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CONTENTS

	PAGE
Secondary Education—Summary of Recommendations ...	335
Punishment in the Learning Process—S. Santhanam ...	351
News and Notes ...	355
From Our Associations ...	356
Our Book-Shelf ...	360
Madras Educational Rules—Amendments ...	361
The S. I. T. U. Benevolent Fund—List of Members ...	367
Editorial ...	380

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THE SOUTH INDIAN TEACHER

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SECONDARY EDUCATION

[For the benefit of our readers we give below a summary of the recommendations as contained in the report of the Secondary Education Commission of which Dr. A. L. Mudaliar was the Chairman. The full report is available for sale at all Government Publications Depot. Price: Rs. 2.]

CHAPTER IV

NEW ORGANISATIONAL PATTERN OF SECONDARY EDUCATION

New Organisational Pattern—

1. Under the new organisational structure, education should commence after four or five years period of primary or Junior Basic education and should include (a) the Middle or Senior Basic or Junior Secondary stage of 3 years, and (b) the Higher Secondary stage of 4 years.
2. During the transitional stage, the existing High Schools and the Higher Secondary Schools should function on the lines laid down.
3. The present Intermediate stage should be replaced by the Higher Secondary stage which should be of four-years' duration, one-year of the present Intermediate being included in it.
4. As a consequence of the preceding recommendations the first degree course in the University should be of three-years' duration.
5. For those who pass out of the High School there should be provision for a pre-University course of one year, during which period the scheme of studies should be planned with due regard to the needs of the degree or the professional course to be taken by the students and special emphasis should be placed on the quickening of intellectual interests, training in method of study at college and the study of English so long as it continues to be the medium of instruction at the University.
6. Admission to professional colleges should be open to those who have completed the higher secondary course, or have taken the one-year's pre-University course.
7. In the professional colleges, a pre-professional course of one-year should be provided for the students, preferably in the professional colleges



MRS. O. C. SRINIVASAN.
Director of Public Instruction, Madras.



themselves, but, as a transitory measure, they may be given in the degree colleges where facilities exist, till professional colleges are able to provide for such courses.

8. Multi-purpose schools should be established wherever possible to provide varied courses of interest to students with diverse aims, aptitudes and abilities.

9. Those who have successfully completed such courses should be given opportunities to take up higher specialised courses in polytechnics or technological institutions.

10. All States should provide special facilities for agricultural education in rural schools and such courses should include Horticulture, Animal Husbandry and Cottage Industry.

Technical Education—

11. Technical schools should be started in large numbers either separately or as part of multi-purpose schools.

12. Central Technical Institutes should be established in larger cities which may cater to the needs of several local schools.

13. Wherever possible technical schools should be located in close proximity to appropriate industries and they should function in close co-operation with the industry concerned.

14. Apprenticeship training being an important part of the training needed, suitable legislation should be passed making it obligatory for the industry to afford facilities to students for practical training.

15. In the planning of technical and technological education at all levels, representatives of Commerce and Industry should be closely associated with the educationists so that in the planning and direction of such education and in the maintenance of standards their views may be given effective weight.

16. A small cess to be called the "Industrial Education Cess" should be levied on industries and the proceeds of this Cess should be used for the furtherance of technical education.

17. In the interests of evolving a suitable pattern of technical courses, at the secondary stage, the All-India Council for Technical Education and the bodies functioning under it should be utilised for working out details of the courses.

Other Types of Schools—

18. Public schools should continue to exist for the present and the pattern of education given in them should be brought into reasonable conformity to the general pattern of national education. Such schools should gradually become self-supporting, but during the transitional period of the next five years, State or Central assistance should be given to them on a gradually diminishing scale.

19. The States or the Centre should provide for certain free student-ships in them to be given on the basis of merit to selected students.

20. A number of residential schools should be established, more particularly in certain rural areas, to provide proper opportunities for the education of children and particularly to meet the needs of children whose education suffers at present owing to the exigencies of service of their parents.

21. "Residential Day Schools" should be established in suitable centres to provide greater opportunities for teacher-pupil contact and for developing recreational and extra-curricular activities.

22. A larger number of schools should be established to meet the needs of handicapped children.

Co-Education—

23. While no distinction need be made between education imparted to boys and girls special facilities for the study of home science should be made available in all girls' schools and in co-educational or mixed schools.

24. Efforts should be made by State Governments to open separate schools for girls wherever there is demand for them.

25. Definite conditions should be laid down in regard to co-educational or mixed schools to satisfy the special needs of girl students and women members of the teaching staff.

CHAPTER V

STUDY OF LANGUAGES

1. The mother-tongue or the regional language should generally be the medium of instruction throughout the secondary school stage, subject to the provision that for linguistic minorities special facilities should be made available on the lines suggested by the Central Advisory Board of Education.

2. During the Middle School stage, every child should be taught at least two languages. English and Hindi should be introduced at the end of the Junior Basic stage, subject to the principle that no two languages should be introduced in the same year.

3. At the High and Higher Secondary stage, at least two languages should be studied, one of which being the mother-tongue or the regional language.

CHAPTER VI

CURRICULUM IN SECONDARY SCHOOLS

Curriculum—

1. At the Middle School stage, the curriculum should include (i) Languages; (ii) Social Studies; (iii) General Science; (iv) Mathematics; (v) Art and Music; (vi) Craft; and (vii) Physical Education.

2. At the High School or Higher Secondary stage, diversified courses of instruction should be provided for the pupils.

3. A certain number of core subjects should be common to all students whatever the diversified courses of study that they may take; these should consist of (i) Languages, (ii) General Science, (iii) Social Studies, and (iv) a Craft.

4. Diversified courses of study should include the following seven groups: (i) Humanities, (ii) Sciences, (iii) Technical subjects, (iv) Commercial subjects, (v) Agricultural subjects, (vi) Fine Arts, and (vii) Home Sciences; as and when necessary additional diversified courses may be added.

5. The diversified curriculum should begin in the second year of the High School or Higher Secondary School stage.

Text-Books—

6. With a view to improving the quality of text-books prescribed, a high power Text-Book Committee should be constituted which should consist of a high dignitary of the judiciary of the State, preferably a Judge of the High Court, a Member of the Public Service Commission of the region concerned, a Vice-Chancellor of the region, a headmaster or headmistress in the State, two distinguished educationists and the Director of Education; this Committee should function as an independent body.

7. A fund should be maintained from the amount realised from the sale of publications which may be utilised for awarding scholarships, and providing books and certain other amenities for school children.

8. The Text-Book Committee should lay down clear criteria for the type of paper, illustration, printing and format of the book.

9. The Central Government should set up a new institution, or help some existing Art schools, to develop training in the technique of book illustration.

10. The Central and State Governments should maintain libraries of blocks of good illustrations which could be loaned to Text-Book Committees and publishers in order to improve the standard of book illustration.

11. Single text-books should not be prescribed for every subject of study, but a reasonable number of books which satisfy the standards laid down should be recommended leaving the choice to the schools concerned.

12. In the case of languages, however, definite text-books should be prescribed for each class to ensure proper gradation.

13. No book prescribed as a text-book or as a book for general study should contain any passage or statement which might offend the religious or social susceptibilities of any section of the community or might indoctrinate the minds of the young student with particular political or religious ideologies.

14. Frequent changes in text-books and books prescribed for study should be discouraged.

CHAPTER VII

DYNAMIC METHODS OF TEACHING 70

1. The methods of teaching in schools should aim not merely at the imparting of knowledge in an efficient manner, but also at inculcating desirable values and proper attitudes and habits of work in the students.

2. They should, in particular, endeavour to create in the students a genuine attachment to work and a desire to do it as efficiently, honestly and thoroughly as possible.

3. The emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations and, for this purpose, the principles of "Activity Method" and "Project Method" should be assimilated in school practice.

4. Teaching methods should provide opportunities for students to learn actively and to apply practically the knowledge that they have acquired in the class-room. "Expression Work" of different kinds must, therefore, form part of the programme in every school subject.

5. In the teaching of all subjects special stress should be placed on clear thinking and clear expression both in speech and writing.

6. Teaching methods should aim less at imparting the maximum quantum of knowledge possible and more on training students in the techniques of study and methods of acquiring knowledge through personal effort and initiative.

7. A well-thought out attempt should be made to adopt methods of instruction to the needs of individual students as much as possible so that dull, average and bright students may all have a chance to progress at their own pace.

8. Students should be given adequate opportunity to work in groups and to carry out group projects and activities so as to develop in them the qualities necessary for group life and co-operative work.

9. As the proper use of a well-equipped school-library is absolutely essential for the efficient working of every educational institution and for encouraging literary and cultural interests in students, every secondary school should have such a library; class libraries and subject libraries should also be utilized for this purpose.

10. Trained Librarians, who have a love for books and an understanding of students' interests, should be provided in all secondary schools and all teachers should be given some training in the basic principles of library work, in the Training Colleges as well as through refresher courses.

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11. Where there are no separate Public Libraries the school libraries should, as far as possible, make their facilities available to the local public and all Public Libraries should have a special section for children and adolescents.

12. In order to improve general standards of work in school, necessary steps should be taken to produce text-books as well as books of general reading which are of distinctly superior quality to the books at present available.

13. Suitable literature for the guidance and inspiration of teachers should be produced by the Education Departments of all States and either the Office of the Director of Education or one of the Training Colleges should be adequately equipped for the purpose.

14. In order to popularize progressive teaching methods and facilitate their introduction, "Experimental" and "Demonstration" schools should be established and given special encouragement where they exist, so that they may try out new methods freely without being fettered by too many departmental restrictions.

CHAPTER VIII

THE EDUCATION OF CHARACTER

Discipline—

1. The education of character should be envisaged as the responsibility of all teachers and should be provided through every single aspect of school programme.

2. In order to promote discipline personal contact between teacher and the pupils should be strengthened; Self-Government in the form of house system with prefects or monitors and student-councils, whose responsibility will be to draw up a Code of Conduct and enforce its observance, should be introduced in all schools.

3. Special importance should be given to group games and other co-curricular activities and their educational possibilities should be fully explored.

4. Suitable legislation should be passed making it an election offence to utilise students below the age of 17 for the purposes of political propaganda or election campaigns.

Religious and Moral Instruction—

5. Religious instruction may be given in schools only on a voluntary basis and outside the regular school hours, such instruction being confined to the children of the particular faith concerned and given with the consent of the parents and the managements.

Extra-Curricular Activities—

6. Extra-curricular activities should form an integral part of education imparted in the school and all teachers should devote a definite time to such activities.

7. The State should give adequate financial assistance to the Scout Movement and should help to secure suitable sites for Scout Camps; schools should, as far as possible, afford an opportunity for groups of their students to spend a few days every year at such camps.

8. The N.C.C. should be brought under the Central Government which should take the responsibility for its proper maintenance, improvement and expansion.

9. Training in First Aid, St. John's Ambulance and Junior Red Cross work should be encouraged in all schools.

CHAPTER IX

GUIDANCE AND COUNSELLING IN SECONDARY SCHOOLS

1. Educational guidance should receive much greater attention on the part of the educational authorities.

2. In order to broaden the pupils' understanding of the scope, nature and significance of various occupations of industries, films should be prepared to show the nature of the work in various industries and this should be supplemented by actual visits.

3. The services of trained Guidance Officers and Career Masters should be made available gradually and in an increasing measure to all educational institutions.

4. The Centre should take up the responsibility of opening in different regions centres of training for Guidance Officers and Career Masters to which each State may send a number of teachers or other suitable persons for training.

CHAPTER X

THE PHYSICAL WELFARE OF STUDENTS

Health Education—

1. A properly organized school medical service should be built up in all States.

2. A thorough medical examination of all pupils and necessary follow-up and treatment where necessary should be carried out in all schools.

3. Some of the teachers should be trained in first aid and general principles of health so that they may co-operate intelligently with the medical staff.

4. Proper nutritional standard should be maintained in hostels and residential schools.

5. The school should assist, where possible, in the maintenance of the sanitation of the area and the school children should thus be trained to appreciate dignity of manual labour.

Physical Education—

6. Physical activities should be made to suit the individual and his capacity for physical endurance.

7. All teachers below the age of 40 should actively participate in many of the physical activities of students and thus make them a lively part of the school programme.

8. Full records of physical activities of the students must be maintained.

9. The training in physical education should be comprehensive enough to include all aspects of health education.

10. The teachers of physical education should be associated with the teaching of subjects like Physiology and Hygiene and given the same status as other teachers of similar qualifications.

11. The existing facilities for training of teachers of physical education should be expanded by increasing the seats in the existing colleges, by opening new colleges where necessary and by reorganizing some of the institutions as All-India Training Centres to which aid may be given both by the Centre and the States.

