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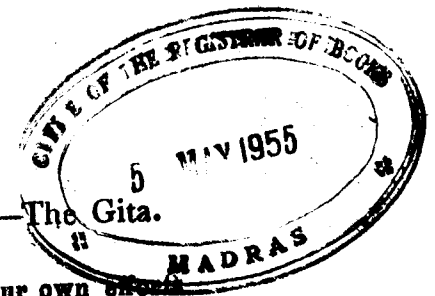
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# THE SOUTH INDIAN TEACHER

Vol. XXVIII

MARCH 1955

No. 3

## \* A REVALUATION OF THE TRADITIONAL SYSTEM OF EXAMINATION

By  
 DR. S. M. MOHSIN,  
 Prof. of Psychology, Patna College.

There are three major ways of assessing attainment in school. The first one which has become now a hot-bed of controversy is the so-called traditional system of examination. It is too well known to require any special description. The second method which is being given a trial in western countries is that of objective tests of attainment. These are standard instruments constructed on the basis of statistical techniques and can be administered and scored mechanically. Each test samples the entire field of the subject matter covered in the course and consists, therefore, of a fairly large number of question items. To make the test thoroughly objective, the testee is required only to select the correct answer from among a number of incorrect ones. It is a system of examination without an examiner, as the scoring of the test responses can be done even by machine.

The third method which is really a very old one and, therefore, more traditional than the prevalent system of examination, is the method of day-to-day assessment by the teacher. It worked quite well in an undemocratic society where only a select section was thought fit to enjoy the benefit of learning and education, the majority finding the portals of learning closed for them. A teacher was entrusted

either with a single pupil, in the case of the aristocrats, or a manageable number of pupils, in the case of the relatively less well-off section of the privileged classes. The teacher shaped the all round intellectual and moral development of the pupil and could, therefore, be trusted as the best judge of the level of attainment reached by him. He knew in what field of his studies a pupil was deficient and could, thus, adjust his instructions to the actual needs of the pupil. He knew also from the pupil's day-to-day progress what he was capable of attaining and his judgment on the final level of attainment reached by the pupil was an adequate testimony to this effect. With the growth of democratic education this system could not work and the prevalent system of education and examination gradually emerged on the scene. The disgust with the prevalent system of examination caused a revival of this method with the adaptation needed to suit the demands of the changed democratic setting. The teacher ceased to be a celestial being and was found liable to all the weaknesses of the man of the world. His opinion on the day-to-day progress of the child and his judgment regarding the final level of attainment reached by him needed a careful scrutiny before they could be accepted. A systematic

\* Paper read at the Examination Sectional Conference of the All-India Educational Conference held at Patna in Dec. 1954.

record of the day-to-day assessment was, therefore, felt necessary to be maintained. The final verdict was thought to be dependent upon the cumulative record of the child's progress maintained by all teachers concerned with the child's education. Cumulative record cards, thus, came to be introduced in almost all important schools in the west. The assessment system that has been lately introduced at the secondary stage in the schools in this state is an example of this method. Its debut has proved so sensational that it has made itself known overnight by the average guardian and therefore needs no further dilution.

We find the protagonists of the objective tests and those of the 'assessment' method shouting for the complete abolition of the traditional examination system. Its weaknesses are found to be manifold and its virtues, perhaps, none. I will mention a few of the plausible objections to this method:—

(1) Examinations cannot be taken at quick intervals and, therefore, the student generally keeps neglecting his studies until the examination is close at hand. Then he finds his task too heavy to manage and looks for 'short cuts' to success. He prepares set questions which he generally crams without any understanding. Even the regular and the more alert are not any better off. Their studies too are planned with the set goal of passing the examination in which questions are set on different topics from the course. Naturally, when studying they give their attention only to those portions and those materials that they can use in answering the stereotype questions that are generally set. They read by piecemeal method and dissect the really interpenetrating materials and concepts embodied in the subject into dead and discrete elements. The result is a lamentable lack of real grasp and assimilation and there is very little scope for the transfer of the gain from learning in tackling new problems. Further, the study being focussed on the examination, its purpose also terminates with the end of the examination. The gain from the study has, therefore, no sustaining

motive to keep it alive after the examination is over. Experimental investigations have shown that like timed bomb our memory also may be timed by learning with the set purpose of being tested at a definite time. The effect of such learning persists only until the test is not given and fades more rapidly after the test than a learning that is not timed.

Examinations also leave their scar on the emotional make-up of the child. They become a bogey for him which keeps him in a state of perpetual anxiety and tension. The morbid reactions that are a common spectacle for any supervisor or invigilator of an examination are the outcome of this anxiety. Many pedagogists have gone to the length of suggesting that in a good number of cases the future adjustment difficulties of the educated adults are after-effects of the stress and strain of examinations to which they have been persistently subjected during the formative period of their life.

There are a few other pertinent objections that are levelled against examination as a *measure* of attainment. Its reliability is low and its validity questionable. Reliability of any measuring instrument is a function of its length, up to a certain limit, for the smaller the number of question-items the greater the scope of chance factors to influence the answer. In the examination where a pupil has to answer five or six questions only, there is ample room for his success to depend upon the accident of the questions being set from the topics prepared by him. Very likely, in another examination in the same subject his fate may be different. In fact the correlation between marks obtained in any two successive examinations in the same subject has not been found to be higher than 70. Then, there is also the personal factor of the examiner which does appreciably lower the reliability of examination. This is very strikingly found in many investigations of examinations. It was noted that not only two examiners differ very considerably in valuing the same answers, but even same examiners value them quite differently on different occasions when

doing this without the knowledge that the answers were the same.

Validity being a function of reliability, we can not expect high validity from any measuring device which is of low reliability. Low reliability of examinations, therefore, makes their validity also very doubtful. It remains an open question 'how far an examination actually assesses the attainment of the pupil?'

It is argued that in view of its inherent shortcomings, the traditional system of examination should be replaced by objective tests and the day-to-day assessment method. Objective tests sample the entire course much more adequately and are less liable to the influence of chance. As the administration and scoring are objective, their results are more dependable. Being fairly long as containing a considerably large number of question-items, their statistical reliability is high. With their high reliability, the chances are stronger for their validity also to be high. Day-to-day assessment keeps the pupil always alert and vigilant. He cannot afford to neglect his studies for long. The gain from the study has a lasting effect on him. There is no bogey of examination to damp his spirit or to keep him in a state of perpetual tension.

But a more careful examination of the matter will lead us to the conclusion that just like examinations, objective tests as well as the assessment method have their own defects which are no less serious. Let us first take objective tests. As noted above, these consist of a fairly large number of question-items whose answers are to be selected by the testee from among a number of incorrect answers. The testee is to identify the correct answer and to indicate this. All that is needed of him is to comprehend the question and to select the correct answer to the question. None of the higher mental operations which are called for in answering questions in the traditional system of examination are all required to be exercised. No ability is needed to hold a problem before consciousness until its solution has taken a final concrete shape, to recall relevant materials,

both concrete as well as ideational and to inhibit the irrelevant ones, to integrate the relevant materials into a configuration so that each gets its own proper perspective, and to arrive at a conclusion that offers a satisfactory answer to the problem. But all these constitute a very important part of the mental discipline which any system of education specially strives to work for. In assessing attainment, we never aim only at determining the extent of information a pupil gleans from his learning. In fact, and what is more important we strive to find out is what level of mental development the pupil has achieved as a result of his training. How best can he work out the solution of his problems and how best can he utilize the resources that are available to him in doing this. Objective tests offer no answer to this question. Even as a test of information their value is very little for in order to be thoroughly objective they call for the function of recognition and not recall. In actual life our memory comes to our aid more in the form of recall than recognition. We seldom meet with a situation where all that is needed is already supplied and one has only to set it off from that what is not needed. In actual life we have to search and find, recall and recover and, even, invent what is not already available to us. Objective tests thus present the model of a very artificial situation. They do not seem to have much value, therefore, in assessing the gain from an education which should really serve as a preparation for life.

Let us next examine the assessment method. The teachers observe the day-to-day work and progress of the taught and maintain a systematic record of their impressions. They do not consider only how best the pupil remembers certain facts, how well he has practised certain operations, but also how well can he visualise his problems and how best can he work out their solutions by utilizing all his available sources of knowledge and information. In brief the method ensures all the values of examination without being infected with any of its faults. But one great weakness of this method is its utter lack of practicability. The last secondary

school examination in this state bears ample evidence of this. To make the assessment really dependable and thorough, it needs much greater individual attention, alertness and earnestness on the part of the teacher than is to be expected in an average school in this country.

There is another serious flaw in this method to which little attention has been given by those people who want it to replace the traditional system of examination. With the examinations gone, the pupil will have no goal to which he will be looking forward in the relatively remote and distant future. What will be important for him will be his day-to-day work, as his progress will be observed and valued from day-to-day by his ever vigilant teachers. His cumulative records alone will determine his final success. The records being the registration of his day-to-day work and progress, the outcome will be a mechanical resultant of his day-to-day endeavour. How different his training will then be from what he is expected to do in actual life? To work and prepare for a delayed goal is the typical reaction of man, of which sub-human organisms are not capable. They might make an instinctive preparation for a future goal, but intelligent preparation for a remote and distant goal involving a remarkable measure of self-drive, self-direction, spontaneity of behaviour, self-discipline and self-control is characteristic of the human individual. Man is always planning and working for some objective that is still in the womb of futurity. In fact the capacity to plan for and work for some distant goal is the yardstick by which we can measure the development and prosperity not only of an individual but of a nation. If for nothing else, examinations must be retained at least for one end. They engender in the pupil the capacity to plan and prepare for a future goal with a large measure of self-direction, self-drive and self-discipline. This is the ideal for which education should work in a democratic society.

Every pupil working for an examination sets a level of aspiration which he is striving to achieve. His success and

failure are determined by his level of aspiration. The experience of success leads him to raise his level of aspiration and work more enthusiastically and devotedly for its realisation. His experiences of failure teach him to adjust his aspiration level to his capacities and opportunities. He learns to tolerate failure and frustration, to maintain his sanity and self-composure under pressure and stress, and develops a sense of realism. These are great qualities of character. But these can develop only under the type of education that favours the method of examination as a test of attainment.

It must have become evident now that none of the three methods of testing a pupil's attainment can be abandoned without ignoring something very vital to the development of the pupil's whole personality. In fact each method appeared on the scene when the one that was in practice was found to be inadequate. The result is that in the present stage of the history of education we find none that is adequate by itself. Each has its weakness and its strength. We can make good use of this situation. All three can be welded together in a manner that we get full advantage of the good results of each by counterbalancing the defects of the other. The day-to-day assessment will, thus, supplement the examination method by keeping the pupil alert and regular in his work and studies. The undue stress on examination will also have gone and much of the evils of the system which result from this fact will disappear. The reliability and dependability of objective tests will offset the vitiating factors of the examiner's personal equation and the paucity of examination questions. The assessment of the capacity for understanding, originality, organisation of thought, and application of knowledge done properly by the examination system will also have been accomplished. So will be ensured the development of the traits of personality and character which the taking of examinations can alone engender. What will be needed is a balanced emphasis on all the three methods and proper weighing of each in the final assessment.

