U. SRINIVASA KINI, B.A., L.T., *Assistant*,
Canara High School, Mangalore-3.

SOUTH KANARA—

- 19. (ii) SRI U. KESAVA RAO, B.A., L.T., *Headmaster*,
Canara High School, Urva, Mangalore-3.

KRISHNA—

- * 20. (i) SRI P. SUBBA REDDY, B.A., B.Ed., *Headmaster*,
Board High School, Nandigama.

KRISHNA—

- 21. (ii) SRI V. PRABHAKARA RAO, c/o above.

KURNOOL—

- * 22. (i) SRI H. KRISHNAMURTHI, *Municipal High School*, Kurnool.

KURNOOL—

- 23. (ii) SRI M. RAJARATHNAM, *Assistant*, Coles Memorial
High School, Kurnool.

MADRAS—

- 24. (i) SRI L. MARIAPRAGASAM, B.A., L.T., 6, Cutchery Road,
Mylapore, Madras-4.

MADRAS—

- 25. (ii) SRI P. M. VENKATAVARADAN, *Assistant*, Sri Ramakrishna
Mission High School, T'Nagar, Madras-17.

MADURAI—

- 26. SRI S. KRISHNA IYENGAR, B.A., L.T.,
Sethupathi High School, Madurai.

MALABAR—

- * 27. (i) SRI A. S. NARAYANA IYER, B.A., L.T.,
Nurani Hindu High School, Palghat.

- MALABAR—
28. (ii) SRI K. KARUNAKARAN, B.A., L.T., *Assistant*,
P. High School, Parasannikatavu.
- NELLORE—
29. SRI K. S. SUNDARARAJA RAO, M.A., B.T.,
V. R. C. High School, Nellore.
- RAMANATHAPURAM—
30. (i) SRI M. RAJAH IYER, B.A., L.T., *Headmaster*,
Rajah's High School, Ramnad.
- RAMANATHAPURAM—
- * 31. (ii) SRI K. NARAYANAN, M.A., L.T., *Lecturer*,
Dr. A. C. Training College, Karaikudi.
- SALEM—
32. (i) SRI N. NANJAPPA, M.A., B.O.L., L.T., *Headmaster*,
Board Secondary School, Papireddipatti.
- SALEM—
33. (ii)
- TANJORE—
- * 34. (i) SRI R. MAHADEVAN, B.A., L.T., *Assistant*,
Municipal High School, Mayuram.
- TANJORE—
34. (ii) SRI S. BALASUBRAMANIAN, B.A., L.T., *Assistant*,
National High School, Nagapattinam.
- TIRUNELVELI—
36. (i) SRI P. SWARNAPANDIAN, B.A., L.T., *Assistant*,
Caldwell High School, Tuticorin.
- TIRUNELVELI—
37. (ii) SRI M. SUBRAMANIAN, *Headmaster*,
Municipal Elementary School, Tuticorin.
- TIRUCHIRAPALLI—
38. (i) SRI R. BHUVARAHAN, M.A., L.T.,
58, Nachiarkoil Street, Woriyur, Trichy.
- TIRUCHIRAPALLI—
39. (ii) SRI J. G. CLEMENT, B.A., L.T., *Assistant*,
Bishop Heber High School, Teppakulam, Trichy.
- CUDDAPAH—
40. SRI Y. V. SUBBIAH, B.A., B.Ed., *Headmaster*,
Municipal High School, Cuddapah.

* Indicates Working Committee members.

Co-opted Members :

- WEST GODAVARI—
41.
- EAST GODAVARI—
42.
- GUNTUR—
43. SRI P. ANJANEYACHARYULU, *Assistant*,
Hindu High School, Sattenapalle.
- VISAKHAPATNAM—
44. SRI R. SOMESWARA RAO, *Assistant*,
Maharajah's College, Vizianagaram.

Ex-Presidents of the Madras State Educational Conferences.

