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The South Indian Teacher

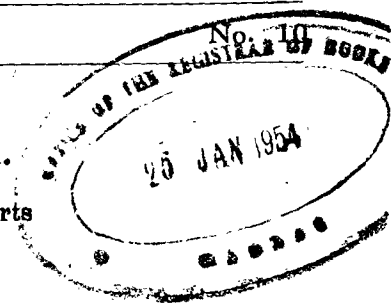
THE OFFICIAL JOURNAL OF THE S. I. T. U.

Vol. XXVI

OCTOBER 1953

उद्धरेदात्मनात्मानम्.—The Gita.

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THE SOUTH INDIA TEACHERS' UNION

Diary for the month of October 1953

- 7-10-53 The South Indian Teacher—August 1953 published.
- 12-10-53 Members of the Secondary Education Team of Experts were entertained at Tea.
- 17-10-53 Conference of the Presidents, Secretaries and Representatives of the District Teachers' Guilds was held to consider the recommendations of the Secondary Education Commission.
- 21-10-53 Meeting of the Executive Board.
- 23-10-53 Education Week booklet was sent to all affiliated teachers' associations.
- 23-10-53 The South Indian Teacher—September 1953 published.

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THE SOUTH INDIAN TEACHER

Vol. XXVI

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No. 10

WHITHER INDIAN EDUCATION ? WHITHER THE FIVE-YEAR PLAN ?

K. S. RAMASWAMI SASTRI

G. D. H. Cole says well : "The educational system which we attempt to set up must depend on the kind of society we mean to live in, on the qualities in men and women on which we set the highest value". Thus education, can never function in a vacuum. It is not a mere scheme of text-books and curricula and syllabuses and examinations and degrees. It is a question in the main of the type of society we desire and of the ultimate values of life which we cherish. We can never have a proper scheme of education without having a clear vision of the type of society which we visualise as being noble and desirable.

The Indian people have always been a democratic people. In ancient India, even during monarchies, the king had to obey the dictates of Dharma and act on the advice of his ministers, and the people had a real voice in the management of public affairs. India has now become a federal democratic republic. The essence of democracy consists in freedom to express one's personality, and to do creative work without compulsion by others. Regimentation of life and compulsory labour at the dictation of others are a negation of Democracy. India will therefore accept only a democratic way of life and hence the methods and ideals of Indian education must be such as to foster a democratic political set-up and a democratic way of life.

India has now achieved political democracy and seeks to add to it economic democracy and freedom and justice. The stress will hereafter be not only on economic self-sufficiency for the nation but also on economic justice and a more equitable distribution of wealth. The Constitution of India contains express provisions in this regard. Article 39 says, that the State shall, in particular, direct its policy towards securing

- that the citizens, men and women equally have the right to an adequate means of livelihood,
- that ownership and control of the material resources of the community are so distributed as best to subserve the common good,
- that the operation of the economic system does not result in this concentration of wealth and means of production to the common detriment.

Article 41 says : "The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education, and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want". Article 43 says : "The State shall endeavour to

secure, by suitable legislation or economic organisation or in any other way, to all workers, agricultural, industrial or otherwise, conditions of work ensuring a decent standard of life and full enjoyment of leisure and social and cultural opportunities, and, in particular, the State shall endeavour to promote cottage industries on an individual or co-operative basis in rural areas."

In India to-day there is now a clash of currents and cross-currents of life. Some sections of the nation seem to live entirely in and on the past. Others are doing their best to break away from the past. Yet others live entirely in the present day-to-day world with all its petty and all-absorbing strifes and ambitions and do not care for or have no time to think of the past or the future. Some others are absorbed in a vision of the future. Some groups stand for a free democratic capitalistic type of society. Other groups stand for a communistic type of government and a collectivised society. But amidst such a welter of conflicting ideas and ideals and ideologies, the bulk of the nation stand solidly for certain things viz., non-violence, peace, social stability, orderly evolution of economic life and a democratic government on the basis of a proper party system.

All this requires that while the human personality must be given a free play, excessive individualism should have an early and continuing pruning. The emphasis till now was even in the advanced western countries on individual efficiency and ambition and the profit motive. But in India the emphasis has always been on the service motive and on Lokasangraha. While emphasising the supreme goal of self-realisation, it was realised here that altruism and not egoism is the path to it. When H. G. Wells propounded the rights of man, Mahatma Gandhi emphasised the more imperative need of defending the duties of man.

There is much slogan-shouting now-a-days about craft-centred education and vocational bias and the dignity of manual labour. As a reaction against

unreal and over-literary education, this mood is understandable and valuable. But there is the danger of culture becoming less and vocational bias not taking root as matters stand at present. The real solution is not in adding technical and vocational education to cultural education but in inter-linking and harmonising them. A creative use of the hands is as much a factor in the formation of character as a creative use of the head and the heart. But the secondary school should not become a place of training for any particular occupation. If a local area has specialised in any particular industries, such of the pupils as desire to be fitted therefor should be given adequate training in those directions. But there should be a wide range of such subjects for free choice by the students. The special training needed for entry into gainful work must be given in Polytechnic schools.

The true aim of all educational endeavour is not mere instruction but real education in the sense of culture or pattern of behaviour. Professor A. N. Whitehead describes culture as "activity of thought and receptiveness to beauty and human feeling", and proceeds to say:—

"Scraps of information have nothing to do with it. A merely well-informed man is the most useless bore on God's earth. What we should aim at producing is a man who possesses both culture and expert knowledge in some special direction. Their expert knowledge will give them the ground to start from, and their culture will lead them as deep as philosophy and as high as art."

Educationists must remember also another truth which they are likely to forget in their pre-occupation with and natural over-estimation of their function in life. They furnish only the raw material which has to be shaped later on by their students by a process of self-development. Of course, what a mother does with a child in babyhood and father does with it in its early boyhood or girlhood and a teacher does

in its youth is important but it is not all-important. All of them must take care to fecundate the mind of the impressionable new young human animals without burying it under inert and dead ideas brought by them from their past. Let us always remember Professor Whitehead's fruitful idea that "education is acquisition of the art of the utilisation of knowledge" and not the mere art of the acquisition of knowledge. We must not fail to see the wood because of the trees.

As matters stand to-day Indian education is very much in the melting pot. There is a Committee in session over Rajaji's new scheme of elementary education. A team of experts is in session over the Secondary Education Committee's report. The University Education Committee's report has been discussed threadbare in all the Universities but has not yet been given a final application. On the whole there are welcome features in all the abovesaid schemes. Rajaji's new scheme of elementary education, by halving the hours of study, has brought the dream of universal elementary education into a state of reality without sacrificing efficiency and has related education to the realities of life and livelihood. The Sir A. Lakshmanaswami Mudaliar's Secondary Education Committee's report which is in 16 chapters and covers 250 pages has provided for really diversified courses in secondary education and has related it to the needs of modern independent India by making the regional language the medium of instruction while giving a prominent place to Hindi and English in the scheme of studies, and by increasing the avenues of employment open to the youth of the land. The Radhakrishnan Committee's report on University Education seeks to make the Universities temples of all arts and sciences and provides also for giving moral and religious education. India's basic need to-day is that need of making education national and scientific and practical and I believe that the time is now propitious for such a consummation.

Fortunately for India the First National Five-Year Plan has made a fair,

though not adequate, provision in respect of education. It makes a provision of Rs. 151.66 crores. The following targets are to be achieved:—

- (1) To provide schooling for at least 60 per cent of the children of the age group 6—11 as against 44.5 per cent in 1950-51.
- (2) To raise the percentage of children obtaining secondary education in the age group 11—17 from 11 per cent in 1950-51 to 15 per cent, and
- (3) In the field of social education to give at least 30 per cent of the people (20 per cent of men and 10 per cent of women) within the age group 14 to 40, the benefit of Social education in wider sense of the term.

Further, the plan seeks to remove the present educational defect of too much emphasis on the academic and literary training and its failure to develop practical sense and resourcefulness. The Planning Commission has recommended that all primary schools should be converted into basic schools, where the personality of the child will be developed through a socially useful craft, and that manual labour should become a part of the curriculum at all stages of education. The Commission has also recommended the setting up of a 'rural university' on the lines of basic education which would provide experience of new methods at the university stage. There is also provision of Rs. one crore in the Plan for youth camps. It is proposed that ultimately all students between the ages of 18 and 22 (except those exempted on medical grounds) should spend from six months to a year on properly directed manual labour.

The Planning Commission has suggested also that rural training centres should be set up wherein rural artisans can get the opportunity of learning improved methods.

It has recommended also the improvement of the remuneration of teachers

and has provided that whenever possible, additional facilities in the form of free accommodation, free concessions for their children's education, etc., should also be provided.

In regard to adult education, the Commission has recommended that it be called Social Education and that it be widened so as to include the education of adults in health matters, in the proper use of leisure and in citizenship. The plan provides for it a sum of Rs. 15 crores over the five-year period, which is 10 per cent of the total development expenditure visualised in the Education Plan.

The free enterprising inquiring adventurous spirit is of the essence of progress in knowledge. It is therefore

essential that all educational reform must be tested by this supreme acid test. Only then will it be possible to bring about a combination of three factors which alone will lead to national greatness in all the spheres of life. We must have an educated and optimistic and united people; we must produce competent leaders whom the people will follow and whose sole aim in life will be the progress and prosperity and happiness of the people; and there must be many devoted spirits—devoted to science and literature and art and philosophy and religion—who will advance the cause of progress by their originality and inventiveness in applied science and by their artistic creativeness and by their philosophic wisdom and spiritual vision.

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ESSAY - TYPE VERSUS NEW - TYPE TESTS

RAGHUNATH SAFAYA, M.A., M.Ed.

(Continued from Page 314.)

Some of the conclusions arrived at in the investigation on 'subjectivity in scoring' published in the previous issue of the journal were as follows:—

1. The scoring of the answer books by the examiners is highly subjective.
2. There are numerous sources of variations in the marking of different examiners. The constant factors, the range factor, the unique factor and the chance factor as explained in the investigation are the four factors of subjectivity in scoring.
3. These four factors of subjectivity have rendered the essay-type test highly unreliable.

Obviously a question arises as to what should be the remedy of the high subjectivity in scoring so that examinations could become reliable and sure test of candidate's ability.

The question has been tackled both in India and abroad, and the most general solution of this problem that has been forwarded by educationists and experts is that essay-type-tests should be abolished and replaced by New-type-tests. In fact new-type tests have received wide popularity in America, and are rapidly replacing essay-type tests in other countries too. Notwithstanding the fast increasing popularity of new-type-tests, it still remains a matter of grave concern to view whether the abolition of essay-type-test really solves the problem. In replacing essay-type-test by new-type-tests, are we not improving upon the reliability of examinations at the cost of validity? This leads us to the following enquiries.

- (a) What are the advantages and limitations of essay-type-tests?
- (b) What are the advantages and limitations of new-type tests?

- (c) Is it feasible to abolish essay-type-tests in toto?
- (d) If it is not feasible to do away with essay-type tests wholly, in what way can these be combined and supplemented by any other form of tests?
- (e) If essay-type tests do continue how should these be made more reliable, or in other words, how should subjectivity in scoring be minimised?

Limitations of Essay-type-tests:

The essay-type tests have some serious limitations. In comparison with the new-type tests these suffer on the three important criteria of a satisfactory measuring instrument.

(1) Low validity. The number of questions being limited, not more than 40% of the knowledge of a pupil can be tested by means of an essay-type-test. A few haphazard and catchy questions on Indian History is a bad sample of the knowledge of historical facts known to a student. The examinee sometimes gets an opportunity of even bluffing the examiner and of impressing him not so much by the knowledge of facts as much by his style and expression. Linguistic difficulties again stand in the way of a student who knows what to reply but not how to reply. The examiners too take into consideration certain irrelevant factors such as spelling, hand-writing and punctuation.

The new-type-tests on the other hand have eradicated all the above evils. These are very comprehensive and can be made to cover a great deal more than the essay-type-tests. As it requires very little writing, the examinee is allowed to devote his time to thought and thus to answer a great many more questions. There is no chance of bluffing. The element of chance does not exist as there is no windfall of lucky questions.