CHAPTER XI

A NEW APPROACH TO EXAMINATION AND EVALUATION

1. The number of external examinations should be reduced and the element of subjectivity in the essay-type tests should be minimised by introducing objective tests and also by changing the type of questions.

2. In order to find out the pupil's all-round progress and to determine his future, a proper system of school records should be maintained for every pupil indicating the work done by him from time to time and his attainments in the different spheres.

3. In the final assessment of the pupils due credit should be given to the internal tests and the school records of the pupils.

4. The system of symbolic rather than numerical marking should be adopted for evaluating and grading the work of the pupils in external and internal examinations and in maintaining the school records.

5. There should be only one public examination at the completion of the secondary school course.

6. The certificate awarded should contain besides the results of the public examination in different subjects, the results of the school tests in subjects not included in the public examination as well as the gist of the school records.

7. The system of compartmental examinations should be introduced at the final public examination.

CHAPTER XII

IMPROVEMENT OF THE TEACHING PERSONNEL

Improvement of the Teaching Personnel—

1. A reasonably uniform procedure should be devised for the selection and appointment of teachers for all types of schools.

2. In all privately managed institutions and in schools maintained by local boards there should be a small Selection Committee entrusted with the responsibility of recruiting the staff, with the headmaster as an ex-officio member.

3. The normal period of probation for a trained teacher should be one year.

4. Teachers working in High Schools should be graduates with a degree in education; those who teach technical subjects should be graduates in the subject concerned with the necessary training for teaching it; teachers in higher secondary schools should possess higher qualifications somewhat similar to those prescribed in some Universities for teachers of the Intermediate Colleges.

5. The teachers possessing the same qualifications and performing the same type of work, should be treated on a par in the matter of grades of salary irrespective of the type of institution in which they are working.

6. Special Committees should be set up to review the scales of pay of teachers of all grades and recommend such scales of pay that will meet in a fair and just manner the varying cost of living.

7. In order to relieve teachers from anxieties about their own and their dependents' future which will affect the efficiency of their work, the system of triple benefit scheme, pension-cum-provident fund-cum-Insurance, should be introduced in all States.

8. Arbitration Boards or Committees should be established to look into the appeals and grievances of teachers and to consider matters relating to suspension, dismissal etc.

9. The age of retirement in the case of physically fit and competent teachers may be extended to 60 with the approval of the Director of Education.

10. The children of teachers should be given free education throughout the school stage.

11. Through a system of co-operative house building societies, teachers should be provided with quarters so as to enable them to live near the school and devote more time to the many sided activities of the school.

12. Teachers wishing to go to health resorts or holiday camps or to attend educational conferences, seminars, etc. should be given travel concessions and leave facilities.

13. They should be given free medical attention and treatment in hospitals and dispensaries.
14. The leave rules should, as far as possible, be uniform for all educational institutions.
15. Opportunities should be provided on a generous scale for teachers to visit different institutions, within the country and in special cases to go abroad on study leave for higher studies.
16. The practice of private tuitions by teachers should be abolished.
17. Persons in high public position should give special recognition to the teachers' social status and the dignity of their profession.
18. In order to attract persons of the right type to the responsible position of the headmaster, the emoluments of the post should be made sufficiently attractive.

Teacher training—

19. There should be only two types of institutions for teacher-training : (i) for those who have taken the School Leaving Certificate or Higher Secondary School Leaving Certificate, for whom the period of training should be two years ; and (ii) for graduates for whom the training may, for the present, be of one academic year, but extended as a long-term programme to two academic years.
20. Graduate teacher-training institutions should be recognised by and affiliated to the Universities which should grant the degrees, while the secondary grade training institutions should be under the control of a separate Board appointed for the purpose.
21. The teacher-trainees should receive training in one or more of the various extra-curricular activities.
22. The training colleges should, as a normal part of their work, arrange refresher courses, short intensive courses in special subjects, practical training in workshop and professional conferences.
23. The training college should conduct research work in various important aspects of pedagogy and for this purpose it should have under its control an experimental or demonstration school.
24. No fees should be charged in training colleges, while during the period of training all the student-teachers should be given suitable stipends by the State ; the teachers who are already in service should be given the same salary which they were getting.
25. All training colleges should provide adequate residential facilities so as to be able to arrange community life and other suitable activities for the trainees.
26. For the Master's Degree in Education only trained graduates who have normally done a minimum of three years' teaching should be admitted.

27. There should be a free exchange between professors in Training Colleges, selected Headmasters of Schools and Inspecting Officers.

28. In order to meet the shortage of women teachers special part-time training courses should be provided.

CHAPTER XIII

PROBLEMS OF ADMINISTRATION

Organisation and Administration—

1. The Director of Education should be the officer mainly responsible to advise the Minister and for this purpose, it is necessary that he should have at least the status of a Joint Secretary and should have direct access to the Minister.
2. A Committee should be constituted both at the Centre and in each State consisting of the ministers concerned with the various grades and types of education in order to discuss how best the resources of the departments could be pooled for the furtherance of education of all types.
3. There should be a co-ordinating Committee consisting of the departmental heads concerned with the different spheres of education in order to consider methods of improvement and expansion in all fields of education.
4. There should be a Board of Secondary Education consisting of not more than 25 members with the Director of Education as its Chairman to deal with all matters of education at the secondary stage and to lay down general policies.
5. A Sub-Committee of the Board should deal with the conduct of examinations.
6. There should be a Teachers' Training Board for supervising and laying down the conditions necessary for the proper training of undergraduates and for suggesting, for the consideration of the Universities, improvements that may be needed in the training of graduates.
7. The existing Central Advisory Board of Education should continue to function as a co-ordinating agency to consider All-India problems concerning education and State Advisory Boards should be constituted on similar lines in each State to advise the Department of Education on all matters pertaining to education.

Inspection of Schools—

8. The true role of an Inspector should be to study the problems of each school and view them comprehensively in the context of educational objectives, to formulate suggestions for improvement and to help the teachers to carry out his advice and recommendations.

9. Special Inspectors or panels of Inspectors should be appointed to inspect the teaching of special subjects like Domestic Science, Art, Music, etc.
10. Persons selected as Inspectors should possess high academic qualifications, adequate teaching experience or experience as Headmasters of High Schools for a minimum prescribed period. In addition to direct recruitment, Inspectors should also be drawn from (i) teachers of ten years' experience, (ii) Headmasters of High Schools, and (iii) duly qualified staff of training colleges who may be allowed to work as such for a period of three to five years.
11. The Inspectors should have a competent staff to help them in the discharge of their administrative duties.
12. In order to evaluate the academic side of activities of a school there should be a panel of experts with the Inspector as Chairman to inspect the schools.
13. Three persons may be chosen from senior teachers or Headmasters to visit the schools in the company of the Inspector and to spend two or three days with the staff, discussing with them and with the school authorities all aspects of school life and problems.

Managements and Conditions of Recognition of Schools—

14. Recognition to schools should be given only on clearly defined conditions which will ensure their proper running and the maintenance of proper standards.
15. The Managing Boards of all schools should be registered and should consist of a limited number of persons with the headmaster as an ex-officio member.
16. No member of the Managing Board should directly or indirectly interfere with the internal administration of the school.
17. Every management should be required to draw definite rules of service wherein the conditions pertaining to salary, leave, etc. should be definitely laid down.
18. For proper running of a school every management should be required to provide an endowment and the income accruing from this should be shown in the receipts of the year.
19. The scales of fees fixed by the management of a school should be subject to approval by the Department of Education.
20. A committee should be appointed when necessary by the Department of Education to go into the question of levying uniform scale of tuition fees and other fees and all accounts of the school should be subject to audit by the Department.

21. The managements should satisfy the Department that qualified staff is available and will be appointed in accordance with the rules laid down by the Department for affiliation.
 22. The management should satisfy the Department that adequate accommodation and equipment, etc. have been provided for the efficient running of the school.
 23. The number of sections in each class should be limited and before any increase in the number of sections is made, the prior approval of the Department should be obtained.
 24. In the interests of the general efficiency of schools, rules should be framed preventing undue competition amongst neighbouring schools.
 25. The teaching staff should not be limited to any particular caste or community but should, as far as possible, be recruited on a wide basis.
 26. In view of the importance and urgency of providing diversified courses of instruction, financial aid and encouragement should be given to the existing schools as well as the new schools providing diversified courses of study.
 27. Managements should obtain prior approval of the Director of Education before opening schools and the approval should not be given unless the minimum conditions prescribed have been scrupulously fulfilled.
- School Building and Equipment—*
28. Secondary schools should be established in rural areas in central places with sufficient population which are easily accessible to the surrounding villages.
 29. Schools in urban areas should, as far as possible, be so located that they are free from the noise and congestion of the city and necessary transport facilities should be made available for students.
 30. The open spaces available in cities must be conserved to be utilised as playground by groups of schools and the State and Central Governments should prevent, through legislation, encroachment on them for industrial or commercial purposes or by housing societies.
 31. Normally, in designing buildings for schools, care should be taken to see that an area of not less than 10 sq. ft. is provided per student in the class rooms.
 32. The optimum number of boys to be admitted to any class should be 30 and the maximum should not in any case exceed 40; the optimum number in the whole school should be 500 while the maximum should not exceed 750.
 33. The schools constructed in future should provide facilities for the introduction of diversified courses.

34. In the type design of schools as well as the furniture, etc. research should be carried on to improve functional efficiency and to adjust them to Indian conditions.

35. Expert Committees should be appointed to lay down carefully the amount and the kind of equipment required for various types of diversified courses and workshops.

36. Co-operative stores should be established in all schools where books, stationery and other materials required by students are made available to them at cost price.

37. So far as possible, quarters should be provided for teachers in rural areas as well as urban areas to attract suitable persons to the profession and to facilitate development of a corporate community life in the schools.

Hours of Work and Vacations—

38. Considerable latitude should be given to schools to arrange their school hours in such a way as not to interfere with the activities of the community and the general climatic and occupational conditions prevailing in the locality.

39. As a rule the total number of working days in a school should not be less than two hundred, the working hours per week should be at least thirty-five periods of about forty-five minutes each; the school should work regularly for six days in the week, one of the days being a half day when the teachers and students might meet informally and work together on various extra-curricular and social projects.

40. School holidays need not be identical with public holidays as declared by the Government and normally during the year there should be a summer vacation of two months and two breaks of ten to fifteen days at suitable periods during the year.

Recruitment to Public Service—

41. That selection for and recruitment to public service should be made successively at definite age periods i.e. the age of 16 to 18, 19 to 21, 22 to 24.

42. For a transitional period, this method of recruitment on the basis of age groups should be tried for about 50% of the posts, while the other 50% should be recruited on the present basis and this proportion should be gradually reduced.

43. A careful study should be made of the present conditions of recruitment with particular reference to the relationship between the University degrees and public services and such degree qualification should be prescribed only for posts that require such high academic attainments; for this purpose, a Committee should be appointed to go into the whole system of recruitment to public service and to consider how far the methods of recruitment could be improved and related intelligently to the different levels of education.

CHAPTER XIV

FINANCE

1. In matters connected with reorganisation and improvement of secondary education there should be close co-operation between the Centre and the States.

2. In order to promote vocational education a Board of Vocational Education should be constituted at the Centre consisting of the representatives of concerned Ministries and other interests.

3. A cess called the Industrial Education Cess be levied, the amount collected to be utilised for the furtherance of technical and vocational education at the secondary stage.

4. A certain percentage of the net revenue from nationalised industries or concerns such as Railways, Communications, Posts and Telegraphs etc. should be made available for the promotion of technical education in certain fields.

5. Contributions for the development of secondary education should be exempted from the operation of the Income-tax Act.

6. Surplus funds from the religious and charitable endowments should be diverted to educational purposes.

7. The amount bequeathed to public institutions for general educational purposes in the will of a deceased person should not be subject to any duty by the Centre and the whole of it should be appropriated to the educational purpose.

8. All educational institutions and the grounds attached thereto should be exempted from the levy of property taxes.

9. The State Governments and the Centre should, wherever possible, assign lands to schools for playgrounds, buildings or agricultural farms and other necessary purposes without any charge.

10. The educational institutions which have to obtain necessary scientific apparatus, workshop appliances and books for school library should be exempted from customs duty.

11. The Centre should assume a certain amount of direct responsibility for the contemplated reorganisation of secondary education and give financial aid for the purpose.