1. 1926. MAHANANDI—SRI K. A. Nilakanta Sastri, Edward Elliotts Road,
Mylapore, Madras-4.
2. 1937. TANJORE—SRI C. Rajagopalachariar, Bazlullah Road,
Thyagarayanagar, Madras-17.
3. 1940. AMBASAMUDRAM—Dr. Sir A. Lakshmanaswami Mudaliar,
Vice-Chancellor, Madras University, Madras-5.
4. 1941. RISHI VALLEY—Prof. A. Rama Iyer, M.A., No. 12,
Abhiramapuram, 2nd Street, Madras-18.
5. 1943. VELLORE—Gurukuladharmacharya SRI K. Rangaswami Iyengar,
105, Egmore High Road, Madras-8.
6. 1944. ANNAMALAINAGAR
7. 1945. CALICUT—Dr. B. V. Narayanaswamy Naidu, *Member*,
Tariff Board, Bombay.
8. 1946. BELLARY—SRI M. S. Ekambara Rao, Besant Lane,
Mangalore-3.
9. 1947. MADRAS—SRI T. T. Krishnamachariar, *Minister for Industries
and Commerce*, New Delhi.
10. 1948. TIRUCHIRAPALLI—Sri R. Suryanarayana Rao, No. 20, Edward
Elliot Road, Mylapore, Madras-4.
11. 1949. KURNOOL—REV. Fr. Jerome D'Souza, S. J., Loyola College,
Nungambakkam, Madras-6.
12. 1950. DEVAKOTTAI—Dr. R. M. Alagappa Chettiar,
'Krishna Vilas', Vepery, Madras-7.
13. 1951. MADURAI—REV. Fr. T. N. Sequeira, S. J., St. Joseph's College,
Tiruchirapalli.
14. 1952. COIMBATORE—Dr. R. K. Shanmukham Chettiar,
'Hawarden', Coimbatore.

THE SOUTH INDIA TEACHERS' UNION

Presidents and Secretaries of District Teachers' Guilds 1952-53

No. Dist. Guild	President.	Secretary.
1. Anantapur		
2. North Arcot	Sri R. Devanesan, D. M. High School, Tiruvannamalai.	Sri S. G. Arumanayagam, D. M. High School, Tiruvannamalai.
3. South Arcot	Sri P. Govindaswami Pillai, Board High School, Pennadam.	Sri P. R. Swaminathan, R. C. T. High School, Annamalainagar.
4. Bellary		Sri G. D. Chithra Sekhar, Wardlaw High School, Bellary.
5. Chingleput	Sri A. M. Kannappa Mudaliar, Headmaster, Pachiappas High School, Kancheepuram.	Sri John Wilson, Anderson High School, Kancheepuram.
6. Chittoor.	Sri V. S. Venkatanarayana, Municipal High School, Tirupathi.	Sri D. Purushotham, Board High School, Chittoor.
7. Coimbatore	Sri G. R. Damodaran, Principal, P. S. G. College of Technology, Peelamedu, Coimbatore.	Sri R. Rajagopal, Devanga High School, Coimbatore.
8. South Kanara	Sri U. Keshava Rao, Canara High School, Urva, Mangalore-3.	Sri U. Srinivasa Kini, Canara High School, Mangalore-3.
9. Krishna	Sri P. Subba Reddi, Board High School, Nandigama.	Sri S. Chandrasekhara Rao, Board High School, Nandigama.
10. Kurnool	Sri K. N. Pasupathi, Municipal High School, Kurnool.	Sri G. Rajarathnam, Coles High School, Kurnool.
11. Madras	Sri P. Doraikannu Mudaliar, Chintadripet High School, Madras-2.	Sri L. Mariapragasam, and Sri P. M. Venkatavaradan, 47, Singarachari Street, Triplicane, Madras-5.
12. Madura	Sri M. R. Srinivasan, Madura College High School, Madurai.	Sri V. Mariarathnam, St. Mary's High School, Madurai.
13. Malabar	Sri M. N. Kini, Ganapat High School, Kozhikode-2.	Sri K. R. Parameswaran, Talli, Kozhikode-2.
14. Nellore	Sri M. S. Raghavan, V. R. College, Nellore.	Sri K. S. Sundararaja Rao, V. R. C. High School, Nellore.
15. Ramanatha-puram.	Sri M. Rajah Iyer, Rajah's High School, Ramnad.	Sri K. S. Venkatasubramanian, Rajah's High School, Ramnad.
16. Salem	Sri E. Shanmugam, Board High School, Krishnagiri.	Sri N. Nanjappa, Board Sec. School, Papireddipatti.
17. Tanjore	Sri J. G. Koil Pillai, St. Peter's High School, Tanjore.	Sri S. Srinivasan, K. H. School, Tanjore.
18. Tinnevely	Sri Vedasiromani, St. John's College, Palamcottah.	Sri N. Krishna Iyer, St. Xavier's College Hig School, Palamcottah.
19. Tiruchirappalli.	Sri M. P. H. Albert, Bishop Heber High School, Teppakulam, Tiruchirappalli.	Sri R. Bhuvarahan, 58, Nachiarkoil Street, Woriyur, Trichy.

