

182

The South Indian Teacher

1955 - January.

VOL. 28. NO. 1

JL
Tm 21, N 30
NS5.28.1
98723

1354

Regd. No. M. 2347

The South Indian Teacher

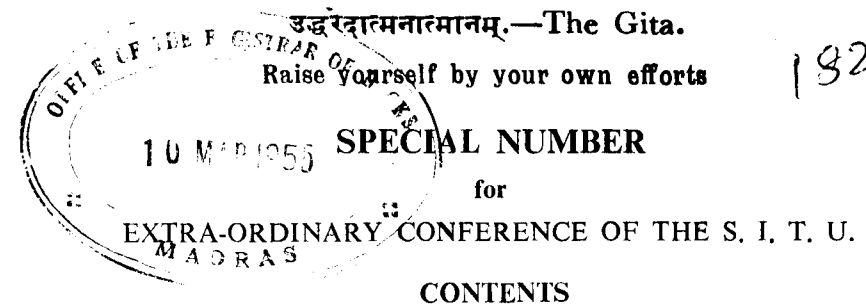
1354
1-53

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

Vol. XXVIII

JANUARY 1955

No. 1



182

Extra-Ordinary Conference of the South India Teachers' Union—

	Pages
1. Welcome Address— <i>Sri T. P. Srinivasavaradan</i>	1
2. Opening Address— <i>Sri C. Subramaniam</i>	5
3. President's Address— <i>Sri S. Natarajan</i>	6
4. Dr. A. L. Mudaliar's Address	11
5. The Plan of the Conference	13
6. Recommendations of the Secondary Education Commission	14
7. Resolutions Passed at the Conference	22
8. Concluding Address	28
From Our Associations	29
The Patna Conference— <i>C. Ranganatha Iyengar</i>	33
S. I. T. U. Executive Board Meeting	35
Our Book-Shelf	38
Editorial	43

ANNUAL SUBSCRIPTION : Inland Rs. 5

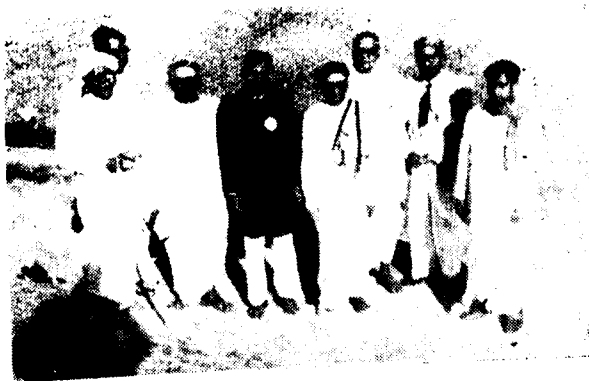
Foreign Sh. 10

Single Copy As. 8

POSTAGE EXTRA

520, HIGH ROAD, TRIPPLICANE, MADRAS 5.

THE PATNA CONFERENCE



Delegates from Madras State.



Rajagiri.



Nalanda University.

THE SOUTH INDIAN TEACHER

Vol. XXVIII

JANUARY 1955

No. 1

EXTRA-ORDINARY CONFERENCE OF THE SOUTH INDIA TEACHERS' UNION

WELCOME ADDRESS

By T. P. SRINIVASAVARADAN, *Secretary.*

LADIES AND GENTLEMEN,

It is with very great pleasure that I extend a warm welcome to the Minister of Education, to the distinguished visitors and to the delegates. At the time when the State Educational Conference was held in May last year at Tanjore, it was then decided to hold a special conference to consider ways and means of implementing certain important recommendations of the Secondary Education Commission and also other problems connected with administration and finance. The holding of the present conference is in pursuance of that decision and it will confine itself to the consideration of four important subjects which are, (i) the pattern of reorganisation of secondary education, multipurpose schools and curriculum, (ii) administration and finance, (iii) teaching personnel and in-service training, and (iv) service conditions of teachers. Many things have taken place between May, 1954 and now. The State Government have appointed a committee and the president of the Union is one of the members of that committee, to suggest steps for the implementation of the Commission's recommendations. A controversy has arisen over the pattern of the reorganisation of secondary education. This controversy began only very recently. It has now become necessary to vindicate the stand taken by the Union regarding the duration of the secondary education stage. In 1950, at the State Educational Conference held at Devakottai, the question of lengthening the secondary education course by one more year came up for discussion. It was then forcibly brought to the notice of the delegates that secondary education should be a complete unit by itself as a majority of the pupils left at the end of that stage to enter on the responsibilities of life and take up some useful vocation. It should also lead on to various courses, but should no longer be considered as a preparatory stage for the university alone. Unless secondary education was efficient, primary education would not be efficient since teachers for primary schools were drawn from secondary schools. The limited objective of secondary education which prevailed for a long time, and that was that it should prepare pupils for Government service or for university course should give place to a new objective—a comprehensive one—that secondary education should help a pupil to attain a reasonable degree of maturity in knowledge, understanding and judgment which would stand him in good stead in later life. Reorganisation of secondary education intro-

duced in 1948 and the introduction of bifurcated courses in the same year necessitated the consideration of the duration of the secondary education course. In some States like Bombay and Delhi, the secondary education lasts seven years after four years of primary education. A great number of pupils in the primary schools did not have five years of schooling. Most of them joined in the third or fourth class. A good number too as private study got themselves admitted in Form I. Thus a pupil on an average had only nine to ten years of schooling including the one in the primary school. The Radhakrishnan Report recommended twelve years of schooling before the degree course. All the above factors weighed with the delegates when they decided that the secondary education course should be of seven years after five years of primary education.

The Secondary Education Commission was appointed in 1952. When it was in Madras, the Executive of the Union presented a memorandum in which it strongly recommended the lengthening of the secondary education course by one more year.

After the publication of the Report of the Secondary Education Commission, the Union convened a conference of the Presidents and the Secretaries of the District Teachers' Guilds to consider the recommendations of the Commission. This conference again approved in toto the seven year course of secondary education, after the primary education, recommended by the Commission. Again at the conference held at Tanjore in May, 1954, this recommendation was approved in toto. It was only when the academic council and the senate of the Madras University took up the question of the three year degree course and the higher secondary course, the controversy began. In giving in chronological order the stand of the Union since 1950, the Union desires to place before the public and the Government that the Union has been taking a consistent view since 1950 and its view has been based solely on educational grounds. It may be mentioned that when the Union recommended in 1950 the lengthening of the course, it considered also various difficulties that would arise, such as additional accommodation, equipment and well-qualified teaching personnel. But it resolved that in the interests of the people and the educational needs of democratic India the standard of secondary education must be raised and the difficulties must be overcome gradually.

The history of our education reveals many things. Before 1910, the late Gokhale pleaded for a four year compulsory primary education. This was when we were under the British Government. His modest plea was not accepted on the ground that it would involve heavy financial burden. It was then thought that four years schooling would make one literate. What do we find to-day? In the Constitution of India every child should have education from 6 to 14 and this aim should be attained within a period of fifteen years. I think nearly five years have already passed. It has been rightly laid down so, as four years of education in a primary school, will not leave any impress on the child which leaves at that stage and in most cases children lapse into illiteracy. Similarly with the changing of times and in the new set-up in which our country is, it is considered essential that the secondary education should be upgraded and this could be done only by lengthening its course. Finance should not frighten us. If we are to wait till the finances improve and are sufficient to meet our demands, that time will never come. Big schemes are not launched upon with finances on hand. Our own country is an example. Within the last six years our country and even our State have carried out a number of big schemes. If the Government have a 10-year or 15-year plan for converting all the secondary schools into higher secondary schools, it can be successfully

carried out. When a few schools are converted in the first two or three years, this contagion will spread like wild fire and the Government themselves will find enthusiastic people coming forward to contribute their mite. Before 1882, secondary education was largely under the direct management of the Government. The Hunter Commission of 1882 recommended that secondary education should, as far as possible, be provided on the grant-in-aid basis and that Government should withdraw as early as possible from the direct management of schools. As a result of this recommendation accepted by the then Government, many private bodies took up the starting of secondary schools and if to-day large number of pupils receive secondary education, great credit should be given to these private agencies. Both the private agencies and the teachers will not lag behind in offering such help now as is expected of them.

The Conference will go in detail the pattern of reorganisation and allied subjects and will present its view point to the Government. Our State has taken the lead in the introduction of diversified courses. A multi-purpose school is one which seeks to provide varied types of courses for students with diverse aims, interests and abilities. All pupils whether they take academic course or diversified course will have a certain common core of subjects of general value and utility to study. There seems to be some misapprehension that a pupil who takes a diversified course such as, agriculture or engineering has chosen a vocation once for all and that he has no chance of changing his course, when he finds the one chosen by him as unsuitable. A multi-purpose school is not different from the ordinary secondary school except that besides giving training in core subjects like languages, science, mathematics, and social studies, it will provide for applied mathematics, elements of workshop technology, elements of mechanical and electrical engineering and elements of agriculture. The objective of a multipurpose school is to give an all-round training in the use of tools, materials and processes and is not intended to produce artisans.

Another important subject which the conference will take up is Administration and Finance. Since 1950, there has been too much of interference by the department in the day-to-day administration. The audit department begins to question the managements and the headmasters regarding expenses incurred only to increase the efficiency of education and which were being incurred before. Such expenses are not grant items, and were incurred previously for a number of years. These irksome interferences will result ultimately in bringing down rapidly the educational efficiency of institutions. When hundreds of children are entrusted to the managements and the headmasters, it is an irony of fate that the Department should distrust the aided agencies and the headmasters. The Minister for Education on more than one occasion has said that aided institutions are more efficient and if I may venture to say, it is because of the freedom they had to initiate, organise and conduct courses or activities to enhance educational efficiency. Aided institutions have played a notable part and will play its part too in the future, provided autonomy of the aided institutions which rightly belongs to them is not restricted by rules and regulations. The conference will put forth suggestions to the Government for removing such hindrances. It will also put forward reasonable proposals for aid by the Government for implementation of the recommendations.

There are two other subjects which the conference will consider, namely, Teaching personnel and in-service training, and the service conditions of teachers. The Government fully realise that the salaries paid to teachers are inadequate but plead inability on account of limitations of finance. There are

certain things which the Government can do immediately without much extra expenditure, such as medical relief and house rent allowance. The teachers are highly grateful to the Government for granting fee concessions to the children of teachers. The Government cannot postpone the revision of salaries for a long time.

In-service training and refresher courses are essential for maintaining and continuing teaching efficiency. It is a pity that this has been neglected so far. It is high time that Government and the University take steps to introduce such courses. They can depend upon the senior teachers to render help for organising such courses.

One last word and I have done. Nearly 90 per cent of the teachers in our State are trained ones. While in other States there has been direct action and unhealthy influences in the teaching profession, teachers in our State have kept their hands cool and have done their work very well. They are eager to do their bit, even though they suffer under many disabilities. They have the mind and they have the enthusiasm. If these are properly canalised, education in our State will be at a higher level. It is for the Government to seize this opportunity. Our State has been in the forefront in the field of education. Opportunities come few and far between and if the Government lose the present opportunity, they will not get it back for a long time. It is better to recall the observation made by the Secondary Education Commission regarding the recommendations of the Hunter Commission of 1882. "Had the recommendations of the Hunter Commission of 1882 been implemented, with some degree of zeal and enthusiasm, the whole field of secondary education would have been changed very materially and it would not be very necessary at this stage to discuss the value of diversified courses of instruction, the place of technical, commercial, agricultural and other types of education, the need for secondary education complete by itself and as a preparation for life and for the duties and responsibilities of citizenship." If the recommendations of the Secondary Education Commission are not implemented, I am sure, the posterity will pass the same observation. If assurances are necessary, I may say unhesitatingly that teachers will do their part of the job whole-heartedly and I expect the Government to do their part in this great task of education building which is a part of nation building. The political history of our country covering a period of the last 50 years teaches one great lesson. In 1907, the word "Swaraj" struck terror in the hearts of many of our countrymen. The Home Rule movement was only for Dominion Status. When Gandhiji entered the political field, moderates had no faith in his programme and they cut themselves away. They sincerely believed that the connection between India and Britain was inseparable and the connection was providential. When the late S. Srinivasa Iyengar preached independence, there were many who laughed at his idea as fantastic. India really attained independence. It was the faith of one great man who was sincerely followed by a good number including the Minister of Education who went to jail more than once that got us independence. Faith will move even mountains. Big buildings and well-equipped laboratories and libraries are no doubt necessary, but they alone will not bring the desired changes. It is the faith of the teachers.

Ladies and gentlemen, this conference, as you all know is a business conference. There is not the usual Reception Committee to look after the comforts of the delegates. I know there are many defects in our arrangements and I request you to forgive us. I request you also to forgive us for holding the conference at a time most inconvenient to most of you. It is the urgency of the problem that made the Executive of the Union convene the conference.

We are particularly indebted to the Minister for Education for his having agreed to inaugurate the Conference at a time when he has a number of pressing engagements on the eve of the Congress session. We have in him one who understands the problems and one who desires to do something beneficial. At one time when some one asked him which port-folio he would choose, Finance or Education, he unhesitatingly replied, it was so reported in papers, that he would choose education. I now request him to inaugurate the Conference.