## PEACE THROUGH RELIGION

A paper read by Sri Ananta Ratho, Bhanajanagar, Orissa, at the All-India Educational Conference, Patna—1954 Dec.

"Half the wars of Europe, half the internal troubles that have vexed European states, from the Monophysite controversies in the Roman Empire of the 5th century down to the kulturkampf in the German Empire of the nineteenth, have arisen from theological differences or from the rival claims of churches and state," observes Lord Bryce in the book, *The American Commonwealth*.

In 1938 June Gandhiji being asked about the place of religious instruction in the Wardha scheme replied, "We have left out the teaching of religions from the Wardha scheme of Education because we are afraid that religions as they are taught and practised to-day lead to conflict rather than unity. But, on the other hand, I hold that the truths that are common to all religions can and should be taught to all children." In the same year another time the Mahatma remarked, in *Harijan* (16th July 1938), "I regard it as fatal to the growth of a friendly spirit among the children belonging to the different faiths, if they are taught either that their religion is superior to every other or that it is the only true religion. . . Fundamental principles of ethics are common to all religions. These should certainly be taught to the children and that should be regarded as adequate religious instruction so far as the schools under the Wardha scheme are concerned."

The above is an all-important aspect which should be kept before us while we consider the question of religion as a subject of study to be included in the school or college curriculum.

Religion means, as you have known, the faith or belief in supernatural power or powers, the faith in a god or gods and this faith is embodied in a code of conduct of worship.

Different religions have sprung up as per different talents and tastes of their

leaders, and accordingly people have followed and formed into different religious sects under their respective leaders. But all these different religions have some thing in common, and that something is the common core of every religion. They are all agreed in essentials. They have a substratum of uniformity, and they appear superficially different. These different religions can be compared to the different political parties in a country having a common goal, namely, service for the good of the people, but following different ways and means to reach that goal. Or they may be compared to different rivers:—Just as different rivers carry water to the same ocean where they meet, so also different religions lead man to the same Godhead. Man requires religion as a means to realise the supernatural power of God for peace, and he chooses that religion which attracts him to attain that Godhead.

Just as different political parties recognise and respect one another living together in a country, so also the different religions among a people or peoples should get on together recognising and respecting one another. This reciprocal recognition and regard on the part of religions should be on a much larger, nay, on a further scale than among the political parties in so much as religious bodies are expected to be of spiritual bent of mind while political organisations are mundanely disposed.

This being the desired position of Religion among the people of the world, and especially in our own country (of India) let us see how religion can win peace for us—first for every one of us individually, secondly for those of us who belong to a group of one common religion, and lastly for all of us belonging to different religions, and at the same time living together. Strictly

speaking religion is individualistic. But for practical purposes being handed over from man to man by example and precept, without which every man may not have the incentive to think of the supernatural power, religion has come to belong to the group. When it is said that religion is an individual affair it means that the individual has a high responsibility to discharge through his religion not only to himself but to the group in which he lives. He should avail himself of his religion to build up his conduct and character with a view to be best fitted into the social group in which he lives and this will enable him to live a peaceful and peaceable life.

To put in the words of the Radhakrishnan University Commission :—

"If religion is a matter of realisation it cannot be reached through a mere knowledge of the Dogmas. It is attained through discipline, training, 'Sadhana'. What we need is not formal religious education but *spiritual training*.

"It is a law of nature that every one should digest his own food. So also every one must see with his own eyes. By the exercise of one's own will and reason one has to attain spiritual attainment.

"If religion means anything it is that man is essentially a spiritual being. No one can be made moral or spiritual, unless these qualities are native to and inherent in man.

"We must habituate the students to right emotions, induce in them the formation of good moral, mental and physical habits. Only what one accepts willingly becomes a part of oneself. All else is a mask.

"The absolute religious neutrality of the state can be preserved if in state institutions, what is good and great in prayer than this world dreams of", is every religion is presented, and what is more essential, the unity of all religions. It is in the detached atmosphere of an academic institution that we can study, analyse and eliminate the prejudices

and misunderstandings which disfigure inter-religious relations."

More things are wrought by the belief of the great poet, Lord Tennyson. "Faith has cured many maladies," say many great men. These assertions are actual experiences of these people. And if we introspect after a hearty prayer we can see and feel our heart and mind relieved of a burden borne by them beforehand and our soul remains refreshed. We feel purified and get balance of mind and heart. Steadiness of thought sets in, and a sense of distinguishing between wrong and right is instilled into our brain. We get ourselves trained to cope up with highly disturbing situations through such religious practices following religious precepts. The six enemies, otherwise known as, "the Shad-ripu", which often disturb the mental equilibrium, remain under our control through these religious practices, and thus the result is peace—peace to each of us, peace to the individual. When every individual thus attains peace, the whole society can remain in peace obtaining through its single religion or a group of different religions working side by side with due regard to one another as described above.

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## MUSEUMS—AS ESSENTIAL ADJUNCTS TO EDUCATION

By

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Ordinarily a Museum has been defined as "The collection of the monuments of antiquity or of other objects, interesting to the scholar and the man of science, arranged and displayed in accordance with scientific method. But, in the real sense of the word, it is much more than that. A modern Museum is "a venerable domicile of learning" nay, it is "a college of education". It is a teaching institution. Strictly speaking, it should be recognised as a University functioning through its various branches, for the advancement of education.

It may be interesting to know briefly about the Indian Museum Movement. It has had a quadruple origin. Firstly, scientific Museums were established at very important centres of Government by the European servants and their Governments. Secondly the Indian States followed this example to some extent; thirdly the Archaeological Survey Department has developed a dozen local Museums. Lastly museums, to suit their own special requirements have been created by teaching institutions and learned Societies.

It is, however, sad to note the poverty of the museum movement in India. When compared with other countries, a very small sum is being expended on this vital agency in our country. When we consider the vast geological, archaeological, ethnological and other potentialities of India, it is really a matter of astonishment and shame to note the deplorable state of affairs of this vital movement. So few areas of the world are so rich in History, so fruitful to the archaeologist, so inviting to the Scientist, as our country and for this reason a thinking person is amazed at the com-

parative poverty of the museum movement. The reasons for this poverty are briefly and obviously the essentially rural nature, the poverty and the appalling illiteracy of our country. A further reason for the comparatively poor state of some of the Indian museums, is that, India is not blessed with benefactors in this field as generously as the various countries of Europe and the United States. Contributions for public amenities in our country are not so numerous, as in other countries and for museums they are fewer yet.

Among the failures of the museums in India, the most unfortunate failure is perhaps the one to use them as *educational institutions*. In America, Germany and Great Britain museums have been established by the hundred as *adjuncts to elementary and secondary educational institutions*. In America, they have been established with this object in mind. The connection between the students and the museums must be strengthened in every way. Education in India is tending to be too literary and abstract and general knowledge is woefully lacking. So every opportunity should be seized to awaken interest in the natural history and culture and the History of India by means of museum collection. Next a problem, peculiar to a country like India, that has several languages, has to be faced, inasmuch as museums in the past, have been founded for literates and by this, one usually means literates in English. The time has now come, when, if the museums of India are to be as potent a factor as they are in Europe and America, we must resolutely face and solve the problem of awakening inspiring and teaching some of the three

hundred million illiterates. To face this problem, to some extent, a practicable suggestion, to be adopted generally in all museums would be that all labels should be bilingual at least, i.e., English and the main Regional Language. But this can never be a complete remedy because this problem is closely connected with the whole question of languages in free India and will have to be considered carefully and specifically.

In conclusion, the museum should be one of the best recognised forms of public service, a cultural agency, used effectively for the education of the masses and should attract the enthusiastic support of the community—rich and poor, literate and illiterate, man and woman and child. True education is an awareness of man and his environments. It is never completed, never ended.

## A LAND OF SMILING CHILDREN

By

K. RAJAGOPALAN, B.A.,  
P.S. High School, Myslapore.

Students of Physical Education are often distressed when they come across crude and unscientific methods employed in the conduct of games and sports in our country. Though Physical Education has made much headway in our country in the past few years, yet plenty of progress has got to be made and quickly made if we are to catch up with other nations which remain miles ahead of us. Whenever the improvement of Indian sports was discussed people often shrugged their shoulders and conveniently attributed the cause for the low standards obtained to the climatic conditions of our country the food habits of our people and some such reasons.

I have known some fine sportsmen who shared such beliefs and even today it is not strange to come across men who suffer from such fallacies. However outstanding performances in international sports by some of the Asiatic nations have been an eye-opener to those who have been sceptic of our success. Several Indian sportsmen with their splendid efforts abroad have blasted such beliefs. In team games India has often held her own against the best of international teams. Therefore we need not suffer any more from such pessimistic and incorrect notions.

Scientific methods and improved techniques have got to be employed throughout the length and breadth of the country. The future of Indian sports is dependent upon the type of Physical Education which we give to the thousands of schools in our country. Athletes can be made only if they are caught in the school level. However accomplished an athlete may be it is difficult to bring him up to world-class if we wait for him to reach the college.

Qualified teachers from Physical Education colleges have got a tremendous responsibility before them. Opportunities available to them are countless. Nowhere perhaps in the whole of the nation-building scheme any individual in any walk of life could have more contribution to make than a trained Physical Education teacher in a school. It is high time the state realised the fact and did something to raise the status of Physical Education Teachers. India has got only a handful of them and the country cannot afford to neglect them.

Physical Education Teachers have got a great deal of work ahead of them. The standard of health among school boys is very poor. There is an absence

of health habits among them. Most of them develop bad posture. Thousands of children have flat-foot and knock-knees and such other common physical defects which can be corrected at early stages. Millions of them are starved of games and recreation. Hundreds of schools function without play-fields. Many schools with play-field do not have a scientific programme of Physical Education. Ill-conducted sports and Tournaments retard the growth of Physical Education. Opportunities for the boys to complete in sports are few. Even the few sports meets conducted in schools and between schools lack planning and organisation. Discipline is often lacking and unpleasant occurrences happen in the course of sports and Tournaments due to the failure of the boys to understand the significance and purpose of participation. Physical Education Teachers need not be frightened when they are reminded of the colossal work that awaits to be done. They need not and cannot do all of that.

Others have equal responsibility in the job. As for me the Physical Education Teachers in schools would have done their jobs if all the school children in the country are taught the most elementary principles involved in the fundamental activities of life like running, jumping and throwing. If all the children are taught to walk and carry themselves properly, that itself would be a great contribution by the Physical Education Teachers. Above all, children need to be taught the

significance and purpose of competition. They should be trained to take defeats.

Happily talents are still available in this country. We have an excellent material out of which we can produce good results. Thanks to the efforts of the Y.M.C.A. college of Physical Education expert training and coaching methods are available to-day. Hundreds of their students are engaged in useful work all over the country. Foreign athletes and coaches who have visited the country have done good service to the cause of Physical Education. Coaching schemes, training classes and athletic camps all over the country have given great fillip to Physical Education. There is a distinct improvement in the standard of performances both in games and athletics. Above all, people are becoming more conscious of the importance of Physical Education. The various State Governments and the Centre have of late started to take some interest in Physical Education. These are all good auguries for the future of Physical Education.