THE S.I.T.U. COUNCIL OF EDUCATIONAL RESEARCH

DRAFT RULES

AIMS :

The aims of the S. I. T. U. Council of Educational Research is to further research in problems connected with Education.

MEMBERSHIP :

Any person who is over 21 years of age and who is interested in Education may be enrolled as member.

There shall be two classes of membership :

1. Donor Members.
2. Ordinary Members.

MEMBERSHIP FEES :

The annual membership fee of a Donor member shall be Rs. 100/-, and that of ordinary members shall be Rs. 5/-. The fee for members of the S. I. T. U. shall be Rs. 3/- per annum for ordinary membership.

OFFICIAL YEAR :

The official year of the Council shall be from July to June.

PRIVILEGES OF MEMBERS :

Every member, whether Donor or ordinary, shall be entitled to a copy of each of the publications—Reports, studies, etc., of the Council.

MANAGEMENT :

The affairs of the Council shall be managed by an Executive Board which shall consist of (1) all the Donor members, (2) four ordinary members elected by the General Body and (3) three members nominated by the Executive Board of the S. I. T. U.

The Executive Board shall be competent to invite the Universities and the Government to nominate a representative or representatives to the Executive Board.

The Executive Board shall elect a President, two Vice-Presidents, a Secretary and a Treasurer from amongst themselves.

The Executive Board shall convene at least once a year a General Body Meeting, which may be held early in July, and at which a report of the working of the Council together with an audited statement of accounts shall be submitted by the Executive Board.

The Executive Board shall strive to achieve the objects by

1. undertaking educational investigation and studies,
2. organising studies in educational methods, organisation and administration,
3. testing curriculum materials,
4. investigating methods of examination and testing,
5. organising special courses for teachers,
6. arranging for lectures by educationists on the various aspects of education,
7. organising seminars, camps, etc.,
8. starting an Institute of Education for preparing students for higher degrees in education and diploma courses,
9. awarding studentships, fellowships, stipends, etc., and other assistance such as travel scholarships, to research students and workers,

The funds of council shall consist of :

1. Membership Fee,
2. Grants from Institutions and Government,
3. Donations,
4. All fees received in connection with Seminars, Camps, lectures, etc., and
5. Income from the Endowment Fund.

The membership fee received from Donor Members shall be added annually to the Endowment Fund as also all donations received, except those received for specific current expenditure.

S. NATARAJAN,
President.

4th April 1953.

THE S. I. T. U. BENEVOLENT FUND

CALL TO THE TEACHERS AND FRIENDS OF THE
TEACHING PROFESSION.

The Benevolent Fund scheme, inaugurated on the 6th April 1953 by Rajah Sir M. A. Muthiah Chettiar, comes into working order from the 1st April 1953 itself. A number of teachers have already joined the Fund and others who are not teachers have given decent contributions to help the growth of the Fund. I appeal to all other teachers to join the scheme immediately and give it a good start. Though the annual subscription is as low as four annas, nothing prevents a teacher from paying more and as often as occasion permits.

One method of speeding up the augmentation of the Fund is to offer gift or contribution by teachers and those interested in their welfare on occasions of marriage and other celebrations in their homes. It is the prevailing practice in the Hindu community to offer Sambhavanas (respectful donations) to their Acharyas and Religious Mutts by the disciples on important occasions like marriage, birthday and the like, when religious function takes place. These donations will be directly presented to the representatives of the Mutts or Acharyas who may happen to be present at the function or forwarded to them. I believe such a practice exists in communities belonging to other faiths. A modernised form of such practice will be that every teacher or one interested in his welfare should set apart in the expenditure item of the occasion a contribution, however small, to the Teachers Organisation which has been doing all its best for the moral, mental, spiritual and physical well-being of the teachers. Will teachers and their friends respond to the Call in the manner suggested above? Then the day will not be far off when the Benevolent Fund will be in a mighty position to come to the help of the teacher and his family in distress in an adequate measure.