(2) **Low Reliability.** Essay-type-test have got a low reliability due to high subjectivity in scoring. On the other hand new-type-tests are more objective, and there is little chance of any factor of subjectivity to come into existence. The scoring is very easy, and it takes less time with less labour in spite of these being more comprehensive. The answers are being compared with the key and the awards given quickly.

(3) **Usability.** The essay-type-tests are time-consuming both for the pupil and for the teacher. The new-type-tests are less tiring to the pupils who are relieved of much writing. An essay-type-test of 3 hours can be replaced by a new-type-test in the same subject of only one hour. The new-type-tests are more convenient to be administered and are less expensive.

The above points go strongly in favour of new-type-tests. But all the same these have certain serious limitations which cannot be ignored. The essay-type-tests too could be replaced by these, but for their certain indispensable uses.

The Limitations of new-type-tests :

The new-type-tests are not diagnostic, as these do not tell where the pupil's reasoning process goes wrong or where he stops reasoning altogether and starts guessing. Again in replying to the questions in an objective test, the pupil has no opportunity to show his ability and to organise his thought. While simply checking the truth and falsity of the statements, no application of knowledge is required. As such the objective tests can in no case be regarded as valid and perfect instruments of measuring the achievement of examinees.

Advantages of the essay-type-tests :

On the other hand though the essay-type tests are less reliable these are more valid than the new-type-tests in so far as these measure a large number of the objectives of instruction. While the objective tests can measure nothing beyond factual knowledge, the essay-

type-tests govern far wider a field of achievement which includes, besides the knowledge of facts, certain aspects of thinking and reasoning, study-skills, work-habits and functional information. These emphasise the functioning rather than the possession of knowledge. The new-type-tests can evaluate recognition, recall and interpretation only, but the essay-type-tests are indispensable for measuring the ability to apply the knowledge gained and the capacity to utilize the information based in one setting in the solution of a problem in quite different a setting. Application and organisation of thoughts, perception of relationship and trends, making of outlines and summaries and free expression of ideas are no less important than the mere knowledge of facts. In short the essay-type tests are indispensable and can in no case be replaced by objective tests for the measurement of application and functioning of knowledge, the organisation of ideas and the power of expression. The essay examination is particularly valid and necessary in two situations. Firstly in such courses as composition in a language. Here the student's ability to express himself effectively and freely is the major objective of teaching. The second situation is advanced courses of other subjects where critical evaluation and the ability to assimilate and organise large amounts of material constitutes the important objectives.

The foregoing discussion was aimed at proving that in spite of some serious limitations, the essay-type-tests have a definite place in the examination system and should in no case be abolished or replaced by the objective tests. The solution lies not in abolishing but in reforming the essay-type-tests and in supplementing it with new-type-test in order to overcome its limitations. A combination of the two types of tests will have the following advantages :—

(1) The first limitation of essay-type-tests that these are not comprehensive will be overcome by supplementing it with an objective test which governs a wider range of factual

knowledge. The limitation of the new-type-test that it does not measure the application of knowledge and verbal expression will be overcome by the administration of essay-type-tests.

(2) The element of chance in the essay-type-test and the element of guessing in the new-type-test are cancelled by the opposite types of tests, when both are given together.

(3) Even in the combination of the two types of tests considerable amount of time, labour and expenses on the part of both the examiners and the examinees is saved.

(4) The second limitation of the essay-type-tests that these are not reliable is again overcome to a great extent when the scores obtained in an essay-type-test are compared with the scores obtained in an objective test which will prove a very good check for determining the degree of achievement of the examinee.

An objection is still bound to be raised that in spite of combining the two types of tests, as the essay-type-tests are unreliable, the scores on the essay-type-tests will affect combined results of the two tests. If we give a serious thought to this question, we will find that the objection is to the reliability of scoring rather than to the reliability of the essay-type-test itself. If the techniques of essay examinations are improved, their reliability may approach that of objective tests. So the crux of the whole problem is the discovery of an improved technique of scoring which will minimise subjectivity and thus make the test fairly reliable.

Conclusion :

The practical conclusion follows that neither the essay nor the objective test should be used exclusively. There should be a combination of the two tests. We should recognise the advantages either test has. While certain purposes may be best served by one type, other purposes are best served by the other. A new-type-test will be comprehensive to evaluate the contents

that the candidate possesses, while the essay-type-test will supplement this in measuring the ability to organise and integrate thoughts, to apply the knowledge and to express. The low validity and low reliability of the essay-type-tests can be reduced to the minimum by making reform in the construction and use of the tests as well as in the scoring of the scripts. If the minor problem of reform in scoring is solved, the whole major problem of the discovery of a valid, reliable and a usable type of test is obviously solved.

The controversy of essay-type versus new-type-test leads us to the problem of reform in the technique of scoring. An experiment was conducted by the present writer in order to investigate whether a reform could be made in the procedure of scoring, and whether by means of such a reform in scoring, reliability of the essay-type-tests could be substantially increased. The experiment conducted and the conclusions arrived at will be dealt with in the next issue of this journal.

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Edited by

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THE CONFERENCE OF PRESIDENTS, SECRETARIES AND REPRESENTATIVES OF DISTRICT TEACHERS' GUILDS

The Conference of the Presidents, Secretaries and Representatives of the District Teachers' Guilds was held at 11-30 a.m. on Saturday the 17th October 1953 in the Hindu High School, Triplicane, to consider the recommendations of the Secondary Education Commission. Dr. A. Lakshmanaswamy Mudaliar, Chairman of the Commission, inaugurated the Conference. Representatives from the District Guilds of Madras, North Arcot, South Arcot, Chingleput, Coimbatore, South Kanara, Ramnath, Salem, Tanjore, Tiruchirappalli and Tirunelveli were present. Representatives from Madras and Malabar were unable to attend and conveyed their regrets. Besides, a large body of teachers and other educationists attended the Conference. Dr. S. Govindarajulu Naidu, Director of Public Instruction, Andhra State, Mrs. O. C. Srinivasan, Director of Public Instruction, Madras, Dr. Parulekar, Chairman of the Committee on Modified Elementary Education, and Mr. G. Ramachandran, Adviser to the Government on Elementary and Basic Education, were also present.

Mr. S. Natarajan, President of the South India Teachers' Union, welcoming Dr. Lakshmanaswami Mudaliar and others, said that the Report of the Commission was one which every person interested in secondary education, and every practising teacher, should possess and study. To facilitate discussion at the Conference, the Union had brought out a small booklet giving the recommendations which would be available to them at a nominal price. Almost 100 years ago, the then Government of India appointed a Committee to consider problems relating to Secondary Education and since that year, other Commissions too had met and reported

on the subject. What seemed necessary, however, was not so much "a defining of goals or an exposition of the objectives but a determination to act and achieve the ideals" set before themselves. In spite of various changes they had had, they were dissatisfied, as also the public, with the products of secondary schools. This, he said, was because of the right step not having been taken towards achieving the goals defined.

The report now before them, Mr. Natarajan said, was "a very valuable document". It had been conceived not in a spirit of securing glamorous publicity by placing before the people high ideals which might be impracticable and unrealisable; but the Commission had erred on the side of being obsessed with the realities of the situation. Reading this report as well as the Report on the Reorganisation of Secondary Education in the Uttar Pradesh of the Acharya Narendra Deva Committee, and the Report on the Reorganisation of Education in Mysore, one would notice that the problems relating to secondary education were very complex and that these varied from province to province. It might appear to teachers in Madras that the recommendations of the Secondary Education Commission did not take them very far from where they now were and that some of the recommendations had already been given effect to here while in other States these still remained aspirations and ambitions. The Commission had, therefore, to take note of such wide differences. The Commission had also to take note of the pre-occupations of the State and the Central Governments. As such, their recommendations were based on a realisation of the actualities and the practi-

cal aspects of the situation and were "extremely modest and conservative". They clearly defined what should be the ideal and, in a very practical way, suggested how that ideal could be reached.

DEFECTS OF THE PRESENT SYSTEM

One of the recommendations to which he wished to draw particular attention, Mr. Natarajan continued, was that those responsible for implementing them should consider the matter in the light of the needs of their particular State and draw up a ten-year plan for implementing the recommendations accepted by them. One great defect in the educational system was that it had grown in a haphazard way. In the last few years, there had been such development without even taking note of the very ideals put forward by those who had framed the schemes. Right through a century, education had suffered from lack of planning. He hoped the Conference would, after considering the recommendations, suggest a plan as to how the recommendations could be implemented. As teachers, they wanted that the whole educational system should be so devised that they could work it with joy and satisfaction of doing useful and fruitful work.

If, to-day, there was a certain amount of frustration among the teachers, it was because they did not feel that they were doing something which, according to them, would yield good results. They were, indeed, sceptical about results and that was responsible for the frustration which should be removed if education was to succeed. Whatever plan they might have, it was the teacher that determined the success of the plan. What influenced the teacher to contribute to the success of the plan was faith in the plan. If he should say that teachers in this State were not having that faith, he would not be saying an untruth. In many cases, teachers were not given that share which it was their right to have.

They were treated more as people who must carry out the dictates of others who determined not only the policy but the curricula, the methods of instruction and so on. Probably this was the effect of the first flush of freedom.

The politician, Mr. Natarajan said, anxious to do his best for the country, often forgot that there were other people who were competent to work in certain fields. If interference of the politician in the field should be so great that teachers could not but feel a sense of frustration, then he considered it very injurious to the educational progress. He, therefore, hoped that the recommendations of the Commission in regard to the role of the teacher and the importance that should be given to his position, would be taken note of, so that those in charge of educational administration would be able to secure the fullest measure of co-operation from teachers. After all, he said, teachers in this State had taken the work not for monetary advantage or other amenities—which were very small—but because large numbers of them had a faith in their mission and the importance of the role of teachers in building up national prosperity. He hoped that the authorities concerned would take necessary steps to implement "the very good modest and practical recommendations of the Commission."

Dr. A. Lakshmanaswami Mudaliar, addressing the Conference, said, that the S.I.T.U. was the first body with whom he held a discussion when he took up his task as Chairman of the Secondary Education Commission. He wished to acknowledge the very useful and helpful nature of the discussion and say that the Commission drew largely on the services of the S.I.T.U. even in the stage of drawing up their questionnaire. It was a source of pleasure for him to feel once more that the S.I.T.U. was the first Teachers' organisation in the country to consider the Commission's report.

Dr. Mudaliar said, that during an exhaustive tour of the country, from Srinagar to Trivandrum and Bombay to

Calcutta, the Commission saw a variegated picture of secondary education in different States. It left on them the lasting impression that there were fundamental variations in secondary education in different States, though there might be uniformity of objective. The differences he said, were so fundamental that anything in the nature of stereotyped recommendations would only mean that they would hardly find any support because of practical difficulties in each State. Some States had proceeded much farther than others in respect of secondary education. The Commission's task was to leave each State to appoint Committees of their own to deal with details of the recommendations and implement the same with such modifications as they might find it necessary, having regard to their own local conditions. It was also the Commission's desire that in regard to fundamentals, there should be certain common objectives which might not be immediately attainable but which should be kept constantly in view, and the attainment of which should be the task of all States and all educationists. It was the hope of the Commission, more than anything else, that their recommendations would be treated in a kindly spirit and with a view to seeing how far they could be accepted.

TEACHERS' DUTY

No set of recommendations nor any plan would be of any value, Dr. Lakshmanaswami Mudaliar continued, unless it were possible for the teachers themselves to feel that they were doing something through conscious effort and with which they were in full sympathy. The Commission had necessarily taken the position of the teacher as the fundamental and pivotal point on which the recommendations would ultimately succeed or fail. He did not wish to refer to the conditions of teachers. The main objective of the Commission was to see that the profession was upgraded to an extent that would be consistent with the demands made on the profession and the responsibilities falling on teachers in regard to succeeding generations. It was unfortunate that every-

where the teacher was occupying, perhaps, the lowest grade among public servants. The one common factor brought to their notice everywhere was the great difficulties and the abnormal handicaps under which the teaching profession had to carry on their work. It was brought to their attention that the teaching profession was supposed to simply carry out orders without any question whatsoever. It would be an impossible position if really there was to be a response adequate to the recommendations made. The Commission, therefore suggested that the teaching profession should be upgraded in various ways and that their emoluments should be looked after as also their other interests, so that they might be free from the hard conditions which prevented everybody from concentrating on his task.