OPENING ADDRESS

By

SRI C. SUBRAMANIAM.

Inaugurating the conference, Mr. C. Subramaniam said that they were meeting at a critical juncture when there was a great deal of confusion regarding the reorganisation of secondary education. The Constitution had laid down that there should be compulsory and free education for all children from the age of 6 to the age of 14. This worked out to nine years. During this period of education which approximated to the higher elementary school course or the middle school course or the junior or senior basic school course they had to think in terms of unifying the course instead of having different categories.

Mr. Subramaniam said: "Let us decide about the duration of the course first and then we shall see when a boy or girl should enter a particular stage of education." There had been, he said, a great deal of discussion about the lengthening of the secondary education course and different opinions had been expressed on it. They had to decide the purpose of lengthening the course. Was it to make them fit to enter the University or for the purpose of giving them 'complete' education, to face the problem of life? He took the latter to be their objective in which case the question of the University should not be brought into the picture. But unfortunately, it had to be brought in because a person who completed the school course was entitled to enter the University. "In my view," Mr. Subramaniam said, "the difficulty comes in because of the language problem."

Again in regard to the compulsory education for eight years the question arose whether they should have one system for those who finished with that education and another for those who went beyond it. If that was so, those who went to the secondary stage had to study English also. His own view was that they should not have different types even at the first stage. They should give up the idea of teaching English for children up to 14, as it would be a waste of effort to teach English to children who were not likely to go to the secondary stage. Then there was also the question whether the teaching of English at the high school stage for four years instead of for six years as at present would be enough for those who went to the University stage. The problem could not be solved unless they were prepared to face the problem at the University stage also. They could not have one medium of instruction in the high school stage and another medium at the University. It was a big problem facing not only teachers but students. Ultimately the medium of instruction at both the stages would have to be the same, the mother tongue or the regional language, when difficulties would be solved and reorganisation effected much easier.

TASK BEFORE THE CONFERENCE

Mr. Subramaniam hoped that the conference would consider all these problems. They had also to consider that if they agreed to have a four year high school course whether all the various schools would be able to come up to the standard. It was true that finance should not stand in the way, but it did, and they had to face realities and not be impractical men. They had to consider whether it would be possible for all schools to convert themselves into higher secondary schools. The implication no doubt was that teaching would improve. But they had to consider whether the present standard of teachers would suffice and whether it also meant perhaps a reorganisation of the L.T. course. There was also the implication of their adding to the burden of the parents. By raising the course by one more year there was also the possibility of watering down the curricula and perhaps what was now being done during three years might be attempted to be done in four, which should not be. He hoped the conference would go into all these matters in detail and arrive at sound conclusions and businesslike decisions.

PRESIDENT'S ADDRESS

By

SRI S. NATARAJAN.

Secondary Education has been described in the draft First Five Year Plan as the weakest link in our educational system and yet it is an important link as it exerts a far-reaching influence on man-education, university education, technical education, nay, over the whole national life. It is however, a matter of gratification that national attention is now being paid to the problems of secondary education. The report of the Secondary Education Commission of which Dr. A. Lakshmanaswami Mudaliar was the Chairman, is now being discussed and steps are being taken to implement the recommendations by the different States and by the Centre. The setting up of an International Team of Experts to study intensively the recommendations in respect of (1) the status, recruitment, selection and training of secondary school teachers; and (2) the structure and content of the curriculum in secondary schools, has taken us a step forward towards the implementation of the reforms suggested in as much as this Team has made available a lot of useful and helpful information on what is being done in other countries like the United Kingdom, Denmark, West Germany and the United States of America, knowledge of which will be of help to administrators getting into despair at the magnitude of the problem that has to be tackled.

The Government of India with the assistance of the Ford Foundation have organised several seminars for headmasters at different parts of the country where the recommendations have been carefully studied and their implications understood. Thus there is a genial climate for the implementation of the reform.

In our State, Government have appointed a Committee to advise them on the implementation of these recommendations. But it is unfortunate that at this time there should be some doubts entertained by some on one of the major reforms contemplated, that is, the extension of the high school course by one year providing for a 12-year school education.

Arguments, like, that addition of an extra year will involve a great deal of expenditure, that primary education should have prior consideration to the needs of secondary education and that this reform could wait, that every child need not be compelled to go through a twelve year course, that our State has already been providing for 11 years while the other States are providing only 10 years of school education, are being advanced to maintain the *status quo* in secondary education.

It therefore becomes necessary to examine at some length the reason for recommending an extension of the secondary school course. 182

The defects of our secondary education system are too well-known to be repeated. Both the Secondary Education Commission and the International Team of Experts have graphically described them. There has been a universal dissatisfaction with the attainments of our pupils and their abilities to bear their responsibilities. There has always been a gap between what is expected of our students and their attainments. After independence the country's expectation of its secondary school boys and girls is further increased, while their standard of attainment continues to be the same, thus increasing the gap and making people talk of fall in standards.

It should be repeated that nearly 85 per cent of the students who leave the secondary schools enter life and take up some occupation for a gainful living. Hence it is very necessary that secondary education should be a complete unit and should never be regarded as only a preparation for a further stage in education.

The Secondary Education Commission rightly observes: "It must be remembered that for a large majority of students it marks the completion of their formal education and therefore it should be viewed primarily as a stage complete in itself with its own ends and special purposes." In a vast country like ours, it is those students that do not propose to go to the university or institution of higher technology, that would be required to fill the role of what may be called leadership at the intermediate level. The Secondary Education report says: "A democracy cannot function successfully unless all the people—not merely a particular section—are trained for discharging their responsibilities and this involves training in discipline as well as leadership. The Primary or Basic school will inculcate in all the capacity for disciplined work while the university will train leadership at the highest level in different walks of life. The special function of the secondary school, in this context, is to train persons who will be able to assume responsibility of leadership in the social, political, industrial or cultural fields, in their own small groups of community or locality. The efficiency of a nation depends upon the numerous men and women that man its administration, commercial, economic, social and industrial services like, the clerk, the teacher, the foreman, the merchant, the executive and the office assistants of commercial officer, the nurses, the social worker. Such leadership (it is not mere political leadership though it would very much require it) calls for a higher standard of education, a deeper and clearer understanding of social issues and greater technical efficiency." All these must be provided by our secondary education in an increasing measure. The new secondary school must therefore make itself responsible for equipping its students adequately with civic as well as vocational efficiency and the qualities of character that go with it so that they may be able to play their part worthily and competently in the improvement of national life. They should no longer emerge as helpless shiftless individuals who do not know what to do with themselves, but must be youths with initiative, resourcefulness and practical aptitude with a type of mind that will constantly try to forge new openings. The country urgently needs such young men and women.

Our leaders are planning for progress in every field. While the first Five Year Plan is nearing achievement, there is an increasing realisation for the need to improve the human personnel. Rightly, therefore, has the Secondary Education Commission stated that Secondary Education must address itself to the training of competent personnel. It is therefore a matter of importance to decide when a child should begin his secondary education and the age up to which it should be continued. The Commission is of the view that properly planned education covering seven years should enable the school to give a thorough training in the course of the study taken up by the student and also help him to attain a reasonable degree of maturity in knowledge, understanding and judgment which would stand him in good stead in later life. In respect of the diversified courses of which we have some experience in this State, it will be a definite advantage to have a longer period of training. Also, those who would proceed to further studies would be enabled to have a higher standard of attainments. Such considerations prompted the South India Teachers' Union to advocate increasing the secondary school course by one year so that the adolescent boy or girl may remain at school for a period of four years after the completion of what is now called the middle school stage or the senior basic stage.

The International Team have rendered us very valuable service by furnishing information regarding the duration of the school course in other progressive countries :

ENGLAND AND WALES :

Ten years of compulsory education for all with an addition of two to three years for those who follow a Grammar Secondary School. (6 years primary and 7 years grammar school).

SCOTLAND :

Ten years of primary education is compulsory, or 7 years primary and 6 years secondary school, total 13 years.

WEST GERMANY :

Six years primary school and seven years grammar school.

THE U.S.A. :

Six years primary school and six years secondary school ; or, Eight years primary school and four years secondary school ; or, Seven years primary school and five years secondary school. Total twelve years.

It will thus be seen that in all progressive countries, the total period of organised school education marking the end of the secondary education stage is 12 years and in some countries like England and Scotland, it is 13 years. It may also be mentioned that these countries have ample provision for care of children of pre-school age.

Our boys and girls are as intelligent and gifted as boys and girls of these other countries. If their attainments on completion of their secondary schools are not as good as those of pupils of other countries, can we not find the reason in their not being given as much time and opportunity as the others are having ? Also one should bear in mind that our students in the South have a special load in the form of having to study several languages—at least three. It is sometimes said that with improved methods of teaching a greater standard of

attainment can be achieved. While in a general sense it is true, it should be recognised that there are limitations to what can be done by improved methods. A certain degree of maturity of mind, body and of the emotions are needed for a fuller understanding and appreciation of certain things.

The International Team have come to the same conclusion : "During our tour abroad we were impressed with the generally high level of attainment of pupils at the end of the primary and the secondary school stages as compared with Indian pupils at the same stages. This seems to us to be connected with the higher age level of pupils at the equivalent stages in the schools abroad. They are more mature and therefore able to achieve greater progress. In Denmark pupils matriculate at the age of 18.

The Team of Experts endorse this view. They say : "A four year secondary school after the middle school stage will provide a more complete secondary education." Of course, it is necessary that there should be several part-time and continuation classes of a vocational nature for those who will stop with the general education up to the senior basic or the middle school and want some training for a vocation.

An extension of the school course by a year will help in producing the desired result only if the many problems associated with it are satisfactorily solved. It would involve extension to school buildings, better equipment of school libraries and laboratories, provision of workshops, additional teaching personnel, etc. All these have to be provided for before embarking on the reform. A planned programme has to be drawn. This may cover a period of ten years within which time all the existing high schools would be enabled to be converted into the new pattern of secondary schools. This Conference will have to address itself in drawing up such a programme taking into account the needs of the different parts of the State.

It is not claimed that the extension of the high school course by a year will do the whole trick. Other reforms are very necessary and these have been clearly formulated by the Commission. The International Team of Experts have made a valuable contribution for the proper appreciation of the recommendations, particularly in respect of the teacher and the curriculum.

The Commission has described how the external examination tends to dominate both the curriculum and the methods of teaching. One is happy to note that they have recommended that there should be only one external examination at the end of the secondary school course to mark the completion of the course. The suggestion that several terminal stages should be provided in an education pattern is fraught with serious consequences as each terminal stage means an external examination with its attendant influence on the contents and methods. It is gratifying to note that they have stated : "Even the final public examination need not be compulsory for all"—that is, if pupils so desire, they need not take it. However, every pupil who completes the school course will get a school certificate based on school records testifying to his progress and attainments in different directions in school. The Commission has stressed the importance of the school record and has suggested that in the final grading of the certificates, the school record should be given adequate recognition. To the objection that the school records may not be reliable the Commission says : "the only way to make the teacher's judgment reliable is to rely on them." "The International Team of Experts have made a further positive suggestion for improved education. They recommend that teachers should be given wide freedom and facilities to work out their own syllabus

and methods and that time should be provided for them to plan and evaluate their work, to organise conferences for discussion and co-ordination of their findings. In the whole gamut of relations between the teacher and the head and between them and the school management on the one hand and the Education Department on the other hand there must be as much autonomy as possible. The school must be a co-operative endeavour, the teachers having a share in determining its day to day conduct. The detailed syllabus and plan of work, for instance, should arise out of joint discussion between the head and the teaching staff." The Department of Education should encourage initiative in the schools in matters of syllabuses, daily routine and organisation both class-room and extra-curricular activities. A positive attitude on the part of the Education Department and its officials of helping each school to grow and to develop rather than a negative attitude of trying to make them conform to a standard pattern will, in the long run, tend to better schools and better teachers.

This Union has repeatedly drawn attention to the urgent need to revise the salary scales of teachers and to provide various amenities, so that teachers who have taken up the profession as a noble form of national service may not be required to make too great a sacrifice of their material comforts and the anxieties and worries of family life may not distract them from their professional duties.

The teachers in this State have shown and are showing a commendable measure of devotion to their work. They are eager to do their part in the building up of a truly independent and prosperous India. No special words of mine are needed to exhort them to their noble task, but I would like to end by quoting in full from the Report of the Secondary Education Commission.

"No scheme of educational reconstruction can be implemented with success without the active co-operation of the teaching profession and the sustained interest the teachers may take in such a task. We, therefore, appeal to them to give their unstinted co-operation and support to the scheme of educational reconstruction that may be finally adopted by the States concerned taking due note of the recommendations that we have made. We are fully aware of the great difficulties and the serious handicaps under which the profession is now working, and it is our sincere hope that in the light of our recommendations the authorities concerned will take early steps to improve the status and emoluments of the teaching profession. This will serve to create in the teaching profession a sense of satisfaction and a desire for whole-hearted co-operation. In a new experimental venture such as this we feel that the teaching profession should be given scope for initiative and freedom in their task."