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PUNISHMENT IN THE LEARNING PROCESS*

S. SANTHANAM, Govt. Training College, Mangalore

Fundamentally, education consists in the acquisition of certain experiences by the pupils. These experiences are beneficial to them; the absorption of such experiences leaves its mark on them as a result of which they act in ways better suited to perfect adjustment. Teaching, reduced to its barest elements simply consists in the presentation of such beneficial experiences to the child, so that they become an integral part of the child's make-up, influencing its subsequent behaviour. This definition of teaching naturally and necessarily implies the importance of learning by the pupils. It is not mere presentation but presentation with the resulting absorption or learning by the pupils that characterises the educative process. Education includes the correlative and complementary activities of teaching and learning. Today the emphasis is more on learning than on teaching and this shifting of emphasis supplies the necessary corrective to the older view of education as activity on the part of the teacher and passivity on the part of the pupils.

So teaching really means 'causing to learn' and the efficiency of a teacher is to be gauged not by the amount of knowledge or scholarship he possesses but by the amount of learning which ensues as a result of his contact with his class. The real teacher, to-day, is not merely content with increasing his stock of knowledge or displaying his erudition and 'gift of the gab' before his pupils; he is primarily and fundamentally concerned with initiating and facilitating the learning activity of his pupils. Learning implies some appropriate motive to learn and so teaching, on final analysis resolves itself into providing sufficient and suitable motivation for learning by the pupils.

Proper motivation is the necessary condition without which there cannot be even a small amount of learning. Motivation refers to those stimulating conditions which initiate and direct the activity of the individual. Learning in lower animals and learning of a lower order also need some kind of motive. The well-fed dog in conditioned response experiments, ignores the ringing of the bell and quietly goes to sleep in the corner and the cat or the chimpanzee with no suitable motive to acquire a new pattern of behaviour ceases to take notice of any experimental learning situation in which it is placed. What is true of these lower animals is true in a greater measure in the case of human beings and the "law of set" of Thorndike merely gives scientific sanction to this well-known pedagogic principle. It is the 'motive' which energises the organism, making it active. It is that which directs the variable and persistent activity of the organism and it is that which enables the organism to utilize prior learning to solve new problems.

The motives that influence learning may be physiological or psychological. Under the former can be included such basic drives as hunger, thirst and even need for rest; psychological motives which underlie much of school learning cover wants, interests and attitudes. Motives may also be classified as intrinsic and extrinsic motives. The kinds of extrinsic motives employed in our schools are prizes and punishments. Punishment, includes a wide and varied category of acts like caution, mild censure, sarcasm and abuse, deprivation of privileges, impositions, infliction of corporal punishment and expulsion. One or other of these is used as a means of learning and class control.

* A paper taken as read at the 'Organisation and Teacher Education' Section; Mangalore.

THE SOUTH INDIAN TEACHER

Punishments may be natural or artificial. Natural punishment refers to those painful consequences arising out of an overt act of the pupil and under artificial punishment are included those unpleasant consequences arbitrarily attached by teachers to acts of omission and commission on the part of the pupil. The theory of natural punishment has had supporters like Rousoué and Spencer in the past. This has of course a few advantages over the usual class-room methods of punishment. Natural punishment is genuine and is accepted by the individual as a necessary and unavoidable consequence of his actions. There is no chance of escape from it as it is certain and unvarying. It does not leave behind any trail of malice or bitterness in its wake and no blame is attached to the teacher as the instrument of punishment.

But as practical men of the profession, we have to admit that we cannot at all times depend on natural punishment. Often, no painful consequence follows from many an anti-social act and on occasions the natural consequence might be excessively savage and destructive. Further, the result is frequently separated from the act by a long stretch of time that the connection between the two is not apparent to the offender. So to-day none but the blind worshipper of Nature could set up natural punishment as a substitute for intelligent artificial punishment. Admitting the necessity of punishment, we have to rely to a large extent on artificial punishment.

Till recently, punishment held a prominent place not merely in character formation and matters of discipline but in the field of intellectual education also. Impositions were freely and frequently used in the class-room and the desire to avoid contact with the master's cane frequently served as a motive for learning our lessons. Punishment can serve as a deterrent in certain learning situations but it can never be a positive incentive for the acquisition of certain desirable patterns of behaviour. E. L. Thorndike originally spoke of the 'law of annoyance' as a primary law of learning—the respon-

ses whose after-effects are annoying are eliminated in the course of successive trials. But the later researches of Thorndike made him modify to a certain extent his original position. These findings, while they confirmed the positive influence of satisfying consequences, have shown that punishment does not in every case weaken the existing connection between a stimulus and a response. But, we for a long time followed in practice the view that punishment will surely correct improper learning and even believed that the avoidance of punishment itself can be made a positive incentive in our schools.

Fortunately this view has practically disappeared from our midst to-day. Recent trends in educational psychology as well as our practical experience have shown that punishment of any kind has no place in intellectual and aesthetic learning. We can never succeed in making our pupils acquire knowledges and skills or get them to appreciate a piece of art, not to speak of trying their hand at any original creation of beauty forms, by holding before them the threat of punishment. Use of punishment in such matters not only fails in its purpose; it also provokes in the minds of the pupils a deep resentment against the teacher and develops in them a negative attitude towards school education which persists throughout their life.

Though there might be general agreement regarding the place of punishment in intellectual education, there is bound to be some difference of opinion regarding its place in class control discipline and moral training. Conflicting views regarding child nature is in main the cause of such divergences of views. Time was, when the child was considered evil by nature. It was thought that the task of the teacher was to reform it and lead it along the path of righteousness and morality by "persuasion through punishment". "Spare the rod and spoil the child" was a maxim in which there was implicit and unquestioning belief. There were also at the same time, others who held the view that the child was as pure as snow and it was society with its conventions,

rules and regulations that corrupted the child. So for any misdemeanour, it should be society and not the child who should be punished.

Both these views are extremes. The young child is a bundle of potentialities, some for good and some for bad; some of these have to be developed, others sublimated, some encouraged and others discouraged. The potentialities of the child have to be developed properly in order that the individual may have a satisfactory and worthwhile life and also in order that the community of which the child is one unit may receive the maximum benefit from the development and utilisation of his potentialities. In our attempts at realising this aim, we have to resort to punishment, at least on occasions.

Even to-day, there is a feeling among some educators, particularly the 'theorists' who speak and write about teaching without bothering to test their views in practical class-room situations, that all punishment is evil and should be completely banished from schools. It is held that all infractions of discipline are due to improper methods of teaching and treatment of the pupils. The problem child and the delinquent are products of an anti-social environment and ultimately the responsibility should be placed squarely on the shoulders of the society. There is of course a lot of truth in such a view. An improvement of the social environment will definitely bring about an improvement in the standard of individual behaviour and will to a large extent lessen the problems and worries of the teacher. But there are a number of practical difficulties which such a view fails to take notice of. All of us are anxious to realise the educational Utopia, in which punishment will have no place. But as things stand to-day, every teacher has to admit that in certain cases and with certain pupils, no false sentimentality, no abstract educational or social theories can be a substitute for action and that punishment which is certain, sure and swift is the only means of making pupils realise that they must respect and obey authority. Admitting that all punishment is in itself an evil,

the necessity for some form of restraint or chastisement to meet exceptional cases has to be recognised. Punishment is a lesser evil applied to avoid the greater one in the lives of pupils in future.

Any discussion on punishment would be incomplete without some reference to corporal punishment. Very few teachers to-day can be accused of delighting in the use of the cane. Teachers now hold the view that good discipline is achieved not by force or threat, but is the result of the gradual building up of habits of self-control and co-operation in the pupils. The pupils themselves recognise the reasonableness and necessity of the course of conduct demanded of them and give their willing assent to it. But there will arise occasions in the experience of any teacher when he will have to resort to the cane to produce the desired correction in the behaviour of an erring child quickly and effectively. What do teachers and pupils think of corporal punishment? The National Foundation for Educational Research of England collected the opinions of teachers and administrators on this question and in addition the views of those at the receiving end of the cane, the pupils, were also sought. The report makes interesting reading. Almost all teachers there feel able to justify corporal punishment, after other measures have been tried and failed and they all are of the opinion that it should be used with discretion. Most of the teachers were definitely against the use of corporal punishment, even as a last resort, in the case of mere laziness, educational backwardness or lack of interest. Only 4 to 5% of teachers were of the view that corporal punishment should be prohibited or made illegal. Regarding the kind of misbehaviour for which it should be used, it is held that it should be the final resort in the case of disciplinary problems of a sufficiently serious nature, which justify severe action not only in the interests of the individual pupil, but in the interests of the general school community—acts like wilful disobedience and wanton destruction of property.

What do children think of the cane? Judging from the results of the investigation cited above, they do not seem to be as afraid of the cane as many of us imagine. In fact, children of both sexes, dislike unfavourable reports to parents and deprivation of games and other recreational facilities or detention after school hours more than a few strokes from the master's cane. I believe that a discussion of this problem here may very well bear out the findings stated above.

The preceding brief survey of punishment, generally leads to certain conclusions. As a motive for learning, punishment is infinitely inferior to the intrinsic motives of instinct and interest and it is also equally inferior to such extrinsic motives as rewards and prizes. In intellectual and aesthetic education it has absolutely no place. Its place in moral matters and in matters of discipline often provokes different and even divergent views. I am sure that the discussion which is to follow will definitely throw much light on this problem as also the controversial one of corporal punishment.

I would like to conclude by expressing my sincere thanks to the organisers of this section for having given me an opportunity of participating in the Conference.

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THE SOUTH INDIA TEACHERS' UNION

Diary for the month of September, 1953.

- | | |
|-----------|--|
| 5—9—1953 | Mr. R. V. Parulekar, Chairman, New Elementary Education Enquiry Committee, was entertained at Tea. |
| 9—9—1953 | The South Indian Teacher—July, 1953—Published. |
| 16—9—1953 | A meeting of office-bearers was held to consider the working of the Five Year Plan by the Union. |
| 16—9—1953 | Balar Kalvi—Adi (July-August, 1953)—Published. |
| 21—9—1953 | Dr. and Mrs. Rice, of New York University were entertained at Tea. |
| 28—9—1953 | Dr. M. V. Krishna Rao and other officers were entertained at Tea by a Committee of Hosts. |

NEWS AND NOTES

PATTAMADAI.

The inaugural address of The Ramaseshier High School, Pattamadai Masters' Association was delivered by Sri E. H. Parameswaran, M.A., L.T., M.L.C., on 8—9—1953. Sri K. G. Ramaswami Ayyangar, M.A., L.T., Headmaster, welcoming the lecturer, paid a glowing tribute to his services to the cause of education both on the floor of the Legislative Council and outside. Sri E. H. Parameswaran, M.A., L.T., M.L.C. made a survey of the recommendations of the All-India Secondary Education Commission and called upon the teaching profession to make their voice felt on all educational matters by proper representations. With a vote of thanks proposed by Sri P. R. Subba Ayyar, B.A., L.T., the Secretary, the meeting came to an end.

TIRUCHIRAPALLI.

An extra-ordinary meeting of the Urumu Dhanalakshmi Vidyalayam Teachers' Association was held on Wednesday, 23rd September, 1953 with Sri S. Sundaresan, B.A., L.T., Headmaster in the chair. The president welcomed the lecturer Sri G. Krishnamurthy, M.L.C., who gave a resume of his work in the Council and his efforts to improve the service conditions of teachers. The speaker explained about the starting of a Teachers' Maintenance Fund.

MADRAS.

The General Body Meeting of the Madras Secondary School Clerks' Association was held on Sunday, the 27th September, 1953, at 5 p.m. in the premises of Sri Ramakrishna Mission High School, T'Nagar. Sri A. M. Subramania Iyer, Senior Auditor, Office of the Director of Public Instruction, addressed

the members. He stressed the need for this Association and also gave instructions regarding the maintenance of school accounts. He clarified some doubts raised by the members. Sri R. Subbanna Rao proposed a vote of thanks.

PALLATUR.

A meeting of the teachers at Pallatur (Ramnad District) was held on the 28th of September, 1953 at the Arunachalam Chettiar High School, Pallatur.

Mr. Thiruvengadachariar, B.A., L.T., extended a hearty welcome to Sri G. Krishnamurthy, M.L.C., the chief guest.

Mr. G. Krishnamurthy, M.L.C. in the course of his speech referred to the need on the part of the teachers to create public opinion in favour of the teachers' demands for a living wage. He explained about the Teachers' Maintenance Fund.

AMMAPET.

A special meeting of The Teachers' Association, Board High School, Ammapet, Tanjore District was held on 29—9—1953, and the following resolution was passed unanimously:—

Teachers' Maintenance Fund.