The Commission also recommended. Dr. Lakshmanaswami Mudaliar said, that the teacher should have full freedom within certain limits, so that he could apply himself to the task with a feeling that he was contributing something personally. It was for this reason that they had also dealt with the question of teacher-training in a rather elaborate manner. They felt that teacher-training programme was one of the most important factors in the implementation of the Commission's recommendations. It was with this need in view that when he was asked by the Ministry of Education about a proposal to set up a small Committee to tour this and other countries to gather material regarding teacher-training programme, he readily agreed but at the same time said that whatever might be the position in other countries, they should realise and remember that in the implementation of any recommendations, they should take note of local conditions and adopt measures suited to them.

The report, he continued, envisaged a certain amount of reorganisation. There were reports previously on secondary education. Perhaps the most valuable of the recommendations in this connection were those made in 1882.

If the same had been implemented with any degree of sincerity they would not be in the position they were now in. It was said that the present Commission made no "new recommendations." It was not their intention, Dr. Lakshmanaswami Mudaliar said, to recommend something fanciful. They had to take note of what the States had done and what should be the immediate objective for the next 10 or 20 years in the light of the progress made. Once a momentum is given to reorientation of policy in this matter, it might be possible, he said, to make greater advance.

UPGRADING OF SECONDARY SCHOOLS

The chief recommendation of the Commission, Dr. Lakshmanaswami Mudaliar said, was regarding introduction of diversified courses of instruction and eventual upgrading of Secondary Schools into Higher Secondary Schools with an extra year, so that pupils leaving the schools would be in a position to eke out their living, instead of having to hang on to the University for further progress. The criticism often made that secondary education was largely dominated by the Universities, was undoubtedly true for the simple reason that products of secondary schools had no venue for education other than the Universities. It was for this reason that they arranged for diversified courses of instruction but at the same time they made certain adjustments in the universities here, on account of the diversified courses to give them university education also. If they wanted diversified courses and also wanted the candidates to be necessarily taken through the university, then the domination of the university would remain. They, therefore, suggested that there should be crafts and other activities which would make the pupils receive training and opportunity for gainful employment at the end of the training.

Crafts had been introduced in several parts of the country in schools but they felt that these were not receiving due importance. To believe that a teacher

unaccustomed to crafts, could learn a craft during a nine-month training was to expect something far from reality. This would, however, go on unless there was an attempt to have, along with the teacher trained in crafts, an actual craftsman in the school, so that the craftsman would give practical training to students and the teacher would be able to explain the principles behind the same. After some years, it might be that the teacher might be able to replace the craftsman altogether.

Dr. Lakshmanaswami Mudaliar said that the Commission suggested multi-purpose schools, so that there would be larger facilities for technical education. There was at present a certain prejudice against technical schools. That was why they had suggested technical training being given in the same premises as other training by opening multi-purpose schools. They had also suggested a common course of subjects for all pupils, in one or the other diversified course. This, they expected, would enable the student to appreciate what he had got to deal with in later life by learning something of science, of social studies etc. They hoped that it would be possible, with the assistance that must necessarily be given by the State and Central Governments, to introduce one or other of these diversified courses of studies in most schools.

While recommending the addition of another year to the high school course, Dr. Mudaliar said, they had deliberately suggested that during the interim period, the present high schools might continue till they were in a position to change to the Higher Secondary School course. The result of such a longer course was seen in Delhi where they were told that the products of the Secondary School showed a greater appreciation of things and were more responsive to university education. The recommendation made by successive University Commissions in this respect for a bigger secondary course and upgrading of the secondary education was a recommendation which ought not to be deferred. The problem then arose as to the position of High Schools until

they could get converted into Higher Secondary Schools. They had suggested that the students who continued in the High Schools would not be in a worse position than those in the Higher Secondary Schools, if care was taken to see that their further education was provided for.

NEED FOR CO-ORDINATED EFFORTS

One of the criticisms of the recommendations, Dr. Lakshmanaswami Mudaliar said, was that there were too many bodies set up in connection with the secondary education system. Wherever they went, they found that education, which was one and unified, was dealt with by half a dozen Ministries, each one not always knowing what the other did. That was not a state of affairs which would lead to co-ordination. They, therefore, suggested that these Ministries should form a Council and even if they met only once a year it would still be good from the point of view of co-ordinated effort. They had suggested that Directors or Secretaries of the various Ministries might meet under the Chairmanship of the Director of Education,—they felt that “Director of Public Instruction” was not the right designation. “They spoke of Fisheries School, Labour School, Industrial School, etc., all of which were not conducive to co-ordinated or planned education, not to speak of waste of funds. The money could be spent much better. Not that these departments should not have a say in the matter; but when they met, there was greater possibility of pruning the expenditure and utilising the funds to the best advantage.

As for finance, the prevailing idea was that secondary education was the responsibility of the State Government. The Commission had suggested that the Centre must come to the help of the States in a very large measure because the whole scheme of education, as they had envisaged would not otherwise yield tangible results. The State and the Central Governments should have

a joint responsibility in regard to education, and they had suggested whereby the finances of the Centre must be made available for this most important task.

People bought costly machinery and within a few years these were declared unserviceable for there were few technicians to keep them in good repair. All this illustrated the importance of technical training and how it would help to conserve wealth in the country and open out new avenues of employment.

Those reading the Commission's report, Dr. Lakshmanaswami Mudaliar said, might find a sentence here or there with which they might not agree. They would find lacunae and absence of firm recommendations in some matters. That was because “we are dealing with 350 million people in a country which is half the size of Europe.” He would urge them to see how far the recommendations were practicable and could be accepted. They had said that the teachers, managements, headmasters, the University and the public should all co-operate, as also the State and the Central Governments. He therefore, welcomed the consideration of the recommendations by the S.I.T.U. and would await with interest the recommendations of the Conference. He wished the Conference all success.

Mr. T. P. Srinivasavaradan, Secretary of the S.I.T.U., thanking Dr. Lakshmanaswami Mudaliar asked if it was proposed to set any time limit within which high schools should change over to the Higher Secondary Course. He was anxious that any change should be effected without any dislocation, and added that in recent years changes had been made which had caused serious dislocation. Changes should also be introduced at the lowest rung of the ladder and not in the First or the Fourth Form. There should be a gradual implementation of the change on a definite plan of ten years or some definite period. They should also remember that a scheme applicable to some schools might not be applicable to others.

AFTERNOON SESSION

In the afternoon of the 17th October 1953, the Conference divided itself into six groups and considered the recommendations of the Secondary Education Commission from 2 to 4 p.m.

At 4 p.m. at the open session of the Conference the reports were presented.

Sri P. Doraikannu Mudaliar, President of the Madras Teachers' Guild and Chairman of the Group that considered the recommendations of the Secondary Education Commission in regard to the

The Group felt that while there is need for a few public schools in the State there must be opportunities for those who study in the ordinary secondary schools for admission to the defence services by the reservation of certain number of posts in those services for them.

The Conference discussed the recommendations and approved.

Sri U. Keshava Rao, President of the South Kanara District Teachers' Guild and Chairman of the Group which discussed curriculum and languages re-



new Organisational Pattern of Secondary Education reported that the Group was in general agreement with the recommendations. It, however, felt that Secondary Education should begin after a five year junior basic course. The Group felt that the term ‘middle school’ as a variant of senior basic might be dropped and that stage may be described as either senior basic or lower secondary, while the stage 14 to 17 as higher secondary.

The Group felt that the addition of an extra year to the secondary school course need not necessarily demand higher qualifications for the teachers in secondary schools. The introduction of the additional year need not be delayed on the score of qualification of teachers as the senior masters of the existing schools could as well bear the responsibility.

ported that while they were in general agreement with the recommendations of the Commission they felt that the following modifications should be made for our State:—

As long as English remains the language of administration and the medium of instruction in the University, English should be a compulsory subject to be studied from the first year of the secondary school course. Also, Hindi should be a compulsory language. It is recommended that Hindi may be begun from the second year of the secondary school course, the language being given more time in the timetable than at present. The Group also was of the opinion that the present arrangement in the Madras Scheme regarding a composite course of mother-tongue (or regional language) and a classical language be provided for from

the First Form till the end of the Higher Secondary Course. The Group also felt that the core subjects should be the same for all types of schools catering to the age group 11 to 14 (senior basic or lower secondary).

The general Conference approved the recommendations.

Sri K. M. Ramaswamy, Representative of the Coimbatore District Teachers' Guild and Chairman of the Group that studied Teaching Personnel and Teaching Technique, reported that the Group agreed with the recommendations with the following modifications: The Group recommended that in the case of teachers the age of retirement be fixed at 60. In respect of private tuition the Group felt that as the teacher is professionally qualified to teach, banning private tuition would cause hardship to pupils who needed special attention. It therefore felt that private tuitions by teachers may be permitted under conditions prescribed by the Madras Government.

In view of the importance of Teacher-training—the Group was in favour of increasing the duration of the teacher education course in respect of those who have completed the higher school course to three years at the end of which they may be awarded a diploma in Education by the University. The Group was further of the opinion that all teacher education institutions should be brought under the control of the Universities. The Group also recommended to the Universities to undertake research in the matter of assessing psychological and emotional needs of secondary school pupils and making such research available to teachers.

The Conference adopted the recommendations and urged upon Government and Universities to conduct special refresher courses for teachers on activity methods in teaching.

Sri J. G. Koil Pillai, President, Tanjore District Teachers' Guild and Chairman of the Group regarding Student Welfare including character

education reported that the Group was in full agreement with the recommendations. It commended the Citizenship Training syllabus recently introduced in our State as in complete harmony with the recommendations. The Group emphasised the importance of moral instruction in schools and desired that due provision should be made in the curriculum. The Group felt that the efforts of the school in the development of character would be successful only if supported by a correct understanding of one's religion, and that it might not be possible for the school to provide for religious instruction in the present set up. It therefore urged upon the community to help the schools by organising for the benefit of their children instruction in the principles of their religion.

The Group recommended that immediate action be taken to make it an offence to make use of school pupils for political propaganda and for election purposes. It urged early steps to be taken towards providing each district with an adequate number of camp sites to facilitate schools arranging for student camps. The Group also endorsed the recommendations of the Commission in respect of medical examination of pupils and urged that it be made obligatory on all schools to institute medical examination and provide for medical care. It also recommended that adequate training in rural social service should be given to students.

The Conference accepted the suggestions. It recommended to school authorities and teachers' organisations the advantages of conducting work camps for students so as to give them opportunities of learning some work and of being of service to the community.

Mr. C. M. Fazlur Rahman, Representative of the North Arcot District Teachers' Guild and Chairman of the Group that considered the recommendations relating to Administration and Finance, reported that the Group agreed with all the recommendations. It expressed the view that the Board of Secondary Education should, instead of

merely being an advisory body to advise on matters referred to it, be responsible for laying down general policies as recommended by the Commission. The Group was of opinion that a minimum of ten years' experience be required in the case of teachers and headmasters who might be recruited to the inspectorate. The Group also felt that it was not necessary to work for six days in a week, a two day break each week in the case of day schools being felt necessary. The Group opined that in respect of levy of tuition fees, the system in vogue in this State was satisfactory and might be continued.

The general Conference endorsed the above recommendations. It expressed the view that the Central Government should aid the States with liberal grants for secondary education.

Sri M. Rajah Iyer, President, Ramnad District Teachers' Guild and Chairman of the Group that considered the recommendations in respect of Examination and Evaluation reported that the Group was in general agreement with the recommendations. It opined that there should be only one external examination at the end of the school course. It noted with satisfaction the recom-

mendation that in the final assessment due credit should be given to internal tests and the school records of the pupils. The Group considered that in respect of written work, percentile marking may be adopted and then it could be expressed in the five point scales. The Group also expressed the view that in view of the use of the objective tests, the minimum required for a pass should be raised much higher than the present minimum. The Group further recommended that special refresher courses should be conducted on the technique on constructing and administering tests and maintaining records.

The general Conference accepted the recommendations. There was a discussion on the form of a cumulative record. It was decided that District Guilds should consider the sample form of such a record appended to the report and suggest a type suitable to our State.