C. RANGANATHA AIYENGAR,
Hony. Publicity Officer.

17th April, 1953.

BOOKS

THAT COUNT MOST IN THE LEARNING OF ENGLISH

Based on the Recommendations of an Expert Committee

PROGRESSIVE ENGLISH READERS

BOOKS I, II & III
FOR FORMS I, II & III
BY

T. N. KRISHNA MURTHY, M.A., L.T.
Madras Educational Service (Retd.)
Emeritus Headmaster, Model High
School, Teachers' Training College,
Saidapet, Madras.

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- (1) form a series to follow up, as required by the Department;
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- (5) aim at close correlation between the Learning of Grammar, Reading and Composition;
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- (8) have Guide Books to be supplied to the teacher, free of cost.

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RAO BROTHERS (Regd.)
TENALI

THE S. I. T. U. BENEVOLENT FUND

List of members who have joined the Fund between
10-4-1953 and 26-4-1953.

THIRTHAPATHI HIGH SCHOOL, AMBASAMUDRAM,
TIRUNELVELI—

167. Sri E. H. Parameswaran.
168. " A. Kanthimathinatha Pillai.
169. " G. Subramania Iyer.
170. " A. Subramania Iyer.
171. " A. R. Krishna Iyer.
172. " M. S. Renganathan.
173. " M. Somasundaram.
174. " H. Visveswaran.
175. " H. Thyagarajan.
176. " S. Ramachandra Rao.
177. " K. S. Narayanan.
178. " C. S. Ramalingam.
179. " P. A. Maharaja Pillai.
180. " V. Venkateswara Iyer.
181. " S. B. Padmanabha Iyer.
182. " S. Venkatarama Iyer.
183. " S. R. Subramania Iyer.
184. " S. Meenakshisundaram.
185. " S. Lakshmikantham.
186. " R. S. Ramanatha Iyer.
187. " A. Appan Iyengar.
188. " T. Ramalinga Doss.
189. " R. S. Nilakanta Iyer.
190. " R. Narayana Iyer.
191. " T. A. Rama Iyer.
192. " A. Subbiah Mudaliar.
193. " P. Piramanayagam.
194. " R. Chockalingam Pillai.
195. " V. Subbiah Sastri.
196. " V. Kunchithapadam Iyer.
197. " M. R. Kandaswami Pillai.
198. " R. Ramasubramania Sastri.
199. " G. Nallasiva Mudaliar.
200. " T. Kumaresa Pillai.
201. " N. Viswamitra.
202. " K. Ramakrishna Iyer.
203. " K. R. Krishnan.
204. " N. Venkataraman.
205. " V. Padmanabha Iyengar.
206. " M. S. Narayana Iyer.
207. " B. Nainar.
208. " A. N. Sivarama Iyer.
209. " S. Sankarasubbhu Achari.
210. " S. Nataraja Pillai.
211. " A. K. Deivanayagam Pillai.
212. " A. K. Thiruvengkatam.
213. " V. Ganesa Karayalar.
214. " A. Sankaranarayanan.
215. " K. S. Lakshmivarahan.

LAKSHMIPATHI HIGHER ELY. SCHOOL,
KALLIDAIKURICHI, TIRUNELVELI—

216. Sri H. Venkatarama Iyer.
217. " G. Sundararaja Iyengar.
218. " V. Kulathu Iyer.
219. " K. S. Subramanian.
220. " S. Kulathu Chettiar.
221. " K. G. Narayanan.
222. " V. Nilakantan.
223. " A. Ramalingam.

224. " G. R. Narayanan.
225. " V. Kalyanasundaram.
226. " K. Sitarama Iyer.
227. " R. Kannammal.
228. " S. Subbalakshmi.
229. " N. Subramania Iyer.
230. " K. S. Somasundara Sarma.
231. " S. Ramanathan.
232. " C. Subbiah Iyer.
233. " R. Sankarasubramanian.

TILAK VIDYALAYA HIGH SCHOOL,
KALLIDAIKURICHI, TIRUNELVELI.