Dr. A. L. MUDALIAR'S ADDRESS

Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University, addressed the extra-ordinary conference of the South India Teachers' Union held at the Hindu High School. Mr. S. Natarajan, President of the S.I.T.U., presided.

The Vice-Chancellor explained the fundamental recommendations of the Commission of which he was the Chairman. It devolved upon the Commission to envisage for the whole of India a new concept of education which would give compulsory education for all boys up to the age of 14. In promoting their education further the interests of the country would have to be kept foremost in view. "Education is no longer to be considered from the point of view of individual student or from the point of view of the parent or from the point of view of the community. It has to be considered from the point of view of the nation, and of national requirements," he said. The new concept wanted that education should be able to produce a useful and gainfully employed citizen, and there should be no more the question of unemployment.

It had now been realised that in India, while they had top grade men like engineers who could design great projects and the like, yet they did not have trained personnel to man lower grade posts. They wanted to remedy this state of things.

Recently they heard of the talk of the gospel of the 'dirty hand.' When a boy came into a school, it was not quite enough for him to deal with books and questions and answers. Simultaneously this 'gospel of the dirty hand' must permeate his whole education. Hence, the insistence that at all stages the practical aspect of education, should go hand in hand with the theoretical. For teaching a vocation to a pupil, a three-year period in the High School was hardly sufficient. They thought that it was very desirable and necessary that the High School course should be extended by one year. The idea was to enable schools to utilise that extra one year and improve the quality of the students.

RECRUITMENT TO PUBLIC SERVICES

The Centre had decided to treat the recommendations of the Commission in a comprehensive manner and not in any piecemeal fashion. The recommendations had to be taken into consideration in conjunction with certain other recommendations as for instance the subject of recruitment to the public services. There was a proposal to have a different system hereafter. This subject came up at a conference of Vice-Chancellors. The idea was to base the recruitment on the age factor, say, recruitments being made at the ages, of 16, 18, 21 and 24 for various posts in the Union Public Services. For the highest posts like the I.A.S., they might require some university qualification or other corresponding qualification. It was stated at the conference that the Government of India were considering this matter. It was unfortunate that in this country the age limit was fixed at 25 and everyone competed. They found that in the Service Commission Examinations S.S.L.C's. were placed in higher places than even graduates. They believed that this change in the system of recruitment would gradually help them to improve the quality of education and also lessen the examination mania.

From visits to various countries, he found that in no other country were examinations given such importance as in ours. He expressed the hope that in future the test of the student's ability would not be judged by examinations alone.

Proceeding, Dr. Lakshmanaswami Mudaliar said that the University already suggested that the pre-University course should have a basis of own. He said that the number of students who after completing the S.S.L. went to the University were much smaller than those who left off studies one reason or another. The latter category of students had to be helped to in a position to become gainfully employed.

Dr. Lakshmanaswami Mudaliar said it would not be difficult to get the requisite number of trained personnel for the new multi-purpose schools and the like. In 1946 they faced the problem of admission to colleges successfully and the University of Madras had opened 40 colleges in the years that followed and, all these had been staffed with very well qualified people, though at one time, some apprehended they might not be able to find enough qualified staff to man them.

In the morning papers, they would have read about the decisions of the Central Advisory Board of Education to the effect that liberal financial assistance should be provided by Central and State Governments and the Planning Commission should provide the necessary finances for carrying out the recommendations in the second Five-Year Plan. He himself had pleaded for a time limit up to 1964 for carrying out the recommendations like conversion of schools into multi-purpose ones and so on. But it had been decided that the time limit should be fixed at 1961. They had had a very sympathetic hearing from the Vice-Chairman of the Planning Commission. There was no need thus for any pessimism.

Referring to the place of English, Dr. Lakshmanaswami Mudaliar said that they felt that at present it was not possible to discard it without having an alternative and a good alternative at that. At present in many places in the High School stage—though not in Madras—the text-books in the regional languages were deplorably low in standard.

Concluding, the Vice-Chancellor said that Madras had led the rest of India in education all these years. "Let us do so in the future also. We want your helpful suggestions and whole-hearted co-operation," he said.

Mr. T. P. Srinivasavaradhan, Secretary, proposed a vote of thanks.

In the evening, the delegates were entertained at tea.

THE PLAN OF THE CONFERENCE

The Conference met in four sections :—

1. New Organisational Pattern and Curriculum.

Chairman : Prof. R. Krishnamurthi, M.A.,
Principal, Pachaiappas College.

Convener : Sri M. Sreeramulu, M.A., L.T.,
Vice-Principal, Sir Theagaraya College,
Madras-21.

2. Teaching Personnel and In-service Training.

Chairman : Sri A. M. Kanniappa Mudaliar, B.A., L.T.,
Headmaster, Pachaiappas High School,
Kancheepuram.

Convener : Sri V. Arunajatai, M.A., M.Ed.,
St. Gabriel's High School, Madras.

3. Finance and Administration.

Chairman : Sri T. P. Srinivasavaradhan, B.A., L.T.,
Headmaster, Hindu High School,
Triplicane, Madras-5.

Convener : Sri T. N. Sundaram, B.A., L.T.,
Headmaster, Theagarayanagar High School,
Madras-17.

4. Service Conditions of Teachers.

Chairman : Sri K. M. Ramaswami Gounder, B.A., L.T.,
Headmaster, D. J. High School,
Gobichettipalayam, Coimbatore.

Convener : Sri S. Swaminathan, B.A., L.T.,
Hindu High School, Triplicane.

The Chairman of each section in a brief address surveyed the problems. The Convener made a statement explaining the working paper presented to the delegates. This was then followed by a general discussion after which the resolutions were taken up one by one and adopted unanimously with such modifications as were suggested in the course of the discussions.

RECOMMENDATIONS OF THE SECONDARY EDUCATION COMMISSION

I. NEW PATTERN

(1) NEW ORGANISATIONAL PATTERN OF SECONDARY EDUCATION AND CURRICULUM

1. Under the new organisational structure, education should commence after four or five years period of Primary or Junior Basic education and should include (a) the Middle or Senior Basic or Junior Secondary stage of three years, and (b) the Higher Secondary stage of four years.

NOTE.—It must, however, be clearly understood that, in the planning of the curricula at these three successive stages (including the Primary) there must be an organic continuity so that each stage will lead on to the next and there will be no abrupt break. Particular care will have to be taken to ensure that the education imparted during the first eight years in the Primary (or Junior Basic) and the Middle (or Senior Basic) stage forms an integrated and complete whole, so that when free and compulsory education is extended up to the age of 14, as envisaged in the Constitution, it will constitute a uniform pattern of education.

2. During the transitional stage, the existing High Schools and the Higher Secondary Schools should function on the lines laid down.

3. The present Intermediate stage should be replaced by the Higher Secondary stage which should be of four-years' duration, one-year of the present Intermediate being included in it.

4. As a consequence of the preceding recommendations the first degree course in the University should be of three-years' duration.

5. For those who pass out of the High School there should be provision for a pre-University course of one year, during which period the scheme of studies should be planned with due regard to the needs of the degree or the professional course to be taken by the students and special emphasis should be placed on the quickening of intellectual interests, training in method of study at college and the study of English so long as it continues to be the medium of instruction at the University.

6. Admission to professional colleges should be open to those who have completed the higher secondary course, or have taken the one-year's pre-University course.

7. In the professional colleges, a pre-professional course of one-year should be provided for the students, preferably in the professional colleges themselves, but, as a transitory measure, they may be given in the degree colleges where facilities exist, till professional colleges are able to provide for such course.

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

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

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

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

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

13. A large number of schools should be established to meet the needs of handicapped children.

(2) STUDY OF LANGUAGES

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

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

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

(3) CURRICULUM IN SECONDARY SCHOOLS

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

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

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

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

(4) PHYSICAL WELFARE OF STUDENTS

(Health Education)

1. A properly organised School Medical Service should be built up in all States.

2. A thorough medical examination of all pupils and necessary follow-up and treatment where necessary should be carried out in all schools.
3. Some of the teachers should be trained in first aid and general principles of health so that they may co-operate intelligently with the medical staff.
4. Proper nutritional standard should be maintained in hostels and residential schools.
5. The school should assist, where possible, in the maintenance of the sanitation of the area and the school children should thus be trained to appreciate dignity of manual labour.
6. Physical activities should be made to suit the individual and his capacity for physical endurance.
7. All teachers below the age of 40 should actively participate in many of the physical activities of students and thus make them a lively part of the school programme.
8. Full records of physical activities of the students must be maintained.
9. The training in physical education should be comprehensive enough to include all aspects of health education.
10. The teachers of physical education should be associated with the teaching of subjects like Physiology and Hygiene and given the same status as other teachers of similar qualifications.
11. The existing facilities for training of teachers of physical education should be expanded by increasing the seats in the existing colleges, by opening new colleges where necessary and by reorganising some of the institutions as All-India Training Centres to which aid may be given both by the Centre and the States.

II. TEACHING PERSONNEL AND IN-SERVICE TRAINING

1. A reasonably uniform procedure should be devised for the selection and appointment of teachers for all types of schools.
2. In all privately managed institutions and in schools maintained by Local Boards there should be a small Selection Committee entrusted with the responsibility of recruiting the staff, with the headmaster as an ex-officio member.
3. The normal period of probation for a trained teacher should be one year.
4. Teachers working in High Schools should be graduates with a degree in education; those who teach technical subjects should be graduates in the subject concerned with the necessary training for teaching it; teachers in Higher Secondary Schools should possess higher qualifications somewhat similar to those prescribed in some Universities for teachers of the Intermediate Colleges.

5. There should be only two types of institutions for teacher-training : (1) for those who have taken the School Leaving Certificate or Higher Secondary School Leaving Certificate, for whom the period of training should be two years; and (2) for graduates for whom the training may, for the present, be of one academic year, but extended as a long-term programme to two academic years.
6. Graduate teacher-training institutions should be recognised by and affiliated to the Universities which should grant the degrees, while the secondary grade training institutions should be under the control of a separate Board appointed for the purpose.
7. The teacher-trainees should receive training in one or more of the various extra-curricular activities.
8. The Training Colleges should, as a normal part of their work, arrange refresher courses, short intensive courses in special subjects, practical training in workshop and professional conferences.
9. The Training College should conduct research work in various important aspects of pedagogy and for this purpose it should have under its control an experimental or demonstration school.
10. No fees should be charged in training colleges, while during the period of training all the student-teachers should be given suitable stipends by the State; the teachers who are already in service should be given the same salary which they were getting.
11. All Training Colleges should provide adequate residential facilities so as to be able to arrange community life and other suitable activities for the trainees.
12. For the Master's Degree in Education only trained graduates who have normally done a minimum of three years' teaching should be admitted.
13. There should be a free exchange between professors in Training Colleges, selected Headmasters of Schools and Inspecting Officers.
14. In order to meet the shortage of women teachers special part-time training courses should be provided.
15. There should be a Teachers' Training Board for supervising and laying down the conditions necessary for the proper training of undergraduates and for suggesting, for the consideration of the Universities, improvements that may be needed in the training of graduates.

III. FINANCE AND ADMINISTRATION

(1) ORGANISATION AND ADMINISTRATION

1. The Director of Education should be the officer mainly responsible to advise the Minister and for this purpose, it is necessary that he should have at least the status of a Joint Secretary and should have direct access to the Minister.

2. A Committee should be constituted both at the Centre and in each State consisting of the ministers concerned with the various grades and types of education in order to discuss how best the resources of the department could be pooled for the furtherance of education of all types.

3. There should be a co-ordinating Committee consisting of the departmental heads concerned with the different spheres of education in order to consider methods of improvements and expansion in all fields of education.

4. There should be a Board of Secondary Education consisting of not more than 25 members with the Director of Education as its Chairman to deal with all matters of education at the secondary stage and to lay down general policies.

5. A Sub-Committee of the Board should deal with the conduct of examinations.

(2) INSPECTION OF SCHOOLS

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

2. Special Inspectors or panels of Inspectors should be appointed to inspect the teaching of special subjects like Domestic Science, Art, Music, etc.

3. Persons selected as Inspectors should possess high academic qualifications, adequate teaching experience or experience as Headmasters of High Schools for a minimum prescribed period. In addition to direct recruitment, Inspectors should also be drawn from (i) teachers of ten years' experience, (ii) Headmasters of High Schools, and (iii) duly qualified staff of Training Colleges who may be allowed to work as such for a period of three to five years.

4. The Inspectors should have a competent staff to help them in the discharge of their administrative duties.

5. In order to evaluate the academic side of activities of a school there should be a panel of experts with the Inspector as Chairman to inspect the schools.

6. Three persons may be chosen from senior teachers or Headmasters to visit the schools in the company of the Inspector and to spend two or three days with the staff, discussing with them and with the school authorities all aspects of school life and problems.

(3) MANAGERMENTS AND CONDITIONS OF RECOGNITION OF SCHOOLS

1. Recognition to schools should be given only on clearly defined conditions which will ensure their proper running and in maintenance of proper standards.

2. The Managing Boards of all schools should be registered and should consist of a limited number of persons with the headmaster as an ex-officio member.

3. No member of the Managing Board should directly or indirectly interfere with the internal administration of the school.