That the Government be requested to start a Teachers' Maintenance Fund as assured on the floor of the Madras Legislative Council. That the Government be requested to utilise the proceeds of the above fund towards enhancement of salaries of teachers of all grades under all agencies, provision for old age in respect of teachers in non-pensionable service and towards house rent allowance to teachers in aided schools ('Teachers' includes clerical staff).

FROM OUR ASSOCIATIONS

TIRUCHIRAPALLI.

The annual conference of the Tiruchirapalli District Teachers' Guild was held on 5—9—1953 in the Bishop Heber High School, Teppakulam. The proceedings included a four hour talk on the Teaching of English by Mr. F. L. Billows, Expert Lecturer in English, Teachers' College, Saidapet. The conference was attended by over two hundred Teachers from all over the district, besides nearly a hundred students of local Training Schools.

Mr. M. P. H. Albert the President welcomed the gathering and referred to some of the difficulties that stand in the way of implementing the Revised English Syllabus.

Mr. F. L. Billows gave a vivid lecture on the structures and usage of English Language.

In connection with the Annual Conference there was a special meeting of the General Body which accepted a revised rate of Affiliation Fees, eight annas per member in every secondary School Teachers' Association affiliated to the Guild.

The Annual General Body Meeting of the Guild for adoption of the Annual Report and the Accounts for 1952-1953 was then held. The following office-bearers were elected for the year 1953-54:

President :

Sri M. P. H. Albert, *Principal*,
Bishop Heber High School,
Teppakulam.

Vice-Presidents :

Sri Thomas Lourduswamy,
„ R. Kandaswamy,
Rev. Fr. Marrianayagam, S.J.,
Sri K. N. Rangaswamy Iyer.

*Town Secretary and**S.I.T.U. Representative :*

Sri R. Bhuvarahan,
S.M.H. School, Woriur.

*Joint Secretary and**2nd S.I.T.U. Representative :*

Sri J. G. Clement,
B.H.H. School, Teppakulam.

Other Secretaries :

Sri A. J. Ramaswamy,
„ A. Singaram,
Mrs. Grace Dorairaj.

Sri S. Sivaramakrishna Iyer was elected as Hon. Auditor.

The Guild then passed a resolution welcoming the appointment of the Expert Committee to examine our Elementary Education Scheme. It was of opinion that the shortened schoolday would be beneficial to children of Elementary Schools, in Standards I to III and that teachers in Elementary Schools should be given a 50% increase in salary. The Guild requested the Government to take steps to start a Teachers' Maintenance Fund according to the assurance given in the State Legislative Council.

Sri R. Bhuvarahan proposed a vote of thanks.

TANJORE.

The annual General Body Meeting of the Tanjore District Teachers' Guild was held at 2 p.m. on 19—9—1953 in the premises of the Kalyanasundaram High School, Tanjore. There was a large number of delegates from the various parts of the District.

Sri V. Sarangapani Naidu, B.A., L.T., Headmaster, K. H. School, Tanjore extended a hearty welcome to the delegates.

A condolence resolution on the sad demise of T. V. Kalyanasundara Mudaliyar, a great Tamil Scholar and leader was passed.

Then the Secretary read the annual report and the statement of accounts and the same were adopted unanimously. Next Sri G. Krishnamurthi, M.L.C. addressed the delegates on his work in

the Legislative Council and about the Teacher's Maintenance Fund.

The president in his concluding remarks thanked Sri G. Krishnamurthi for his work on behalf of the teachers and appealed to all to stand solidly behind him. He urged all the Elementary School Teachers to join the Guild and pointed out the strength and influence the Guild would command if every member of the profession were to join it.

The following resolutions were passed :—

1. That the Director of Public Instruction be requested to publish a Hand Book, at least once in two years compiling all the proceedings, G.O.'s and other circulars regarding school administration, pay scales and allowances, Provident Fund rules etc., up-to-date and another Hand Book of Syllabuses for the various subjects.

2. That the Government be requested pending general revision of pay scales, to restore the old maxima of Rs. 35 and Rs. 45 to Elementary and Secondary Grade Teachers respectively for the purposes of assessing teaching grants to Elementary Schools.

3. That the executive board of the Guild be authorised to appoint an assistant secretary as a special case this year, being the Conference year.

4. That the ballot papers sent by post by the affiliated Associations of the Guild be rejected.

5. Teachers' Pension Day.

That the S.I.T.U. be requested to arrange for a Statewide observance of "Teachers' Pension Day".

6. State Educational Conference, 1954.

That the S.I.T.U. be requested to take steps to elect the President of the State Educational Conference 1954 early in October.

7. That the rates of fees for members of the staff in all High Schools, Middle Schools and Elementary Schools in the District who are all members of the Reception Committee of the State Educational Conference 1954 be fixed as below.

Those receiving a salary of Rs. 200 and above including all allowances Rs. 10

Those receiving a salary of Rs. 100 and above including all allowances Rs. 5
Those receiving a salary of below Rs. 100 including all allowances Rs. 3
Heamasters and Teachers of Elementary Schools Re. 1
8. *Teachers' Maintenance Fund.*

That the Government be requested to start a Teachers' Maintenance Fund as assured on the floor of the Madras Legislative Council.

9. That the Government be requested to utilize the proceeds of the above fund towards enhancement of salaries of teachers of all grades under all agencies, provision for old age in respect of teachers in non-pensionable service and towards house rent allowance to teachers in aided schools. ("Teachers" includes clerical staff.)

The following were declared elected as office-bearers of the Guild for the year 1953-54 :—

President :

Sri J. G. Koil Pillai, B.A., L.T.,
Principal, St. Peter's High
School, Tanjore.

Secretary :

Sri S. Srinivasan, B.A., L.T.,
Assistant, K.H. School, Tanjore.

Representatives on the S.I.T.U. Executive Board :

1. Sri S. Balasubramaniam,
B.A., L.T., *Assistant*,
National High School, Nagapattinam.
2. Sri S. Kunchidapadam Pillai,
Assistant, Board High School,
Kuttalam.

Then the annual conference of the Guild was held.

Miss S. Chinnappa, B.A., L.T., *Principal*, Girls' Christian High School, Tanjore and *President*, The Tanjore Secondary School Teachers' Association welcomed the gathering.

Rev. Father Balam, Head of the Botany Department, St. Joseph's College, Tiruchirapalli delivered a lecture on "Teachers Place in Society in India and Abroad".

The father said that he would compare the place of a teacher in India

with that of a teacher in England. As long as India was rural the teacher occupied a high place in society. The landlord, the clergy man and the teacher were the most influential people in the village. On the wake of the industrial revolution the villages were depopulated and schools multiplied and consequently the number of teachers increased. Added to this the country became more and more secular and the teacher began to repudiate religion. As they cut themselves adrift from religion they lost their place in society. Respect for the teacher cannot be gauged by the criterion of money alone. Though the teacher in England was paid higher than in India, he did not occupy as high a place in society as the teacher in India occupied.

Though the Government of India has declared that India is a secular State, the country has not cut herself away from religion. Literature in many of the Indian languages was rich in devotional aspect and religion was deep rooted in the minds of the people. The teacher in India has an honoured place in India for he has not repudiated religion. He exhorted the teachers not to think in terms of trade unionism which only wanted to achieve its aims either by good or shady means. The teachers must feel proud that his work has been successful if he is able to produce at least one great man in a generation. In the end he said that the teacher can still rise higher if he sticks to great ideals.

The Secretary proposed a hearty vote of thanks.

The Tanjore Secondary School Teachers' Association was 'At Home' to the delegates.

Proceedings of the informal meeting of the Presidents and the Secretaries of all the Affiliated Associations of the Guild and the Executive Board held on 19—9—1953 at 5-30 p.m.

The following subjects were discussed:—

1. The constituting of an Organizing Committee.

2. The collection of fees from teacher members of the Reception Committee.

3. The distribution of work.

The following decisions were reached:

"That an Organizing Committee be formed with Sri S. Srinivasan, the Secretary as the Convenor and all the Presidents and the Secretaries of the affiliated associations and the members of the executive board of the Guild be members thereof.

"That the collection of fees from teacher members be made and remitted to the Secretary of the Guild by the 1st week of February, 1954.

"That a meeting of the Organizing Committee be called for on the 1st of October, 1953."

CHITTOOR.

The half-yearly Conference of the Chittoor District Secondary Schools Teachers' Guild was held on 26—9—'53 at the Board High School, Chittoor, under the Presidency of Sri V. S. Venkatanarayana, M.A., B.Ed., President of the Guild.

After prayer, the National Flag was unfurled by Srimathi Sowri, B.A., B.T., Headmistress, Sherman School, Chittoor.

Sri M. C. Seshachalam, B.A., L.T., Headmaster, B. H. School, Chittoor welcomed the delegates and also stressed the need for the teachers to adopt the latest methods of teaching English in Secondary Schools.

The President in his speech stressed the need for the implementation of the findings of the researches made in the West, for adoption in our country with suitable modifications.

Prof. F. L. Billows, M.A., Lecturer of English, Teachers' College, Saidapet spoke about the "Oral approach to English Language" in all its aspects. He gave a demonstration class for First Form pupils which was a successful lesson.

Sri D. Purushotham, General Secretary of the Guild, presented a brief report of the activities of the Guild which was adopted.

In the afternoon session the General Body of the Guild passed resolutions unanimously. They endorsed the re-

(Continued on Page 360)

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OUR BOOK-SHELF

GENERAL SCIENCE, BOOK I (in English) :
By T. P. Srinivasavaradan, S. Swaminathan and V. Narayanaswamy.
(Oxford University Press. Price : Re. 1-4-0.)

This Text-book will be found to be of real use in schools adopting the English medium. The authors are all well-experienced in the actual teaching of the subject in the class, each having put in more than twenty years of service in one of the well-known high schools in the State, viz., The Hindu High School, Triplicane. The subject is dealt with in a very facile language and is supported by illustrations as they are needed. Each chapter has questions at the end.

TEACHING : A Quarterly Technical journal for teachers. (Oxford University Press. Price : Re. 1-4-0.)

This issue for September 1953 is No. 1 in the XXVI volume and contains very useful articles on varied topics of current educational and class-room interest. The following are the themes dealt with :—

1. The effect of culture pattern on test performance.
 2. Practical and Outdoor work in Mathematics.
 3. School elections.
 4. Developing a social sense.
 5. The problem of sex education.
 6. Making of models in Geography.
- The contributors are all well-known experts in the respective subjects.

List of publications thankfully received :—

1. Education in the United States by E. J. Mcgrath (former U.S. Commissioner of Education).
2. Fundamental and Adult Education, Vol. V, No. 3, July, 1953 (UNESCO).
3. Report on the Worker's Education, 1952.
4. African Languages and English in Education.
5. How to put posters.

(Nos. 3, 4 and 5 are Nos. I, II and III of June, 1953 of the Educational Studies and Documents of UNESCO.)

C. R.

(Continued from Page 358)

commendations of the S.I.T.U. in respect of salaries, leave rules etc., and urged upon the Government to give effect to these recommendations; to make Hindi as compulsory examination subject from Forms I to VI; to request the Government the application of G.O. No. 2000, dated 13—9—1947 to all schools in the State; requested the Special Officer, Chittoor District Board to disburse the teachers' salaries within the first week of every month and lastly it was resolved to form the Royalseema Teachers' Federation with Chittoor as its headquarters and appointed a seven-man Committee with Mr. M. C. Seshachalam as Convenor to frame rules and to correspond with those concerned.

Prof. Billows gave a talk on "From Oral to written English" and another talk on "The Teaching of Poetry".

The Reception Committee entertained the guests and delegates with tea.

At the public lecture presided by Sri R. Rathna Bai, M.A., Chairman, Municipal Council, Chittoor, Prof. Billows spoke on "English in the present set-up".

There was film show on "Learn to Read" which was kindly lent by the British Information Services.

Sri D. Purushotham, Secretary, thanked the U.S.I.S. for all their help and also the British Information Services. He stressed the need for strengthening the Guild and the responsibility of teachers to the rising generation, to the community at large. He proposed a vote of thanks to one and all who helped.

With the singing of the National Anthem, the Conference came to a close.

RULES SUPPLEMENT TO PART I-B

OF

THE FORT ST. GEORGE GAZETTE

Dated 23—9—1953

EDUCATION DEPARTMENT

Amendment to Appendix 28 of Madras Educational Rules. (G.O. Ms. No. 2091, Education, 8th September, 1953.)

For the form of agreement to be entered into between a teacher and management of an Aided Secondary School prescribed in Appendix 28 to the Madras Educational Rules, the following shall be substituted, namely :—

APPENDIX 28.

Form of agreement to be adopted by all aided managements.