234. Sri K. M. Sundaram.
235. " M. S. Venkatachari.
236. " L. Ramalingam Iyer.
237. " S. Krishnamurthy Iyer.
238. " N. Venkatasubramanian.
239. " A. V. Krishnamurthi.
240. " S. Lakshmanan.
241. " K. S. Krishnan.
242. " S. Rama Somayaji.
243. " S. Ramalingam.
244. " R. Arumuga Achari.
245. " M. S. Subramania Iyer.
246. " P. N. Sankaranarayana Iyer.
247. " R. Sankara Iyer.
248. " S. K. Subramania Iyer.
249. " V. Ramanatha Iyer.
250. " L. Viswanatha Iyer.
251. " K. Venkatasubramania Iyer.
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253. Miss R. Susai Arul.
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TIRUNELVELI—

St. Xavier's Hr. Elementary School, Vikramasingapuram.	..	5
St. Mary's High School, Vikramasingapuram	..	3
Hindu Elementary School, Maruthur	..	3
Hr. Elementary School, Sundarapandiapuram	..	2
Board High School, Valliyoor	..	2
Hassenji Higher Elementary School, Kulasekarapatnam	2	
Sri Subramanya Vidyalaya Alwartirunagari	..	2
Project Elementary School, Manimuthar	..	1
Ganapathy Vidyalayam Papankulam	..	1
C. M. Higher Elementary School, Tuticorin	..	1
Chatram High School, Kadayam	..	1
Lakshmipathi Higher Elementary School, Kallidai-kurichi	..	1

SALEM—

Board Secondary School, McDonalds Choultry	..	5
Board Secondary School, Mallasamudram	..	4
Board High School, Vennandur	..	2
Board High School, Dharmapuri	..	1
Board High School, Papireddipatti	..	1
Board High School, Tiruchengode	..	1
Municipal High School, Rasipuram	..	1
K. K. Elementary School, Velur	..	1

SOUTH KANARA—

Milagres Elementary School, Mangalore	..	3
T. K. Church Aided School, Trasi	..	1
St Aloysius College	..	1
St. Aloysius College High School	..	1
Cascia High School Mangalore	..	1
	—	7

TANJORE—

St. Peters High School, Tanjore	..	2
Findley Elementary School, Mannargudi	..	1
National High School, Nagapattinam	..	1
Sir S. High School, Tirukattupalli	..	2
	—	6

MADRAS—

E. L. M. F. High School, Pursawalkam	..	2
Avvai Home Girls High School, Adyar	..	1
Dr. G. Mudaliar T. T. V. High School, Madras	..	1
T. T. V. High School, Mint Street	..	1
C. N. T. Institute, Vepery	..	1
	—	6

RAMNAD—

Basic Training School, Malliputhur	..	1
Ilayangudi High School, Ilayangudi	..	1
M. S. P. S. Nadar Secy. School, Mallanginar	..	1
R. D. M. College, Sivaganga	1	
	—	4

CUDDAPAH—

A. H. D. School, Cuddapah	16	4
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MALABAR—		SRIKAKULAM—	
Kuttuparamba High School		Board High School,	
Kuttuparamba ..	2	Hiramandalam ..	3
Higher Elementary School,		SOUTH ARCOT—	
Tirur ..	1	Muslim Higher Elementary	
—	3	School, Omampuliyur ..	2
NORTH ARCOT—		CHINGLEPUT—	
Board High School, Katpadi	3	Pachiappas Br. School,	
Board High School, Arni ..	3	L. Kanchipuram ..	1
Board High School,		Municipal Elementary	
Kilkodungalur ..	1	School, Manakadu ..	1
Board Elementary School,		—	2
Palayanur ..	1	GUNTUR—	
—	8	Board High School, Utukur	1
TIRUCHIRAPALLI—		COIMBATORE—	
Board High School,		Board High School,	
Arimalam ..	1	Perundurai ..	1
Hindu Elementary School,		MADURAI—	
Ariyur ..	1	V. M. Eementary School,	
Urumu Dhanalakshmi		Bodinayakanur ..	1
Vidyalaya ..	1	Total ..	91
—	3		

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Dr Sir C. P. Ramaswamy		ing of Elementary School teachers at
Iyer	25 0 0	Papireddipatti on the 21st March and
		a meeting of the teachers of Municipal
		High School, Rasipuram on the evening
		of 23rd March. Tho-Jadarpalayam in
		Rasipuram Taluk on the 25th, Tiru-
		chengode on the 27th, Sankagiri on the
Total	1,487 0 0	29th and Iddappadi on the 30th March.

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1. *Object of the Scheme*: To render relief in cases of necessity to members, to widows or children of members.