4. Every management should be required to draw definite rules of service wherein the conditions pertaining to salary, leave, etc. should be definitely laid down.

5. For proper running of a school every management should be required to provide an endowment and the income accruing from this should be shown in the receipts of the year.

6. The scales of fees fixed by the management of a school should be subject to approval by the Department of Education.

7. A Committee should be appointed when necessary by the Department of Education to go into the question of levying uniform scale of tuition fees and other fees and all accounts of the school should be subject to audit by the Department.

8. The management should satisfy the Department that qualified staff is available and will be appointed in accordance with the rules laid down by the Department for affiliation.

9. The management should satisfy the Department that adequate accommodation and equipment, etc. have been provided for the efficient running of the school.

10. The number of sections in each class should be limited and before any increase in the number of sections is made, the prior approval of the Department should be obtained.

11. In the interests of the general efficiency of schools, rules should be framed preventing undue competition amongst neighbouring schools.

12. The teaching staff should not be limited to any particular caste or community but should, as far as possible, be recruited on a wide basis.

13. In view of the importance and urgency of providing diversified courses of instruction, financial aid and encouragement should be given to the existing schools as well as the new schools providing diversified courses of study.

14. Managements should obtain prior approval of the Director of Education before opening schools and the approval should not be given unless the minimum conditions prescribed have been scrupulously fulfilled.

(4) SCHOOL BUILDING AND EQUIPMENT

1. Secondary Schools should be established in rural areas in central places with sufficient population which are easily accessible to the surrounding villages.

2. Schools in urban areas should, as far as possible, be so located that they are free from the noise and congestion of the city and necessary transport facilities should be made available for students.

3. The open spaces available in cities must be conserved to be utilised as playground by groups of schools and the State and Central Government should prevent, through legislation, encroachment on them for industrial or commercial purposes or by housing societies.

4. Normally, in designing buildings for schools, care should be taken to see that an area of not less than 10 sq. ft. is provided per student in the class rooms.

5. The optimum number of boys to be admitted to any class should be 30 and the maximum should not in any case exceed 40; the optimum number in the whole school should be 500 while the maximum should not exceed 750.

6. The schools constructed in future should provide facilities for the introduction of diversified courses.

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

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

(5) FINANCE

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

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

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

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

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

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

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

8. The Centre should assume a certain amount of direct responsibility for the contemplated Reorganisation of Secondary Education and give financial aid for the purpose.

IV. SERVICE CONDITIONS OF TEACHERS

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

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

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

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

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

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

7. Through a system of Co-operative House Building Societies, teachers should be provided with quarters so as to enable them to live near the school and devote more time to the many sided activities of the school.

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

9. They should be given free medical attention and treatment in hospitals and dispensaries.

10. The leave rules should, as far as possible, be uniform for all educational institutions.

11. Opportunities should be provided on a generous scale for teachers to visit different institutions within the country and in special cases to go abroad on study leave for higher studies.

12. The practice of private tuitions by teachers should be abolished.

13. Persons in high public position should give special recognition to the teachers' social status and the dignity of their profession.

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

RESOLUTIONS PASSED AT THE CONFERENCE

I. NEW PATTERN

1. The Constitution requires free compulsory education for all children from the age of 6 to 14. The Secondary Education Commission has recommended an integrated Basic Education for 8 years for all children from the age 6 to 14. Until such time as this is accomplished care will have to be taken to ensure that the education imparted during the eight years in the Primary (Junior Basic) and the Middle (Senior Basic or Higher Elementary) stages forms an integrated and complete whole, so that when free and compulsory education is extended up to the age of 14 as envisaged in the Constitution, it will constitute a uniform pattern of education. Until such time, admission to Secondary Schools may be after the completion of the Primary or Junior Basic stage at what is now called Form I or after completion of the Senior Basic or Higher Elementary at the Form IV stage. Provision for entry at intermediate levels and other courses may have to be provided as at present.

To ensure a measure of uniformity in attainments in the core subjects, the curriculum in schools for the age group 11-14, may have to be determined if not entirely by the Board of Secondary Education, at least with the approval of that body.

2. It is further recommended that the Board of Secondary Education may be represented in the Board of Primary or Basic Education.

3. The Secondary School course after the completion of the Middle School stage or the integrated Primary or Basic education stage, shall be for four years instead of the present three years. The four-years' course should be an integrated course, that is, the courses of studies and the syllabi should be so framed as to cover a four year period of study.

The seventh year should not be regarded as a special year of preparation for University courses. The whole course from Form IV to Form VII should be regarded as a unit complete in itself.

In converting the present High Schools with three years duration into Higher Secondary Schools of four years duration, the new courses should be introduced in Form IV and then extended year by year till the four-years' course is introduced. If a school elects to adopt the Higher Secondary course in 1956-57, it shall introduce in that year the course of studies under the new scheme in Form IV, extend it to Form V in 1957-58, in Form VI in 1958-59 and to Form VII in 1959-60, so that the first Higher Secondary Examination will be held in March 1960. Such an arrangement will make the transition easy, help the schools in providing the equipment, accommodation and furniture, and in securing the teaching personnel.

4. All schools may be notified that by 1965, within a period of ten years, they should convert themselves into Higher Secondary Schools providing an integrated four-years' course after the Middle School stage. The present S.S.L.C. Examination may be continued up to 1967, two years after 1965, to give opportunities to those who could not get eligibility either for University course or for Government Service.

5. Facilities for the training of teachers should be suitably increased so as to provide for an increased teaching personnel on account of the change over. (This may become very necessary from 1959, when the additional year's course would be provided in most schools.) These facilities should be provided from 1957 onwards.

6. Every Higher Secondary School should be required to provide at least two or three of the alternatives suggested in section D. It is further recommended that in making provision for these groups under section D, at least four subjects in each group should be provided so as to offer some choice in the selection of subjects according to aptitudes.

7. In a planned programme for conversion of High Schools into Higher Secondary Schools, preference should be given to schools in rural areas.

8. (a) It is recommended that there should be at least three multi-purpose schools in each district at the rate of one for two or three taluks.

(b) The multi-purpose schools should be preferably located in a rural area.

(c) Every multi-purpose school should provide residential accommodation in the form of boarding or hostel.

9. In urban areas the State should work out a scheme of co-ordination of the resources of different schools in the area and make adequate provision for all the types of courses under section D, without wasteful duplication of effort and resources.

10. While recognising the need for an adequate study of Hindi, it is recommended that until such time as English is used as the language of administration, the scheme of language studies, now in use in our Secondary Schools, be adopted for the new Higher Secondary Schools. This may be reviewed later. The scheme is suggested for all the seven years.

Second Language : Part I.—Regional Language.

Part II.—Special study of the Regional Language or a general language study of any other Indian language or a classical language.

First Language : English.

Third Language : Hindi or Sanskrit for those who have not taken any of those languages under Part II of the First Language or an approved practical activity.

Attainment in this third language would be recorded in the certificate. The student may, at his option, sit for the public examination.

11. There shall be only one final examination at the end of the Higher Secondary course. The Commission's recommendation in regard to the number of subjects for the examination and the mode of award of certificates may be followed.

12. When the States are well on their way in implementing Article 45 of the Constitution by providing free compulsory general education up to the age of 14, steps must be taken to ensure that the entrants to Higher Secondary course can profit by it and that no person of ability is precluded from taking the course by reason of his poverty.

A system of scholarship examination may have to be devised and adopted. Till then, the present practice of admitting pupils by an entrance test by the school authorities and the several educational concessions now being offered may be continued.

II. TEACHING PERSONNEL AND IN-SERVICE TRAINING

1. There should be the following categories of teachers :—

- A. Secondary Grade Teachers.
- B. Graduates with Collegiate Teachers' Certificate.
- C. Technical Teachers for the practical courses under the developed scheme.
- D. Language Teachers.
- E. Art and Craft Teachers.
- F. Physical Education Teachers.

2. The facilities for the training of these categories of teachers should be very greatly enlarged.

3. All candidates accepted for training should be given a stipend adequate to meet the cost of maintenance at the training institution.

4. Selection of candidates for training should be carefully made. It is desirable to institute an apprenticeship for a year prior to acceptance for admission into a teacher training institution. Schools may be enabled to pay a stipend to such apprentice teacher.

5. Training Colleges in co-operation with Teachers' Associations should organise refresher courses, short intensive courses in special subjects, practical training in workshop and professional conferences.

6. Attendance and participation by teachers in seminars, refresher courses and professional conferences should be given due recognition in the award of increments.

7. Special shortened training courses as a transitory measure may be organised to meet the shortage of teachers at different levels, particularly in respect of women teachers and of untrained teachers, working in schools and colleges for a period of not less than five years. Such shortened courses being followed by attendance at special refresher courses of six to eight weeks duration.

8. Teachers should be given liberal financial assistance for participation in seminars, refresher courses, conferences, workshop, etc.

9. While the training of teachers for Collegiate Certificate may vest as at present with the University, a Board of Teacher Education should be set up as recommended by the Secondary Education Commission. It is necessary that organised teaching profession should be associated with laying down the standards of Teacher Education. It is recommended that the Board of Teacher Education should have two representatives elected by the Executive Board of the South India Teachers' Union.

10. Trained Women Teachers may be appointed as part-time teachers.

III. FINANCE AND ADMINISTRATION

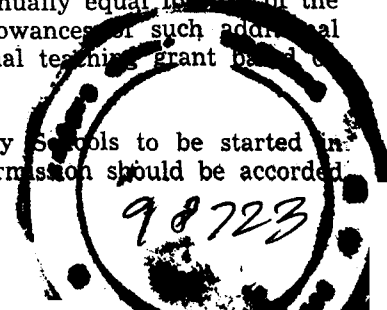
1. (a) Raising High Schools to Higher Secondary Schools would necessitate, 5L
Tm 21, 1120

- (1) Provision of additional accommodation;
- (2) Provision of additional equipment (Library, Laboratory, Playground, Teaching Appliances, and Equipment, and Workshop, etc. for the Technical courses);
- (3) Provision of additional furniture: N55-28-1
- (4) Employment of additional teaching personnel including tutors and demonstrators, teachers and instructors for the Technical courses.

It is recommended that in respect of Aided High Schools, grants may be made available on the following basis:—

- (1) Grant for building to provide the additional accommodation needed for converting the High Schools into Higher Secondary Schools and for providing workshop for the diversified courses (technical) shall be 80% of the approved total cost of the extension.
- (2) That for providing additional equipment for library, laboratory, physical education, technical appliances and technical courses, the grant shall be 2/3 of the approved total cost.
- (3) That for starting new technical courses like Agriculture, Commerce, Technology, etc., a non-recurring grant of 75% of the total cost of equipment and a recurring grant of 75% of the net expenditure shall be made.
- (4) That in respect of the additional teaching personnel, necessitated by the conversion of High Schools into Higher Secondary Schools, Government should make a grant annually equal to 50% of the total expenditure on salary and allowances for such additional teaching personnel, besides the normal teaching grant based on the present rule of 2/3 net cost.

(b) In respect of new Higher Secondary Schools to be started in places which are not served by High Schools, permission should be accorded.



only when the proposed institutions fully satisfy the conditions for recognition to be laid down by the Board of Secondary Education or the appropriate authority.

(c) In case of schools where managements will be unable to meet their share of cost of conversion of high schools into higher secondary schools and/or multi-purpose schools, the Government should assist the managements with loans repayable in the course of a long term of years at reasonable rates of interest and the amount paid as interest must be taken for purposes of grant.

2. (a) The Central Government should assist the States by liberal grants of not less than 75% of the total annual expenditure in respect of recurring and non-recurring items due to the conversion of the High Schools into Higher Secondary Schools.

(b) In addition to the recommendations made by the Secondary Education Commission, the following suggestions are made for finding the funds for the capital and non-recurring expenditure :—

(i) The Planning Commission to be requested to make special allotment to this purpose both at the Centre and the States.

(ii) The Central Government should be requested to make sufficient allotment to enable the States to meet the expenditure until such time as all the existing High Schools are converted into Higher Secondary Schools.

(iii) The Centre and the States to examine the question of instituting an Education Development Fund by loans and subscriptions from the public.

(iv) The Centre may also examine the possibility of raising funds for general and secondary education by levying,

(1) an education tax similar to the pilgrim tax, on all travel tickets exceeding Rs. 5 ; and

(2) by issue of a special education stamp to be compulsorily used in sending parcels, registered packets, insurance letters, etc.

3. The constitution of the Board of Secondary Education as recommended by the Secondary Education Commission may be adopted subject to the following change :—

Instead of "two representatives of the Provincial Secondary Teachers' Association elected by the Executive of the Association" substitute "Five Representatives of the South India Teachers' Union elected by its Executive Board" and delete "Women Directress of Education and two members to be nominated by the Department".

4. While endorsing the Commission's recommendations in respect of the constitution of managing bodies and recognition of schools, this Conference is of opinion that managing bodies should be assured a reasonable measure of autonomy in the administration of their institutions subject to their accounts being audited by the Department within the framework of their budgetary provisions, so that unnecessary needless meddlesome interference in respect of expenditure incurred by the management in the best interest of the institution may be avoided. As the headmaster holds the key position in an institution, he must be given freedom to organize, initiate and to carry on day-to-day administration most efficiently.