With a vote of thanks the Conference concluded.

T. P. SRINIVASAVARADAN,
Secretary.

19—10—1953.

The XXVIII All-India Educational Conference

The 28th All India Educational Conference will be held at Calcutta from the 27th to 31st December 1953. *Sri K. G. Saiyidain*, Joint Secretary, Ministry of Education, Government of India, has kindly agreed to preside over the conference. The Conference will function with 16 sections. Members of the Union desirous of attending the conference should enroll themselves as delegates by remitting the delegation fee of Rupees Three only per delegate to the Secretary, Reception Committee, All India Educational Conference, 15, Bankim Chatterjee Street, Calcutta-12, giving the following particulars:—

1. Full name (in block letters)
2. Occupational particulars.
3. Full address for correspondence.

Along with the receipt for the delegation fee a railway concession form will be sent. Delegates attending the conference are eligible for the railway concession (single fare for the double journey).

The Reception Committee is arranging for boarding also. The charges will be Rs. 3-8-0 per day (two meals). In their application delegates should state whether they are vegetarians or not.

NEWS AND NOTES

TEACHERS' PARTY TO
DR. M. V. KRISHNA RAO

A committee of hosts, comprising the important teachers' organisations in Madras State, bade farewell to Dr. M. V. Krishna Rao, Minister for Education, who will be laying down his office on October 1 at a function held at the National High School (Girls), Triplicane, on 28th September 1953.

Dr. Krishna Rao, speaking on the occasion, referred to the grievances of the aided elementary school teachers in Malabar and said that the Government had decided on a plan "whereby we could try the experiment of paying salaries to aided elementary school teachers direct from Government in the district of Malabar, to detain their Provident Fund contribution at the source and try to see that they are not deprived of it". He added that if this experimental measure succeeded in Malabar, the Government might extend the scheme to other districts also.

Mrs. Krishna Rao and Prof. S. V. Parulekar were among those present.

Mr. S. Natarajan, President of the South India Teachers' Union, spoke

bidding farewell to the Minister and Mr. K. M. Unnithan, Education Secretary, and Mr. S. Govindarajulu, Director of Public Instruction. He said that during the 15 months Dr. Krishna Rao held the office great progress had been made. To-day there was a greater realisation by the Government of all the things that the teacher needed. He was sure that if conditions became favourable, the Government would give top priority to revision of teachers' scales.

Dr. Krishna Rao thanked the S.I.T.U., the Madras Teachers' Guild, the Madras Headmasters' Conference, the Association of Managements of Aided Secondary Schools and the National Education Society, who had arranged the function. He said that they were "on the eve of great changes in South India". He added, "the formation of linguistic States was the logical consequence of political freedom in the country".

Dr. Krishna Rao said there was no conflict between their accepted object of basic education and the modified scheme of elementary education. He hoped that the report of the Parulekar Committee will receive the utmost attention of the residuary State as well as of the Andhra State and that "we

shall enter on a planned and very rapid progress towards achieving our objective in regard to basic education as well as the expansion of elementary education and its universalisation".

The Education Minister said that though he could not lay claim to any practical results in improving the teachers' lot, yet they had been very kind to him for his earnest efforts in that direction and he thanked them for it. It was not possible for the Government to do anything now in the matter of improving the salary of teachers, for financial reasons. They had, therefore, to be content with "the assurance that the question of teachers' emoluments will receive high priority and that elementary school teachers will receive top-priority".

He thought that education was not worth anything unless it was based on trust and respect for the teacher. "I hope, that in future, examinations will be run in a much better manner, without large-scale malpractices on the one side and policing on the other. Unless there is respect and trust in the teacher, no education or examination or any training is possible", the Minister said.

Dr. Krishna Rao said that he considered the expansion of elementary education within the next 10 or 15 years as the most urgent problem facing India. This was the most urgent problem for all States in the country and particularly for Andhra. The Minister

remarked that he considered himself lucky in having secured the services of Mr. K. M. Unnithan, Education Secretary, and Mr. S. Govindarajulu Naidu, Director of Public Instruction.

Mr. P. Doraikannoo Mudaliar, President of the Madras Teachers' Guild, proposed a vote of thanks.

TASK BEFORE TEACHERS

A Committee of Hosts composed of representatives of secondary schools and training institutions in the City, the South India Teachers' Union, the Madras Headmasters' Conference, the Madras Teachers' Guild, the Association of Managements of Aided Secondary Schools and the Christian Educational Council of South India organised a party, in honour of the Secondary Education Team, which was held at the premises of the National High School for Girls, Triplicane.

Mr. S. Natarajan, President of the South India Teachers' Union, welcomed the guests—the members of the Government of India Team of Experts to study Secondary Education and Teacher Education problems in India, Denmark, the United Kingdom and the United States of America and to advise on implementing the recommendations of the Secondary Education Commission. The Team consisted of—

(1) Mr. S. C. Rajkova, (2) Dr. I. A. Pires, (3) Miss S. Panandikar, (4) Mr. K. K. Jacob, (5) Dr. L. Zilliaccus.

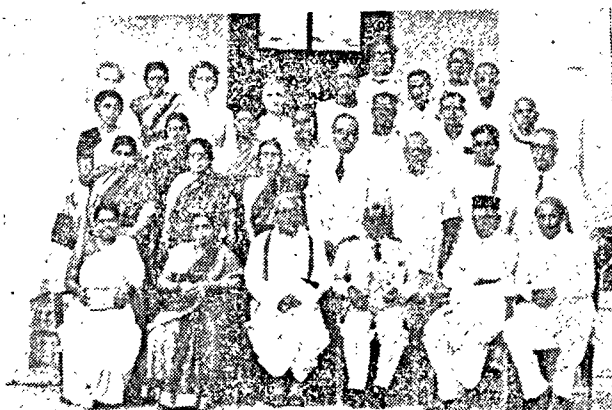
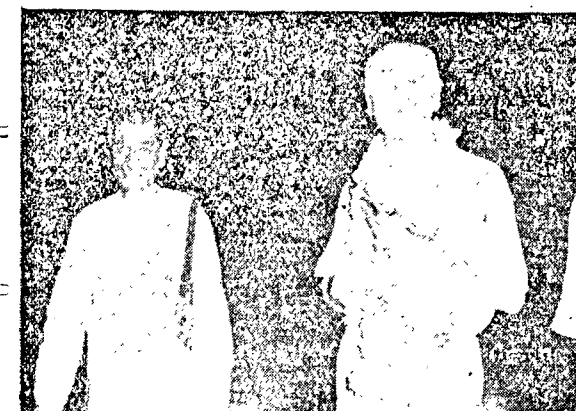


Photo taken on the occasion of
the Farewell to
Dr. M. V. KRISHNA RAO,
Minister for Education
on 28-9-1953.

Sri S. NATARAJAN
and
Dr. L. ZILLIACUS.



(6) Mr. H. C. Dent, (7) Dr. Alfred D. Simpson, (9) Dr. Lester W. Nelson. DEPUTATION OF THE TANJORE DT. TEACHERS' GUILD TO THE D.P.I.

Thanking the Committee of Hosts for the honour done to them, Mr. Zilliacus, on behalf of the entire team, said that before they arrived in India, the non-Indian members had no knowledge of the educational problems in the country but since then they had picked up enough information to make themselves useful to their Indian colleagues when they continued their studies in Europe and America. When finally they returned to Delhi, he hoped, they would be able to suggest practical steps to carry out the recommendations of the Secondary Education Commission.

There had been a number of reports of Commissions in the past, Mr. Zilliacus said. Many people had asked them whether theirs would add one more. That, he felt, would depend not on the team but on the teachers.

Mr. Zilliacus said he and his colleagues were happy to be among a group of teachers in a progressive State in India. He wished them strength and energy in tackling their problems and in carrying on the vital work in which they were engaged.

Members of the team later had an informal chat with representative teachers present on several current educational problems.

A deputation of the Tanjore District Teachers' Guild waited on the Director of Public Instruction, Madras on the 19th October, 1953 and represented the need for granting (1) Uniform scales of pay to all the teachers of Secondary schools irrespective of the agencies under which they serve; (2) House Rent Allowance; (3) Pension; (4) Raising the age of retirement of teachers to 60; (5) Permitting teachers particularly under Local Bodies to attend meetings of Teachers' Guild and other educational conferences on Saturdays without taking casual leave.

The Director gave a patient and sympathetic hearing and assured the Deputation of her kind help by giving careful consideration to every aspect of the matter. Also she agreed to look into the matter referred to above under (5) viz attendance of teachers and do the needful to remove the difficulty at once.

The Deputation consisted of Sri T. P. Srinivasavaradan, Secretary, S.I.T.U., Sri J. G. Koil Pillai, President, S. Srinivasan, Secretary of the Tanjore Dt. Teachers' Guild.

TIRUPATTUR (R.D.)

Two model lessons on the teaching of English to Forms IV and II were given by Sri C. Padmanabha Mudaliar,

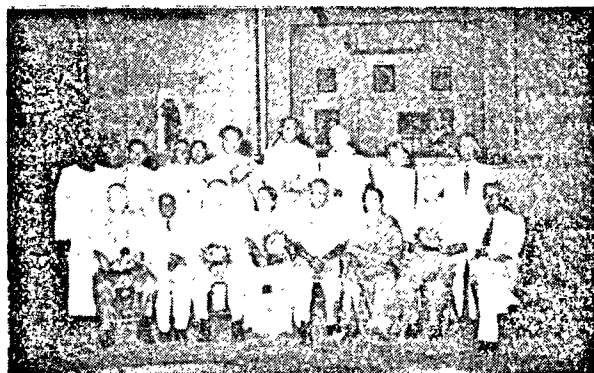


Photo taken on the occasion of the party in honour of the Secondary Education Team.

D.E.O., Ramnad, in the premises of Board High School, Tirupattur, for Secondary School Teachers from Keelasevalpatti, Kandramanikkam, A. Thekkur etc.

For Form IV an unseen passage was read out first by pupils and last by the Officer in an expressive manner. A Tamil rendering also was got. Later, questions were put so as to draw out the key-sentence. New words were then used in sentences on present-day facts. For Form II single sentences were taken and taught with more emphasis on different construction, correct pronunciation, and substitution of different words, use of similar phrases. The lessons were definitely useful and the Officer was duly thanked by Sri Arumugam Pillai, Headmaster.

AMBUR

The students of first three Forms and the trainees and the teachers of the Concordia Training and Model School, Ambur conducted a Citizenship Training Camp on the 10th October, 1953. The place selected was a beautiful mango grove close to the nearby hills. The day's programme began with a prayer by Rev. N. J. Cornelius followed by the flag hoisting by the Principal. "Friends in Council" was a very interesting item of the day. There was an instruction class period also. The following are topics discussed in the instruction period: What are the aims of Citizenship Training?; National Songs; Qualities of a good citizen; Social Skills; Orderly movements. Prizes were awarded by Mrs. D. Sundararaj for the following items: Erection of tents, Variety entertainments, and Treasure Hunt.

The Camp day ended at about 6 p.m. with a prayer by Rev. D. Jesudoss.

Vote of thanks was proposed by the School Pupil Leader M. Ragupathy.

The inaugural meeting of the Teachers' Association, Board High School, Tirugokarnam, was held on Tuesday, the 6th October, 1953 at 4.30 p.m. The meeting was presided over by Sri A. D. M. Prakasam, B.A., L.T., Headmaster of the school. Sri A. N. Devanesan, B.A., L.T., Headmaster, C.S.M. High School, Pudukkottai delivered the inaugural address. The members of the Association and the chief guest were entertained to tea. The Headmaster welcomed the speaker of the day and requested him to deliver his address.

At the outset, Sri Devanesan talked about the Headmaster-Teachers relationship, Teachers-Pupils relationship and Teacher-Community relationship and exhorted all teachers to take up their profession with the missionary zeal and enthusiasm giving their unstinted support and co-operation to their Headmaster bearing in mind that whatever the members of the staff do, they do it for the pupils who are to become the citizens of India, to the country and to the world at large.