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2. *Terms of the Scheme*: (a) Membership shall be open to all members of the Union enrolled either directly or indirectly through an affiliated association.

(b) The sources of income are:

1. The annual subscription by members at annas four per member.
2. Donations and proceeds of benefit performances.
3. Income from special bequests or legacies, etc., if any.
4. Interest and dividend, etc., from the invested capital of the Benevolent Fund.

3. Any member who has failed to pay his membership fee to the primary association and/or his subscription to the Benevolent Fund shall be deemed to have lapsed his membership in the Fund and he shall forthwith be excluded from all the rights and privileges. The Executive Board of the Union shall have, however, the right to readmit the member and restore his membership on payment of all the dues by the member.

4. No member shall be eligible for any aid unless he has been in membership for at least two years immediately preceding the date of application.

5. The Fund shall be managed by a Committee called the "Benevolent Fund Committee" constituted for the purpose by an Executive Board of the Union. The strength of the Committee shall be five. The Treasurer of the Union shall be an ex-officio member of the Committee.

6. The Benevolent Fund Committee shall constitute Local or District Committees in consultation with the District Teachers' Guilds, who shall make application to the Benevolent Fund Committee for aid.

7. The Benevolent Fund Committee shall be responsible for the administration of the Fund, framing rules for aid, investing the funds, and it shall be its duty to submit periodically statements to the Working Committee of the Union and to the Executive Board of the Union. The Committee shall elect from amongst themselves a Chairman.

8. The District Committees shall account to the Benevolent Fund Committee for all sums disbursed by them on behalf of the Benevolent Fund Committee.

9. The Benevolent Fund Committee shall have full powers to determine the method by which aid shall be granted.

10. The Benevolent Fund Committee shall report in general terms to the Executive Board of the Union the nature and extent of its operations.

11. The Treasurer of the Union shall keep a separate account of all income and expenditure connected with the management of the Fund.

12. The total expenditure on account of benevolence in any year shall not exceed 75% of the amount shown in the annual statement of accounts as the current income of the Fund for the preceding year, viz., membership fee and interest and dividend earned from investments, after setting apart a sum to be determined from time to time by the Executive Board for expenses for the administration of the Fund.

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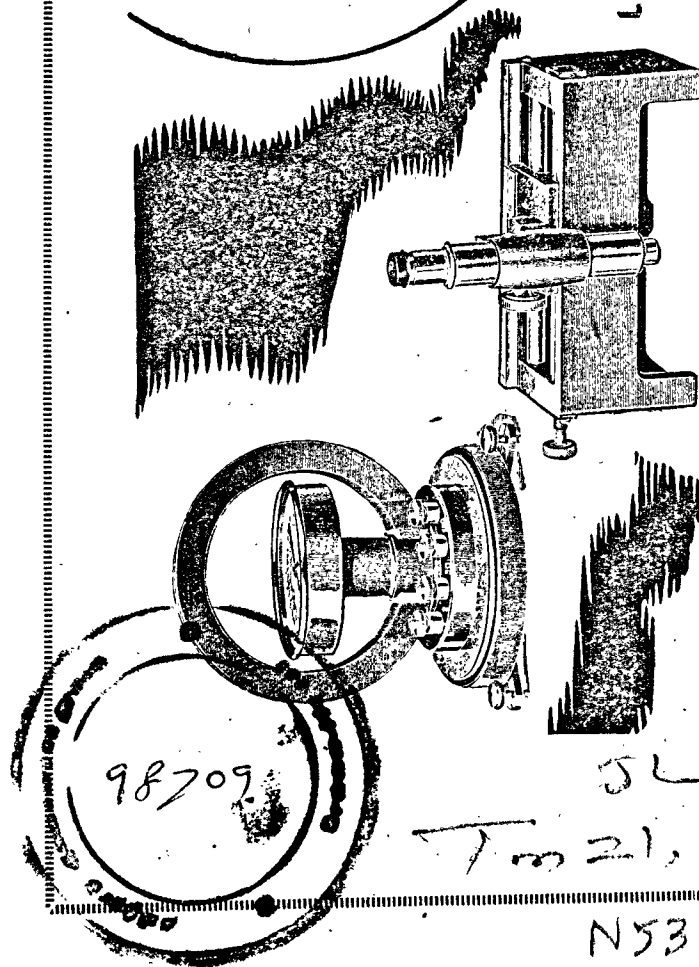
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