5. The Department of Education should have a Committee consisting of representatives of managements and headmasters to advise them on matters relating to administration of schools.

6. The recommendations of the Secondary Education Commission in respect of 'Inspection of Schools' were approved in toto.

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

IV. SERVICE CONDITIONS OF TEACHERS

1. (a) A Collegiate Teachers' Certificate should be regarded as the minimum qualification for teaching in Forms IV to VII, of the new Higher Secondary schools, in respect of all the academic subjects and in respect of an Indian language, the present qualifications required of language teachers in our high schools should be the minimum required.

(b) In respect of teachers of the practical subjects under the diversified scheme, a degree in the appropriate subject or a diploma of equivalent value and a course of training should be required as a minimum qualification.

2. While persons with a Master's Degree and necessary professional training would be of value in the new Higher Secondary schools, teachers with qualifications now required for teaching in Form VI should be permitted to teach in Forms VI and VII.

3. The extension of the Secondary School course by a year should not make it necessary for schools to terminate the services of the existing incumbents in favour of persons holding the Master's Degree.

4. The scales of salaries of teachers should be immediately revised. Pending the appointment of a Committee as suggested by the Secondary Education Commission, this Conference requests the State Government to give immediate effect to the scales of salaries recommended by the South India Teachers' Union at its last conference. There should be parity of salary scales under all managements.

5. This Conference endorses the recommendations of the Secondary Education Commission in respect of,

(a) Provision for leave rules.

(b) Medical Relief to teachers in aided educational institutions as in the case of teachers under public management.

(c) Adequate provision for old age in the form of

(1) Provident Fund—Government, Management and Teacher each contributing one anna in the rupee of salary.

(2) A compulsory Insurance.

(3) A scheme of contributory pension.

(d) Free education for the teachers' children.

(e) Facilities to teachers for further study in the form of 'leave with salary', travel grant and study scholarship.

(f) Provincialisation of the service of teachers.

CONCLUDING ADDRESS

In his concluding address the President, Sri S. Natarajan, said that in regard to the proposed reforms in Secondary Education two things were necessary.

Firstly, it must be introduced gradually. It should not be thrust suddenly on the institutions. The expansion of the high school course was not just adding one more class, but it meant "giving an integrated new course with a new objective for a new national purpose." So, an amount of preparation was necessary and that meant a lot of time also. Assistance and guidance would be necessary for the institutions so that the transformation to the new pattern could be smooth. "It is not merely providing the money for the building, it is providing the technical assistance; the plan for the laboratories and their equipment, for the library, reading-room, and so on.

The second thing that was necessary was faith and preparedness on the part of the teacher. They would be in charge of the training of pupils at a very critical stage of their life, children of the age group 16 to 18. He had no doubt that teachers would prepare themselves for the task ahead. He said that they should not think that it was the business of the Government or the University to do things. Since they were the people who would be called upon to do the work, they had to secure the necessary training and equipment.

Sri K. Sanjeevi Naidu and Sri N. K. Tirumalachariar participated in the Conference. They stated that there was needless and irksome interference on the part of the Department in the day-to-day administration of schools.

Sri M. Rajah Iyer of Ramnad, on behalf of the delegates, thanked the organisers of the conference for the excellent arrangements made.

Sri T. P. Srinivasavaradan, Secretary of the S.I.T.U. proposed vote of thanks to the Chairmen and Conveners of the sectional conferences and all the participants and workers and volunteers and to the management of the Hindu High School for their hearty co-operation in making the conference a success.

FROM OUR ASSOCIATIONS

MANGALORE

The Annual Meeting of the South Kanara District Teachers' Guild was held on Sunday, 23rd January, at 2-30 p.m. in Canara High School Urva. Sri U. Keshava Rau, B.A., L.T., presided.

The Report and the audited statement of accounts for 1954 were adopted.

The Rules of the Teachers' Guild were amended:

- (i) to make the President and the General Secretary ex officio members of the S.I.T. Union Executive Board; and
- (ii) to enable the Representatives of any 6 Affiliated Associations to ask that a Resolution should be circulated among Affiliated Associations and ratified by a majority of them before such resolution is deemed to have been adopted.

The meeting also resolved

to request that shortage in the number of working days in single-teacher schools caused by the teacher taking Casual Leave, should be condoned;

that teachers who are granted 'darkast' land should be exempted from payment of site value;

to request the President, Dt. Board, to order that Elementary Schools should work 5 days in the week from 1955-56;

to request Local Boards to levy profession tax on the basis of salary, excluding dearness allowance;

to urge Government to give full fee concession up to Form VI to children of teachers;

to request Local Boards to nominate representatives of Teachers' organizations to the Standing Committee for Education, and to publish the list of text-books before the beginning of the school year;

to reiterate the resolution passed in previous years to fix the age of retirement at 60;

that provision for pension must be made by the Government for teachers employed in local bodies and under aided managements; and

to request the President, District Board to give effect even during 1954-55 to the decision of the D.P.I. to treat Centre/Association Meeting days as working days.

A resolution to recommend to the S.I.T. Union to organize a one-day token strike if the Union's demands as regards salary scales are not substantially conceded in the next Budget was lost. (The demands above are the scales recommended by the 43rd Madras State Educational Conference, and "as a first step, to make it obligatory on all schools to grant the same scales of pay and allowances as are obtaining in Government Schools."

The meeting then elected the following office-bearers:—

President:

Rev. Fr. James Coelho, S.J., St. Aloysius College High School, Mangalore-3.

Vice-Presidents:

- (i) Rev. Mother M. Vera, A.C.,
- (ii) Sri U. Srinivasa Kini.

General Secretary:

Sri P. S. Venkatakrishna Rao, M.A., B.T., B. E. M. High School, Mangalore-1.

Secretary for Ele. Education:

Sri B. Venkat Rao.

Secretary for Secondary Education:

Sri M. Ramappa.

The meeting recorded the services rendered by Sri U. Keshava Rau, who retired as President.

Rev. Fr. J. Coelho and Sri P. S. Venkatakrishna Rao thanked the members for electing them as office-bearers.

Meeting of the Teachers' Council

The Council met earlier in the day and approved the draft of the Report for 1954 and the year's statement of

accounts. It studied the Resolutions that were to be taken up at the Annual Meeting.

The meeting approved the draft of the Representation that would be made to the Hon'ble the Minister for Education during his visit to Mangalore towards the end of the month.

PERUVEMBA

The General Body of the South Malabar District Teachers' Guild met at the High School, Peruvemba, at 9-30 a.m. on 27-12-1954. Mr. E. H. Parameswaran, M.L.C., President of the South Malabar District Teachers' Guild Organising Committee, was in the chair.

Nearly 200 delegates were present representing a large number of schools. Mr. M. N. Kini, President of the Malabar District Teachers' Guild, and Mr. C. C. Nair, President of the Malabar District Elementary School Teachers' Union, were also present. The president reported that 30 Secondary School Associations and three Taluk Unions had already affiliated themselves to the Guild. He thanked the Associations for their hearty co-operation.

Mr. C. P. Sarma, Headmaster of the C. A. High School, Ayakkad, and Correspondent of the Peruvemba High School, welcomed the gathering. Mr. Parameswaran in his introductory speech explained the background of the idea of trifurcation of the Guild and expressed the hope that trifurcation would intensify the work of the Guild and make it a really active organisation.

The draft constitution prepared by the Organising Committee was then taken up for discussion, and was adopted with the proviso that the next General Body shall have power to amend the constitution by a simple majority.

Office-bearers for the Guild were then elected as follows:

President:

E. H. Parameswaran, M.L.C., M. N. K. M. High School, Chittalamcheri.

Vice-Presidents:

Sri M. Sivarama Menon, P. M. High School, Palghat.

Sri C. Ramankutty, Pulamanthole.

Secretary:

Sri P. R. Subramania Iyer, Rajah High School, Kollengode.

Joint Secretaries:

1. Sri S. Vaidyanathan, N. E. High School, Alatur.

2. Sri Vallathol Kumara Menon, Chennara.

Treasurer:

Sri A. S. Narayana Iyer, Nurali Hindu High School, Palghat.

Sri E. H. Parameswaran and Sri P. Subramania Iyer were to be the representatives of the Guild on the Executive Board of the S.I.T.U.

Inauguration of the Guild

At 2 p.m. the same day, the Guild was formally inaugurated by Sri V. T. Titus, Divisional Inspector of Schools, Coimbatore Division. Prof. E. N. Subramaniam, Besant Theosophical College, Madanapalli, presided. Sri E. H. Parameswaran welcomed the delegates and guests and requested the hearty co-operation of all the teachers of South Malabar. Sri S. Vaidyanathan of the N. E. High School, Alatur, read messages from Sri N. D. Sundaravadivelu, Director of Public Instruction, Sri S. Natarajan, President of the S.I.T.U., Sri U. Srinivasa Kini of the South Kanara District Teachers' Guild, Sri T. N. Sundaram, Member of the University Senate, and Sri V. S. Gopalakrishna Iyer, Member of the Elementary Education Committee.

Mr. C. C. Nair, President of the Malabar District Elementary School Teachers' Union, gave a talk on Elementary Education in the State. Sri A. S. Narayana Iyer of the Nurali Hindu High School proposed a vote of thanks. Delegates and visitors were guests of Sri C. P. Sarma.

KOZHIKODE

A General Body meeting of the Central Malabar District Teachers' Guild met at the Ganapat High School, Calicut.

on 29-1-1955, with Sri M. N. Kini, B.A., L.T., in the chair.

The Constitution prepared by the Organising Committee was discussed and adopted.

The Office-bearers of the Guild were then elected:

President:

Sri M. N. Kini, B.A., L.T.

Vice-Presidents:

Sri P. K. Narayana Ayyar, B.A., L.T., Manjeri; and

Sri K. V. Govindan Kutty Nair, Ernad Taluk Union President.

General Secretary:

Sri A. K. Appu, B.A., L.T., Headmaster, of the Nanminda High School.

Joint Secretaries:

Messrs. T. P. Nedungady, B.A., B.T., and C. P. Vasudevan Nambudiri of Calicut Taluk Union.

Treasurer:

Sri E. C. Kesavan, B.A., L.T., of St. Joseph's High School, Calicut.

A meeting of the Executive Committee of the Malabar District Teachers' Guild met on 30-1-1955 and dissolved itself after ratifying the formation of the North Malabar, Central Malabar and South Malabar District Teachers' Guilds.

Mr. M. N. Kini, B.A., L.T., President of the Malabar District Teachers' Guild was in the chair. The accounts of the Malabar District Teachers' Guild and that of the three newly formed Units were presented and approved before the dissolution.

Inaugurating the Council of the Malabar District Teachers' Guilds, Sri S. Natarajan said:

"New, Progressive India demands greater character, calibre and ability from the product of our Secondary Schools. That demand can be met only by a higher age group. Even under the best of circumstances, the present age-group cannot come up to the level of attainment that present day India demands. That is why an additional year in Secondary Education is recommended by the Mudaliar Commission. Service conditions of teachers, syllabi or methods of teaching are irrelevant considerations so far as this recommendation is concerned."

Mr. Natarajan went on to observe that the example of other States having a longer or shorter period was no relevant consideration either. The required level of attainment and mental maturity could be achieved only by pupils of a certain age. The duration of the Secondary Education Course should be governed only by that consideration. It was equally fitting to say that the present system could be made to yield greater results if only teachers were better paid. This implied that teachers were not giving of their best now which was totally false to suggest.

Mr. Natarajan traced the History of Secondary Education from 1937 and said that the "Mudaliar Commission's" recommendations were in fact what the South India Teachers' Union had been demanding for a long period of time now. The Central Government was now planning for an entirely different India from the pre-Independent India. It behoved the teaching profession to make concrete and constructive suggestions for this new India so that Government might have a clear picture of our aims and the method of achieving those aims. This was particularly urgent now because education was on the concurrent list and the Central Government had recognised its obligation of giving financial aid and constructive advice.

Mr. Natarajan commended the idea of a Guilds' Council as a co-ordinating agency, pointed out certain pitfalls to be guarded against and called upon teachers of Malabar to give steadfast support to the Council financially and organisationally.

Presiding over the meeting, Mr. P. Duraikannu Mudaliar, Principal of the Training College, Karaikudi, emphasised the feeling of fraternity that should prevail among teachers. He said 1955 was going to be a very important year educationally and teachers should

accounts. It studied the Resolutions that were to be taken up at the Annual Meeting.

The meeting approved the draft of the Representation that would be made to the Hon'ble the Minister for Education during his visit to Mangalore towards the end of the month.

PERUVEMBA

The General Body of the South Malabar District Teachers' Guild met at the High School, Peruvemba, at 9-30 a.m. on 27-12-1954. Mr. E. H. Parameswaran, M.L.C., President of the South Malabar District Teachers' Guild Organising Committee, was in the chair.

Nearly 200 delegates were present representing a large number of schools. Mr. M. N. Kini, President of the Malabar District Teachers' Guild, and Mr. C. C. Nair, President of the Malabar District Elementary School Teachers' Union, were also present. The president reported that 30 Secondary School Associations and three Taluk Unions had already affiliated themselves to the Guild. He thanked the Associations for their hearty co-operation.