Due to the paucity of trained Physical Education Teachers one teacher has got before him the work of many. His job is arduous. But yet it is their duty to take advantage of the present trend of development and exert their best to further the cause of Physical Education. I am sure we can count on the Y.M.C.A. College of Physical Education, Madras to give us all support and encouragement in the great task we have ahead of us—to make this country a land of smiling children.

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## JOURNALISM AND TEACHING PROFESSION

By

G. K. NARAYAN,

P. S. High School, Madras.

Indian journals published in various vernacular languages contain numerous jokes at the expense of a teacher. Scarcely a week passes without some journal bringing out some select sallies against a teacher. An ingenious Editor of a Weekly or Monthly journal may easily rely upon a teacher to provide some fun for his readers and fill a vacant spot in his issue. No individual or profession as for me, could have rendered more help to an editor in filling his humour page. The teacher I am told is a ready subject for laughter all over the world. Magazines in every country have always found a teacher to be a reservoir of humour. In addition to his merit of being a fit object for laughter a teacher has the admirable quality of complaisance and has always been known to laugh himself first at the wits aimed against him.

As teachers we have reason to be proud of the constant service we render to journalism. To provide pleasure for humanity is a privilege and we may justly be proud. The little anxiety we feel is not as much for our sake as for some of those readers who read it but are not teachers. A teacher is too hard to be cut by such wits. His training and station in life enures him against such things. A man who can bear penury and poverty may as well bear ridicule.

But what of those boys, who read them! How far are such magazines responsible for the comparatively poor discipline that prevails in schools today? Instances are not uncommon when boys have tried the jokes they read in the journals in a class room!

As teachers we do not mind being laughed at for a while. So is a doctor and a musician. But to allow ourselves to be a subject of persistent ridicule and cheap wits is wrong and thereby we do disservice to one of the noblest of callings. I do not think that foreign magazines indulge in such jokes that are apt to demoralise the mind of young boys though they do have their share of humour. But even otherwise we cannot have the west as an example in this matter. Traditional Indian relationship between the teacher and the taught is quite different from that prevailing in the west.

I appeal to the brotherhood of teachers to examine this issue carefully and use all the influence of their powerful association (S.I.T.U.) to mitigate this evil. Just as there is a 'Press ethics' there must be a 'Journalistic ethics'. The tolerance of a teacher and his indifference to ill-treatment given to him are proverbial. But here in the matter of these journals a teacher cannot be indifferent, for they contain things which may corrupt the minds of millions of children.

## HIGHER SECONDARY EDUCATION COURSE

The Executive Board of the South India Teachers' Union at its meeting held on the 5th March 1955 at the Hindu High School, Triplicane, resolved to issue the following statement clarifying its stand on the Higher Secondary Education Course :—

"The South India Teachers' Union feels it its duty to explain to the public and the government the stand taken by it regarding the duration of the Secondary Education Course. At the recent special conference held on the 15th January 1955 and 16th January 1955, it once again reiterated its view that the high school course after the middle school course should be four years instead of three years, thereby supporting the recommendations of the Secondary Education Commission. From 1950 onwards the Union at its annual conferences was urging the extension of the high school course by one year. It realised as early as 1950 that the Secondary Education was the weakest link in the Indian educational chain, that it should no longer be a preparatory stage to the university alone, that it should be complete in itself as it marked the end of education for a vast majority of pupils and that therefore it should prepare for life. Further, the limited objective of secondary education should give place to a broader one to meet the national requirements of the rapidly changing democratic India.

The Central Advisory Board of Education which met in January 1955, made the following recommendations: (1) The degree course should be of three years' duration and the minimum age for entry to the university should be 17. (2) The end of secondary education at 17 years should mark the terminal stage in education and prepare students for life. (3) The last class in the secondary stage should be called the XI class and this may be reached after schooling of not less than ten years. (4) The actual duration of the school system in the various states was to be determined by the various governments.

If one is to arrive at a correct conclusion, all the recommendations should be considered as a whole. It is clear from the recommendations made by the Central Advisory Board of Education that it left no doubt regarding objective of secondary education and the age at which the secondary education should end, that is completion of 17 years. This completion of 17 is not only for those who want to enter the university, but also for the vast majority who leave the secondary education stage and enter life.

In our state the actual condition is that a good number of pupils begin their systematic course of instruction after the completion of four years, a vast majority soon after the age of five and a very small percentage after six. It is for the majority that the educational reforms are introduced but not for a few exceptionally brilliant boys. If a systematic course of instruction for a majority of pupils begins after the completion of five years and the secondary education is to mark the terminal stage at the completion of 17 years, then, it goes without saying that a pupil should have normally 12 years of systematic course of instruction. Realising that on account of various difficulties a small number of pupils, not the vast majority, may not have the full period of systematic course of instruction, the Central Advisory Board recommended that the highest class should be reached after schooling of not less than ten years. It is a well-known fact that in our State a good number of boys get direct admission into the third, fourth or the fifth class of the primary school or First Form. But this does not mean that they begin from scratch. Either those boys have had prior education in unrecognised preparatory schools or have had private tuition at home. In our own country the duration of the primary stage of education differs from State to State. Some States have four years, some others five years like Madhya Bharat, Uttar Pradesh, T.C. State, and a few States like Bihar and

Orissa have six classes. Another novel feature is that in some of the States primary schools for girls have five classes and for boys only four. It is this difference in the duration of the primary stage that has caused all this confusion regarding the total duration of the school stage. If the proposed extension of the high school course by one year is given effect to, all the States in India will have uniformly *seven years of secondary education* whatever be the duration of the primary school stage, whether it is four or five years. The seven years' course of secondary education will certainly provide a more complete secondary education than the existing one of six years. This is exactly what the Secondary Education Commission has recommended which is the lengthening of the secondary school course by one year. It is only when all the States take steps to implement Article 45 of the Constitution, we may hope for a uniformity in the period of schooling.

The plea that with improved methods of teaching a greater standard can be attained ignores the fundamental fact that unless there is a certain degree of maturity of mind, body and emotions in the taught, all the attempts would end in failure and would bring about only frustration, besides putting undue strain on the part of the teachers and the taught.

Another surprising argument against the extension of the course is that though in advanced countries secondary education extends up to the age of 18, our country should not follow them. When our country has followed and is following other countries in the field of industry, agriculture, irrigation, hydro-electric schemes and social schemes, and when it has made rapid progress within a short period of five years, it is beyond one's comprehension why in the field of education our country should not take steps to make our secondary school pupils comparable with those in other countries. The improvement in the standard of primary education depends upon that of secondary education, since teachers in primary schools are the products of secondary schools.

The South India Teachers' Union is fully aware of the financial implications involved and the initial difficulties to be overcome in the extension of the school course. These difficulties are not insurmountable. Everybody knows that big schemes have been launched and completed not with ready money on hand. The South India Teachers' Union has suggested that this reorganisation of secondary education should be implemented gradually beginning from Form IV. In recommending the lengthening of the course the Union has only one object which is the improvement in the standard of secondary education. The Union is convinced that besides improved methods of teaching and better facilities in schools, a lengthened high school course would make our secondary school pupils come up to the level of those in advanced countries. That is why in all advanced countries the age 17 or 18 marks the terminal stage of secondary education.

Some are of opinion that better conditions of service and higher salaries to teachers will bring about the desired improvement and they apprehend that the heavy financial commitment involved in lengthening the course would stand in the way of bettering the conditions of teachers. The South India Teachers' Union is the only organisation that has been consistently pressing for the improvement in the teacher's lot and it has declared in no uncertain terms that the first thing to be done is to give the teacher adequate salary, provide him with proper equipment and ensure proper conditions of service. But conditions of service and salaries are problems separate by themselves and they should not be mixed with the lengthening of the course or drawing up of curricula of studies.

The University Commission presided by Dr. S. Radhakrishnan recommended twelve years of schooling before the three-year degree course. The South India Teachers' Union when it presented its memorandum to the Secondary Education Commission in 1953, besides passing resolutions at its conferences since 1950, strongly

favoured the addition of one year to the high school course, considering the composition of the pupils in the high school classes and the age at which the pupils leave the high school stage, which in the majority of cases is between 15 and 16. It is certain that unbiassed thinking will endorse the view of the Union. If the Government do not accept the view of the Union and the recommendations of such an expert body as the Secondary Education Commission constituted by the Government of India, then the Union will have the satisfaction of having done its duty at the right time by placing before the public and the authorities its considered view. It has further the satisfaction that its view is fully shared by the University Commission and the Secondary Education Commission. The teachers of South India are ready to do their share of work. The Union feels that if the present opportunity is not taken advantage of, the pupils of our

State would suffer, whereas those in other States where the secondary education course is extended to seven years would steal a march over us and would have great advantages regarding admission to the degree course and to the professional colleges, besides getting a higher secondary education. It is hoped that in the interest of our nation which is in urgent need of very efficient personele to man its many administrative and social services, the recommendations of the two great Commissions, the University Commission and the Secondary Education Commission, made after careful consideration I would be fully implemented.

T. P. SRINIVASAVARADAN,  
Secretary,

South India Teacher's Union.

Madras,  
6th March, 1955.

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## FROM OUR ASSOCIATIONS

### TELLICHERRY

Proceedings of the meeting of the Executive Committee of the North Malabar District Teachers' Guild held at 10-30 a.m. on Saturday, the 12th of March, 1955 at B.E.M.P. High School, Tellicherry.

President : Sri K. Karunakaran, B.A.,  
L.T.

Members Present : 12.

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

The Secretary gave a brief report of the proceedings of the Executive Board of the S. I. T. U. held at Madras on 5th March, 1955, which she had attended.

Sri E. H. Parameswaran, president, South Malabar District Teachers' Guild, attended the meeting. He spoke on the reorganisation of secondary education and exhorted the members to enlist themselves as members of the S. I. T. U. Protection Fund Ltd.

The resolutions moved by Sri K. Krishnan Nambiar, Vice-President, were passed after making suitable amendments.

### Resolutions.

1. This meeting congratulates the Government of Madras for making the Middle School Education practically free.

2. This meeting resolves that upto 8th standard or at the end of the Middle School stage there shall be only one type of schools in the places of the existing Middle, Higher Elementary and Senior Basic Schools.

3. On account of the reduced fee income which is to result from the implementation of the Government's proposed scheme of fee concession to poor pupils upto Form III and of mounting recurring charges, the Aided Secondary Schools, even after compensation, will find it very difficult to meet the increasing recurring expenditure with the slender resources at their disposal. So this meeting requests the Government to enhance the rate of assessment of grant from two thirds to three-fourths and that the same may be disbursed in four instalments, i.e., in June, September, December and March.

4. Article 39 (a) of the Indian constitution lays down that "all the citizens, men and women, equally have the right to an adequate means of livelihood". The present provision for old age for teachers working in non-Government schools is too meagre and not in keeping with the object of the above article. Therefore, this meeting requests the Government to institute the triple benefit scheme as contained in the recommendation of the Secondary Education Commission.