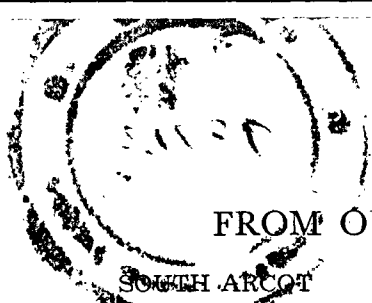
In concluding his speech, he dwelt upon the need for a Teachers' Guild in the Pudukkottai division and requested the teachers to bestow their thought and arrive at a decision whether Pudukkottai must have a Guild of its own or the Pudukkottai Teachers' Associations to be affiliated to the Tiruchi District Teachers' Guild.

With a vote of thanks proposed by Sri P. Subramanian, Secretary of the Association, the meeting came to a close.

ALANGUDI

The U.N. Day was celebrated by the staff and students of the Board High School, Alangudi, under the auspices of the Students' Association on Friday, the 23rd October, 1953 with the Headmaster Sri K. Subrahmanyam, M.A., L.T. in the chair.

(Continued on Page 405)



FROM OUR ASSOCIATIONS

SOUTH ARCOT

The Annual Conference of the South Arcot District Teachers' Guild was held on 24-10-1953 in the premises of Board High School, Pennadam under the presidency of Sri P. Govindaswami Pillai. More than 100 delegates from the various High Schools of the district attended the conference. The President welcomed the gathering and referred to the New Scheme of Elementary Education introduced by the Government and pointed out the frequent changes in the system of education by ministers with party affiliations and suggested that the portfolio of education should be entrusted to a minister without any party affiliation or to a Committee of Experts.

Sri C. Subramaniya Mudaliar, Headmaster, Nandanar High School, Chidambaram spoke on "Teaching of English as a foreign language". A useful discussion followed the lecture in which several delegates participated.

The Executive Board met and adopted the report and the statement of accounts for the year 1952-53 and the resolutions to be moved at the General Body.

The Conference met again at 3 p.m. and passed a condolence resolution on the death of Thiru. V. Kalyanasundara Mudaliar, Boovaragam Pillai, T. R. V. Sastri and Sir Alladi Krishnaswami Iyer. It was also resolved to request the authorities of the District Board, that T.A. should be given to teachers, who are asked to appear before District Medical Officers, that completed probationers should be confirmed whenever vacancies arise, and that all the resolutions passed by the Annual State Conference be adopted.

The following office-bearers were unanimously elected:—

President—

Sri P. Govindaswami Pillai,
Headmaster, Bd. High School,
Pennadam.

Vice-Presidents—

Rev. Fr. A. M. Gnanapragasam,
Headmaster, St. Joseph's High
School, Cuddalore, N.T.
Sri K. S. Srinivasa Rao,
Headmaster, Ramakrishna Vid-
yasala, Chidambaram.
„ J. R. Chellappa, Headmaster,
Board High School, K. M. Koil.
„ Swaminathan, Headmaster,
G. M. High School, T.V. Nallur.
„ G. Ramachandran, Assistant,
Board High School, Gingee.

Secretary—

Sri P. R. Swaminathan,
Headmaster, R. C. T. High
School, Annamalainagar.

Representative to the S.I.T.U., Madras—

Sri P. R. Swaminathan,
Headmaster R.C.T. H. School,
Annamalainagar.

Committee Members—

Sri N. Roberts
„ T. Murugesam Pillai
„ P. Guruswamy.
„ A. Natesa Iyer.
„ S. Ramanatham Pillai.

In the evening session of the Conference Sri P. R. Swaminathan, Headmaster, R.C.T. High School, Annamalainagar gave an interesting and instructive talk on "Kashmir."

The President in conclusion appealed to the teachers of the district to strengthen the Guild.

All the delegates enjoyed the generous hospitality of Sri Siva Palamalai, land-lord, Pennadam.

With a vote of thanks proposed by Sri P. R. Swaminathan, the Secretary, the conference terminated at 6 p.m.

FROM OUR ASSOCIATIONS

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COURTALLAM

The quarterly conference organised by the Tirunelveli District Teachers' Guild was held at 9 a.m. on Saturday 10th October 1953 at Courtallam. About 100 delegates representing various associations attended the conference.

Rev. Fr. R. Doraiswami, S.J. Headmaster, St. Xavier's College School presided and Miss L. Arumainayagam, B.A., L.T., Vice-Principal, Sarah Tucker College, Palamcottah opened the conference.

The proceedings opened with the unfurling of the National Flag at 9 a.m. by Sri T. S. Sankaranarayana Pillai, B.A., B.L., M.L.C. He said that the National Flag stands not only for the honour of the citizens of Bharat, but also for the unity of the nation. It is the duty of teachers to uphold these ideals and strengthen them.

After a prayer song by Mr. T. V. Kuppuswamy, M.A., V.O.C. College, Tuticorin, the President of the Guild Sri A. Srinivasa Raghavan, M.A. welcomed the delegates. He appealed to all the members of the guild to take a very active and enthusiastic part in all the activities of the guild. All teachers must come forward and strengthen the guild and make its voice felt everywhere. He referred to the new reform of Elementary Education which has been agitating the minds of the public for some time now. All teachers in their love for the growth and spread of education have got the right to speak out the pros and cons of the new scheme. When we try to seek the truth, there is no place for bitterness and prejudice. He appealed to the teachers to examine the scheme in a spirit of true inquiry.

Miss L. Arumainayagam, M.A., L.T., opened the conference. She said that research is an important factor in the field of education. Hand Work is essential. She referred to the English system of education where the child is kept at school, till the age of 12. India, she said, is not economically strong enough to follow the west immediately, nor has our country the

required number of trained educationists. She added that the co-operation of parents and teachers is needed in all new reforms and reorganisation schemes.

Rev. Fr. R. Doraiswami, S.J., then delivered his inspiring presidential address. He said that a teacher should be a silent temple of God. He should cultivate personal contact with the pupils and a deep feeling of love towards them. The potentialities and the needs of the students should be felt and understood by him. Teachers should give a new orientation to their work, it being the most significant social work and service.

Mr. H. Visvesvaran, B.Sc., L.T., led a symposium on "The study of English in Form I."

He observed that at the beginning of this year the new syllabus in English was introduced. The whole syllabus from Form I to VI aims at a complete mastery of a 2,000 word vocabulary. It is being stressed by the framers of the new syllabus that English has to be treated as a skill subject and not as a knowledge subject. So the following principles are to be borne in mind by the teachers of English.

(1) The importance of forming language habits, particularly the mastery of graded sentence structures.

(2) The importance of oral drill and speech as the most effective method of learning the structures.

(3) The importance of pupils' activity rather than the teachers' activity.

In our secondary schools we should see that the teaching of English is entrusted to experienced secondary grade masters and graduate assistants who have an aptitude for teaching English.

In short, the new syllabus has been well drafted and if worked with vigour, energy and enthusiasm by competent hands, it will help us considerably to pull up the standard of our children in spite of the limitations of time.

In the discussion that followed, Messrs Arthur Asirvatham, B.A., L.T.,

Vasudevan, M.A., L.T., S. R. Subramaniam, Ramanujam and A. Srinivasa Raghavan participated.

The president concluded by saying that the teaching of English should be entrusted to expert hands.

Messages wishing the Conference success from Sri E. N. Subramanian, M.A., L.T., Vice-President S.I.T.U. and Sri S. Natarajan, B.A., L.T., H.M. Hindu High School, Viravanallur were read by the Secretary Mr. S. P. Athisayam Samuel. With this the forenoon session of the Conference came to a close.

The afternoon session commenced at 2-30 p.m. Sri H. Visveswaran made an appeal to teachers to join the S.I.T.U. Protection Fund and the Benevolent Fund and also to subscribe regularly to South Indian Teacher and 'Balur Kalvi'.

Then followed a discussion on the new Elementary Education Scheme led by Sri N. Venkatachalam Iyengar of Kulasekarapattanam. He referred to the Government guide book on Elementary education and the practical difficulties in the working of the scheme. He said: Attendance in the afternoon diminishes while the morning attendance of the children is satisfactory. Parents are tempted to keep their children with them throughout the day instead of half a day only. Children coming from humble homes should be encouraged and supported from Government funds. The low afternoon attendance tends to damp the enthusiasm of the teacher. During the off-hours the children should be kept engaged. Central craft schools should be established wherever possible. Three hours of daily work is sufficient to cover the syllabus but 6 hours of teaching work for the teacher is a little too much.

A good number of teachers took part in the discussion that lasted for an hour. But owing to lack of time the discussion had to be postponed.

The Conference then adjourned for 'Tea' which was provided by the Guild and its President.

When the Conference reassembled the following resolutions were passed:

(1) Resolved to request the Government to extend free medical aid and house rent allowances to the teaching staff in aided schools also.

(2) Resolved that the Director of Public Instruction be requested to direct the District Educational Officers and Deputy Inspectors of Schools to send all circulars and proceedings from the Director of Public Instruction's Office to Training Schools also as they are felt to be essential to keep pupil teachers in touch with day to day school administration.

(3) This Conference requests the Government to appoint the L.T. Assistants in Training Schools as Additional Chief Examiners for the T. S. L. C. Examination.

(4) This Conference requests the Government to fix the Secondary Grade teachers working in aided elementary schools on the same scales of pay and allowances as those allowed to secondary grade teachers working in secondary schools.

(5) This Conference requests the Government to sanction separate Headmasters' allowance to Headmasters of Aided Elementary Schools.

(6) This Conference thanks the Government for sanctioning direct payments to Aided Elementary School teachers in Malabar district and requests the Government to extend this measure to other districts.

(7) In view of the change of syllabus in Higher Elementary Schools, this Conference requests the Government to conduct Refresher Courses in English and Social Studies for the benefit of teachers in Higher Elementary Schools.

(8) This Conference requests the Government to frame definite rules regarding the calculation and fixing of Maintenance Grant to Aided Elementary Schools and to publish the items of expenditure admissible.

(9) This Conference thanks the Government for removing the disabilities placed on Elementary School teach-

ers in contesting elections to Local Bodies and Legislatures, but requests the Government to allow them to continue in service as teachers so long as their membership in local bodies and legislatures does not affect adversely their school work.

The President in his concluding remarks said that teacher's profession is a noble one and so the teachers should behave in a manner worthy of their noble calling. Regarding the new Elementary Education scheme he said that the teachers should welcome this as it aims at quantity, quality and craft mindedness and try to work it out with an unbiased attitude. The actual difficulties in the working of the scheme should be referred to Government whenever necessary.

After a vote of a thanks by the Secretary Mr. S. P. Athisayam Samuel and with the singing of the National Anthem the Conference ended.

ALWARTIRUNAGARI

A general body meeting of the Tiruchendur Taluk Aided Elementary School Teachers' Union was held at 10 A.M. on 31-10-1953 in the premises

(Continued from Page 401)

In his Presidential foreword he stressed the part played by India in the international sphere through the U.N.O. and its various organisations. He urged the students to develop the spirit of co-operation, toleration and sacrifice so that they may grow into peaceful tolerant and responsible citizens of the world.

Sri A. E. Devarajan, B.A. (HONS.), Graduate Assistant was the principal speaker on the occasion. He described briefly the various branches of the U.N.O. and their functions and also pointed out the defects inherent in the organisation functioning effectively. He said that India is a powerful media-

tor between the power blocs and that India's stand in the U.N.O. is for the establishment of eternal peace prosperity and progress of all the Sister Nations. He explained how the associations and organisations formed separately outside the sphere of the U.N.O. are detrimental to the promulgation of the proposals and the efforts of the U.N. towards peace. The existence of colonial and under-developed countries and the prevalence of inequality in the economic and social field can only endanger the peaceful co-operation among the member nations of the U.N.O.

Some students also spoke. Sri Velu, Secretary of the Association proposed a vote of thanks.

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 6 P.M. on Saturday, the 17th October, 1953 in the Hindu High School, Triplicane, Madras, with Sri S. Natarajan, President of the Union, in the chair.