Mr. C. P. Sarma, Headmaster of the C. A. High School, Ayakkad, and Correspondent of the Peruvemba High School, welcomed the gathering. Mr. Parameswaran in his introductory speech explained the background of the idea of trifurcation of the Guild and expressed the hope that trifurcation would intensify the work of the Guild and make it a really active organisation.

The draft constitution prepared by the Organising Committee was then taken up for discussion, and was adopted with the proviso that the next General Body shall have power to amend the constitution by a simple majority.

Office-bearers for the Guild were then elected as follows:

President:

E. H. Parameswaran, M.L.C., M. N. K. M. High School, Chittalamcheri.

Vice-Presidents:

Sri M. Sivarama Menon, P. M. M. High School, Palghat.
Sri C. Ramankutty, Pulamanthole.

Secretary:

Sri P. R. Subramania Iyer, Rajah's High School, Kollengode.

Joint Secretaries:

1. Sri S. Vaidyanathan, N. E. High School, Alatur.
2. Sri Vallathol Kumara Menon, Chennara.

Treasurer:

Sri A. S. Narayana Iyer, Nuran Hindu High School, Palghat.

Sri E. H. Parameswaran and Sri P. R. Subramania Iyer were to be the representatives of the Guild on the Executive Board of the S.I.T.U.

Inauguration of the Guild

At 2 p.m. the same day, the Guild was formally inaugurated by Sri V. T. Titus Divisional Inspector of Schools, Coimbatore Division. Prof. E. N. Subramaniam, Besant Theosophical College Madanapalli, presided. Sri E. H. Parameswaran welcomed the delegates and guests and requested the hearty co-operation of all the teachers of South Malabar. Sri S. Vaidyanathan of the N. E. High School, Alatur, read messages from Sri N. D. Sundaravadevelu Director of Public Instruction, Sri S. Natarajan, President of the S.I.T.U. Sri U. Srinivasa Kini of the South Kanara District Teachers Guild, Sri T. N. Sundaram, Member of the University Senate, and Sri V. S. Gopalakrishna Iyer, Member of the Elementary Education Committee.

Mr. C. C. Nair, President of the Malabar District Elementary School Teachers' Union, gave a talk on Elementary Education in the State. Sri A. S. Narayana Iyer of the Nuran Hindu High School proposed a vote of thanks. Delegates and visitors were guests of Sri C. P. Sarma.

KOZHIKODE

A General Body meeting of the Central Malabar District Teachers' Guild met at the Ganapat High School, Calicut, on 29-1-1955, with Sri M. N. Kini, B.A., L.T., in the chair.

The Constitution prepared by the Organising Committee was discussed and adopted.

The Office-bearers of the Guild were then elected:

President:

Sri M. N. Kini, B.A., L.T.

Vice-Presidents:

Sri P. K. Narayana Ayyar, B.A., L.T., Manjeri; and
Sri K. V. Govindan Kutty Nair, Ernad Taluk Union President.

General Secretary:

Sri A. K. Appu, B.A., L.T., Headmaster, of the Nanminda High School.

Joint Secretaries:

Messrs. T. P. Nedungady, B.A., B.T., and C. P. Vasudevan Nambudiri of Calicut Taluk Union.

Treasurer:

Sri E. C. Kesavan, B.A., L.T., of St. Joseph's High School, Calicut.

A meeting of the Executive Committee of the Malabar District Teachers' Guild met on 30-1-1955 and dissolved itself after ratifying the formation of the North Malabar, Central Malabar and South Malabar District Teachers' Guilds.

Mr. M. N. Kini, B.A., L.T., President of the Malabar District Teachers' Guild was in the chair. The accounts of the Malabar District Teachers' Guild and that of the three newly formed Units were presented and approved before the dissolution.

Inaugurating the Council of the Malabar District Teachers Guilds, Sri S. Natarajan said:

"New, Progressive India demands greater character, calibre and ability from the product of our Secondary Schools. That demand can be met only by a higher age group. Even under the best of circumstances, the present age-group cannot come up to the level of attainment that present day India demands. That is why an additional year in Secondary Education is recommended by the Mudaliar Commission. Service conditions of teachers, syllabi or methods of teaching are irrelevant considerations so far as this recommendation is concerned."

Mr. Natarajan went on to observe that the example of other States having a longer or shorter period was no relevant consideration either. The required level of attainment and mental maturity could be achieved only by pupils of a certain age. The duration of the Secondary Education Course should be governed only by that consideration. It was equally fitting to say that the present system could be made to yield greater results if only teachers were better paid. This implied that teachers were not giving of their best now which was totally false to suggest.

Mr. Natarajan traced the History of Secondary Education from 1937 and said that the "Mudaliar Commission's" recommendations were in fact what the South India Teachers' Union had been demanding for a long period of time now. The Central Government was now planning for an entirely different India from the pre-Independent India. It behoved the teaching profession to make concrete and constructive suggestions for this new India so that Government might have a clear picture of our aims and the method of achieving those aims. This was particularly urgent now because education was on the concurrent list and the Central Government had recognised its obligation of giving financial aid and constructive advice.

Mr. Natarajan commended the idea of a Guilds' Council as a co-ordinating agency, pointed out certain pitfalls to be guarded against and called upon teachers of Malabar to give steadfast support to the Council financially and organisationally.

Presiding over the meeting, Mr. P. Duraikannu Mudaliar, Principal of the Training College, Karaikudi, emphasised the feeling of fraternity that should prevail among teachers. He said 1955 was going to be a very important year educationally and teachers should

give their earnest thought to the many suggestions of reform at all levels of education.

Earlier, Sri M. N. Kini, the President of the Central Malabar District Teachers' Guild and the Vice-President of the Guilds' Council, welcomed the guests. He gave the background of the Trifurcation move in the Malabar District Teachers' Guild and stated that the trifurcation had been effected with the blessings of the South India Teachers' Union. It had actually yielded excellent results. 64 Teachers' Associations and 9 Elementary School Teachers' Unions have come within the fold of the three Guilds.

Mr. P. R. Subramaniam, Headmaster of the Raja's High School, Kollengode and a member of the Councils' Executive, proposed a vote of thanks.

The Malabar District Teachers' Guilds' Council, a co-ordinating Body for the three newly formed Guilds in Malabar, was formed on 30-1-1955 at a meeting, at the Ganapat High School, Calicut.

Sri M. N. Kini, B.A., L.T., Headmaster of the Ganapat High School, Calicut, and President of the Central Malabar District Teachers' Guild, presided. The Constitution for the Council prepared by the old Guild Executive Committee was accepted and the following office-bearers were then elected:

President:

Sri E. H. Parameswaran, M.A., L.T., M.L.C., President of the South Malabar Dt. Teachers' Guild.

Vice-President:

Sri M. N. Kini, B.A., L.T., President of Central Malabar Dt. Teachers' Guild.

Secretary and Treasurer:

Sri C. C. Nair, Vice-President, North Malabar District Teachers' Guild.

Additional Members:

Messrs. K. Karunakaran, President of the North Malabar District Teachers' Guild; and Sri P. R. Subramaniam, M.A., L.T., Secretary of the South Malabar District Teachers' Guild.

PUTTUR

Proceedings of the General Body meeting of the Puttur Taluk Ele. School Teachers' Union, held on 2nd January, 1955 at Puttur.

After prayer, Sri A. Panduranga Rao, Headmaster, Board Higher Ele. School Puttur, occupied the chair as per request of the Secretary, as the president of the Union was absent.

Then the Secretary read the report of the working of the Union for the year 1954 and it was approved and adopted.

This meeting resolves:

1. That due regional representation in the Madras State Elementary Education Re-organisation Committee, should be given to experienced Elementary School teachers;

2. that due representation in the District Board Education Standing Committee, be given to experienced Elementary School Teachers of the District;

3. that the District Board be requested to arrange for separate Holiday lists;

4. that the rules applicable for the grant of "Filarial Allowance" be extended to school teachers also;

5. that Government and the Inspector of Local Boards be requested to accord immediate sanctions for grant of earned past increments to all teachers serving under Panchayat Managements;

6. to request the managements of all Elementary Schools in the Taluk including District Boards and Panchayaths to consider the Teachers' Association centre meeting days as working days as per L.Dis 18/B2/1953, dated 29-12-'53, proceedings of the Director of Public Instruction, and drop the Holiday list accordingly from the next academic year;

7. to suggest to the South Kanara District Teachers' Guild the observance of a day in the year as a Teachers' Day when stock taking of the Teachers' conditions and status be reviewed; and

8. then the Union elected the members to represent this Union on the Council of the S. Kanara District Teachers' Guild for the year 1955.

THE PATNA CONFERENCE

SRI C. RANGANATHA IYENGAR.

The 29th All-India Educational Conference was held at Patna, Bihar State, from the 27th to the 31st December, 1954. Readers of this journal would have gathered some knowledge of the proceedings of the conference from the daily press and I am not boring them with a repetition of the same.

It was an unprecedentedly big conference having been attended by about four thousand delegates from all parts of the country. West Bengal presented the largest contingent of delegates. This time there were only fourteen from the Tamil Nad.

Four out of five Council members of the Federation representing the S.I.T.U. were present on all the days of the Conference and took active part in the Council Sessions and Sectional Conferences. Sri T. P. Srinivasavaradan presided over the Examination Section which was well attended. Sri C. Ranganatha Iyengar and Janab C. M. Fazalur Rahman participated in the discussions in the Moral and Religious Education Section, the Examination Section and the Persian Section.

Sri S. Natarajan led the symposium on 'Discipline in Schools' at the general session.

Sri S. Natarajan has been re-elected as Regional Secretary, while the other three have been elected to the Executive Committee of 24 members after an election by ballot.

Patna was very cold and the first thing we had to do in Patna was to buy Razais for night covering, as we were not properly equipped with warm clothing. We were lodged in the Law College Hostel on the right bank of the Ganges and the proximity to the Holy River helped some of us to have a bath in the sacred waters.

Of course we had meals after the North Indian style with slight variations in the dish, which the intelligent steward of the hostel, Sri Haridayal Jha, was good enough to provide for us.

We had the unique pleasure of joining in the excursion to Rajagiri and Nalanda organised by the Reception Committee. It is stated that Rajagiri was a place of resort to the Buddha. It has hot springs with curative properties and no wonder we enjoyed a bath in the hot springs particularly in the cold weather. Next we saw the excavations in Nalanda revealing the structure and lay out of the ancient university (preserved intact) and the museum and library where students from India and abroad are doing research work in Pali language and literature.

I shall be failing in my duty if I do not record here our appreciation of the good arrangements made by the Reception Committee. The Bihar Government has made a grant of Rs. 10,000 towards the expenses of the Conference.

TEACHING IN INDIA SERIES

The latest addition to the Series is Volume XX

SOCIAL STUDIES IN THE SCHOOL

By K. NESIAH 132 pp Rs 3-4

This book attempts to deal comprehensively with the subject, its place in the curriculum, the range of the course and the methods of approach. It is meant to be a teacher's handbook and contains many concrete and practical suggestions for the organization of courses and class projects, the obtaining and selection of material, and the use of audio-visual and other aids.

Some more titles in the series

The Teaching of English. By W. M. RYBURN	
Sixth edition Cloth Rs 3 Card Rs 2-4	
The Organization of Schools. By W. M. RYBURN	
Fourth edition Cloth Rs 3-12 Card Rs 3	
The Teaching of Reading. By E. W. MENZEL	
Second edition Rs 4	
The Principles of Teaching. By W. M. RYBURN	
Second edition Rs 3-12	
Introduction to Educational Psychology.	
By W. M. RYBURN Rs 4-8	
Play Way Suggestions. By W. M. RYBURN	
Rs 3-8	
How to Study. By E. W. MENZEL	
Rs 4	
THE TEACHER AND HIS PUPILS. By H. J. BYRNE	4s 6d
TEACHER TRAINING. By JOHN HARGREAVES	3s
EDUCATING THE RETARDED CHILD	
By S. A. KIRK & G. O. JOHNSON	18s
SETTING UP YOUR AUDIO-VISUAL EDUCATION PROGRAMME	
Prepared by the Audio-Visual Education Association of California (Stanford)	Rs 5
MEASURING INTELLIGENCE OF INDIAN CHILDREN	
By V. V. KAMAT. Second edition	Rs 10
A NEW MANUAL OF NEEDLECRAFT. By E. GRIFFITH	9s
NEEDLECRAFT HANDBOOKS. By E. GRIFFITH	Each 8s
1. Stitches, Hems and Seams	4. Edges
2. Fastenings and Openings	5. Collars, Sleeves and Skirts
3. Pleats, Darts and Gathers	6. Repair Work

OXFORD UNIVERSITY PRESS.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 7-30 p.m. on Saturday, the 15th January, 1955, in the Hindu High School, Triplicane, with Sri S. Natarajan, President of the Union, in the chair.