Agreement made the _____ day of _____ one thousand and nine hundred _____ between (school authority) of the one part and _____ (teacher) of the other part.

Whereas the school authority have agreed to engage the said teacher to serve in the (name of the) school at (place) in the capacity of a teacher and on the salary hereinafter mentioned.

Now these presents witness and the parties hereto do hereby agree as follows :—

1. That the school authority shall employ the said teacher and the said teacher shall serve the school authority as a teacher in the school at (place) from the date of his taking charge of such appointment until such employment shall be determined as hereinafter provided.

2. That the said teacher shall be on probation for a period of twelve months from the date of taking charge of his appointment but the school authority may before the expiry of that period extend it to a further period not exceeding twelve months for reasons to be recorded in writing.

3. That the said teacher will employ himself honestly, efficiently and diligently under the orders and instructions of the Headmaster or Correspondent or other officers of the said school under whom he shall from time to time be placed as teacher in the said school in which capacity he will discharge all such duties appertaining to that office and do all things which may be required of him or which are necessary to be done in his capacity as aforesaid and will make himself in other respects generally useful as may be required of him.

4. That the said teacher will not normally or on any pretence absent himself from his duties without first having obtained the permission of his superior officers authorized in this behalf or in case of sickness or inevitable accident without forwarding where necessary a medical certificate satisfactory to the school authority as may be required by the leave rules for the time being in force in the said school.

5. That the said teacher will devote his whole time to the duties of the said employment and will not on his own account or otherwise either

directly or indirectly carry on or be concerned in any trade, business or canvassing work, private tuition or the like, of a remunerative kind without the specific written sanction of the school authority.

6. That the said teacher shall conform to all the rules and regulations for the time being in force and the said school and obey all lawful orders and directions as he shall from time to time receive from any authorized officer of the said school.

7. (1) That the school authority shall have the power to terminate the services of the said teacher when he becomes a permanent member of the staff of the said school—

(a) without notice for any or all of the following reasons :—
Wilful neglect of duty ; serious misconduct ; gross insubordination ; mental unfitness ; suspension or cancellation of teacher's certificate by the Director of Public Instruction under the Madras Educational Rules ; and

(b) with three months' notice or three months' salary in lieu thereof for the following reasons :—

Incompetence, retrenchment, physical unfitness, or any other good cause ;

Provided that—

(i) the school authority shall not terminate the services of the said teacher whether summarily or otherwise without informing him in writing of the grounds on which they intend to take action and giving him what in their view is a reasonable opportunity for stating his case in writing, and before coming to a final decision, shall duly consider, his statement and if he so desires give him a personal hearing ;

(ii) the school authority shall not, except with the previous permission of the District Educational Officer, terminate the services of the said teacher for incompetence if he has put in five years of efficient service after being confirmed in his appointment ; and

(iii) it shall be lawful for the school authority at any time if satisfied on medical evidence that the said teacher is unfit, and is likely for a considerable period to continue unfit by reason of ill-health, for the discharge of his duties as such teacher to terminate his services on paying him three months' salary less any amount which may have been paid to him as leave allowance after the date of his last appearance in the school for the regular discharge of his duties as teacher, subject to a minimum of one month's full salary.

(2) That the said teacher when he becomes a permanent teacher of the staff of the said school shall be entitled to have his services terminated either by giving the school authority three months' notice thereof in writing or by paying that authority three months' salary in lieu of such notice.

(3) That the said teacher shall not during the period of this agreement when he has not been given notice of termination of his services, by the school authority or has not given notice to the school authority for such termination of his services, apply for an appointment under any other authority except through the school authority and the penalty for any breach of this may at the discretion of the school authority be dismissal from service. The school authority shall not refuse to forward such application but may decline to relieve him when the need arises unless he gives due notice or pays an amount equal to the salary for three months which he is drawing at the time.

(4) That in respect of the teachers appointed temporarily or to act on probation, the school authority shall have power to terminate the services of any such teacher—

(i) without notice for any or all of the following reasons :—

Wilful neglect of duty, serious misconduct, gross insubordination, mental unfitness, suspension or cancellation of teacher's certificate by the Director of Public Instruction under the Madras Educational Rules ;

(ii) with notice of two months' or two months' salary, in lieu thereof for the following reasons :—

Incompetence, retrenchment, physical unfitness or any other good cause ;

(iii) that the said teacher (appointed temporarily or to act on probation) shall be entitled to have his services terminated, if he gives to the school authority two months' notice thereof in writing or pays that authority two months' salary in lieu of such notice.

8. That the said teacher shall be paid for such time as he shall be in the service of the said school monthly salary in the scale of Rs. starting on an initial salary of Rs. with effect from (date) and the following additional allowance (here specify the allowances).

9. That in the event of the temporary absence of the said teacher from duty by reason or sickness or leave or otherwise, he shall be paid such salary only as shall be determined by rules for the time being in force in the said school ;

Provided always that the said teacher shall get the full salary or a proportionately reduced amount per month during the vacation according as he has worked for the full period from July up to and inclusive of March or a shorter period, subject to the instructions given by the Department of Public Instruction.

10. That in the event of either party to this agreement failing to observe the terms thereof, the aggrieved party shall have a right to appeal to the Director of Public Instruction and the orders of the Director Divisional Inspector and the orders of Divisional Inspector shall be final and binding on the parties.

In witness whereof and have hereunto set their hands.

Signed by the above named in the presence of.

Signed by the above named in the presence of.

INSTRUCTIONS.

1. That the teachers belonging to Catholic religious order enjoying a vow of poverty who are employed in Aided Secondary Schools shall be exempted from executing the agreement prescribed in the Appendix.

2. That no formal agreement need be entered into between the management and the teachers appointed for three months and less as it would be sufficient in cases of such short engagements if the management stated in the order of appointment the approximate period of appointment and the salary offered and the teacher accepted the terms in writing.

3. That a formal agreement should be entered into between the management and the teachers including the Headmaster in all other cases. The agreement between the Headmaster and the management should specifically secure for the Headmaster freedom in the control of internal management of the school and the academic work of the school.

THE SOUTH INDIAN TEACHER

AMENDMENT TO GRANT-IN-AID CODE.

(G.O. Ms. 2095, Education, 8th September, 1953.)

For the existing paragraphs (1) and (2) of Grant-in-aid Code, the following shall be substituted :—

GRANT-IN-AID CODE.

55. *Amount of grant.*—In the case of buildings erected the grant payable shall not exceed the percentage specified below of the total cost of the work shown in the management's estimates as approved by the Director and modified by the Public Works Department subject to the maximum monetary limit specified. In the case of buildings constructed with reference to Article 53 (iii) and in all other cases where the procedure prescribed in the Grant-in-aid Code has not been followed, the grant payable shall not exceed the percentage specified below of the total cost of the work or as certified in the valuation statement of the Executive Engineer whichever is less subject to the maximum monetary limit specified :—

Institution.	Percentage Maximum	
	of the total cost.	grant.
(1)	(2)	(3)
Colleges, First grade and Training Colleges	..	Rs. 75,000
Colleges, Second grade Colleges	..	50
Secondary and Special Schools	..	50,000
Basic Training Schools	..	50
	..	35,000
	..	75
		50,000

In the case of buildings or lands acquired, the grant payable will be based on the Collector's estimate of the value of the same or of the actual cost of acquisition or purchase whichever is less, and shall not exceed the percentage and maximum monetary limits prescribed for buildings erected. In the case of lands or buildings purchased, the expenditure actually borne by the management of the institution in connexion with the transfer of property, viz., stamp duty, registration charges, etc., will be added to the purchase value of land or building required for an educational institution for the purpose of payment of grant from State funds.

However where a management receives a private benefaction for the construction or purchase of a building or acquisition of land for an educational institution, it shall be entitled to take full credit for such benefaction in arriving at its share of the cost of the construction or purchase of the buildings or acquisition of land and where the private benefaction is in excess of management's share of the cost, such excess shall be taken as deduction of the State Government's share of the cost.

K. M. UNNITHAN,
Secretary to Government.

(True Copy)

THE S. I. T. U. BENEVOLENT FUND

List of Members who have joined the Fund subsequent to the previous list.

Voorhees High School, Vellore,
North Arcot—

473. Sri V. Subramania Iyer.
474. " C. A. Joseph.
475. " Alexander Samuel.
476. " Titus Ebenezer.
477. " L. G. Mathews.
478. " D. P. Amos.
479. " K. V. Subramania Iyer.
480. " S. Sivarama Pillai.
481. " T. K. Margabandhu Iyer.
482. " P. V. Srinivasaraghavan.
483. " Noble Jesudoss.
484. " James William.
485. " Samuel T. Pandiaraj.
486. " S. Lewis Jesudasan.
487. " James D. Isaac.
488. " D. Selvanayagam.
489. " T. I. Romulus.
490. " L. Y. Dhason.
491. " William I. Paul.
492. " A. E. C. Vyramuthu.
493. " R. Samuel.
494. " D. Doraiswami.
495. " Z. Rathnam.
496. " James D. Beattie.
497. " Kongo Krishna Rao.
498. " G. V. David.
499. " K. R. Sessa Iyer.
500. " Benny Solomon.
501. " Mustafa Khan.
502. " A. S. Venugopala Pillai.
503. " K. A. Thiruvengada
Mudaliar.
504. " C. Sadasiva Reddiar.
505. " B. Thangavelu.
506. " G. Venkatesan.
507. " M. N. Chandrasekara Sarma.
508. " K. N. Krishnamurthy.
509. " C. Muniswami.
510. " J. A. Rajarathnam.
511. " Joseph Gnanaraj.
512. " Bhupalan C. Daniel.

(Numbers 513 to 633 have been
already published.)

639. " K. A. Loganathan.
640. " Christy Peter.
641. " T. Rajabhushanam.
642. " T. P. Chakrapani.
643. " C. A. Samuel.

Board High School, Kil-Kodungalore,
North Arcot District—

644. Sri P. R. Srinivasan.
645. " K. N. Sundaresa Iyer.
646. " G. Varadaraja Iyer.
647. " V. Munuswami Pillai.
648. " A. R. Naga Reddiar.
649. " S. Ramachandra Iyer.
650. " G. Venkatachalam Pillai.
651. " V. G. Varada Bhattachary.
652. " P. Chinnadurai.
653. " M. K. Venkataraman.
654. " P. Vedadri.
655. " N. Chengalvarayan.
656. " R. Venka Iyer.
657. " V. Masilamani.
658. " K. Sethurama Sarma.
659. " V. K. Santhanam.
660. " N. Vaidiappan.
661. " B. A. Adichakravathi.
662. " M. R. Kadirvelu.
663. " P. Govindaswami.

Kasaragod Tq. Board Ety. School
Teachers' Union, Kumbla, S.K. Dt.—

664. Sri P. Shivarama Rao.
665. " K. Hassainar.
666. " U. Janaki Amma.
667. " P. Krishna.
668. " P. Shankara Bhat.
669. " E. Krishna Nair.
670. " K. Shivarama.
671. " P. Puthabba.
672. " K. Devappayya.
673. " U. Abdur Rahman.
674. " B. Shantha Naik.
675. " N. Abdulla.
676. " K. Sankararai.
677. " P. K. Ibrahim.

A. C. High School, Pallatur, Ramanad—

678. Sri V. R. Srinivasan.
679. " S. Swaminathan.
680. " K. R. Srinivasan.
681. " M. Muthuvenkatachalam.
682. " K. Manikam Pillai.
683. " R. Ananta Narayanan.
684. " S. Ramasubramanian.
685. " S. Muthukrishna Sarma.
686. " G. Srinivasan.
687. " S. Akilandesvaran.
688. " S. Ramaswamy.