Members present :—Messrs. P. M. Venkatavaradan (Madras), C. Ranganatha Aiyengar (Journal Secretary), C. M. Fazalur Rahman (North Arcot), E. Shanmugam (Salem), S. Subba Rao (Salem), R. Bhuvarahan (Tiruchirapalli), K. M. Ramaswami (Coimbatore), R. Rajagopal (Coimbatore), P. R. Swaminathan (South Arcot), S. Balasubramanian (Tanjore), S. Kunchithapatham (Tanjore), M. Rajah Iyer (Ramnad), J. G. Clement (Tiruchirapalli), H. Visveswaran (Tirunelveli), N. Krishna Iyer (Tirunelveli), A. M. Kanniappa Mudaliar (Chingleput), L. Mariapragasam (Treasurer), U. Keshava Rao (Vice-President) and T. P. Srinivasavaradan (Secretary).

1. The Minutes of the last meeting were taken as read and approved.

2. The Secretary made the following statement :—

(i) The resolutions passed at the last meeting of the Executive Board were communicated to the authorities.

(ii) On account of increase in the work of the office and on account of cramped accommodation, with the approval of the Working Committee, another clerk has been appointed and a room downstairs has been taken on rent from the Protection Fund.

(iii) (a) Mr. and Mrs. P. J. Chester were entertained at Tea on 22nd July 1953 on the eve of their departure to the United Kingdom.

(b) Dr. Rice and Mrs. Rice of the New York University visited our office and they were entertained at Tea on 21st August 1953.

(c) Mr. R. V. Parulekar, Chairman of the New Elementary Education Enquiry Committee visited our office and met the workers on 5th September 1953.

(d) The Union by forming a Committee of Hosts was At Home to Dr. M. V. Krishna Rao, retiring Minister for Education, on 28th September 1953.

(e) The Union by forming another Committee of Hosts of Educational Organisations gave a Reception to the members of the Secondary Education Team of Experts appointed by the Government of India to make a comparative study of Secondary Education in India and abroad, on 12th October 1953.

The Executive Board approved and sanctioned the expenditure in connection with the above items.

(iv) To a communication received from the Joint Secretary, Development Department, Madras, regarding the working of the Five Year Plan by voluntary organisations, a reply was sent offering to undertake

- (1) the organisation of schools in school-less areas;
- (2) the organisation of student camps; and
- (3) the preparation and publication of reading materials for neo literates.

The Executive Board approved of this.

(v) The Secretary informed the Board that he and the President had an interview with the Parulekar Committee on the Modified Scheme of Elementary Education and explained the views of the Union at the interview.

The Board approved of the action.

3. The Board approved the reports of the Conference of Presidents, Secretaries and Representatives of District Teachers' Guilds in regard to the recommendations of the Secondary Education Commission.

4. The Board considered the reports from the District Teachers' Guilds on the working of the Modified Scheme of Elementary Education. It authorised the Working Committee to study the reports and to draw up suggestions so as to bring all children of school going

age into schools within a period of ten years, ensure a work habit amongst pupils, enable children to assist their parents in their work wherever possible and make primary education more practical.

5. The Board considered the alleged assault by a Councillor of the Corporation on one of the teachers employed by the Corporation and authorised the President to make further enquiries into the matter.

6. The following six names were nominated for the Presidentship of the 44th Madras State Educational Conference to be held in Tanjore :—

- (1) Dr. C. P. Ramaswamy Iyer.
- (2) Dr. A. Lakshmanaswamy Mudaliar.
- (3) Prof. R. Krishnamurthy.
- (4) Srimathy Rukmani Devi.
- (5) Prof. K. Swaminathan.
- (6) Sri E. H. Parameswaran.

7. The Board elected the following as its representatives to the Council of the All-India Federation of Educational Associations :

- (1) Sri C. Ranganatha Aiyengar.
- (2) Sri T. P. Srinivasavaradan.
- (3) Sri L. Mariapragasam.
- (4) Sri M. Rajah Iyer.
- (5) Sri C. M. Fazalur Rahman.

8. The Board then considered the G.O. No. 1557, Education, dated 30th June 1953. It was glad to note that Government had agreed that there should be no discrimination as between teachers in aided elementary schools and those in aided secondary schools and colleges in the matter of election. It, however, felt that in removing a disability, the Government have imposed conditions which in effect denied to all teachers the right to stand for election. It resolved to request Government to modify the G.O. deleting the conditions, and suggested that the G.O. No. 664, Education dated 15th April 1940 which permitted teachers in aided secondary schools and colleges to stand for election may be made applicable to teachers in aided elementary schools also.

9. The President brought to the notice of the Board the resolution of the S.I.T.U. Benevolent Fund Committee that each affiliated teachers' association should appeal to the well-wishers in their area for donations and collect and remit the same to the Union Office.

T. P. SRINIVASAVARADAN,
19—10—1953. Secretary.

(Continued from Page 408)

- (1) SIX TALES FROM SHAKESPEARE. By E. F. Dodd. (Macmillan & Co., Ltd. Price : Re. 1.)
- (2) TALES FROM TAGORE. By E. F. Dodd. (Macmillan & Co., Ltd. Price : As. 12.)
- (3) NICHOLAS AND NICHBLY. By Margaret Green. (Macmillan & Co., Ltd. Price : Re. 1.)

These are intended for reading by pupils in the Higher forms of secondary schools as supplementary readers written within a vocabulary of 2,000 words. **PLANNING THE PROGRAMME :**

Physical Education in the Primary School prepared by the Ministry of Education and the Central Office of Information, London, 1953. Published

by Her Majesty's Stationery Office, London. Most beautifully illustrated and clearly explained. The Physical activities of pupils are programmed under six chapters, viz., (1) Planning the Programme of Physical Education; (2) Physical Training; (3) Games; (4) Dance; (5) Swimming; (6) The Observation of Movement. (British Information Service, Eastern House, Mansingh Road, Post Box No. 110, New Delhi, at Rs. 4-8-0 per copy.)

List of publications thankfully received :—

Gurugnanasambandar Hindu High School, Srivilliputtur, Annual Report for 1952-53.

C. R.

OUR BOOK-SHELF

THE TEACHING OF SCIENCE IN TROPICAL PRIMARY SCHOOLS. By E. D. Joseph. (Oxford University Press. Price : Rs. 6-2-0.)

This is Volume I of UNESCO Hand-books on the Teaching of Science in Tropical Countries with F. Smithies as general editor.

This excellently got-up book will be found very useful for teachers in primary schools in the teaching of science to the primary school pupils. Chapters I to III (Part I) of this book draw attention to the general principles and practice of science teaching at the elementary stage. Chapters IV to IX (Part II) give day-to-day guidance for the teaching of a six year course to children in the approximate age group 6 to 12.

THE WORLD AT WORK, BOOK IV. By J. H. Stembridge. (Oxford University Press. Price : Rs. 8-2-0.)

In this volume attention is paid to the national regions of the World and their products. These regions are also treated as the homes of people engaged directly or indirectly in producing the commodities they yield. While explaining why certain crops are raised on a large scale in certain areas, it is also shown how the people living in these areas adjust their lives to their surroundings. The get-up of the book with beautiful illustrations is excellent and should certainly tempt any young reader to read it from beginning to end.

SPINNING AND WEAVING. By B. Naga-bhushanam. (Krishna Vilas, Rail-peta, Repalle, Guntur. Price : Re. 1-8-0.)

This publication in Telugu useful for schools and libraries is written in accordance with the latest syllabus in Handloom Weaving under hobbies and crafts and government technical lower examination in cotton weaving.

PICTURE ARITHMETIC (in English). (Oxford University Press. Price : 12 Annas.)

A very interesting way of teaching arithmetical processes to children who like diagrams and illustrations to aid the understanding of numbers.

PROFESSOR P. SAMBAMOORTHY SILVER JUBILEE COMMEMORATION VOLUME. October 1953.

This souvenir volume issued on the occasion of the celebration of the Silver Jubilee of the services of Professor P. Sambamoorthy to the cause of Music in South India contains apart from appreciative references, articles on some aspects of Music by experts in the field and also those by the Professor himself on History of Musical Education in South India, Thevaram Conference and a Survey of Contemporary Music.

- (1) A FIRST BOOK OF STORIES.
- (2) FABLES AND STORIES FOR BEGINNERS. By E. F. Dodd. (Macmillan & Co., Ltd. Prices : As. 7 and As. 7.)

These two books are for supplementing reading within 500 words taken from the vocabulary for the middle school according to the new syllabus in English. They are intended for study in Form II. The get-up and illustrations are attractive.

- (1) DISCOVERIES OF NEW LANDS.
- (2) THE ADVENTURES OF LILA & CHANDRAN AND OTHER STORIES.
- (3) STORIES FROM GREEK MYTHS.
- (4) STORIES FROM FAMOUS POEMS. By E. F. Dodd. (Macmillan & Co., Ltd. Prices : As. 9, As. 10, As. 11 and As. 12 respectively.)

These four books have been written within the 1,000 words forming the vocabulary for the middle school according to the new syllabus and are especially intended for Form IV, when the students have had three years training in English.

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THE S. I. T. U. BENEVOLENT FUND

LIST OF MEMBERS—(Contd.)

Dalmia High School, Dalmiapuram—

1904. Sri A. V. Rangachari.
1905. „ S. Rajagopal.
1906. „ S. Varadarajan.
1907. „ R. Nagarathanam.
1908. „ V. Venkataraman.
1909. „ S. Chellappa.
1910. „ J. Thangapandian.

Urumu Dhanalakshmi Vidyalayam High School, Trichy—

1911. Sri S. Sundaresan.
1912. „ V. Krishnamurthy.
1913. „ A. V. Sethurathnam.
1914. „ A. Rajagopalan.
1915. „ R. Subramaniam.
1916. „ S. Seshan.
1917. „ M. P. Sundararajan.
1918. „ T. S. Ananthanarayanan.
1919. „ V. S. Lakshminarasimhan.
1920. „ M. N. Lakshmanan.
1921. „ R. Sivaramakrishna Iyer.
1922. „ L. N. Rengaswami.
1923. „ T. A. Ramaswami Pillai.
1924. „ E. S. Vaidyanatha Iyer.
1925. „ K. V. Sethuraman.
1926. „ S. Gopalarathnam.
1927. „ T. R. Raman.
1928. „ T. S. Krishnamurthy.
1929. „ R. Krishnaswami.
1930. „ S. Varadarajan.
1931. „ N. Lakshman Rao.
1932. „ N. Ramasubrahmanyam.
1933. „ S. Srinivasa Raghavan.
1934. „ K. Sesha Iyengar.
1935. „ N. Narayanan.
1936. „ K. Srinivasan.
1937. „ K. S. Srinivasan.
1938. „ P. Krishnamurthy Iyer.
1939. „ S. Subbaraya Iyer.
1940. „ D. Ramanatha Iyer.
1941. „ V. Natarajan.
1942. „ S. Subramaniam.
1943. „ N. Krishnamurthy Iyer.
1944. „ R. Rathinam Pillai.
1945. „ V. K. Mahadevan.
1946. „ M. N. Ramachandra Iyer.
1947. Srimathi K. G. Andal Ammal.
1948. „ R. Singari Ammal.
1949. „ S. Andal.

Municipal Boys' High School, Tiruvannamalai—

1950. Sri T. M. Chokkalingam.
1951. „ K. Atmanathan.
1952. „ K. S. Arunachalam.
1953. „ I. Shunmugasundaram.
1954. „ V. Nilakantan.
1955. „ R. Krishnaswami.
1956. „ R. Minakshisundaram.
1957. „ P. Narayanaswami.
1958. „ K. Muthuswami.
1959. „ S. Narayanaswami.
1960. „ S. Sreedhara Nainar.
1961. „ D. E. Daniel.
1962. „ V. Sundaresan.
1963. „ B. S. Azariah.
1964. „ T. Balasubramanian.
1965. „ T. Natesa Pillai.
1966. „ R. Sivanandan.