MEMBERS PRESENT

Messrs. C. Ranganatha Iyengar, (Journal Secretary), S. Krishna Iyengar (Madurai), H. Visweswaran (Tirunelveli), J. Arther Asirvatham (Tirunelveli), R. Munuswamy (North Arcot), E. H. Parameswaran (South Malabar), S. D. Krishnamurthi Rao (Secretary, Protection Fund), R. Bhuvarehan (Tiruchirapalli), S. Srinivasan (Joint Secretary), M. Rajah Iyer (Ramanathapuram), K. M. Ramaswami Gounder (Coimbatore), L. Mariaprasadam (Treasurer), S. Subba Rao (Salem), J. G. Clement (Tiruchirapalli), J. G. Koil Pillai (Vice President), C. M. Fazalur Rahman (North Arcot), P. R. Subramania Iyer (South Malabar), A. M. Kanniappa Mudaliar (Chingleput), T. Veeraswamy (Madras), T. P. Srinivasavaradan (Secretary).

Sri P. Govindasami, President, South Arcot District Teachers' Guild, was present representing the South Arcot District Teachers' Guild in the place of Sri P. R. Swaminathan.

Letters were received regretting inability to attend, from Mr. N. Chinna-swami Naidu (Coimbatore) and Mr. U. Srinivasa Kini (South Kanara).

The minutes of the last meeting were taken as read, and recorded.

The President informed the Board that he had been invited by the British Council to visit the United Kingdom to study the working of educational institutions and educational organisations. He sought the approval of the Board for accepting the invitation.

The Board placed on record its sincere thanks to the British Council for extending an invitation to Sri S. Natarajan to tour United Kingdom. It offered its congratulations to its President and wished him success in his tour.

The following six persons were nominated for the Presidentship of the ensuing 45th Madras State Educational Conference to be held at Annamalai-nagar:

1. Janab N. M. Anwar.
2. Right Rev. D. Chellappa.
3. Sri G. R. Damodaram.
4. Prof. R. Krishnamurthi.
5. Sri E. H. Parameswaran.
6. Dr. C. P. Ramaswamy Iyer.

The Working Committee was asked to draw up the subjects to be discussed at the Conference.

The Working Committee was also requested to consider the suggestions made by the various District Teachers' Guilds on the amendments to the Constitution of the Union.

The Board considered the letter from the Secretary of the Association of Anglo-Indian Schools and resolved to affiliate the Association temporarily on payment of the minimum subscription of Rs. 25.

The Board elected the President, Sri C. M. Fazalur Rahman and Sri V. Arunajatai, as the representatives of the Union on the Executive of the S.I.T.U. Council of Educational Research.

A committee consisting of Sri E. H. Parameswaran, Sri V. Nataraja Iyer, Sri C. M. Fazalur Rahman, Sri T. N. Sundaram, Sri S. Natarajan and Sri T. P. Srinivasavaradan, was appointed to draft replies to the Questionnaire issued by the Elementary Education Reorganisation Committee.

It was suggested to the District Teachers' Guilds to convene conferences of Elementary School teachers to consider the questionnaire. It was further resolved to convene a State Conference of representatives of Elementary School Teachers' Unions towards the end of February.

The Board resolved to express its grateful thanks to the Committee of hosts, namely, Mr. K. Neelakantan of Messrs. B. G. Paul & Co., Mr. Palaniappa of Messrs. Palaniappa Brothers, Mr. K. S. Srinivasachariar of Messrs. Teachers' Publishing House, Mr. G. Srinivasachariar of Messrs. G. S. Press,

Mr. V. K. Subramaniam of Messrs. Jayam & Co., and the Madras Teachers' Guild for their generous hospitality to the delegates of the Extra-ordinary Conference.

Sri T. P. Srinivasavaradan was requested to act as the President of the Union during the absence of Sri S. Natarajan.

With a vote of thanks the meeting terminated.

T. P. SRINIVASAVARADAN,
16th January, 1955. Secretary.

THE S. I. T. U. BENEVOLENT FUND

Serial number of members who have renewed their subscription for the year 1954-55 :

Board H. S., Macdonalds Choultry,
Salem—

Nos. 1033, 1034.

N. S. M. V. P. S. High School, Devakottai—

No. 2911 (1955-56).

Sri K. N. Padupathi, Kurnool—
No. 165.

E. R. High School, Tiruchirapalli—

Nos. 1813, 1815, 1816, 1818-1820,
1822-1825, 1827, 1831, 1834, 1835,
1837, 1838, 1841, 1842, 1844, 1847.

NEW MEMBERS

Board H. S., Macdonalds Choultry,
Salem—

No. 3077 Sri A. Jayarama Iyer.

DONATION

From Sri V. Arunajatai, St. Gabriel's High School, Madras, on the occasion of the marriage of his beloved daughter—Rs. 5.

(We wish the couple long happy prosperous life).

"A series which is so markedly good."

NEW STUDY READERS

By

H. MARTIN, M.A. (Oxon.), O.B.E.

Late Principal of The Islamia College, Peshawar

 A great responsibility lies on you, for it makes all the difference which series of English Readers you select.

"The PRIMER (90 pages) has been prepared to meet the need of teaching English as a foreign language. The text is well illustrated. Lessons proceed from singular to plural, masculine to feminine, assertive to interrogative. The ideas are simple and the filling up of blanks indicated will be a useful step in the learning of English.

"In READER I (95 pages) the chief aim is 'to provide material for sentence drill.' Many of the exercises at the end of each lesson are in the same form of sentence construction.

"READER II (131 pages) has lessons on a variety of subjects—stories, poems, dialogues, descriptions and talks on popular subjects written (except the poems) by the author. Short notes for help in understanding the subject matter and questions on the subject matter are found at the end of each lesson.

"READERS III, IV and V are on the same model. The lessons are on different subjects suitable for pupils in Forms II or III to Form V.

 "A systematic use of these readers will help pupils to grasp the fundamentals of English usage.

"Mr. Martin's name is a GUARANTEE FOR THOROUGHNESS and as usual Messrs. Cooper have brought out a NEW and BRILLIANT series of Readers. It is hoped they will have the popularity they so richly deserve."—*The Educational Review, Madras* (March-April, 1938).

K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Selling Agents for South India :—

The Christian Literature Society for India, Park Town, Madras.

OUR BOOKSHELF

FROM MY CHINA DIARY: By Brajkishore Sastri. (Sidhartha Publications, Ltd., Delhi. Price Re. 1).

The author was a member of a labour delegation sponsored by the Chinese. In his diary he records his experiences of visits to the places to which the delegation was conducted by the Government of Red China. His impressions are on the whole recorded in the following words at the end of the book:

"Is not the concentration of political power a precursor of dictatorship? The progress that China has made during the last four years gives no promise of a life of peace for its people."

What about methods its rulers have employed? Is it just to expect the people to surrender their all for the glory of the nation? . . . Goodbye, Red China."

BLACKIE'S BHARAT ENGLISH READERS—READER III: By M. S. H. Thompson. For Form III. (Price Re. 1-4-0). Supplementary Readers for Form III:

1. Tales of the Wild (Price As. 8).
2. Stories from Grimm (Price As. 7).
3. Anangapal the Just and other Stories (Price As. 8).

BLACKIE'S BHARAT ENGLISH READERS—READER No. V: By M. S. H. Thompson. For Form V. (Price Re. 1-8-0). Supplementary Readers for Form V:

1. Treasure Island (Price As. 14).
2. The Frozen South (Price As. 12).
3. The Swordsmen of the Queen (Price As. 14).

BLACKIE'S BHARAT READER:—Supplementary Readers for Higher Forms:

1. The Brave and the Fair: Retold by John Kenneth (As. 12).
2. Wonder Tales of Ancient Greece by John Kenneth (Re. 1).
3. The story of Don Quixote: Retold by John Kenneth (As. 12).

4. Tales from Shakespeare by Charles Lamb adapted by John Kenneth (Re. 1).
5. Mr. Pickwick and his Friends: Adapted by John Kenneth from Charles Dickens (Re. 1).

The above books are all intended for use in Forms III and V and VI of High Schools and are prepared in accordance with the Departmental Syllabus in English. Due attention is paid to grammar and composition. There is a glossary of words and new words are either starred or separately listed. Questions on comprehension are given at the end of each supplementary reader. The get up and printing are satisfactory.

List of publications received and acknowledged with thanks:

1. Commonwealth To-day—No. 32.
2. Government Milk Factory, Madras—Expert Committee Report—1954.
3. Administration Report—Government Museum and Connemara Public Library—Madras State—1954.
4. Education in India, 1949-50 and 1950-51. Ministry of Education, Government of India.
5. Reddiar Higher Elementary School, Samuharangapuram, Tinnevely Dt.—Annual Magazine—1954-55.
6. The Nurani Hindu High School, Palghat—Golden Jubilee Souvenir, 1954.
7. Education Quarterly, December, 1954 (Govt. of India—Ministry of Education).
8. Educational Studies and Documents, July, September and October, 1954 (UNESCO).
9. Fundamental and Adult Education—Quarterly—October, 1954 (UNESCO).
10. The State of the Union—A message by D. D. Eisenhower (USIS).

C.R.

THE S. I. T. U. PROTECTION FUND. LTD.

Phone 8204

(Established 1928)

(An All India Insurance Company for Teachers)

President:
SRI. V. B. MURTHI, M.A.

Vice-President:
SRI. S. NATARAJAN, B.A., L.T.

520, HIGH ROAD,
TRIPPLICANE, MADRAS-5

Dated 1st February 1955

To

All Members of the Teaching Profession and Educational Officers.

AN APPEAL

With the beginning of the year 1955 a New Chapter opens in the Service of the Fund. New and Revised Tables of Rates (copies of which have already been sent to the Headmasters of all Schools) have come into force which provide enhanced financial accommodation and old age pension. The Maximum number of units for all age groups has been raised to SIX.

The Fund has purchased a big plot of land on which the Office and Staff Quarters are being constructed. There is a proposal to raise a Small Teachers' Colony nearby. The S. I. T. U. Office is also to be located here for which a plot of 2 grounds in extent has been purchased adjacent to the S. I. T. U. Protection Fund plot.

Perhaps the Building will be declared open before the end of the current year.

All these have been made possible by the co-operation of policy-holders who during the past 27 years have contributed to the building up of the assets of the Fund. There are lakhs of teachers in the country to whom Insurance in this Company should prove attractive. If only the members of the profession would join in increasing numbers, more and more amenities could be introduced, not only for the individual members but also for the profession as a whole. What is possible for the Protection Fund for housing accommodation in the City of Madras is also possible in all other cities and major towns where there is need for relief of housing congestion. The thinking section of the population, particularly the teachers, should deem it essential to provide for their old age and families by a Scheme of Insurance. We appeal to all teachers and Educational Officers to think seriously and join the S. I. T. U. Protection Fund, Ltd. before it is too late.

SRI. S. D. KRISHNAMURTI RAO, B.A., L.T.
Secretary.

C. R. AIYENGAR,
Hony. Publicity Officer.

THE S. I. T. U. PROTECTION FUND LTD.

Details of Policies issued in the months of November and December 1954
District and School-War.

Tirunelveli District.—

P. M. Ornella's Boys' Elementary School ..	5	Subbiah Vidyalayam Hr. Ele. School, Tuticorin ..	1
Tilak Vidyalaya, Kallidai-kurichi ..	4	Hindu Ele. School, Ramachandrapuram, Kadal-kudi ..	1
Tirthapathi High School, Ambasamudram ..	4	Board Hr. Ele. School, Veerasigamani ..	1
C. M. Elementary School, Tuticorin ..	4		— 46
S. A. V. Ele. School, Keelur, Tuticorin ..	4		
Municipal Ele. School, Tuticorin ..	4		
Meenakshipuram Free Ele. School, Tuticorin ..	3		
Tagore Memorial Ele. School, Tuticorin ..	2		
V. A. A. M. Ammal Ele. School, Tuticorin ..	2		
St. Francis Xavier's High School, Tuticorin ..	1		
St. Aloysius Girls' High School, Tuticorin ..	1		
St. George Elementary School, Tuticorin ..	1		
St. Ignatius Elementary School, Tuticorin ..	1		
Carpenter Street Hr. Ele. School, Tuticorin ..	1		
Municipal Hr. Ele. School, Sevandakulam, Tuticorin ..	1		
Rajah's High School, Ettaiyapuram ..	1		
Tiruvalluvar Mission Hr. Ele. School, Viruvanallur ..	1		
Sarada Vidyalayam, Viravanallur ..	1		
R. C. Elementary School, Valakudi ..	1		
Karapettai Nadar High School, Tuticorin ..	1		

Madras District.—

T. T. V. High School, Madras ..	3
St. Gabriel's High School, Madras ..	2
Sir Theagaraya College, Madras ..	2
Hindu High School, Madras ..	2
N. Sama Rao Ele. School, Madras ..	2
Stanley Medical College, Madras ..	1
National High School (Boys), Madras ..	1
E. L. M. Fabricius High School, Madras ..	1
Pachaiyappa's College School, Madras ..	1
Pachaiyappa's College, Madras ..	1
P. S. High School, Madras-4 ..	1
S. K. P. D. Boys Ele. School, Madras ..	1
Corporation Boys High School, Madras ..	1
Madras Progressive Union High School, Madras ..	1

20

THE S. I. T. U. PROTECTION FUND LTD.