689. Sri R. M. Ramalingam.
 690. „ V. Venkataraman.
 691. „ S. Thiruvendakathan.
 692. „ D. Oliver.
 693. „ G. Ramachandra Sastri.
Board High School, Kalavai, N. A. Dt.—
 694. Sri N. Vital Rao.
 695. „ K. Diraviam.
 696. „ J. W. Hubert.
 697. „ T. Govindaraghavan.
 698. „ E. R. Raghunathan.
 699. „ R. Ramaswami Iyer.
 700. „ T. E. Chinnaswami Mudaliar.
 701. „ P. Ramaswami Nayakar.
 702. „ S. Parasurama Gounder.
 703. „ M. Rajam Iyer.
 704. „ K. Murugesu Pillai.
 705. „ S. Parthasarathi Naidu.
 706. „ D. Srinivasan.
 707. „ M. K. Narayanaswami.
 708. „ K. S. Srinivasan.
 709. „ S. Ganapathy Mudaliar.
 710. „ M. Neelakanda Mudaliar.
 711. „ P. J. Govindaraja Pillai.
 712. „ A. V. Rangaswami Iyengar.
 713. „ V. Domodar.
 714. „ Robert Clarence.
 715. „ B. Lakshmana Rao.
The Little Flower High School, Kumbakonam, Tanjore—
 716. Sri R. Appanachar.
 717. „ Henry Scott Devanesan.
 718. „ S. Mahalingam.
 719. „ A. Lakshminarasimhan.
 720. „ P. C. Balakrishnan.
 721. „ S. Venkataraman.
 722. „ T. F. D'Sami.
 723. „ N. S. Rangachariar.
 724. „ V. Rajam.
 725. „ N. Veerasami Iyer.
 726. „ R. Chinnasami.
 727. „ S. Srinivasan.
 728. „ R. Narasinga Rao.
 729. „ C. Saminatha Pillai.
 730. „ A. N. Krishnamoorthy.
 731. „ P. Kuppusami.
 732. „ R. Doraisingam.
 733. „ K. Michaelsami.
 734. „ R. Addisiam.
 735. „ M. Nallathambi.
 736. „ K. R. Vaidyanatha Sastri.
 737. „ P. Thirunavukkarasu.
 738. „ A. Doraimanikam.
 739. „ K. Ganesan.
 740. „ T. T. Dhandapani.
 741. „ S. Gurusami.
 742. Sri N. B. Bhadrassami.
 743. „ S. Manuel.
 744. „ R. Sivagurunathan.
 745. „ R. Gulam Dasthageer.
Islamia High School, Vaniyambadi, North Arcot—
 746. Sri A. Gideon Varaprasad.
 747. „ P. S. Krishnamurthy.
 748. „ N. K. Viswanathan.
 749. „ M. Zahoor Ahmed.
 750. „ S. Kuppu Rao.
 751. „ V. Raghavendra Rao.
 752. „ R. Syed Ghous.
 753. „ M. Abdul Ghani.
Board High School, Arni, N.A. Dt.—
 754. Sri M. N. Vadivelu Mudaliar.
 755. „ S. Venkatasubramania Sastri.
 756. „ K. A. Srinivasan.
 757. „ I. Yesupatham.
 758. „ T. Ramachandra Pillai.
 759. „ D. Srinivasan.
 760. „ S. Srinivasachar.
 761. „ V. S. Sundramurthi.
 762. „ C. L. Edward.
 763. „ G. Manickam.
 764. „ S. Murugan.
 765. „ C. Arunachalam.
 766. „ B. A. Walten.
 767. „ A. V. Natarajan.
 768. „ S. Jothilingam.
 769. „ R. Ankaiah Naidu.
 770. „ V. Ayya Naickar.
 771. „ A. Sundaresan.
 772. „ A. Palanivelu.
 773. „ M. Neelakantan.
 774. „ S. V. Ramachandran.
 775. „ N. Rathinam.
 776. „ G. Dorai Raj.
 777. „ S. Abbu.
 778. „ S. Rajagopalachar.
Sri A. G. Jain High School, Sowcarpet, Madras-1.—
 779. Sri A. V. Sundaresan.
 780. „ P. R. Vijayarangam.
 781. „ K. S. Sukavanam.
 782. „ C. Suryanarayana Murty.
 783. „ G. M. Majumdar.
 784. „ K. G. Venkataraman.
 785. „ S. P. Gembecra Nainar.
 786. „ Shambhuprasad A. Dave.
 787. „ D. Venkatakrishnaiyer.
 788. „ A. Ganapathy Sastri.
 789. „ Chunilal M. Dave.
 790. „ N. Rajagopalan.
 791. „ P. S. Ramamurthy.
 792. „ K. Ranganathan.

793. Sri K. Sadasivam.
 794. „ M. E. Vedanthadesikan.
 795. „ T. V. Subramanyam.
 796. „ R. Krishnamurthy.
 797. „ R. M. Dave.
 798. „ Manikant C. Devey.
 799. „ Madhavalal Sethia.
 800. „ M. R. Bhavanarayan.
 801. „ Sri Ram Gupta.
Sri Ramakrishna Vidyasala, Chidambaram—
 802. Sri K. S. Srinivasa Rao.
 803. „ P. R. Gurumurthy.
 804. „ R. Manikkam.
 805. „ B. Singaravelu.
 806. „ P. S. Ramachandran.
 807. „ B. Venkataraman.
 808. „ G. D. Subramania Iyer.
 809. „ R. Sadagopa Iyengar.
 810. „ A. V. Sourirajan.
 811. „ C. B. Sivagnanam.
 812. „ C. Venkatesan.
 813. „ K. Raghavendra Rao.
 814. „ E. D. Satakoparamanujam.
 815. „ N. Venkataramanujam.
 816. „ M. Subramanyan.
 817. „ V. K. Vardachari.
 818. „ S. Meenakshisundram.
 819. „ P. Guruswami.
 820. „ R. Padmanabhan.
Pachaiyappa's High School, Kancheepuram—
 821. Sri V. V. Duraiswami Iyer.
 822. „ V. P. Gopalakrishna Iyer.
 823. „ K. Vajravelu Mudaliar.
 824. „ M. V. Radhakrishnan.
 825. „ A. Ramachandra Gupta.
 826. „ G. N. Yegnaswamy.
 827. „ C. Pakkiriswami.
 828. „ S. Mariyappa Nayagar.
 829. „ S. Kumaraswami Mudaliar.
 830. „ R. Padmanabhan.
 831. „ P. G. Parthasaradhi Iyengar.
 832. „ A. Rathnasabapathi Chettiar.
 833. „ V. S. Ramanujachariar.
 834. „ V. N. Kuppuramaswamy.
 835. „ G. Seshadri Iyengar.
 836. „ K. Thangavelu.
 837. „ V. Thirugnanasambanda Mudaliar.
 838. „ G. Sambandam.
 839. „ S. Arunaivadivelu Mudaliar.
 840. „ K. A. Margabandhu.
 841. „ G. Thangavelu.
 842. „ T. B. S. Gopalachari.
 843. „ A. M. Sundararajan.
 844. Sri T. Appavu Jain.
 845. „ C. A. Dayanandam.
 846. „ T. S. A. Pushpanathan.
Pachaiyappa's Branch Secondary School, Little Kancheepuram, Chingleput—
 847. Sri T. P. Ponnarangam.
 848. „ T. K. Narasimhachariar.
 849. „ G. N. Rajarama Iyer.
 850. „ R. Chockanathaswami Pillai.
 851. „ T. T. Kuppan Iyengar.
 852. „ B. Jagadeesa Mudaliar.
 853. „ T. E. Sundarachariar.
 854. „ P. Srinivasavaradachariar.
 855. „ K. M. Sundaram Iyengar.
 856. „ L. Srinivasaraghavan.
 857. „ A. Subramanian.
 858. „ K. Rangaswami Iyengar.
 859. „ N. Seetharama Mudaliar.
 860. „ M. Shunmugam.
 861. „ G. T. S. Ganga Sah.
Hindu High School, Madurantakam—
 862. Sri N. S. Rajaram Iyer.
 863. „ P. G. Sundaram.
 864. „ A. Srinivasachari.
 865. „ M. Krishnamoorthy.
 866. „ K. S. Sadasivan.
 867. „ M. Adishesha Nayagar.
 868. „ M. Venu.
 869. „ M. A. Krishnaswamy.
 870. „ E. Balakrishna Dikshattar.
 871. „ K. G. Santhana Gopalan.
 872. „ Samuel Martyn.
 873. „ P. J. Gnanavaram.
 874. „ R. V. Achar.
 875. „ A. Ramanujam.
 876. Mrs. T. S. Padma.
 877. Mrs. Padma Martyn.
 878. Sri V. Masilamani.
 879. „ T. V. Pattabhiraman.
 880. „ E. S. Krishnamachariar.
Sri Ramakrishna Mission Vidyalaya High School, Sri Ramakrishna Vidyalaya P.O., Coimbatore Dt.—
 881. Sri K. Venkatachalam.
 882. „ K. Ramachandran.
 883. „ D. S. Periaithiruvadi.
 884. „ L. Pugalam Perumal.
 885. „ G. Chinnaswamy.
 886. „ K. V. Thiruvendakatchary.
 887. „ M. Mylaswamy.
 888. „ N. Palaniswamy.
 889. „ T. P. Ramaswamy.
 890. „ P. Krishnaswamy.
 891. „ V. Porkodiyan.
 892. „ D. Kalyanasundaram.

893. Sri J. G. Chandrasekaran.
 894. " P. G. Muthu.
 895. " S. V. Nanjappan.
Municipal High School, Dharapuram, Coimbatore—
 896. Sri R. Gopalakrishna Panikkar.
 897. " K. S. Balasubramaniam.
 898. " S. Nachimuthu.
 899. " H. V. Anantha Padmanabhan.
 900. " E. K. Gopalan Nambiar.
 901. " S. Gopalarathnam.
Board High School, Kollegal, Coimbatore—
 902. Sri C. Veerappa.
 903. " V. Erralakshmayya.
 904. " A. S. Nanjundaswamy.
 905. " V. Venkataramana.
 906. " S. Subramanyam.
 907. " B. S. Kashipathi.
 908. " R. Raja Rao.
 909. " K. Kempagama Setty.
 910. " R. Subramanyam.
 911. " C. V. Chikkabadrappa.
 912. " M. Subbiah.
 913. " S. Sampath Ayyengar.
 914. " D. M. Jesuratnam.
 915. " P. S. Nagalingaswamy.
 916. " P. N. Sivananjappa.
 917. " M. Arasa Setty.
 918. " Janab S. A. Syed Peer.
 919. " G. M. Basavaraju.
 920. " S. Venkatakrishnan.
 921. " K. V. Srinivasa Sastri.
 922. " H. J. Sivasankarappa.
 923. " K. S. Krishnamoorthy.
 924. " S. Natesan.
 925. " V. Ranganatha Sastri.
 926. " K. R. Ranganna.
 927. " M. S. Raghothama Rao.
 928. " K. R. Nagendran.
 929. " M. V. Siddalingamoorthi.
 930. " S. Ananthapadmanabhan.
 931. " A. Abdul Nasir.
 932. " R. Parasivamurthy.
 933. " K. Veerayya.
 934. " O. K. Sathyanarayana Setty.
 935. " S. Lakshminarayanan.
 936. " G. S. Basappa.
 937. " S. L. Robert Paul.
 938. " S. Channamallappa.
 939. " A. M. Chinnamalliah.
St. Agnes College & School, Mangalore—
 940. Sri Veronica Lobo.
 941. " Christine Rasquisha.
 942. " D. Sukasini.
 943. Sri B. Devamma.
 944. " Alberteen Mendez.
 945. " M. Jacobi.
 946. " Mary Sequeira.
 947. " A. G. Seemandini.
 948. " Connie Noronha.
 949. " Elizabeth Coelho.
 950. " B. Sita.
 951. " H. K. Achar.
 952. " K. Vasanthi Kini.
 953. " K. Sundari.
 954. " Emelyn D'Souza.
 955. " Thankamma Kuriakose.
 956. Miss Annamma Joseph.
 957. " B. Radha.
 958. " G. Mathew.
Canara High School, Urva, Mangalore-3.—
 959. Sri U. Keshava Rao.
 960. " K. Vasudeva Kini.
 961. " M. Kamalaksha Kamath.
 962. " M. Sarvothama Kamath.
 963. " M. B. Anantha Bhat.
 964. " G. Keshava Shenoy.
 965. " N. Narayana Kudva.
 966. " B. Anantha Baliga.
 967. Mrs. G. Nirmala Shenoy.
 968. Sri S. Kamalaksha Pai.
 969. " U. Devadasa Nayak.
 970. " M. Hanumantha Kamath.
 971. " P. Narayana Rao.
 972. " K. Moodlagiri.
 973. " B. Harischandrachar.
 974. " S. Subraya Aithal.
 975. " P. Devadas Nayak.
 976. " K. Madhava Joishy.
 977. " B. Anna Pai.
 978. " K. Ramachandra Pai.
 979. " G. Narasimha Bhat.
 980. " S. Gopalkrishna Pai.
 981. " B. Somappa.
 982. Miss M. Uma Sundari Shenoy.
 983. " G. Vimala.
 984. Sri B. Vasudeva Rao.
 985. Miss K. Jayanthi Kini.
 986. " U. Leelavathy.
S.A.T. High School, Manjeshwar, South Kanara—
 987. Sri M. Purushotham Kini.
 988. " P. R. Narayana Rao.
 989. " M. Ramappa.
 990. " P. Ramachandra Rao.
 991. " M. Venkatesikachar.
 992. " S. Ramachandra Bhat.
 993. " M. Kunhi Kanna.
 994. " M. Laxman Shenoi.