5. The meeting requests the Government to adopt the scales of pay as recommended by the S.I.T.U.

## NEWS AND NOTES

### PUTHANAMPATTI

A meeting of the Teachers' association Nehru High school, was held on 8-2-55 under the Presidency of Sri Vidwan S. Somasundram, M.A., L.T., to record the vote of our association for the election of President to the 45th Madras State Educational Conference. It was decided to go on an educational tour to Cape Comerin and other places of interest in South during the ensuing Summer Vacation. The meeting also considered the appeal made by the President of the S.I.T.U. Protection Fund and discussion in connection with taking policies in the Fund was postponed to the next meeting.

### TRIVELLORE

The Valedictory Address of the Literary Society of the Rao Bahadur Calavala Cunnan Chetty's Hindu High School, Trivellore, was delivered by Sri N. E. S. Raghavachari, I.C.S., Director of Community Development, Government of Madras, on the 11th March 1955 at the Cultural Association premises, Trivellore. The proceedings commenced with a prayer by the girl pupils. After the Headmaster read his Annual Report, prizes were distributed to the winners in the several Literary competitions conducted by the Association. In his address he exhorted the pupils to render social service and realise the dignity of manual labour. The pupils enacted the playlets "Elections in Boyhood Kingdom" in Tamil, "Durasa Dukhaniki" in Telugu and "Rishwathka Maza" in Hindi. The girl pupils gave some interesting group dances which were highly appreciated by the huge audience of ladies and gentlemen.

On the eve of the ensuing retirement of Sri M. K. R. Dikshitulu, B.A., L.T., Headmaster, Rao Bahadur Calavala Cunnan Chetty's Hindu High School, Trivellore, the teachers and the pupils of the school got up a grand farewell function at the Cultural Association Premises, Trivellore, on 11-3-55 under the presidency of Sri N. E. S. Raghavachary, I.C.S., Director of Community Development, Government of Madras. Sri C. Ethiraj, B.Com., Correspondent of the school, unveiled the portrait of the Headmaster. He paid a glowing tribute to his remarkable qualities and his glorious achievement in the field of education, Scout Movement, Sports and extra-curricular activities. Sri C. Subbukrishna Chetty, B.A., B.L., Former Correspondent and a Member of the Trust Board, then spoke appreciating his meritorious services to the cause of education, especially in raising the status and standard of efficiency in the administration of the institution. Farewell address in English and verses in Tamil and Telugu were read and presented to him along with a silver souvenir. Sri M. V. Krishnan, B.A. (Hons.), B.L., on behalf of the old boys of the school, commended the Headmaster's services to the development of dramatic and dance activities among the pupils. The President also praised him for the good quality of work turned out. The Headmaster thanked all the teachers and pupils for the honour done to him and expressed his gratitude to the Correspondent and other Trust Board Members for the support and encouragement given to him during his term of office as Headmaster.

A grand dinner was also arranged on 12-3-55 by the teachers of the school.

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

A meeting of the Executive Board of the S.I.T.U. Council of Educational Research was held at 4 p.m. on Sunday, the 6th March, 1955, in the office of the South India Teachers' Union.

The following members were present :

1. Dr. J. F. Forrester.
2. Sri K. Arunachalam.
3. Sri I. D. Asirvatham.
4. Sri M. K. Ramamurthy.
5. Sri C. M. Fazlur Rahman.
6. Sri S. Natarajan.

Dr. Forrester was proposed to the Chair.

It was resolved to request Dr. R. M. Alagappa Chettiar to be the President of the S.I.T.U. Council of Educational Research.

Dr. J. F. Forrester and Sri K. Arunachalam were elected Vice-Presidents.

Sri S. Natarajan was elected Secretary-Treasurer.

Resolved to request the Madras Teachers' Guild Co-operative Society, Ltd., to accept Rs. 430 as Fixed Deposit.

Resolved to open a Savings Bank Account with the Indian Bank, Triplicane Branch and deposit Rs. 98 in that account.

Resolved that the account be operated upon jointly by the Secretary-Treasurer and the Vice-President, Dr. J. F. Forrester.

There was a general discussion on the programme of work for the year. The following was suggested :

Preparation and collection of data relating to Education—such as

- Provision of school places,
- Number of school going children,
- Equipment and accommodation available,
- Health of school children,
- Common diseases among children, etc.

A study of the aptitudes of students and preparation of

- Aptitude tests,
- Diagnosis tests,
- Appraisal and evaluation of the curriculum.

A study of the needs of industries and trades.

A collection of the effective vocabulary of children when they are admitted at school.

The members agreed to write to the Secretary other subjects that could be taken up for consideration as also any specific topic which they would like to take for study and to give to the office details of the assistance that would be needed.

With a vote of thanks the meeting terminated.

8th March, 1955.

S. NATARAJAN,  
Secretary.

## THE SOUTH INDIA TEACHERS' UNION

### EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 1 p.m. on Saturday, the 5th March, 1955, in the Hindu High School, Triplicane, with Sri S. Natarajan, President of the Union, in the chair.

Members present : Messrs. C. Ranganatha Aiyengar (Journal Secretary), E. Shanmugam (Salem), S. Subba Rao (Salem), J. G. Clement (Tiruchirappalli), P. S. Venkatakrishna Rao (South Kanara), Kumari A. V. Malathi (North Malabar), Messrs. R. Munuswamy Mudaliar (North Arcot), C. M. Fazlur Rahman (North Arcot), R. Bhuvarahan (Tiruchirappalli), S. Srinivasan (Joint Secretary), L. Mariapragasam (Treasurer), A. V. Thiagaraja Sastri (Tanjore), E. H. Parameswaran (South Malabar), A. M. Kanniappa Mudaliar (Chingleput) and T. P. Srinivasavaradan (Secretary).

Letters were received from the following members regretting inability to attend :

1. Sri P. R. Swaminathan (South Arcot).
2. Sri K. M. Ramaswami Gounder (Coimbatore).
3. Sri N. Chinnaswami Naidu (Coimbatore).
4. Sri M. Rajah Iyer (Ramanathapuram).
5. Sri H. Visweswaran (Tirunelveli).

The Secretary placed before the members the note prepared by him to be sent to the press, clarifying the stand of the S.I.T.U. with regard to the extension of the Secondary Education Course by one year. The note was approved to be sent to the press.

The Board passed the following resolutions :—

1. The Executive Board of the South India Teachers' Union welcomes the decision of the Government to make education free for all poor children up to the completion of the third form or the eighth standard and it is glad to note its decision to compensate the managements for the loss of fee income. It congratulates the Government on its bold decision as a further step in making education free and universal. It desires to point out that the effect of this measure would put a great pressure on the schools and that immediate steps should be taken to provide increased accommodation and equipment and secure the necessary trained personnel. It hopes that facilities for the training of teachers would be expanded. The Board recommends that the compensation to managements be paid in three instalments in the course of the year.

2. The Board deplored the absence of any provision for improving the salary scales and for medical relief and house rent allowance. It, however, welcomes the statement by the Hon'ble Finance Minister in the Legislative Council, that though no specific provision was made, Government would do something for teachers. It requests Government to permit managements of schools, aided and local board, to pay house rent allowance to their teachers and treat it as an item of approved expenditure.

3. The Executive Board discussed the Elementary Education Questionnaire with the representatives of the Elementary School Teachers' Unions

of South Kanara, Malabar, Tanjore, Ramnad and Tinnevely. The Board then resolved to hold an Elementary School Teachers' Conference along with the State Educational Conference. It resolved to reiterate its opinion that the State should assume its responsibility for compulsory free education of all children up to the age of 14. While noting with satisfaction the Government's declaration of policy that education up to 14 should be of the basic pattern, it regretted the slow pace at which existing schools are transformed into basic schools and the steps that are being taken for converting them.

The Secretary was asked to prepare the programme of the Conference in consultation with the Reception Committee.

The agenda for the General Body meeting was approved to be as usual.

The Secretary was asked to draft the important resolutions for the Conference, if necessary, to get the approval of the Working Committee by circulation.

The President stated that the S.I.T.U. Council of Educational Research would be registered as a separate body and that the amount of membership fee and donations collected on that account may be transferred to that account. At his suggestion the Board approved the Union becoming a donor member of the S.I.T.U. Council of Educational Research.

The President further stated that the All-India Federation of Educational Associations was finding it difficult to conduct their journal titled the Indian Journal of Education, for want of manpower, and the Secretary of the Federation asked if the Union would undertake the work of publishing the journal. It was stated that the Government of India was contributing about Rs. 1,000 and together with the subscription amount the quarterly journal could be conducted. After some discussion the Board was of the view that as the Union was already conducting two journals of its own, it would be a hard task to undertake the additional burden and hence the matter should be deferred.

The President brought to the notice of the Board that the All-India Federation of Educational Associations wanted to know if the Union could undertake to conduct the All-India College Teachers Conference in Madras some time in September, 1955. The Board approved of the proposal.

Earlier the Union and the Madras Teachers' Guild jointly were 'At Home' to Sri S. Natarajan on the eve of his departure to England at the invitation of the British Council.

With a vote of thanks the meeting terminated.

7th March, 1955.

T. P. SRINIVASAVARADAN,  
Secretary.

## THE S. I. T. U. PROTECTION FUND, LIMITED.

### FOUNDATION DAY

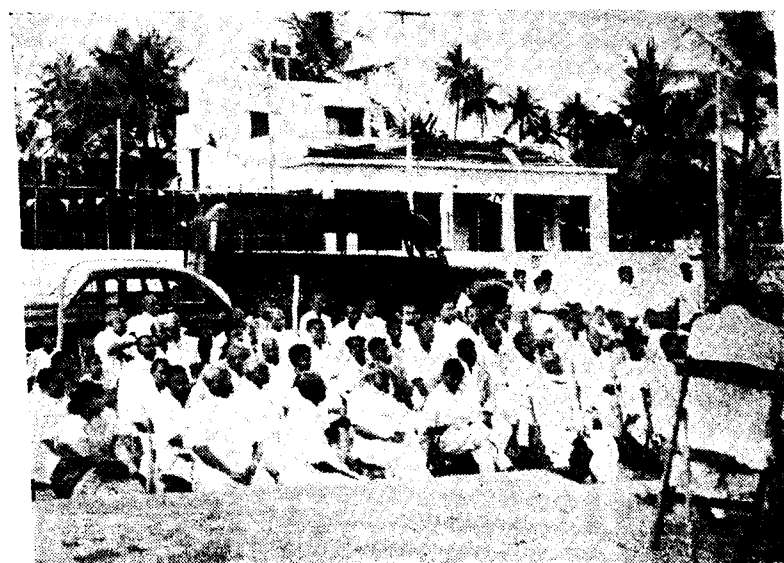
The Foundation Day of the above Fund was celebrated on the new site for the premises of the Fund situated near the Robertsonpet Mission Elementary School on the Brodies Road, Mylapore, at 5-30 p.m. on Saturday, the 5th March 1955. The premises were refreshingly decorated.

There was a fair gathering of the members of the Fund including ex-members and a few visitors.

Sri N. D. Sundaravadivelu, Director of Public Instruction, Madras, presided.