41

Madurai District.—

N. S. V. V. High School, Pattivéeranpatti ..	7
Municipal High School, Dindigul ..	3
Board High School, Alatoor ..	2
St. Mary's High School, Mathurai ..	1
	— 13

Ramnad District.—

Rajah's High School, Ramnad ..	4
S. B. K. High School, Kalloorani ..	3
R. D. M. College, Sivaganga ..	2
Dinakar R. C. Ele. School, Ramnad ..	1
Board Ele. School, Sevarkottai ..	1
	— 11

Tanjore District.—

St. Peter's High School, Tanjore ..	4
Kalyanasundaram High School, Tanjore ..	1
Umamaheswara High School, Tanjore ..	1
M. N. A. Hr. Ele. School, Mayuram ..	1
Town High School, Kumbakonam ..	1
R. Subbier Municipal Ele. School, Kumbakonam ..	1
Municipal High School, Kumbakonam ..	1
Sir Sivaswamy High School, Tirukattupalli ..	1
	— 11

Trichy District.—

National College High School, Tiruchy ..	2
E. R. High School, Trichy ..	1

6

Municipal Ele. School, Machuvadi ..

Board High School, Manachanallur ..	1
C. S. M. High School, Pudukottai ..	1
Covt. Training School, Pudukottai ..	1
Kulapathi Baliah High School, Pudukottai ..	1
	— 8

South Arcot.—

Board Hr. Ele. School, Virapandi ..	3
Mahatma Gandhi Patasala, Villupuram ..	3
Board Hr. Elementary School, Manalurpet ..	1
Board Ele. School, Narippalayam ..	1
	— 8

North Arcot.—

Board Secondary School, Kielpennathur ..	2
Mazhar-ul-Uloom High School, Ambur ..	1
Ramakrishna High School, Tiruppathur ..	1
Bd. High School, Chengam ..	1
Municipal Hr. Ele. School, Kosappalayam, Arni ..	1
Board Ele. School, Paiyyur, Arni ..	1
	— 7

Coimbatore.—

Board High School, Singampettai ..	6
	— 6

South Malabar.—

Higher Elementary School, Vandali ..	2
--------------------------------------	---

Higher Elementary School, Chitilanchery ..	1	Salem.— Board High School, Tiruchengode ..	-
Rajah's High School, Kollengode ..	1	Board High School, Kadathur ..	1
Aided Mopla Ele. School, Punnapadam ..	1	Chithoor.— V. S. V. College, Tirupathi.	1
Sankar Memorial Aided Ele. School, Vadakkethera	1		
	6	Total ..	140

AID TO VISUAL EDUCATION & SOCIAL STUDIES

Macmillan's Geography Class Pictures.

Each Plate Measures 21 x 17 inches.

Produced in clear, arresting colours which delight young eyes, and are instinct with life and human activity.

A striking feature of many of the pictures is the contrast illustrated between primitive and modern ways of life in different countries of the world.

Work is shown in field and plantation, in eastern market and western town. Other pictures show the source of many kinds of natural and synthetic fibres, minerals, the supply of power, and the interchange of goods between countries. Insight is also given into the social life of peoples as it is affected by their environment.

You may order the whole series of 120 class pictures or either of two sections :

Set I: 60 Plates—Basic Foods, Fruits and Drinks Ra. 79-3-6.

Set II: 60 Plates—Clothing, Homes, Manufacturers, Transport Ra. 79-3-6.

A Teacher's Reference Book is provided for each set.

Apply for descriptive pamphlets :

MACMILLAN & COMPANY LTD.

(Incorporated in England)

6, Pattni Road, Mount Road, Madras 2.

EDITORIAL

1955 :

The year 1955 will be an important year in the history of Education in India. There is a great awakening everywhere and increasing attention is being paid to problems of Education. There seems to be a determination to improve standards and upgrade educational institutions at all levels. The State has appointed a special committee with Dr. Rm. Alagappa Chettiar as Chairman to advise them on all matters relating to elementary education with special reference to implementing Article 45 of the Constitution and the declared policy of Government to adopt the Basic System in elementary education. We hasten to congratulate the Government on its having secured the service of Dr. Alagappa Chettiar to consider this problem which has been frightening people both by its complexity and by its vastness. With his rich experience and his great love for the children of the land, he may be expected to give the correct lead and we may hope that on the advice of his committee the Government would initiate steps to make education available to all children till they complete the age of fourteen.

The Central Advisory Board, the Presidents of the Board of Secondary Education and the Vice-Chancellors of the Universities have all been conferring on how best to implement the recommendations of the Secondary Education Commission. Thanks to the assistance of the Ford Foundation for the advancement of education and a progressive policy adopted by the Ministry of Education at the Centre,

a programme of in-service training, workshops, seminars and educational research is to be followed during the year. Such a programme is sure to vitalise teaching and improve standards of achievement in our schools.

The State Governments have been required to take steps to convert some schools into multi-purpose schools and upgrade the others. Our State Government has appointed a committee to advise it on a programme of action towards this end.

The Inter-University Board has decided upon instituting a three-year degree course and the abolition of the Intermediate classes. Almost all Universities are taking steps to give effect to this very desirable reform. There is a determination that in all these reforms there should be no great delay, but everybody is anxious that the changes should not be introduced in great haste. 1955 will thus see the beginning of a real integrated Indian Education. If 1947 marked the beginning of political independence, 1955 marks the beginning of educational independence. May we hope that with the sustained efforts of all, the hopes of our leaders that this reorganisation of such far-reaching nature would be completed at least by 1965, if not earlier.

A Great Jubilee :

1955 is a year of a notable jubilee. Twenty-five years ago, the greatest philanthropist of the South, Rajah Sir Annamalai Chettiar, with his great vision and ardent desire to provide right leadership, decided with his character-

istic generosity to found a University at Annamalai near Chidambaram. That is the first University founded in India by the munificence of a single individual. He took personal interest in its development and gave lavishly towards building it up as a first class University. After his passing away, his son, Rajah Sir Muthiah Chettiar, has been emulating his princely father in serving the University and in helping in its development.

The University is fortunate in having a succession of eminent Vice-Chancel-

lors and under their guidance, and supported by the generosity of the founder and his successor and of the State Government, the University has a proud record of achievement.

We offer our hearty felicitations and we look forward to a great and glorious progress in the next 25 years. Annamalai University situated in the heart of Tamil Nad has a vital role to play in the development of this country and we wish its efforts all success.

THE SOUTH INDIA TEACHERS' UNION

Diary for the month of January, 1954

- | | |
|---|--|
| 1-1-1955 : South Indian Teacher—November, 1954—posted. | 20-1-1955 : Group discussions on the teaching of English with Prof. E. V. Gatenby. |
| 4-1-1955 : Joint meeting of the conference of sub-committees. | 24-1-1955 : Balar Kalvi—November-December, 1954—posted. |
| 15-1-1955 : Extra-ordinary Conference of the Union inaugurated by the Education Minister. | 26-1-1955 : Elementary Education Questionnaire sent to all District Teachers' Guilds for opinion. |
| „ Executive Board meeting. | 28-1-1955 : Voting Paper for election of President to the Conference posted to all Teachers' Associations. |
| 16-1-1955 : Extra-ordinary Conference—Second Day Session. | 29-1-1955 : President inaugurated the Malabar District Teachers' Guilds' Council at Kozhikode. |

The South Indian Teacher

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

VOLUME XXVII, 1954

उद्धृदत्मानात्मानम्.—The Gita.

Raise yourself by your own efforts

★

520, HIGH ROAD, TRIPLICANE, MADRAS 5.

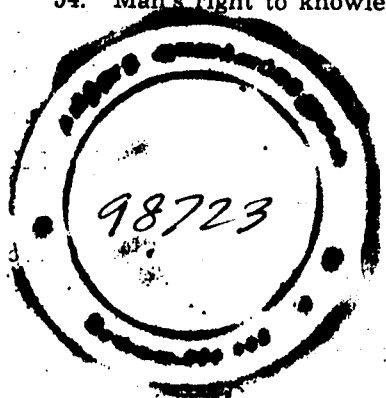
THE SOUTH INDIAN TEACHER

Volume—27

CONTENTS.

	PAGE.
1. Children on double shifts—A State studies the problems	1
2. New Education	3
3. The cultural situation of Germany	8
4. From Our Associations	11, 39, 69, 292, 333, 373, 405
5. News and Notes	15, 45, 70, 139, 298, 341, 408
6. S. I. T. U. Propaganda	15, 47, 306, 316, 391
7. Diary for the month	15, 54, 198, 269, 350, 386, 404
8. Our Letter Box	17, 47, 67
9. Our Bookshelf	18, 49, 83, 114, 197, 302, 338, 387, 409
10. The 44th Madras State Educational Conference	18, 73, 85, 145
11. The South India Teachers' Union	19, 122, 193, 195, 265, 344
12. The S. I. T. U. Benevolent Fund	23, 56, 81, May-June iii, 303, 346, 389, 421
13. Gazette Notifications	25, 53, 288
14. Editorial	27, 108, 270, 307, 348, 393, 429
15. Post-war Education in Europe	29
16. Freedom for Teachers	33
17. Characteristics of an effective curriculum for the community school	37
18. The First Five-Year Plan (1951-56)	57
19. The Secondary Education Commission's Report and Mathematics	59
20. Literature for Neoliterates	61
21. New Education Scheme in Madras and the Parulekar Report	63
22. A Proud Calling	65
23. The S. I. T. U. Protection Fund, Ltd.	71, 77, 79, 196, 305, 342
24. The Madras Teachers' Guild—Educational Conference	109
25. The Malabar Teachers' Conference	115
26. S. I. T. U. Publications, Ltd.	135

27. Community Projects	137
28. Government Orders	143, 144, 331
29. Scholarships for Post-graduate Study in America	200
30. Secondary Education Extension Course	199
31. Education Week	268, 329, 351, 411
32. Education through Religion	271
33. Religious Training in schools	275
34. Moral instruction in our schools	277, 279
35. Religious Instruction—A Draft Syllabus	281
36. Different Forms and Schools compared	286
37. Too many experts?	289
38. The Teachers' Charter Day	301
39. Sound Secondary Education in a Welfare State	311, 317, 354
40. Education—The Concern of All	318
41. Education and School Activities	321
42. Education and Moral and Spiritual Values	323
43. Education—Healthy Living	325
44. Education—Vocational Efficiency	326
45. Education—Co-operative Living	328
46. The S. I. T. U. Extra-ordinary Conference	343
47. Aim of Secondary Education	360
48. Education Reform in India	363
49. Management of Secondary Schools	365, 367, 369
50. All-India Educational Conference, 1954	379, 422
51. All-India S. S. Teachers' Conference, Bombay	381
52. Pattern of Secondary Education	395
53. Education in Britain to-day	398
54. Man's right to knowledge	403



JL
 Tm 21, N30
 N55.28.1

 **P. C. WREN'S Grammar Books
still inspire Authors but they
remain unsurpassed.**

THE BIHAR TEXTBOOK COMMITTEE'S
Panel of Authors draw inspiration from Wren's books
on Grammar.

This is what they say in the Foreword to
their "Free India English Grammar" published by
the Bihar Textbook Committee:—

"The modern method consists in teaching by
example and practical exercises. This method
has been creditably used by P. C. Wren in
his books on Grammar and the authors
acknowledge the inspiration that they have
drawn from that author so far as the treat-
ment of their own book is concerned."

These seven books in Wren's Grammar series
still hold the sway as foremost among textbooks of
English Grammar.

1. The Simpler Parts of Speech. 37th Edition.
2. First Lessons in English Grammar. 16th Edition.
3. The Beginner's English Grammar. 16th Edition.
4. A Simple English Grammar on Modern Lines.
26th Edition.
5. Elementary Grammar on Modern Lines.
28th Edition.
6. A Shorter English Grammar. 7th Edition.
7. High School English Grammar. 35th Edition.

K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Selling Agents for South India :—

The Christian Literature Society for India, Park Town, Madras.

S. I. T. U. PROTECTION FUND LTD.

520, HIGH ROAD, TRIPPLICANE, MADRAS-5

(Registered under the Insurance Act as a Mutual Insurance Co.)

Total Assets Exceed 14,00,000

No. of Policies over 5000

THIS is an Insurance Company of the
EACHERS. Benefits go only to the
EACHERS. Hence as you are a
EACHER you should join this
EACHERS' MUTUAL SOCIETY.

Have you looked into our New Tables

WITH the revised rates of premiums?

The rates are to your advantage.

There are SEVEN TABLES for periods of
10, 15, 20, 25 and 30 years.

All Grades of teachers up to the age of 45 can now become members. Benefits range from 250 to 900 to start with and go on increasing as years pass by and each unit on maturity will get you from Rs. 400 to 1440 according to the tables, besides bonus benefits.

This is the cheapest Insurance Company in the field.

For particulars apply to :

S. D. KRISHNAMURTI RAO,
Secretary.

தமிழ்நாடு ஆவணக்காப்பக நூலகம்,
எழும்பு, சென்னை-600 008.

புவனைத்தாள்.

கேச எண் :

ப. எண் :

[illegible]

S.F. 259A-6-1,00,000-70-1-84.