The Suburban High School, Ramnagar, Coimbatore—

1967. Sri S. Venkatasubramanian.
1968. „ T. R. Radhakrishnan.
1969. „ V. S. Lakshmi.
1970. „ C. S. Lakshmanan.
1971. „ K. P. Ramasubba Iyer.
1972. „ B. Swaminathan.
1973. „ C. P. Sankaranarayanan.
1974. Srimathi L. Padmavathi.
1975. „ P. S. Pachanayaki.
1976. Sri S. Madhavan.
1977. „ M. Karpagavinayagan.
1978. „ S. K. Anantharanga Rao.
1979. „ K. B. Narayanswamy Iyer.
1980. „ V. Vasudeva Iyengar.
1981. „ S. Viraraghava Iyengar.
1982. Srimathi S. Yogambal.
1983. Sri T. S. Varadaraja Sarma.
1984. „ Maggie. D. Samuel.
1985. „ R. Kuppuswamy.
1986. „ C. P. Vedavyasa Rao.
1987. „ R. Krishnamurthy.
1988. „ T. M. Sankaran.
1989. „ M. Rajam.
1990. „ U. V. Srirama Venkata Rao.
1991. „ K. S. Ramanathan.

Board High School, Idappadi, Salem Dt.—

1992. Sri D. Veeraraghavan.
1993. „ K. Madhavan Nair.

1994. Sri C. Ramaswamy.
 1995. " Y. A. Ramachandran.
 1996. " M. Annamalai.
 1997. " S. Lakshminarayanan.
 1998. " T. V. Natarajan.
 1999. " K. Narasinga Rao.
 2000. " K. P. Karuppanan.
 2001. " V. Ramachandran.
- Islamia High School, Melvisharam,
 North Arcot Dt.—*
2002. Sri V. Subburathnam Iyer.
 2003. " K. S. Nageswara Iyer.
 2004. " K. Nagaraj Iyer.
 2005. " L. Md. Obaidulla.
 2006. " Md. Abdur Rahim.
 2007. " Noor Md. Ibrahim.
 2008. " A. Md. Ismail Nayyar.
 2009. " Syed Peer.
 2010. " K. Md. Abdur Rahim.
 2011. " Y. Nazeer Ahmed.
 2012. " M. A. Azeez Roomy.
 2013. " V. N. Subramania Iyer.
 2014. " Md. Abdul Azeez.
 2015. " Md. Abdul Kareem.
 2016. " N. Rajakan.
- Danish Mission High School,
 Tiruvannamalai, N.A. Dt.—*
2017. Sri Joseph Balasundaram.
 2018. " A. Pandurangan.
 2019. " S. Garthar Singh.
 2020. " V. P. Virashabhados Jain.
 2021. " T. Sethuraman.
 2022. " S. G. Arumanayagam.
 2023. " S. Arunachalam.
 2024. " G. Jayaraman.
 2025. " M. K. Doraiswamy.
 2026. " J. Soundara Rajan.
 2027. " W. Devasirvatham.
 2028. " D. George Arthur.
 2029. " Syed Rafiuddin Ahmed.
 2030. Srimathi Suseela Anandaraj.
 2031. Sri I. John Lazarus.
 2032. " V. E. Graham.
 2033. " A. Sankaranarayanan.
 2034. " Wilson Dhánaraj.
 2035. Smy. H. Beulah Damayanthi.
 2036. Sri A. S. Krishnamoorthy.
 2037. " M. Aiyadurai.
 2038. " L. Aruldass.
 2039. " T. R. Subramania Sastri.
 2040. Smy. A. G. Vimala.
 2041. Sri I. Aiyadurai.
 2042. " S. Halasyam.
 2043. " A. R. Isaac.
- Coondapur Tq. Board Ely. School
 Teachers' Union, Koteswar, S.K.—*
2044. Sri Y. Raghavendra Rao.
 2045. " John Paul Karat.
 2046. " V. Venkataramana Karanth.
 2047. " K. Hussain Beary.
 2048. " H. Babu D'Sauza.
 2049. " Y. Sankaya Shetty.
 2050. " Julian N. Fernandez.
 2051. " K. Janardhana Hibbar.
 2052. " K. S. Raju.
 2053. " H. Salins.
 2054. " Winni e D'Souza.
 2055. " K. Manjunath Aithal.
 2056. " Marthu D'Souza.
 2057. " G. Ganapaya Shetty.
 2058. " M. Anantha Maiya.
 2059. " M. Balachandra Maiya.
 2060. Smy. T. Ganga Bai.
 2061. " M. Shantha Bai.
 2062. Sri T. Devappa Shetty.
 2063. " G. Mahabaleshwara Maiya.
 2064. " G. Govinda Shetty.
 2065. " B. Ramachandra Rao.
 2066. " Felcy D'Souza.
 2067. " B. Govindaya.
 2068. " K. Sheshagiri Hibbar.
 2069. " K. Naynappa Hibbar.
 2070. " K. Raghuram Shetty.
 2071. " Josephine D'Mello.
 2072. " Alice B. Fernandes.
 2073. " K. Krishtappa Shetty.
 2074. " K. Harischandra Dhanya.
 2075. " A. Govinda Shetty.
 2076. " B. Shivaram Shetty.
 2077. " V. Sheenappa Shetty.
 2078. " V. Rama Holla.
 2079. " T. Kristappa Shetty.
 2080. " V. Basava Shettigar.
 2081. " R. Fernandez.
 2082. " Maximilla D'Souza.
- The Town High School, Arni,
 N.A. Dt.—*
2083. Sri S. Krishnamurthy.
 2084. " A. V. Srinivasan.
 2085. " B. Raghunatha Rao.
 2086. " V. Sivasankaran.
 2087. " S. Ramachandra Rao.
 2088. " V. Appandai Raj.
 2089. " M. N. Padmanaban.
 2090. " V. A. Viswanatha Iyer.
 2091. " C. Pattabirama Iyer.
 2092. " P. R. Viswanatha Iyer.
 2093. " S. Ramalingam.
 2094. " S. Narayanachar.
 2095. " N. Venkatasubramanian.

2096. Sri S. Veeraraghavan.
 2097. " K. Sampathgiri.
 2098. " A. M. Kuppuswamy Iyer.
 2099. " J. Padmaraj.
 2100. " P. R. Rajachar.
 2101. " S. Venkatachalam.
 2102. " A. R. Janardhana Rao.
 2103. " S. Subramaniam.
 2104. " G. Elayaperumal.
 2105. " P. S. Nagaswamy.
 2106. " A. Manickavachagam.
 2107. " A. K. Ramanathan.
 2108. " A. S. Margabandhu Sarma.
 2109. " S. F. Ahmed.
 2110. " S. Arunachalam.
 2111. " A. M. Krishnamurthy.
 2112. " T. V. K. Vasudevaraj.
 2113. " V. S. Bhoominathan.
- Subbiah Vidyalayam Boys' School,
 Tuticorin—*
2114. Sri D. Israel.
 2115. " S. C. Samuel.
 2116. Srimathi D. Sellathangam.
 2117. Sri V. Sattanathan.
 2118. Smy. D. Meenakshi.
 2119. Sri M. Jeganathan.
 2120. " A. S. Andiappan.
 2121. Smy. M. Bharathadevi.
 2122. " M. Rajamani.
 2123. " Sornam Pauliah.
 2124. Kumari V. Kasiammal.
 2125. " S. Mookkammal.
 2126. Sri S. John Samuel.
 2127. " S. Joseph Sundaram.
 2128. " A. Raja Singh.
 2129. " T. C. Venkatasubramanian.
 2130. " D. Sankara Sastri.
 2131. " J. Durairaj.
 2132. " V. Narasimha Iyer.
 2133. " P. Jacob.
- Hindu Ely. School, Alwarkurichi :—*
2134. Sri S. Paramasivan.
- Sir M. Ct. M. C. High School,
 Purasawalkam, Madras-7 :—*
2135. Sri V. S. Gopalakrishna Iyer.
 2136. " C. Mallikarjunadu.
 2137. " S. Ramachandran.
 2138. " K. Viswanathan.
 2139. " T. Kothandaramaiah.
 2140. " M. Bhashyam Iyengar.
 2141. " P. Suryanarayana Sarma.
 2142. " R. Krishnamurthi.
 2143. " M. P. Rajagopal.
 2144. " C. K. Margabandu.
2145. Sri P. S. Venkatesan.
 2146. " S. Venkatarama Iyer.
 2147. " P. Subramanian.
 2148. " B. Padmanabha Iyengar.
 2149. " K. Venkateswaran.
 2150. " M. Hariharan.
 2151. " B. S. Sethumathavan.
 2152. " S. R. Narayana Iyengar.
- West Mambalam High School,
 Madras-17 :—*
2153. Sri V. Jayarama Iyer.
 2154. " K. A. Subramania Pillai.
 2155. " A. V. Varadaramanuja-
 chariar.
2156. " O. R. Rajagopalan.
 2157. " L. Sundaresan.
 2158. Smy. P. K. Jayalakshmi.
 2159. " A. S. Padmavathi.
 2160. Sri C. P. Ethiraj.
 2161. " B. Arumugam.
 2162. " C. S. Rajagopal.
 2163. " C. Bakthavathsalam.
 2164. " B. A. Danaraj.
- Komarappa Sengunthar High School,
 Chennimalai, Coimbatore :—*
2165. Sri V. Singaravelu.
 2166. " K. Gopalaswamy.
 2167. " T. M. Sama Rao.
 2168. " K. R. Viswanathan.
 2169. " K. Natarajan.
 2170. " T. Samuel.
 2171. " M. Ramaswamy Pillai.
 2172. " N. Thangavelu.
 2173. " S. Sampathkumar.
 2174. " T. Karuppanan.
 2175. " C. N. Chandrakesavalu.
 2176. " S. Srinivasan.
 2177. " K. Subramanian.
 2178. " B. Balakrishnan.
 2179. " N. Sundaram.
- P. S. High School, Mylapore,
 Madras-4 :—*
2180. Sri T. S. Subramania Sastrigal.
- Nanminda High School, Malabar :—*
2181. Sri A. K. Appu (Headmaster).
 2182. " C. Krishnan Namboothiri.
 2183. " T. P. Kumaran Namboothiri.
 2184. " R. K. Rama Verma.
 2185. " P. Jayanathan
 Namboothiri.
2186. " P. Chandu.
 2187. " P. Krishnan.
 2188. Mrs. P. C. Gowri.
 2189. Sri P. M. Krishnan
 Namboothiri.

2190. Sri K. T. Velayudhan.	2235. Sri J. Devadoss.
2191. „ P. Abdulla Kutty.	2236. „ C. K. Subramaniyan.
2192. „ P. C. S. Manaveda Raja.	2237. „ G. Selvaranga Raju.
2193. „ P. Appu Nair.	2238. „ A. M. Srinivasan.
2194. „ K. Govindan Kutty.	2239. „ B. Sankaraiah Naidu.
2195. „ A. K. Krishnan.	2240. „ N. Ramanadana Kunjitha- patham.
2196. „ M. Ahammed Kutty.	2241. „ K. Rajagopala Iyer.
2197. „ K. Madhavan Nair.	2242. „ V. C. Kuppuswamy.
2198. „ K. V. Achuthan Nair.	
2199. „ P. K. Krishnan.	
2200. „ T. Achuthan Nair.	Schaffter High School, Tinnevely :—
2201. „ T. Madhavan Nair.	2243. Sri V. Srinivasa Ayyangar.
2202. „ V. Sreedharan Nair.	2244. „ G. Duraiswamy.
2203. „ P. K. Govindan Kutty Nair.	2245. „ J. M. Loganathan.
2204. „ K. Balan Nair.	2246. „ N. A. Maharaj.
2205. „ V. Moideen.	2247. „ P. S. Mahadevan.
2206. „ C. P. Unniraman Nair.	2248. „ S. N. Devadas.
2207. Mrs. K. Ameena.	2249. „ Y. S. Jeya Raj.
2208. Sri T. K. Uthan.	2250. „ Samuel Joseph.
2209. „ O. Narayanan Nair.	2251. „ T. Jesumoney.
2210. „ O. Kanara Panikker.	2252. „ V. Manickavasagam Pillai.
2211. „ V. K. Velayudhan.	2253. „ K. Sankaranarayanan.
2212. „ K. Kuttikrishnan Nair.	2254. „ P. J. Christopher.
2213. „ K. Thrivikraman	2255. „ S. Frederick Williams.
Namboothiri.	2256. „ S. S. Chelliah.
2214. „ T. Chekku.	2257. „ C. Subbiah.
2215. „ C. Rudran Namboothiripad.	2258. „ S. Paul Chelliah.
2216. „ C. Govindan Nair.	2259. „ J. Moses Doraisamy.
2217. „ V. K. Kuttikrishnan Kitave.	2260. „ S. Arumugam.
2218. „ A. Aboobacker Moulavi.	2261. „ Y. G. Johnson.
Hindu High School, Vaniyambadi,	2262. „ T. S. Raghavan.
North Arcot :—	2263. „ S. Ramachandran.
2219. Sri M. Ben Gnanasunder.	2264. „ A. Chella Durai.
Hindu High School, Ambur, N.A. :—	2265. „ S. S. Devasigamany.
2220. Sri T. S. Sankaran.	2266. „ A. Samuel.
2221. „ K. V. Krishnamachari.	2267. „ T. C. Narayanan.
2222. „ M. S. Subramanian.	2268. „ A. John Jesubatham.
2223. „ R. Parthasarathi Iyengar.	2269. „ I. Stephen Bauliah.
2224. „ M. P. Kuppuswamy.	2270. „ Paul Doraisamy.
2225. „ V. Tirumalachari.	2271. „ M. Sivanukone.
2226. „ R. Sethuraman.	2272. „ V. D. John Jebagnanan.
2227. „ M. Krishnasami.	2273. „ V. S. Jebamoney Joshua.
2228. „ A. S. Ramamoorthi.	2274. Miss S. Pakyam.
2229. „ M. Munirathinam.	2275. Sri H. V. Samuel.
2230. Mrs. S. Doss.	2276. Mrs. S. Karenhoppuch.
2231. Sri A. Kanakarajan.	2277. Sri A. Jesu Bushanam.
2232. „ A. Aburuban.	2278. „ T. Chittu Ranjan Das.
2233. „ Jane Masilamani.	2279. „ R. Rajamani.
2234. „ M. Rajavelu.	2280. „ S. Edwin Selvaraj.