995. Sri M. Anantha Kamath.
 996. " B. Susheela Bai.
 997. " M. Rama Kamath.
 998. " K. Krishna Padakannya.
 999. " K. Krishnan.
 1000. " A. Sulochana S. Rao.
 1001. " B. Srinivas Rao.
C.P.U. High School, Cumbum, Madurai Dt.—
 1002. Sri M. Rahmathulla Khan.
 1003. " Sugavaneswaran.
 1004. " J. Joseph Raj.
 1005. " C. Natarajan.
 1006. " M. Gopalan.
 1007. " R. Radhakrishnan.
 1008. " S. Chockalingam.
 1009. " V. T. Ramaswamy.
 1010. " A. S. Gopalan.
 1011. " R. Gnanasundaram.
 1012. " Walter David.
 1013. Smt. S. Savithri.
 1014. Sri J. Sundara Raj.
 1015. " G. Thomas.
 1016. " S. Venkatarama Iyer.
 1017. " S. Sethuram.
 1018. " M. Seevil Ram.
 1019. " C. Subbiah Pillai.
 1020. " L. P. Jeyaharan.
 1021. " S. Veerabahu.
 1022. " S. Muniyandi.
 1023. " T. Narayana Iyengar.
 1024. " P. S. Sudhakaran.
 1025. " G. F. Samuel.
 1026. " M. Mayandi.
Board High School, Tiruttangal, Ramnad—
 1027. Sri S. Thiruchittambalam.
 1028. " A. Paul Doss.
 1029. " Holamalai.
 1030. " I. Mahadeva Sakthi.
 1031. " A. Sankarakrishna Iyer.
 1032. " S. Seetharama Iyer.
Board High School, Macdonald's Choultry, Salem—
 1033. Sri S. Rajagopalan.
 1034. " R. Seshannachar.
Chatram Committee High School, Kadayam, Tirunelveli Dt.—
 1035. Sri T. K. Shanmugasundara Mudaliar.
 1036. " A. Rajamani.
 1037. " L. Sankaran.
 1038. " P. N. Ananthanarayana Iyer.
 1039. " K. P. Papanasam.
 1040. " T. K. Raghupathy Iyer.
 1041. " S. Harihara Subramanian.
 1042. Mrs. Pauline Daniel Muthuckan.
 1043. Sri S. Balachandran.
 1044. " A. Lakshmanan.
 1045. " S. Ramasubramanian.
 1046. " S. Venkatachalam Iyer.
 1047. " J. Samuel.
 1048. " G. Krishnaswamy.
 1049. " Daniel Muthuckan.
 1050. " A. Venkatachalam.
 1051. " S. Kanthimathi.
 1052. " K. S. Ramachandran.
 1053. " N. Sankara Iyer.
 1054. " K. Padmanabha Sastry.
Hindu High School, Alwarthirunagari—
 1055. Sri T. Sudarsana Ramanuja Iyengar.
 1056. " S. Narayanaswamy.
 1057. " T. S. Srinivasan.
 1058. " K. Ramakrishnan.
 1059. " A. K. Krishna Iyengar.
 1060. " K. V. Govinda Iyengar.
 1061. " M. Devarpiran Iyengar.
 1062. " K. Ramasubramanier.
 1063. " K. Athinatha Iyengar.
 1064. " K. S. Narasimhan.
 1065. " R. Sankaralingam Pillai.
 1066. " S. N. Ayyaswamy Iyengar.
 1067. " M. Koilpitchari.
Concordia High and Training School, Ambur, North Arcot District.—
 1068. Sri D. Jesudawson.
 1069. " K. Chinnathambi.
 1070. " P. Madhavachar.
 1071. " D. David.
 1072. " V. J. J. Smiles.
 1073. " M. Sivagnanam.
 1074. " B. H. Samuel.
 1075. Mrs. E. Lazarus.
 1076. Sri K. Samuel.
 1077. " B. Jacob.
 1078. " Syed Kamaluddinpeeran.
 1079. " G. C. Balasundaram.
 1080. " N. J. Cornelius.
 1081. " A. Moses.
 1082. " J. Isaac.
 1083. " D. John Anendaratanam.
 1084. " M. M. Bishada.
 1085. Mrs. Leela Balasundaram.
 1086. Sri D. Dorairaj.
 1087. " B. Nagarajan.
 1088. " A. S. Paulraj.
 1089. Mrs. D. Ezekiel.
 1090. " E. Dorairaj.
Diamond Jubilee High School, Gobichettipalayam, Coimbatore.—
 1091. Sri K. M. Ramaswami.
 1092. " S. S. Viswanatha Iyer.

1093. Sri G. S. Subramanian.
 1094. " N. P. Venkatachalam.
 1095. " A. S. Ramachandran.
 1096. " G. R. Minakshisundaram.
 1097. " K. K. Rayappan.
 1098. " G. S. Ramanathan.
 1099. " G. V. Subbarathnam.
 1100. " G. A. Veeriah.
 1101. " A. S. Marappan.
 1102. " T. R. Palaniappan.
 1103. " G. V. Natarajan.
 1104. " G. T. Ramaswami.
 1105. " N. N. Seshan.
 1106. " O. S. Venkatachalapathi.
 1107. " V. N. Rudramurthi.
 1108. " G. Sivaramakrishnan.
 1109. " K. P. Anganna Chetty.
 1110. " K. Gnanasambandam.
 1111. " K. T. Subbu Chetty.
 1112. " P. V. Ramamurthi.
 1113. " B. N. Ramaswami Sastri.
 1114. " K. Kumaraswami Gounder.
 1115. " C. K. Nallaswami.
 1116. " N. Palaniappan.
 1117. " G. R. Sitaraman.
 1118. " P. P. Raju.
 1119. " G. P. Angappan.
 1120. " G. V. Sarangapani.
 1121. " G. A. Subramaniah.
 1122. " P. S. Ananthakrishnan.
 1123. " K. S. Krishnaswami Iyengar.
 1124. " M. Krishnaswami.
 1125. " S. S. Rajagopalan.
 1126. " N. K. Ramaswami.
 1127. " G. C. Chellappan.
 1128. " V. Ambalavanan.
 1129. " P. A. Arasan.
 1130. " G. V. Ramarathnam.
 1131. " G. K. Gangadharan.
 1132. " V. R. Kuppuswami.
Sarva Jana High School, Peelamedu, Coimbatore—
 1133. Sri S. Venkataramanan.
 1134. " K. V. Narayanaswami Naidu.
 1135. " E. Venkatesalu Naidu.
 1136. " S. Rayappan.
 1137. " E. V. K. Sundaram.
 1138. " K. V. Lakshmanan.
 1139. " C. K. Natarajan.
 1140. " S. Ranganathan.
 1141. Srimathy P. H. Mangalambal.
 1142. Sri C. P. Ramaswami Iyer.
 1143. " S. V. Venkatasubramania Iyer.
 1144. " K. Paramasivam Pillai.
 1145. " L. Venkatapathi Naidu.
1146. Sri K. V. Krishna Iyengar.
 1147. " R. Gopalakrishna Iyer.
 1148. " R. Kuppuswamy Iyer.
 1149. " P. Purushothama Naidu.
 1150. " K. R. Kasthurisami Iyer.
 1151. " K. Ramaswami Naidu.
 1152. " C. Sundararajan.
 1153. " N. Srinivasan.
 1154. Srimathi K. Krishnammal.
 1155. Sri C. A. Kothandaraman.
 1156. " V. Angappan.
 1157. Srimathi V. K. Saraswathi.
 1158. " Nesamani Solomon.
 1159. " S. Saradambal.
 1160. Sri Srinivasalu Naidu.
 1161. " T. Kasthurirangaswamy.
 1162. " A. Natarajan.
 1163. " T. A. Bhaskara Iyer.
 1164. " S. Periaswamy Iyer.
 1165. " R. Ratnavelu.
 1166. " M. Purushothaman.
 1167. " A. William.
 1168. " S. K. Krishna Iyengar.
 1169. " M. C. Angappa Chetty.
 1170. " T. Appaswami Nadar.
Municipal High School, Erode, Coimbatore District—
 1171. Sri A. Gopalakrishna Rao.
 1172. " K. Ramaseshu.
 1173. Miss D. Janaki.
 1174. Sri M. Veerabadran.
 1175. " M. Arunachalam.
 1176. Miss D. Rajamani.
 1177. Sri C. N. Ratnam.
 1178. " S. A. Karuppanna Pillai.
 1179. " D. Raghunathan.
 1180. " S. Selvaraj.
 1181. " G. Sethuraman.
 1182. Mrs. M. Santiago.
 1183. Sri K. A. Natarajan.
 1184. " E. V. Padmanabhan.
Canara High School, Mangalore-3, South Kanara—
 1185. Sri H. Fakir Muhamed.
 1186. " S. Krishnaraya Shenoy.
 1187. " U. Koragappa.
 1188. " M. Vasudeva.
 1189. " K. Venkatesha Joshy.
 1190. " M. Subrayan.
 1191. " B. Gopalakrishna Rao.
 1192. " B. Ramadasa Baliga.
 1193. " V. Anantharama Rao.
 1194. " K. Narayana Nayak.
 1195. " P. Bhujanga Rao.
 1196. " P. Vittala Kamath.
 1197. " S. Mukunda Rao.

1198. Sri P. Venkata Rao.
 1199. " B. M. Vittala Kamath.
 1200. " N. N. Nayak.
 1201. " K. Subba Rao.
 1202. " M. Purushotham Kamath.
 1203. " B. D. Madhava Baliga.
 1204. " U. Srinivasa Kini.
N.E. High School, Alathur, Malabar—
 1205. Sri N. Krishna.
 1206. " P. A. Parameswaran.
 1207. " V. K. Itti Kombi Atchan.
 1208. " K. Setumadhavan Nair.
 1209. " K. M. Kesavan Nair.
 1210. " K. M. Vasu Atchan.
 1211. " S. Vaidyanathan.
 1212. " V. N. Parameswaran Nambudiri.
 1213. Srimathi K. Narayani Amma.
 1214. " C. Devaki Kutty.
Kshatriya Girls' High School, Virudhunagar, Ramnad—
 1215. Miss Thilakavathy Paul.
 1216. " Rachal Paranjothi.
 1217. " Certrude Perianayagam.
 1218. Mrs. A. Kasi Ammal.
 1219. " A. P. Jayalakshmi.
 1220. Miss C. Sarada Devi.
 1221. " S. Saroja.
 1222. " Deva Kamala Bai.
 1223. " Kamala Daisy Rajiah.
 1224. Mr. Ratneman Arulmanicka Koil Pillai.
 1225. " Grace Gnanapushpam Pillai.
 1226. " Ebezer Darling Koil Pillai.
 1227. Miss Joyce Daniel.
 1228. " Suseela Apollo.
 1229. " Joy Ponraj.
 1230. " Jane David.
 1231. " Seethai Ammal Sangili.
 1232. Mrs. G. Anushiya Devi.
 1233. Miss Getzie Santhosham.
 1234. " Harriet Gumba.
 1235. " A. Meenambigai.
 1236. " Dora Dorairaj.
 1237. Mr. P. Chockalingam.
 1238. Miss M. Pandian.
Seena Vana High School, Tuticorin, Tirunelveli—
 1239. Sri T. Devanarayana Iyengar.
 1240. " K. Seshagiri.
 1241. " S. Mahadeva Pillai.
 1242. " S. Thirunavukkarasu.
 1243. " M. Edward Jebamoni.
 1244. " K. S. Girivasa Rao.
 1245. " P. Thomas.
 1246. " S. Srinivasan.
 1247. " N. S. Krishnaier.
- The Kellett High School, Triplicane, Madras-5—*
 1248. Rev. D. Thambusami.
 1249. Sri J. D. Muthiah.
 1250. " D. B. Victor.
 1251. " K. Thathachariar.
 1252. " Frank Doraisamy.
 1253. " G. Aiyaswamy.
 1254. " M. T. Lakshmipathy.
 1255. " C. V. Raghavendra Rao.
 1256. " B. Venkataramanayya.
 1257. " H. S. Ananthapadmanabha Sastry.
 1258. " K. Christu Das.
 1259. " M. Devasigamani.
 1260. " N. S. Isaiah.
 1261. " William Jesudoss.
 1262. " C. Narahari Rao.
 1263. " J. P. Rajasekharan.
 1264. " N. D. Sundaram.
 1265. " P. A. Dawson.
 1266. " C. K. S. Balasubramanian.
 1267. " S. Kalyanaraman.
 1268. " S. Rajamani.
 1269. " V. Robert.
 1270. " S. Dorairajan.
 1271. " P. S. Newman.
 1272. " N. I. S. Kalyanasundram.
 1273. " T. N. Venugopal.
Rajah's High School, Sivaganga, Ramnad—
 1274. Sri R. Narayana Servai.
 1275. " S. Meenakshisundaram.
 1276. " M. Ramudu Iyer.
 1277. " R. P. Asirvadam.
 1278. " P. S. Dakshinamoorthy.
 1279. " M. Arumugam.
 1280. " A. Krishnamoorthy.
 1281. " G. S. Krishnaswamy Iyer.
 1282. " S. Venkatasubramania Iyer.
 1283. " K. V. Krishna Iyer.
 1284. " S. Doraikannu Pillai.
 1285. " S. Ananthanarayanan.
 1286. " S. Krishnamurthi.
 1287. " K. R. Ramanatha Sarma.
 1288. " M. Arumugam Chetti.
 1289. " R. Varatharajan.
 1290. " S. Seshadri.
 1291. " P. Somasundaram Iyer.
 1292. " K. S. Seshadri.
 1293. " S. Kuppusamy Iyer.
 1294. " A. Subramanyan.
 1295. " A. S. Arul.
 1296. " V. Ramalingam.
 1297. " S. Somanathan.
 1298. " R. Sivaramakrishnan.