Sri V. Bhuvaramurthi, President, and Sri S. D. Krishnamurti Rao, Secretary of the Fund, gave a report on the work of the Fund. Mr. J. D. Muthiah read the messages received from Sir M. A. Muthiah Chettiar and others.

Sri T. P. Srinivasavaradan, who delivered the Commemoration Address, also unveiled the Foundation Tablet of the office building on the occasion. In



the course of his address, Mr. Srinivasavaradan referred to the services rendered by the late Messrs. S. K. Yegnanarayana Iyer and M. S. Sabhesan and Mr. S. T. Ramanuja Iyengar to the Fund and traced the growth of the Fund from its inception in 1928. He said that the Fund, during the last 27 years, had helped many schools with loans for putting up buildings. The Fund was registered under the Insurance Act in 1942, and was primarily intended to benefit low-paid teachers. He made an appeal to the teachers to join the Fund in large numbers.

Sri V. Natarajan, Retd. Divisional Inspector of Schools, spoke on the part played by him as a member of the Tamil Nad Congress Sub-Committee appointed for making proposals for raising the status of teachers. He referred

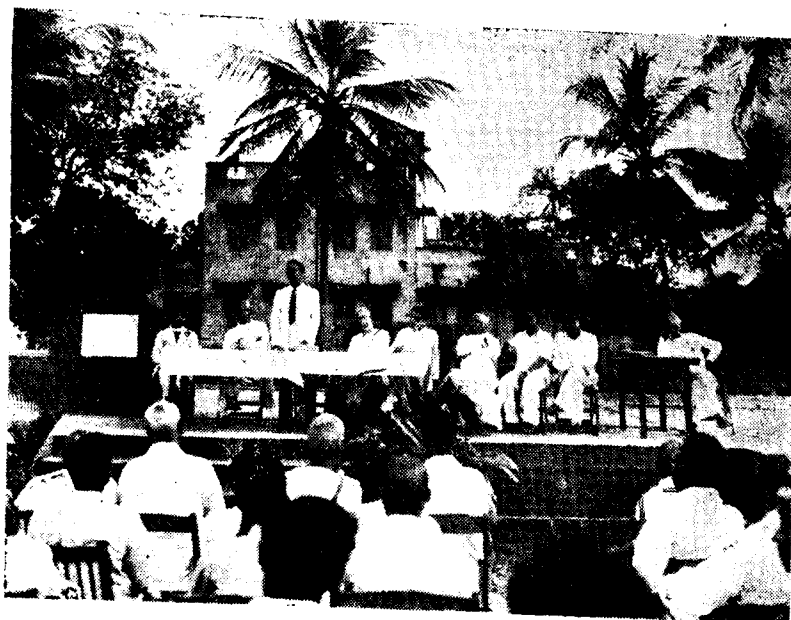
to the Provident Fund-cum-Insurance Scheme for teachers submitted by him to that Committee and said that if the Government could not undertake the scheme of Insurance, the S.I.T.U. Protection Fund should be entrusted with that and helped by the Government.

(The Foundation stone was laid after a simple religious function on 28th January, 1955 in the morning).

Sri S. Natarajan, Vice-President, referred to the starting by the Fund of a new scheme which provided for Insurance-cum-Provident Fund-cum-Pension benefits for the teachers and appealed to teachers to take advantage of it.

Sri N. D. Sundaravadivelu, Director of Public Instruction, congratulated the Fund on its good record of work and said that it was the only institution of its kind in the country. He pointed out that upon the welfare of the teachers depended the progress of education.

Sri E. H. Parameswaran, who proposed a vote of thanks, mentioned that the Fund has embarked upon a house scheme for teachers.



"FOUNDATION STONE LAID BY  
SRI C. RANGANATHA AIYENGAR  
28 JANUARY, 1955.  
THIS TABLET UNVEILED BY  
SRI T. P. SRINIVASAVARADAN  
5 MARCH, 1955."

As the inscription is not clear in the block as printed, the same is reproduced here for the information of readers.

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Headmaster, Hindu High School, Triplicane, Madras-5.

## S. I. T. U. PUBLICATIONS, LIMITED

### Report for the year 1954

The Board of Directors have pleasure in presenting to the members the Report for the year 1954, together with the audited Balance Sheet and Profit and Loss account.

**Board Meetings:**—The Board met four times during the year (on 5—2—1954, 27—3—1954, 30—3—1954 and 25—11—1954). The rotation of retirement of Directors was decided by casting of lots. Sanction was accorded for the publication of certain books and for the purchase of the copyright of the publication, 'Bharat—Nam Nadu,' from its author, Sri V. Natarajan. Shares were allotted.

**Annual Meeting:** The annual meeting of the Company was held on the 28th April 1954. The annual report and the audited statement of accounts were adopted. In the place of the two Directors retiring by rotation two Directors were elected.

**Share Capital:** The total number of shareholders of the Company as on the 31st December 1954 was 125 with 14 A-class shares and 505 B-class

shares. The paid-up amounts on these shares were Rs. 560 on the 14 A-class shares and Rs. 5,015 on the 505 B-class shares. There is yet an amount of Rs. 35 due on seven B-class shares towards allotment money.

Notices were served on these shareholders to pay the amount before 28th February 1955 as otherwise their shares are liable to be forfeited. Two members have paid their allotment of Rs. 5 and Rs. 10 respectively.

**Publications:** Two books were published during the year. (1) 3,002 copies of 'Pudumaikanda Periyargal' containing six radio talks and (2) 2,000 copies of 'Bharat—Nam Nadu' by Sri V. Natarajan. The Company undertook the sale of the book, 'Mudiyavan Virundu' published by the Madras Library Association. The progress of sales is satisfactory.

There are two more publications under preparation to be brought out during 1955.

This year too the Company is grateful to the Director of Public Instruction, Madras, for kindly bringing our publications to the notice of all library authorities and institutions.

**Statement of Accounts:** The audited Balance Sheet and the Profit and Loss account of the Company are appended to this report.

The net profit for the year is Rs. 419-10-7. The balance of profit brought forward from last year is Rs. 22-10-6 making a total profit of Rs. 442-5-1.

The Board of Directors recommend to the General Body that the amount may be distributed, under article 32 of the Articles of Association, as follows:—

1. To the Reserve Fund 12½% (Rs. 82 for 1953 & 1954).
2. To the S.I.T. Union 12½% (Rs. 82 for 1953 & 1954).
3. Dividend to the shareholders 3½% (Rs. 174-3-6).
4. Preliminary expenses to be written off to the extent of Rs. 100.
5. Balance to be carried to the next year Rs. 4-1-7.

The Directors offer their thanks to the shareholders for their hearty co-operation.

(By order of the Board of Directors)

K. KURUVILA JACOB,  
Chairman.

S. NATARAJAN,  
Secretary.

#### REPORT OF THE AUDITORS TO THE MEMBERS OF THE S. I. T. U. PUBLICATIONS, LTD., MADRAS.

We have audited the Balance Sheet of the S. I. T. U. Publications, Ltd., Madras, as at 31st December 1954 together with the Publications and Profit and Loss account for the year ended that date with the books of account of the Company and we have obtained all the information and explanations we have required. In our opinion, the Balance Sheet and the Publications and Profit and Loss accounts are drawn up in conformity with the law and the Balance Sheet exhibits a true and correct view of the state of the Company's affairs according to the best of our information and the explanations given to us and as shown by the Books of the Company and the Books of Account have been kept by the Company as required under section 130 of the Indian Companies Act 1913.

Telephone No. 55211

CATHOLIC CENTRE, ARMENIAN ST.,  
MADRAS-1.

26th March 1955.

V. SOUNDARARAJAN & CO.,  
Chartered Accountants.

### S. I. T. U. PUBLICATIONS, LIMITED

Balance Sheet as at 31st December 1954

| CAPITAL AND LIABILITIES                                                                                                                                                                                                                 |  | Rs. A. P.    | PROPERTY AND ASSETS                                                           |               | Rs. A. P.   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|-------------------------------------------------------------------------------|---------------|-------------|
| <b>CAPITAL:</b><br>Authorised and Issued:<br>500 'A' class shares of Rs. 100 each<br>2000 'B' class shares of Rs. 25 each                                                                                                               |  | 50,000 0 0   | Preliminary Expenses:                                                         |               |             |
|                                                                                                                                                                                                                                         |  | 50,000 0 0   | As per last Balance Sheet                                                     | Rs. 1,304 7 9 |             |
|                                                                                                                                                                                                                                         |  |              | Less amount written off                                                       | 104 7 9       |             |
|                                                                                                                                                                                                                                         |  |              | Prepaid Corporation Tax                                                       |               | 1,200 0 0   |
|                                                                                                                                                                                                                                         |  | 1,00,000 0 0 |                                                                               |               | 15 0 0      |
| Subscribed Capital:<br>14 'A' class shares of Rs. 100 each<br>505 'B' class shares of Rs. 25 each                                                                                                                                       |  |              | Furniture:                                                                    |               |             |
|                                                                                                                                                                                                                                         |  | 1,400 0 0    | At cost                                                                       | 78 0 0        |             |
|                                                                                                                                                                                                                                         |  | 12,625 0 0   | Less depreciation                                                             | 4 0 0         | 74 0 0      |
| Called and Paid up Capital:<br>14 'A' class shares of Rs. 40 each<br>505 'B' class shares of Rs. 10 each                                                                                                                                |  |              | Book debts for outstanding sales:                                             |               |             |
|                                                                                                                                                                                                                                         |  |              | Considered good                                                               |               | 760 11 0    |
|                                                                                                                                                                                                                                         |  |              | Stock of Publications:<br>As certified by the Secretary<br>and valued at cost |               | 1,129 12 11 |
| Less allotment money unpaid<br>on 7 'B' class shares                                                                                                                                                                                    |  |              | Cash and other balances:                                                      |               |             |
|                                                                                                                                                                                                                                         |  |              | Cash with Indian Bank Ltd.,<br>Triplicane, in current a/c.                    | 3,767 9 8     |             |
|                                                                                                                                                                                                                                         |  |              | Cash on hand                                                                  | 5 14 0        |             |
| Audit Fee payable<br>Clerical charges payable<br>Suspense receipts<br>Due for publication charges<br>Provision for income-tax<br>Profit and Loss Account:<br>Balance as per last Balance Sheet<br>Less preliminary expenses written off |  |              | Stamps on hand                                                                | 4 5 6         |             |
|                                                                                                                                                                                                                                         |  |              |                                                                               |               | 3,777 13 2  |
|                                                                                                                                                                                                                                         |  |              |                                                                               |               |             |
| Add profit for the year                                                                                                                                                                                                                 |  | Rs. 419 10 7 |                                                                               |               |             |
|                                                                                                                                                                                                                                         |  | 22 10 6      |                                                                               |               |             |
|                                                                                                                                                                                                                                         |  | Rs. 127 2 3  |                                                                               |               |             |
|                                                                                                                                                                                                                                         |  | Rs. 104 7 9  |                                                                               |               |             |
|                                                                                                                                                                                                                                         |  | 442 5 1      |                                                                               |               |             |
|                                                                                                                                                                                                                                         |  | 6,957 5 1    |                                                                               |               |             |