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Details of Policies issued during the months—September to November 1953.

District and Schoolwar.

TIRUCHI DISTRICT

Zamindar's High School, Turaiyur	6
High School for Boys, Srirangam	5
Bishop Heaber High School, Teppakulam, Trichy	5
Bishop Heaber High School, Puthur, Trichy	4
Southern Railway High School, Golden Rock	3
All Saints Elementary School, Tennur, Trichy	2
Savitri Vidyasala Hindu Girls High School, Trichy	2
S. V. V. High School, Tirupalathurai	2
Municipal High School, Karur	2
Pasupatheeswara Municipal High School, Karur	2
All Saints Middle School, Puthur, Trichy	1
	— 34

TIRUNELVELI DISTRICT

Free Ele. School, Meenakshi- puram, Tuticorin	3
Subbiah Vidyalayam, Tuticorin	3
S. A. V. Ele. School, Keelur Tuticorin	2
S. A. V. Ele. School, Melur Tuticorin	2
Hindu Elementary School, Alwarkurichi	1
Mustafia Higher Elementary School, Tenkasi	1
Municipal Elementary School, Diraviapuram, Tuticorin	1
Vivekanantha Vidyasalai, Mathalamparai	1
S. A. V. Vadakur Girls Ele. School, Keelur, Tuticorin	1
Victoria Girls Ele. School, Tuticorin	1
Seena Vana High School, Tuticorin	1
Inspector of Schools, Ambasamudram	1
	— 18

SOUTH MALABAR

Higher Elementary School, Chitilancherry	3
S. V. Higher Elementary School, Vadakancherry	3
M. N. K. M. High School, Chitilancherry	2
S. M. Elementary School, Vadakethara	1
Middle School, Vadakancherry	1
Karuna Higher Ele. School, Kazhani P.O.	1
Higher Ele. School, Vandali	1
S. R. V. Elementary School, Kazhani P.O.	1
Raja's Training School, Kollengode	1
Aided Mopla School, Punnapadam	1
	— 15

NORTH MALABAR

Aechore East School, Munderi	3
Munderi Central Higher Ele. School, Munderi	3
Varam Hr. Ele. School, Varam	3
Kannirod S. V. Higher Ele. School, Kannirod	2
Elayavoor Elementary School, Mundayat	1
Aechore West Hr. Ele. School, Munderi	1
	— 13

NORTH ARCOT DISTRICT

Board High School, Kalavai	1
St. Josephs Hr. Ele. School, Kanji P.O.	1
Danish Mission High School, Tiruvannamalai	4
S. V. High School, Vellore	4
Municipal High School, Vellore	1
Municipal High School, Gudiyatham	1
	— 12

		B/F	92	TANJORE	
MADRAS				Board High School, Tiruvarur	2
Kellett High School, Madras	2			Kalyanasundaram High School, Tanjore	2
R. B. C. C.'s High School, Perambur	2			Little Flower High School, Kumbakonam	1
Hindu High School, Madras	1			Girls' Christian High School, Tanjore	1
T. T. V. High School, Madras	1			Konkaneswara Vidyasalai, Tanjore	1
S. S. Ragavendra Rao Ele. School, Madras	1				— 7
P. S. High School, Madras	1			CHINGLEPUT	
R. M. High School, T' Nagar, Madras	1			D. R. Secondary School, Kanchi	1
A. G. Jain High School, Madras	1			Nataraja College of Commerce, Kanchi	1
Corporation Girls School, Chintadripet, Madras	1			Bd. High School, Acharapakam	1
Corporation Boys School, T. P. Ali Khan St., Madras	1				— 3
	—	12		COIMBATORE	
SALEM				Municipal High School, Ooty	2
Board Secondary School, Jalakantapuram	3			Mahajana High School, Mettupalayam	1
Board High School, Krishnagiri	2				— 3
Board High School, Palakod	2			RAMNAD	
Board Hr. Ele. School, Kallavi	1			S. S. Nadar Municipal High School, Virudhunagar	1
" " " Kolathur	1			Chettiar Street School, Rajapalayam	1
	—	9			— 2
SOUTH KANARA				KURNOOL	
Besant Girls High School, Mangalore	5			Mupl. High School, Nandyal	2
Srinivasa Patasala Oriental Middle School, Mangalore	2			BELLARY	
B. E. M. High School, Kasargod	1			Heerada Sugamma Junior Basic School, Bellary	1
Board High School, Admar	1			SOUTH ARCOT	
	—	9		P. Muthier Higher Ele. School, Panruti	1
				Total	141

EDITORIAL

Teachers' Election :

It is strange that while recognising the injustice of a discrimination between teachers in Aided Elementary Schools and teachers in Aided Secondary Schools and Colleges, in the matter of election to Local Boards and the Legislative bodies, Government should have passed an order disabling teachers in all aided educational institutions from standing for election to any of these bodies. The new G.O. (1557, dated 30-6-1953) imposes two conditions, viz. :—

" (1) If a teacher gets elected to a legislative body or local authority he or she should cease to continue as teacher from the date of the election and no grant should be assessed on his or her behalf from that date ; and (2) the teacher entitled to stand for the election should be asked to take leave till the elections are over and exercise his or her right to stand for election, to canvas and to get elected. Such a person shall however be allowed to retain his or her lien on the post held in the school in which he or she is employed till the results of the election are announced, so that the defeated candidate may be re-appointed to his or her post."

It is obvious that the intention of the G.O., is to prevent a person elected to any of these bodies from continuing to work as a teacher in any recognised educational institution. That is not merely removing a distinction but imposing upon all teachers a disability.

Teachers in aided educational institutions are bound by a contract between them and their respective managements. Government is only an appellate authority in respect of disputes regarding the terms of the contract. Teachers in these institutions cannot be deemed to be persons in the employ of Government to be disqualified from being elected to such bodies. The framers of the Constitution must have thought of the advantages of having members of the teaching profession in the Councils of the Nations and have given these teachers—as a profession—the distinc-

tion of having a constituency of their own and returning a certain number to the Upper House. Though no such special representation is contemplated in the other bodies, it is obvious that there should be any disability on teachers serving in these bodies. We agree that teachers should not align themselves with any political party. There are now provisions in the M.E.R. by which Government may cancel the certificate of a teacher for participation in political activities.

The teacher with his non-party attitude and with his tradition and training which enables him to think of the future can play a very useful role in such local bodies as the Panchayat, the Municipality, the Taluk Board or the District Board. Some teachers are doing such service and we are glad that their record is such that the profession can be proud of.

This G.O. is a very retrograde measure. It offends the Constitution as it makes it difficult for a teacher to be a teacher when elected by his peers to the Legislative Council. It denies the teacher a fundamental right.

The Executive Board of the South India Teachers' Union has rightly asked for the modification of the G.O. Its suggestion that this G.O. be cancelled and that G.O. No. 664 of 15th April 1940 be amended so as to be applicable to teachers in aided elementary schools also is the right solution. That is really removing an unjust distinction.

* * *

The Special Fees :

The administration of the Special Fees has caused not a little worry to Headmasters and Correspondents. By a directive of the department, the Headmaster is responsible for its administration. In the rules framed, the Correspondent is to be President of the committees to be constituted for the administration of the different accounts under the Special Fees. Detailed instructions have been given as to what are the items of expenditure to be incurred from the Special Fees. An

examination of these rules would show that those responsible for their framing have drawn them more with the object of facilitating audit than for facilitating the provision of the special aids and amenities which the Special Fees are intended for.

The Headmasters rightly feel that by these rules and regulations the department is preventing them from the exercise of their responsibility. They feel an absence of trust in them and it hurts them. Headmasters are responsible persons. They know what is needed for the school. While a kind of general guidance regarding the utilisation of the special funds may be given, is it not too much of authoritarianism for a central office to attempt to regulate this expenditure?

The Special Fees provide the means by which instructions in schools could be made activity centred and school life enriched by wholesome and purposeful activities. If rigid rules are framed without taking note of the actual needs of the institution, it could stifle all initiative and enterprise and render our schools dull and lifeless. We strongly urge that the Director of Public Instruction should take up this question immediately and in consultation with those immediately concerned, draw up a plan acceptable to schools and capable of yielding good educational results.

The 28th All-India Educational Conference:

Under the auspices of the All-India Federation of Educational Associations the Conference is to be held at Calcutta—27-31 December, 1953. The Conference meets in 16 sections. Sri K. G. Sayidain is presiding over the General Session and Rev. Fr. T. N. Sequeira, S.J., and Sry. Mona Hensman are presiding over the Rural and Primary Education Section and The Women's Education Section respectively.

The discussions at the sections will mostly centre round the reports of the Secondary Education Commission and of the University Education Commis-

sion. The modified scheme of education introduced in our State and the report of the Paruleker Committee thereon may be considered at the Rural and Primary Education Section.

The Reception Committee has been making excellent arrangements for a successful session of the Conference. We trust a large number of delegates from our South India will attend the Conference. We are glad that the Director of Public Instruction, Madras has been pleased to order that there will be no objection to treating the period of absence from Schools and Colleges of teachers attending the Conference as on other duty though no expenditure from provincial funds would be permitted.

* * *

Our Loss:

We deeply regret to record the demise of two veteran educationists who have rendered great service to the cause of education. Sri T. K. Sundararaja Rao, Retired Headmaster of the Kellett High School, Triplicane and a former President of the Madras Teachers' Guild passed away early this month. Though he had retired from active teaching service, he kept in close touch with the Madras Teachers' Guild.

Kulapathi R. Swaminatha Iyer of Kumbakonam is well-known for his abilities as a teacher. The South India Teachers' Union, in recognition of his great services to the cause of education, conferred on him the title of *Kulapathi* about 30 years ago. He served the Tanjore District Teachers' Guild as its President for several terms. Retirement from service gave him an opportunity for even greater service to education. As Secretary and Correspondent of the Town High School at Kumbakonam and as President of the Kumbakonam Education Society he has been a beacon light to teachers. Alas, at a time when his wise guidance is most needed, he has been taken away from us. We offer our sincere condolences to the members of the bereaved families.

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Sri R. Nataraja Ayyar, a well known educationist of Tiruchirapalli writes under date 3-10-1952 from E. R. High School:—

* * * *

“I take this opportunity of expressing my gratitude for the promptness with which you have settled this claim and cannot help admiring the efficient manner in which you have been managing the Fund. I wish the Fund grows from strength to strength and all the teachers of South India avail themselves of the opportunities offered.”

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