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| 1300. Sri D. I. Lourdu. | 1346. Sri P. T. Nagendram. |
| 1301. " A. Mariajegam. | 1347. " S. J. G. Louis. |
| 1302. " S. Somasundaram Pillai. | 1348. " R. V. Krishnaswami. |
| 1303. " S. Dharmarajan. | 1349. " T. Ramachandran. |
| 1304. " K. Kottaimuthu. | 1350. " V. Nagasundaram. |
| 1304. " S. Gopalakrishnan. | 1351 Smt. A. Parvathi. |
| <i>Board High School, Kalambur,</i> | |
| <i>North Arcot District—</i> | |
| 1305. Sri S. Rajagopala Ayyar. | 1352. Sri S. R. Rajasekaran. |
| 1306. " P. R. Raghavendra Rao. | 1353. " D. Varadarajan. |
| 1307. " B. Natesan. | <i>Karapettai Nadar High School,</i> |
| 1308. " T. Chinnaswami. | <i>Tuticorin, Tirunelveli—</i> |
| 1309. " K. A. Kuppuswami Pillai. | 1354. Sri V. J. Gabriel. |
| 1310. " B. Venkobachari. | 1355. " S. Ahimaz. |
| 1311. " S. Adimulam Pillai. | 1356. " V. A. E. Rathnaswamy. |
| 1312. " S. Gopala Iyer. | 1357. " S. Sathia Gnanaraj. |
| 1313. " S. Thirunavukkarasu | 1358. " P. Chandrasekaran. |
| Desigar. | 1359. " M. Gnanackan. |
| 1314. " K. R. Rajam Iyer. | 1360. " E. Sudalaiyandi Pillai. |
| 1315. " K. M. Ramaswami Pillai. | 1361. " K. A. Victor. |
| 1316. " T. R. Veeraraghavan. | 1362. " A. Dason. |
| 1317. " K. S. Rajamanikkam. | 1363. " B. S. Muthiah Doss. |
| 1318. " A. Gurunatha Mudaliar. | 1364. " G. Ratnaswamy. |
| 1319. " K. S. Sattanathan. | <i>The Muslim High School, Melapalayam,</i> |
| 1320. " M. Kuppuswami Reddiar. | <i>Tirunelveli District—</i> |
| 1321. " N. Krishnaswami Pillai. | 1365. Sri V. Venkatavarada Iyengar. |
| 1322. " A. Rayar Mudaliar. | 1366. " J. S. Jamal Ahamed Ali. |
| 1323. " S. Lingappan. | 1367. " K. Mahadevan. |
| <i>Municipal High School, Karaikudi,</i> | 1368. " E. Kandaswamy Joshua. |
| <i>Ramnad—</i> | 1369. " A. Senthivel. |
| 1324. Sri V. Antonysamy. | 1370. " S. Daniel Davamony. |
| 1325. " C. A. Sivaramakrishna | <i>Board High School, Nambiyur,</i> |
| Sastri. | <i>Coimbatore—</i> |
| 1326. " S. Srinivasan. | 1371. Sri M. Irungoval. |
| 1327. " B. Jagarakshakan. | 1372. " A. S. Jambulingam. |
| 1328. " S. Krishnamoorthy. | 1373. " P. S. Ramaswamy. |
| 1329. " T. Subramanyam. | 1374. Srimathi K. Valliammal. |
| 1330. " M. Daniel. | 1375. Sri K. Angamuthu. |
| 1331. " A. Ambrose. | 1376. " R. S. Raghavan. |
| 1332. " S. Chidambaram. | 1377. " Siva Kandasamy. |
| 1333. " S. Thanmalayaperumal. | 1378. " D. John Samuel. |
| 1334. " N. R. Viswanathan. | 1379. " R. Krishnachar. |
| 1335. " K. Athmanathayyar. | <i>Devadhar High School, Tanur,</i> |
| 1336. " A. Kumaravelu. | <i>Malabar—</i> |
| 1337. " R. Srinivasachari. | 1380. Sri P. Parameswaran Nambiar. |
| 1338. " R. Gunaseelan. | 1381. " K. P. Ramaswami Iyer. |
| 1339. " E. N. Koil Pillai. | 1382. " P. Balachandran Nedungadi. |
| 1340. " G. Sarojini. | 1383. " P. I. Narayanan Kutty Nair. |
| 1341. " S. Ganapathy. | 1384. " C. V. Velayudhan Nair. |
| 1342. " V. Chokkalingam. | 1385. " T. V. Kuttikrishnan Menon. |
| 1343. " P. Amirthalingam. | 1386. " K. Bhaskara Kurup. |
| <i>Municipal High School, Rasipuram,</i> | 1387. Kumari K. Padmini. |
| <i>Salem District—</i> | 1388. " P. J. Grace. |
| 1344. Sri R. J. C. Bennett. | 1389. Sri K. Kesavan Namboodiri. |
| 1345. " R. G. Parameswaran. | 1390. " P. Kelukutty Nair. |
| | 1391. " P. Parameswaran. |
| | 1392. " T. P. Raghavan. |

375

1445. Sri G. E. Thomas.
1446. „ J. Arthur Asirvatham.
Rajah's High School,

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| 1393. Sri Samuel Muthiah. | Rajah's High School, |
| 1394. " S. Ramasubbier. | Ramanathapuram— |
| 1395. " P. Swarna Pandian. | 1447. Sri M. Rajah Iyer. |
| 1396. Rev. H. A. Arulanandam. | 1448. " K. S. Venkatasubramania |
| 1397. Sri G. George. | Iyer. |
| 1398. " K. John Raj Nayagam. | 1449. " P. M. Lakshmanan. |
| 1399. " Edwin J. Samuel. | 1450. " R. Narayana Iyengar. |
| 1400. " W. J. Ambrose. | 1451. " J. Srinivasa Iyengar. |
| 1401. " S. G. Davidson. | 1452. " L. Rajagopalan. |
| 1402. " M. Kumaradorai. | 1453. " E. John Samuel. |
| 1403. " K. Kanagaraj. | 1454. " K. Sivaramakrishnan. |
| 1404. " S. L. Vedamanickam Henry. | 1455. " N. Natarajan. |
| 1405. " H. T. Solomon. | 1456. " S. T. Lakshminarasimhan. |
| 1406. " M. A. Joseph. | 1457. " S. Mohamed Yakub. |
| 1407. " P. George Ratnaswamy. | 1458. " V. Balakrishnan. |
| 1408. " S. Swamiadian Babu. | 1459. " V. Daniels. |
| 1409. Mrs. A. T. Doss. | 1460. " P. S. Narayana Iyengar. |
| 1410. " Vinoba George. | 1461. " T. S. Panchapagesa Sarma. |
| 1411. " Violet Koil Pillai. | 1462. " P. L. Kesava Iyer. |
| 1412. Sri K. Dharmaraj Joseph. | 1463. " S. Venkatesa Iyengar. |
| 1413. " P. Soundara Pandian. | 1464. " R. Pichumani Iyer. |
| 1414. " V. Samuel Jayaraj. | 1465. " S. Somanatha Iyer. |
| 1415. " K. David. | 1466. " V. G. V. Subramania Iyer. |
| 1416. " V. David. | 1467. " N. Venkataraman. |
| 1417. " P. Subburayalu. | 1468. " N. Ramaswamy Iyer. |
| 1418. " S. D. Christopher. | 1469. " G. Krishna Iyer. |
| 1419. " K. C. V. Rajan. | 1470. Mrs. G. Appadurai. |
| 1420. " S. Chidambaram. | 1471. Sri T. S. Rangaswamy Iyengar. |
| 1421. " P. J. Mullens. | 1472. " P. Nataraja Asari. |
| 1422. " K. George. | 1473. " C. Subramanian. |
| 1423. " G. Selvanathan. | 1474. " M. Chidambarasubbu. |
| 1424. " M. Victor Gnanadoss. | 1475. " J. Narayanasundaram |
| 1425. " M. D. Dharmaraj. | Iyengar. |
| 1426. " S. Dhandayuthapani. | 1476. " R. Ramanujam Iyengar. |
| 1427. " S. V. Subramanian. | 1477. " M. A. Kalyanasundaram. |
| 1428. " A. Abraham. | 1478. " K. Arumugam Pillai. |
| 1429. " M. Jobe. | 1479. " E. G. Srinivasa Iyengar. |
| 1430. " P. J. Paramanandam. | 1480. " A. Sankar Ram. |
| 1431. " G. Thiraviam. | 1481. " M. Sethumanickam. |
| 1432. " P. T. Koil Pillai. | 1482. " S. Srinivasaraghavan. |
| 1433. " G. Arumainayagam. | 1483. " G. Ratnam. |
| 1434. " G. Chelliah. | 1484. " Susai Thomas. |
| 1435. " S. Jothimani. | 1485. Mrs. K. Williams. |
| 1436. " S. Swaminathan. | 1486. Sri V. Ramaswamy. |
| 1437. " I. Devasirvatham. | 1487. " M. Ratnam. |
| 1438. Mrs. G. K. Grace. | Devanga High School, Coimbatore— |
| 1439. " Chella Retnasamy. | 1488. Sri R. Rajagopal. |
| 1440. " Eben Mabel George. | 1489. " A. Sathyanathan. |
| 1441. Miss Stellabai Christina. | 1490. " S. Ramaswamy. |
| 1442. " Daisy Williams. | 1491. " A. Jagathesan. |
| St. John's High School, Palayamkottai, | 1492. " K. Somasundaram. |
| Tirunelveli— | 1493. " C. Nanjappan. |
| 1443. Sri R. Jeyasingh. | 1494. " V. Selvakrishnan. |
| 1444. " R. Moses Iyadurai. | 1495. " C. Bagyanathan. |
| | 1496. " S. Ayyamuthu. |

1497. Sri M. Murugaiyan.
 1498. „ V. Balasubramani.
 1499. „ S. Selvaraj.
 1500. „ A. R. Sadasivan.
 1501. „ M. Ratnaswamy.
 1502. „ T. Nityanandam.
 1503. „ C. S. Krishnamurthi.
Little Flower High School, Salem—
 1504. Sri D. Palanivelu.
 1505. „ S. Divyanathan.
 1506. „ K. Baskara Iyer.
 1507. „ S. Anthony Muthu.
 1508. „ S. N. Varadarajan.
 1509. „ V. Veeraraghavan.
 1510. „ M. S. Ramaseshan.
 1511. „ O. R. Raghavan.
 1512. „ A. Gnanam.
 1513. „ T. D. Srinivasan.
 1514. „ O. V. Rajagopala Iyer.
 1515. „ V. Sundararajan.
 1516. „ R. Sidhan.
 1517. „ M. Ramaswamy Iyer.
 1518. „ P. Sundaram.
 1519. „ R. Vaidyanathan.
 1520. „ C. Stanislaus.
 1521. „ Z. Andiappan.
 1522. „ P. Somasundaram.
 1523. „ William Christopher.
 1524. „ K. Ramakrishnan.
 1525. „ M. P. Muthuswamy.
 1526. „ K. Devadoss.
 1527. „ P. Thangavelu.
 1528. „ M. Devaprakasam.
 1529. „ N. Narasimhan.
 1530. „ A. Appulingam.
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