# S. I. T. U. PUBLICATIONS, LIMITED.

Publications and Profit and Loss Account for the year ended 31st December 1954.

|                                              | Rs. A. P.   | Rs. A. P.   |
|----------------------------------------------|-------------|-------------|
| To stock of publications on 1st January 1954 | 5 8 9       |             |
| " publication charges                        | 2,597 11 6  |             |
| " Gross Profit carried down                  | 1,594 7 6   | 2,388 14 0  |
|                                              | 4,197 11 9  | 91 11 0     |
| To clerical allowances                       | 300 0 0     | 2,297 3 0   |
| " Printing and Stationery                    | 69 6 3      | 731 6 0     |
| " Postage :                                  |             |             |
| Expenditure ..                               | Rs. 117 0 0 | 3,028 9 0   |
| Less :                                       |             |             |
| Recoveries ..                                | Rs. 20 4 0  | 39 5 10     |
| Outstanding on 31-12-54.                     | 29 5 0      | 1,129 12 11 |
|                                              | 49 9 0      | 4,197 11 9  |
| To Share stamps                              | 67 7 0      | 1,594 7 6   |
| To Conveyance ..                             | 2 4 0       | 5 0 2       |
| Madras Corporation Tax                       | 62 2 6      |             |
| Audit Fees ..                                | 60 0 0      |             |
| Bank charges ..                              | 100 0 0     |             |
| Filing charges ..                            | 4 4 0       |             |
| Contingencies ..                             | 18 0 0      |             |
| Review and complimentary copies              | 2 15 6      |             |
| Depreciation on furniture @ 6%               | 39 5 10     |             |
| Provision for income tax                     | 4 0 0       |             |
|                                              | 450 0 0     |             |
| Net profit for the year                      | 419 10 7    |             |
|                                              | 1,599 7 8   | 1,599 7 8   |

K. KURUVILA JACOB,  
Chairman.

C. RANGANATHA AIYENGAR,  
V. B. MURTHI,  
T. S. RAJAGOPALAN,  
S. D. KRISHNAMURTHI RAO,  
T. P. SRINIVASAVARADAN.

S. NATARAJAN,  
Secretary.

## THE XLV MADRAS STATE EDUCATIONAL CONFERENCE

### DRAFT RESOLUTIONS.

1. This Conference welcomes the decision of the Government to make education free for all poor children up to the completion of the third form or the eighth standard and it is glad to note its decision to compensate the managements for the loss of fee income. It congratulates the Government on its bold decision as a further step in making education free and universal. It desires to point out that the effect of this measure would put a great pressure on the schools and that immediate steps should be taken to provide increased accommodation and equipment and secure the necessary trained personnel. It hopes that facilities for the training of teachers would be expanded. This Conference recommends that the compensation to managements be paid in three instalments in the course of the year.

2. While this Conference is grateful to the Government for granting pension to teachers in elementary schools and to certain teachers in secondary schools, it requests the Government to extend the scheme to all the teachers in the high schools as well, as the cost involved will not be much.

3. This Conference deplores the absence of any provision for improving the salary scales of teachers and for medical relief and house rent allowance. This Conference, however, welcomes the statement by the Hon'ble Finance Minister in the Legislative Council, that though no specific provision was made, Government would do something for teachers. This Conference requests the Government to permit managements of schools, aided and local board, to pay house rent allowance to their teachers and treat it as an item of approved expenditure.

4. This Conference reiterates its opinion that the State should assume responsibility for compulsory free education for all children up to the age of 14. While noting with satisfaction the government's declaration of policy that education up to 14 should be of the basic pattern, this Conference regrets the slow pace at which existing schools are transformed into basic schools and the steps that are being taken for converting them.

5. This Conference reiterates its resolution of last year and urges Government to give effect to the following scales of salaries to start with :—

### COLLEGES.

|                                                               |    |                |
|---------------------------------------------------------------|----|----------------|
| Principal                                                     | .. | Rs. 600—25—800 |
| Professors                                                    | .. | " 300—20—600   |
| Lecturers                                                     | .. | " 200—10—350   |
| Demonstrators and Tutors                                      | .. | " 100—10—200   |
| plus an allowance of Rs. 20 for Honours men of Class I or II. |    |                |

### HIGH SCHOOLS AND ELEMENTARY SCHOOLS.

|                    |    |                |
|--------------------|----|----------------|
| Headmasters        | .. | Rs. 250—15—400 |
| Assistants—Grade A | .. | " 100—10—300   |

(B.Ed., B.T., or L.T. and specialist teachers with qualifications prescribed for teaching in high schools.)

Assistants—Grade B .. Rs. 70— 5—150.

(Secondary Grade Trained Teachers and others with qualifications prescribed for teaching in Forms I to III of secondary schools or Standards VI, to VIII of Higher Elementary schools.)

*Note.*—An allowance of Rs. 10 to be paid for a higher academic qualification, say, passing an intermediate.

Assistants—Grade C .. Rs. 50— 2— 90.

(Higher Grade trained teachers and others with qualifications prescribed for teaching in Classes I to V in Elementary Schools.)

In big institutions posts of responsibility should be created for two purposes:—(1) To relieve Principals and Headmasters of a certain amount of routine administrative responsibility; and (2) to act as a further incentive to the more ambitious type of teachers. To teachers holding such posts, in addition to their pay, an allowance may be paid.

6. This Conference reiterates its resolution of last year that—

- (1) the teachers should be permitted to contribute to the Provident Fund at 2½ annas in the rupee;
- (2) the government's contribution should be added to the Fund at the end of each financial year;
- (3) the management's contribution should be increased; and
- (4) the government should make it compulsory for every teacher to take a life insurance policy.

7. This Conference requests the Government to fix the age of retirement of all grades of teachers under all managemnts including government at sixty.

8. This Conference expresses the view that in order to ensure continuity of policy and ordered progress in education, a Board of Education should be constituted with statutory powers for the planning and organisation of Education.

9. This Conference reiterates its resolution that in the interest of sound educational progress provision should be made for research in Education in universities and in training colleges and aid should be given to organisations doing research work in Education.

10. This Conference notes with pleasure the amount provided in the second Five Year Plan for educational programmes and for improving service conditions of teachers and it appeals to the Madras Government to considerably improve the service conditions of teachers taking advantage of this provision.

*Note.*—Delegates desirous of moving amendments to these resolutions are requested to send the same in the propr form to th Secretary, the S.I.T.U., 520, High Road, Triplicane, Madras-5, to reach him on or before the 8th May 1955.

## SUBJECTS FOR DISCUSSION AT THE SECTIONAL CONFERENCE

### I. Primary and Basic Education section :

1. Agency.
2. Organisation pattern of Elementary Education up to the age of 14.
3. Curriculum in primary schools.

### II. Secondary and Technical Education section :

1. Dynamic methods of teaching.
2. Religious and moral instruction.
3. Guidance and counselling in secondary schools.

### III. University Education section :

1. Rural universities.
2. Medium of instruction.
3. Reform in examination system.

### IV. Administration, Organisation and Teacher-Education section :

1. School inspection.
2. Teacher-training.
3. Physical welfare of, pupils.

*Note.*—Those delegates who wish to speak or to read paper on any of the above topics are requested to send a synopsis of the same to the Secretary, S.I.T.U., 520, High Road, Triplicane, Madras-5, to reach him on or before 8th May 1955.

## THE S. I. T. U. ANNUAL GENERAL BODY MEETING

### NOTICE

The annual General Body Meeting of the South India Teachers' Union will be held at 8 a.m. on Saturday the 14th May 1955 in the Conference Hall, Cuddalore, N.T. Members are cordially invited to attend.

### AGENDA

1. To consider and adopt the Annual Report for 1954-55.
2. Election of office-bearers for the year 1955-56.
3. Any other business that may be brought forward by the Executive Board.

**T. P. SRINIVASAVARADAN,**  
*Secretary and Ag. President.*

**S. SRINIVASAN,**  
*Joint Secretary.*

# THE XLV MADRAS STATE EDUCATIONAL CONFERENCE

## PROGRAMME

### Thursday, 12th May 1955.

- 10-45 a.m. Opening of the Conference.
- 2-30 p.m. University Education section.
- 6-00 p.m. Sabhesan Memorial Lecture.
- 8-30 p.m. Subjects Committee meeting.
- 9-00 p.m. Entertainments.

### Friday, 13th May 1955.

- 8-00 a.m. Secondary and Technical Education section.
- 1-00 p.m. S I. T. U. Protection Fund General Body meeting.
- 2-30 p.m. Primary and Basic Education section.
- 4-30 p.m. Elementary School Teachers' Conference.
- 6-00 p.m. General Sessions - Resolutions.
- 8-00 p.m. Meeting of Office-bearers of Dist. Teachers' Guilds and Executive Board members.
- 9-00 p.m. Entertainment.

### Saturday, 14th May 1955.

- 8-00 a.m. S. I. T. U. General Body meeting.
- 10-00 a.m. Administration, Organisation and Teacher-Education section.
- 2-00 p.m. General Sessions - Resolution-(Contd.)
- 4-00 p.m. Concluding session.

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

## Notice to Members

Notice is hereby given that the Twenty Seventh Ordinary General Meeting of the Fund will be held at the St. Joseph's High School, Cuddalore N.T., S.A. Dt. on Friday the 13th May, 1955 at 1 p.m. to transact the following business :—

1. To receive, consider and adopt the Directors' Report and the Audited Statement of Accounts for the year ended 31st December, 1954.

2. To elect, the President, the Vice-President, the Secretary and Three other Directors under Article 24.

The retiring Directors are eligible for re-election.

3. To elect an Auditor or Auditors for the year 1955 and fix his or their remuneration.

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

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

### ARTICLE 31

### TABLE VII

#### INSURANCE-Cum-SAVINGS-Cum-PENSION PLAN

IN CLAUSE 2 LINE 2 : Add the following words viz : "or prior to the completion of 30 years' term in case of persons who entered at ages below 25", after the word 'birthday' and before the word 'sums'.

IN CLAUSE 3 LINE 2 : Add the following words viz : "or on completion of 30 years' term in case of persons who entered at ages below 25" after the word "birthday" and before the words "the policy-holder".

IN CLAUSE 5 LINE 2 : Delete the words "between 25 and" and substitute the words "not above".

IN THE TABLE—Under the heading "Age next birthday at entry" in the 1st column, add the words "and below" after the figure '25'.

Members who intend to ask for information at the General Meeting regarding any matter in the Directors' Report or in the Statement of Accounts, are requested to give notice of the same to the Secretary before Friday the 6th May 1955.

By Order of the Board,

520, High Road,  
Triplicane, Madras  
11th April 1955,

S. D. KRISHNAMURTI RAO,  
Secretary.

## Some OXFORD Textbooks for 1955-56

### ILAKKIYA MANJARI (Tamil)

By S. VAIYAPURI PILLAI

Book I for Form IV. General Course **Re 1-4** Special Course **As 14**  
Book II for Form V. General Course **Re 1-6** Special Course **Re 1**

### KAYYA SUSHAMA (Telugu)

By A. L. NARAYANA RAO  
& D. RAMAMURTHY

Book I for Form IV **Re 1-12**  
Book II for Form V **Re 1-12**

### SAHITEE MUKULAM (Malayalam)

By M. NATESA MENON

Book I for Form IV  
General Course **Re 1-4**  
Special Course **As 12**

### OXFORD MODERN MATHEMATICS (Tamil)

By R. NARASIMHACHARI

Book I **Re 1-6** Book V General Course **Re 1-12**  
Book II **Re 1-8** Book V Composite Course **Rs 2-4**  
Book III **Re 1-8** Book VI General Course **Re 1-12**  
Book VI Composite Course **Rs 2**

Available in English (Book I **Re 1-8**), Kannada (Book I **Re 1-4**),  
Malayalam (Books I-III, each **Re 1-8**)

### ANUDINA GANITHAMU (Telugu)

By P. NARASIMHA RAO, P. KAMESWARA RAO and  
P. BANGARRAJU

Book I **Re 1-8** Book II **Re 1-8** Book III **Re 1-12**

### GENERAL SCIENCE (Tamil)

By T. P. SRINIVASA VARADAN, S. SWAMINATHAN and  
V. NARAYANASWAMI

Book I **Re 1-2** Book III **Re 1-6**  
Book II **Re 1-4** Book IV **Re 1-8**  
Book V **Rs 3**

Available in English (Book I **Re 1-4**, Book II **Re 1-6**, Book III **Re 1-8**);  
Kannada (Books I-II, each **Re 1-2**, Book III **Re 1-6**); Malayalam  
(Books I-III, each **Re 1-4**); Urdu (Book I **Re 1-8**)

**OXFORD UNIVERSITY PRESS**

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

Details of policies issued during the months of January to March 1955  
District and School-War

### Madras District.—

|                                                        |    |
|--------------------------------------------------------|----|
| Hindu High School, Triplicane, Madras                  | 19 |
| Chinthadripet High School, Madras 2                    | 8  |
| Theagaraya College High School, Madras                 | 6  |
| Pachaiyappa's College High School, Madras              | 5  |
| Kellett High School, Triplicane, Madras                | 5  |
| C. Abdul Hakim's Hindu High School, Madras             | 3  |
| P. S. High School, Mylapore, Madras                    | 3  |
| Ramakrishna Mission High School, Madras (North Branch) | 3  |
| Ramakrishna Mission High School, Madras (Main)         | 3  |
| National High School, (Boys) Triplicane                | 2  |
| Madras Progressive Union High School, Madras           | 2  |
| E. L. M. Fabricius High School, Madras                 | 2  |
| G. N. Secondary School, Madras                         | 2  |
| R. B. C. C's High School Perambur                      | 2  |
| Loyola College, Madras 6                               | 2  |
| Mct. M. Chettiar Girls' High School, Madras            | 2  |
| National High School (Girls) Madras 5                  | 1  |
| Corporation High School, Saidapet                      | 1  |
| S. S. Raghavendra Rao Ele. School, Madras              | 1  |
| T. T. V. High School, Madras 1                         | 1  |
| Madras Medical College, Madras                         | 1  |
| Madras Institute of Technology, Madras                 | 1  |
| Y. M. C. A. College of Physical Education, Madras      | 1  |
| Corporation High School, Nungambakkam                  | 1  |

|                                       |    |
|---------------------------------------|----|
| Christian College High School, Madras | 1  |
| Board Elementary School, Pallavaram   | 1  |
|                                       | 79 |

### Tanjore District.

|                                                 |     |
|-------------------------------------------------|-----|
| Banadurai High School, Kumbakonam               | 7   |
| Lakshmi Vilas Hr. Ele. School, Nidamangalam     | 5   |
| Sir Sivaswamy Iyer High School, Tirukattupalli  | 4   |
| National Elementary School, Mayuram             | 3   |
| Municipal High School, Mayuram                  | 3   |
| Valluvar Basic School, Nalgambady               | 3   |
| T. E. L. C. High School, Tranquebar             | 2   |
| M. N. A. Hr. Ele. School, Mayuram               | 2   |
| I. K. Pillai Hr. Ele. School, Karanthai         | 2   |
| Chellam Higher Ele. School, Orathur             | 2   |
| St. Peter's Middle School, M. Chavady, Tanjore  | 2   |
| Aided Ele. School, Mathirimagalam               | 1   |
| Board High School, Ammapet                      | 1   |
| Umamaheswara High School, Karanthai             | 1   |
| Rani Subbier Municipal Ele. School, Kumbakonam  | 1   |
| Board High School, Tiruvarur                    | 1   |
| Kalyanasundaram High School, Tanjore            | 1   |
| Konkaneswara Vidyasala, Tanjore                 | 1   |
| Saraswathi Ambal Aided Ele. School, Tiruvayyaru | 2   |
| Viraraghava High School, Tanjore                | 1   |
| Carried over                                    | 124 |

## Malabar District.—

|                                              |      |
|----------------------------------------------|------|
| Higher Ele. School, Melarkod                 | 9    |
| Aided Ele. School, Cheramangalam             | 8    |
| M. N. K. M. High School, Chitalamchery       | 4    |
| Punnapadam Aided Mopla School, Kilakkenchery | 3    |
| St. Antony's Ele. School, Melarkod           | 2    |
| Rajah's Training School, Kollengode          | 1    |
| N. E. High School, Alathur                   | 1    |
| Parasannikadavu High School, Parasannikadavu | 1    |
|                                              | — 29 |

## North Arcot District.—

|                                                     |      |
|-----------------------------------------------------|------|
| Voorhees High School, Vellore                       | 7    |
| Hindu High School, Ambur                            | 5    |
| Board High School, Kaveripauk                       | 4    |
| Islamiah High School, Melvisharam                   | 2    |
| Municipal High School, Walajapet                    | 2    |
| Board High School, Kalavai                          | 1    |
| Mazharul Uloom High School, Ambur                   | 1    |
| Islamiah High School, Vaniyambadi                   | 1    |
| Board High School, Arni                             | 1    |
| Kasba Municipal Ele. School, Vellore                | 1    |
| Panchayat Board School, Vada Eluppai, Natteri P. O. | 1    |
| Board Ele. School, Kamackur                         | 1    |
|                                                     | — 27 |

## Tirunelveli District.—

|                                                 |   |
|-------------------------------------------------|---|
| Illathar Valibar Sangam School Tuticorin        | 8 |
| Board High School, Vallioor                     | 2 |
| St. Francis Xavier High School, Tuticorin       | 2 |
| C. M. Hr. Ele. School, Tuticorin                | 1 |
| Chatram Street Municipal Ele. School, Tuticorin | 1 |

|                                           |   |
|-------------------------------------------|---|
| Ramaseshier High School, Pattamadaai      | 1 |
| S. A. V. Ele. School, Keelur              | 1 |
| P. M. Ornella's Middle School, Tuticorin  | 1 |
| S. A. V. High School, Tuticorin           | 1 |
| Sokkalal High School, Mukkudal            | 1 |
| M. D. T. Hindu College, Tirunelveli       | 1 |
| Board Ele. School, Sundarapandiapuram     | 1 |
| Tiruvalluvar Mission School, Viravanallur | 1 |
| R. C. Ele. School, Tuticorin              | 1 |
| Board High School, Mudithanandel          | 1 |

## Salem District.—

|                                    |   |
|------------------------------------|---|
| Board High School, Rasipuram       | 7 |
| Board High School, Dharmapuri      | 6 |
| Board High School, Idappaddi       | 3 |
| Little Flower High School, Salem   | 2 |
| Board Ele. School, Hanumanthapuram | 2 |
| Municipal High School, Salem       | 1 |
| Board Ele. School, Komarasampatti  | 1 |
| Board High School, Krishnagiri     | 1 |

## Madurai District.—

|                                               |   |
|-----------------------------------------------|---|
| The N. S. V. V. Ele. School, Pattiveeranpatti | 7 |
| Municipal High School, Dindigul               | 7 |
| N. S. V. V. High School, Pattiveeranpatti     | 3 |
| St. Mary's High School, Madurai               | 2 |
| Board High School, Nilakottai                 | 2 |
| Board High School, Batlagundu                 | 1 |

Carried over

## Chingleput District.—

|                                          |      |
|------------------------------------------|------|
| Singaram Pillai High School, Villivakkam | 12   |
| Pachaiyappa's High School, Kancheepuram  | 2    |
| Board High School, Tirukalikundram       | 1    |
| St. Joseph's High School, Chingleput     | 1    |
|                                          | — 16 |

## Trichy District.—

|                                        |      |
|----------------------------------------|------|
| C. S. M. High School, Pudukottai       | 3    |
| Subbarama Iyer Ele. School, Pudukottai | 2    |
| Dalmiah High School, Dalmiahapuram     | 1    |
| Rajah's College, Pudukottai            | 1    |
| All Saint's Ele. School, Woriyur       | 1    |
| Board Ele. School, Sellakudy           | 1    |
| Govt. Training School, Pudukottai      | 1    |
| Board High School, Arimallam           | 1    |
|                                        | — 11 |

## Ramnad District.—

|                                                 |      |
|-------------------------------------------------|------|
| Rajah's High School, Ramnad                     | 6    |
| Board High School, Kamuthi                      | 2    |
| S. S. Nadar Municipal High School, Virudhunagar | 2    |
|                                                 | — 10 |

## South Arcot District.—

|                                                 |     |
|-------------------------------------------------|-----|
| Municipal High School, Villupuram               | 3   |
| Mahatma Gandhi Patasala, Villupuram             | 1   |
| Board School, Arasur, Eruvillipet               | 1   |
| Aided Ele. School, Mullipalam, Bhuvanagiri P.O. | 1   |
| St. Ann's High School, Tindivanam               | 1   |
|                                                 | — 7 |

## South Kanara District.—

|                                         |     |
|-----------------------------------------|-----|
| Canara High School, Urva, Mangalore     | 5   |
| U. B. M. Church Ele. School, Bokkapatna | 1   |
|                                         | — 6 |

## East Godavari District.—

|                                        |     |
|----------------------------------------|-----|
| Hindu College High School, Masulipatam | 1   |
| Board Ele. School, Palivela            | 1   |
|                                        | — 2 |

## Miscellaneous.—

|                            |     |
|----------------------------|-----|
| University of Poona, Poona | 1   |
|                            | — 1 |

Total .. 302

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List of books received and acknowledged with thanks:

1. Unesco bulletin—Vol. VI, No. 3.
2. American Foreign Policy in Asia (USIS).
3. The tenth anniversary souvenir—1954 of K. Subramania Chettiar High School, Tiruppur.
4. Education in the States of the Indian Union—1951-52.
5. Education in India, 1950-51, Vol. II—All-India tables.
6. Education in India, 1949-50, Vol. II—All-India tables and appendices.
7. Little Flower High School, Salem—Our Annual—1955.
8. Commonwealth Today, No. 33.
9. The use of community research in a community education programme (USIS).
10. The Goudie High School, Trivellore—Seventh Annual, March 1955.
11. Regional Seminar on Secondary Education, Coonoor, June 1954. (Reprint from New Education.)

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## LETTER BOX

VIII Standard Public Examination,  
March 1955.

The following difficulties are noticed  
in the question papers given in the  
VIII Standard Public Examination,  
March 1955.

**Elementary Science** :—Question No.  
XV reads as follows "What is the test  
by which you would distinguish an acid  
from an alkali?" This question is not  
within the syllabus. It is taken from  
that portion of the syllabus which was  
deleted on the 22nd September 1950.  
This question carries 4 marks. Question  
No. XVIII—The wording is not exactly  
correct since centre of gravity can be  
determined only to triangular and  
square things and not to triangles and  
squares. Further this question is be-  
yond the capacity of the VIII Std. boy.  
This carries 6 marks. Therefore it is

just and fair that these two questions  
may kindly be omitted and marks ad-  
justed suitably, when valuing the paper.

**Social Studies** :—This paper is a little  
bit difficult and the mode of questioning  
is also changed. Some of the questions  
are not within the syllabus. Example  
Question V b (4), X (a) and X (h).  
It would be quite clear to the pupils if  
Question No. IV (d) is worded as  
"டென்சிங்" instead of "தென்சிங் நார்டே"  
Hence this paper may kindly be valued  
liberally as otherwise many pupils  
would not get pass marks.

Hence the Commissioner for Govern-  
ment Examinations is most respectfully  
requested to give suitable instructions  
to the Examiners.

R. M. Ganapathi.

Kulasekharapatnam  
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## The Academic Year 1955-56.

The year 1955-56 will be a great one in the history of educational progress in our State. The Elementary Education Committee of which Dr. Alagappa Chettiar is the Chairman and which is touring throughout the Madras State will submit its report in June next. The Secondary Education Committee appointed by the Government of Madras to suggest ways and means of implementing the recommendations of the Secondary Education Commission will also forward its recommendations by that time. It is hoped that the Government will release to the public those recommendations and also indicate the steps they propose to take for implementing them.

We note with pleasure that the educational programme envisaged under the Second Five Year Plan would cost about 880 crores of rupees. Prof. Humayun Kabir stated that the estimated cost of secondary education would be a little more than 300 crores of rupees. The Conference of the Directors of Public Instruction and the Secretaries of the Education Departments which met at Delhi recently recommended that in the field of secondary education as many as 2,500 of the existing ordinary schools should be converted into multipurpose higher secondary schools by 1961. The same conference urged that in addition to the above, 2,500 new higher secondary schools should be set up.

Out of the 880 crores of rupees, the Minister for Education has stated that the Madras State would get about 88 crores, calculated on the basis of population. Out of this amount our State will have 50 crores which means an additional amount of 10 crores of rupees per year, besides the 11 crores which the State is spending on education. Thus in the next five years the State would have per year 21 crores of rupees to spend on education. It is earnestly hoped that a good portion of the extra

amount would be utilised for raising the salaries of all categories of teachers, for extending the pension scheme, for making other old age provisions and for implementing the recommendations of the two committees in the field of education.

It is at such a time the 45th Madras State Educational Conference meets at Cuddalore, N.T. on the 12th, 13th and 14th May 1955. The President-elect of the Conference is Sri E. H. Parameswaran, M.A., L.T., M.L.C. He has been headmaster for over twenty-five years and has been closely associated with the South India Teachers' Union. He is very well acquainted with problems connected with Education and the teaching profession. He represents the Teachers' Constituency in the Madras Legislative Council. He was for a long time a member of the Senate of the Madras University, representing the Headmasters' Constituency. His rich experience, his close association with a number of educational bodies for a long time and his active participation in all the activities of the South India Teachers' Union for over three decades and his organising ability—all these will help and guide the delegates that assemble at the Conference in their deliberations on matters educational and professional. It is earnestly hoped that a large number of delegates will attend the conference considering the important changes that are likely to be effected in the year 1955-56.

## Hindi Medium for I.A.S. Test :

It is most regrettable that the Government of India have announced that Hindi will be the medium for I.A.S. examinations. Perhaps the object of such an announcement is that it is only by so doing that Hindi can be quickly spread. If it is desired that the study of Hindi should be spread without any tinge of bitterness we must hasten slowly. In the first place Hindi is not ripe enough to take the place of a

common language. Its literature is poor. Nothing would be lost if English is continued for another twenty years. In the meanwhile Hindi will slowly and firmly spread and it will be in a fit condition to take the place of English. Any haste to replace English will result in chaos and confusion in the field of administration and higher education. We do not support the view that English should for ever remain the language of administration. Our plea is that for some years to come Hindi cannot take its place and until that time English should continue. Those who love the spread of Hindi in the normal way will deeply deplore the unbecoming haste with which it is forced upon non-Hindi people.

#### *Pension Scheme for Teachers :*

We are happy to learn of the Government's decision to introduce a scheme of pension to teachers in all elementary schools, both under aided and local body managements, retiring after 1st April 1955. We understand that the pension will be equivalent to one-fourth of the last salary drawn and that it will be in accordance with rules governing such a scheme. We are not clear whether the rules relate to the rules in force in pensionable branches of the administrative services or rules to be framed specially for this purpose. We would suggest that for this pension, being different from the normal pension scheme in force, there should be a set of rules separately drawn for this purpose and we do hope that in the framing of such rules care will be taken to see to it that the benefit is available to all teachers taking due note of the diversity of managements and the insecurity of tenure that marked the teacher's service in the recent past. It will be very helpful if the Executive of the South India Teachers' Union should consider the problem and prepare a note for the consideration of government in time before final orders are passed regarding the rules for the grant of pension.

Some may consider that the rate of pension is inadequate. After all the

majority of teachers retiring after 30 or 40 years of service will be getting only about Rs. 7—8—0 or Rs. 8, for, the maximum salary that these teachers would draw is limited to Rs. 33|-. If we remember that this is in addition to the government's and the management's contribution of 6½% of the salary to the Teachers' Provident Fund, we have every reason to be grateful to government for this great act of justice and benevolence to the retiring teachers in our elementary schools.

We are also informed that the government are considering a scheme of insurance for teachers and we feel that an insurance scheme will be a better help to the teacher and his family. We strongly urge that this scheme should be given a high priority and introduced at as early a time as may be possible to do so.

We desire to express our deep sense of gratitude to our State Government for this noble translation of their sympathetic understanding of the teachers' difficulties and we hasten to congratulate the Ministry on the unique honour of being the pioneers in this regard in our country.

We do hope that in the statement reported to have been made by the Minister for Education and Finance that the scheme will be extended to certain categories of teachers in secondary schools drawing salaries not very different from those of the elementary school teachers, he is reported to have mentioned the secondary grade teacher, art and craft teacher, language teachers of the second and third grades and physical education teachers. We earnestly appeal to him to implement the assurance implied in the statement and examine further the possibility of extending it to the graduate trained teacher also. As was pointed out by the Acting President of the S.I.T.U. in his statement to the press, the additional cost would not be very great and in any case, weighed against the satisfaction and contentment which the teachers will have, the cost would be a

negligible factor. We do hope that the Government would appreciate the justice of the request and pass orders.

#### *The S.I.T.U. Council of Educational Research :*

We are glad to learn that the S.I.T.U. Council of Educational Research has at last been formed and that an Executive Board has been elected in accordance with the rules of the Council. It is a matter of joy and supreme satisfaction that Dr. R. M. Alagappa Chettiar has very kindly agreed to be the President of the Council. Dr. Alagappa Chettiar, apart from his munificence in establishing educational centres, is one

who strongly desires that in education there should be no inefficiency or wastage. Education is a field where there should be constant re-thinking and testing of ideals, assessment of results. Such tasks can only be performed by a body like the Council of Educational Research. The Council will have the unique advantage of being a non-official organisation without administrative fetters and with a wide degree of freedom of work. It is hoped that the Council will secure the very necessary co-operation from the government, the universities and from teachers and under the able guidance of Dr. Chettiar we may look forward to useful work being done.

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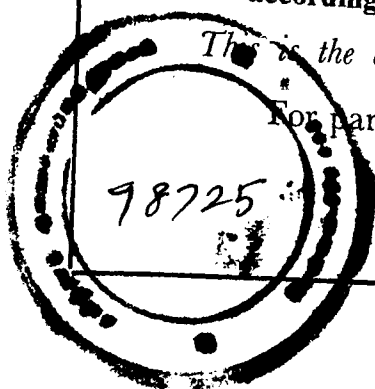
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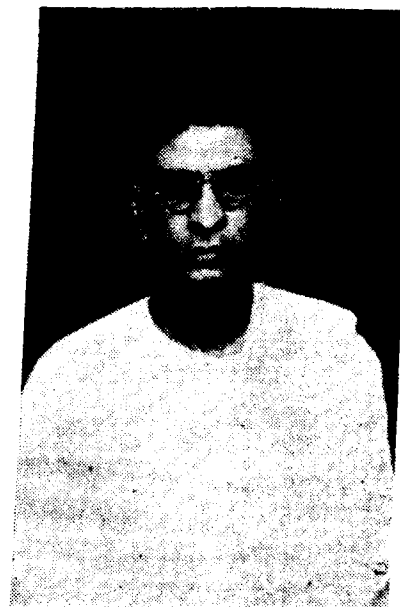
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SRI S. NATARAJAN, President, S.I.T.U.

Sri S. Natarajan, President, the South India Teachers' Union, left Madras for Colombo *en route* to England on the 11th March, 1955. A large number of friends, relatives and teachers and pupils assembled at Egmore Railway Station and wished him *bon voyage*.

Sri Natarajan was invited by the British Council to visit the United Kingdom. The object of his visit was to study the educational system and the working of the various teachers' organisations in the United Kingdom.

Sri Natarajan has been actively connected with the South India Teachers' Union for over 30 years, first as Journal Secretary, then as Secretary and now as President since 1949. He is also a Member of the Council of the All-India Federation of Educational Associations and is the Regional Secretary of the Federation for South India.

Sri Natarajan is a staunch and silent worker for the cause of teachers and his determined efforts for the cause of education are so well-known that he is very popular in the field of education.

The British Council in selecting him has given due recognition to the South India Teachers' Union which has been working strenuously for the cause of education and the teaching profession. Though the visit will be for about six weeks, it is certain that Sri S. Natarajan will gather much information, as is usual with him, useful to the teaching profession and for the working of the teachers' organisations in our country. The teachers in South India feel proud that such a selfless worker has been honoured by the British Council.

#### FELICITATIONS

The South India Teachers' Union and the Council of the Madras Teachers' Guild were at home on 5-3-'55 to Sri S. Natarajan, President of the S.I.T.U. and gave felicitations to him on the eve of his departure to the United Kingdom at the invitation of the British Council.

There was a large gathering of teachers and the public. Representatives from the mofussil were also present. Principal, R. Krishnamurthy, Miss A. V. Malathi, Rev. D. Thambusami, and Sri T. P. Srinivasavaradan gave felicitations and wished him success in his tour in the United Kingdom.

Sri S. Natarajan, in thanking the Union and the Guild, said that he would utilise the stay in the United Kingdom in the study of educational systems and teachers' organisations.

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