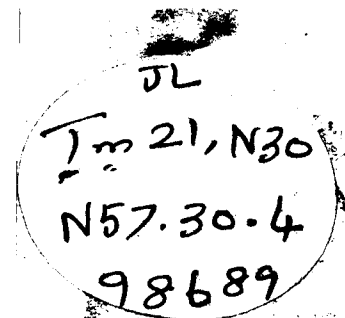


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The South Indian Teacher

1957 - April

VOL. 30. NO. 4.



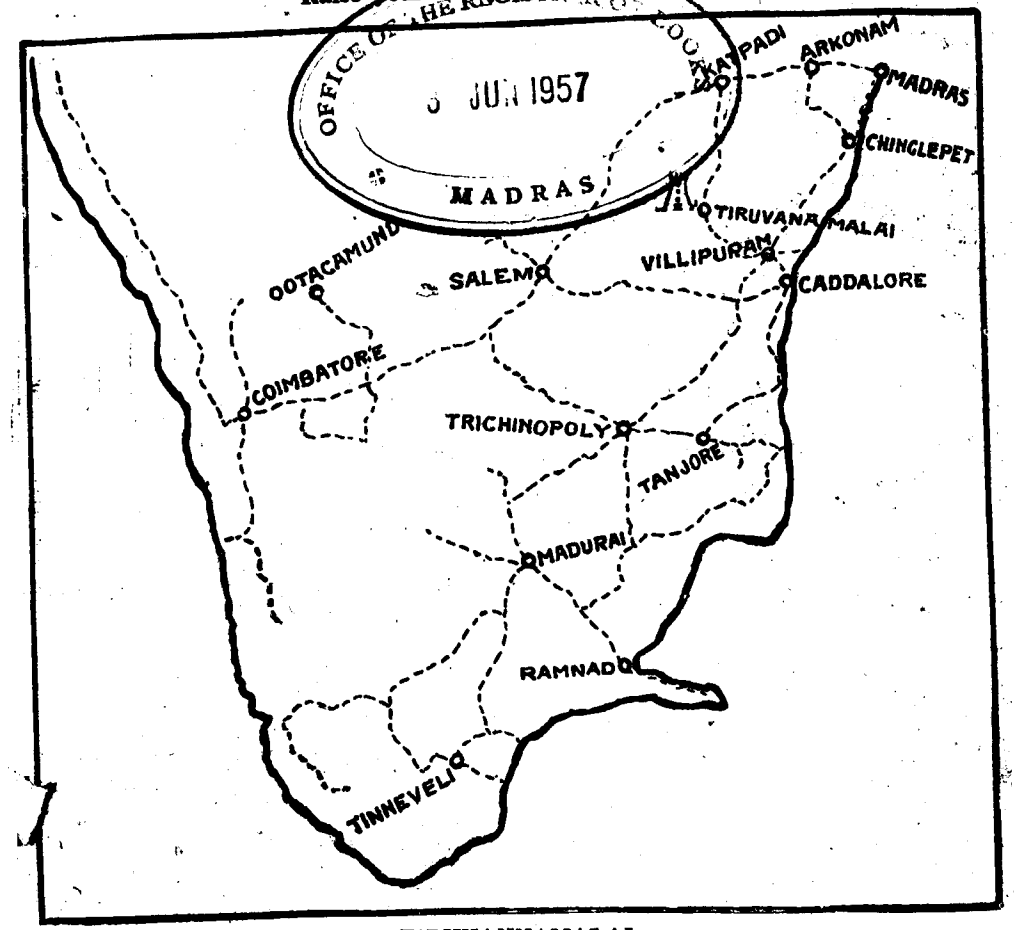
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THE OFFICIAL JOURNAL OF THE S. I. T. U. 204

Vol. XXX APRIL 1957 No. 4

॥ उद्धरेदात्मनात्मानम् ॥—The Gita
Raise yourself by your own efforts



TIRUVANNAMALAI
Venue of 47th Madras State Educational Conference, 15th to 17th May 1957.

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The Story of SIR RONALD ROSS And His Fight Against Malaria

By
E. F. DODD

This book is intended for non-detailed study in the higher forms of secondary schools. Difficult sentence structures have been avoided and, apart from certain essential scientific terms (which are explained in the glossary), the book has been written within a vocabulary of two thousand words.

1957 holds two anniversaries which closely concern Sir Ronald Ross: the centenary of his birth, and the diamond jubilee of his great discovery. One hopes that this biography, slight though it is, may serve in some small measure to commemorate an Englishman, born in India, whose selfless research into malaria and its causes contributed so much towards this country's health.

Pages: 81.

Price: As. 14

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THE SOUTH INDIAN TEACHER

Vol. XXX

APRIL 1957

No. 4

THE XLVII MADRAS STATE EDUCATIONAL CONFERENCE, TIRUVANNAMALAI

15th to 17th May, 1957

PROGRAMME

Wednesday, 15th May 1957.

9-00 a.m. Opening of the Conference.

Presidential Address.
Opening of the Exhibition.

Address by the Director
of Public Instruction.

3-30 p.m. Sectional Conference:
Administration and Organisation and Headmaster's Conference.

5-00 p.m. Sectional Conference:
Teacher-Training.

6-30 p.m. Sabhesan Memorial Lecture.

9-00 p.m. Subjects Committee Meeting.

9-00 p.m. Entertainments.

Thursday, 16th May 1957.

8-00 a.m. Sectional Conference:
Secondary and Technical Education.

10-00 a.m. Elementary School Teachers' Conference.

3-30 p.m. Sectional Conference:
Primary and Basic Education Section.

5-00 p.m. Sectional Conference:
Class-room Teachers' Conference.

6-00 p.m. General Session — Resolutions.

9-00 p.m. Meeting of Presidents, Secretaries of District Teachers' Guilds, and of Members of the Executive of the S.I.T.U. and of the Representatives of the neighbouring States' Teachers' Organisations.

9-00 p.m. Entertainments.

Friday, 17th May 1957.

8-30 a.m. S.I.T.U. General Body meeting.

10-00 a.m. Sectional Conference:
University Education.

3-00 p.m. General Session — Resolutions.

4-00 p.m. Concluding Session.

Sri Ramakrishna Mission Vidyalaya Teachers College :
Extension Dept. Social Studies Seminar : Erode

9th & 10th February 1957.

PRINCIPLES UNDERLYING THE DEVELOPMENT OF SKILL

1. For the acquisition and improvement of skills, the learning activity must focus on skill development. As Ragsdale puts it "When skills remain incidental to the project, they are likely to be insufficiently practised, poorly understood and inadequately learned."

2. Experience designed to promote growth in skills must be meaningful to the learner. To increase the students' competency in the skills taught the learning process must be closely connected to the interests that are important to him.

3. Experiences used in skill development must be geared to the maturation level of the learner. The various experiences we provide will not be interesting to the student if he finds them to be above his level of interest and capacity.

4. For the successful learning and retention of skills, repetitive practice is essential. But repetitive practice should be actually linked with a keen desire to learn and a deep insight into the processes.

5. Skills should be developed in connection with ongoing activities and not in isolation. They must form an integral part of the functional aspect of the learning experience.

6. Development of different skills should go on simultaneously, Emphasis on the different skills should go hand in hand with an eye on the maturity level of the student.

7. Evidence of skill development must be sought in changes in behaviour. Changes in behaviour will reveal themselves both by action as well as through failure to act.

8. Provision for the systematic development of skills must be made throughout the school programme.

Thus we find that there are three basic principles underlying the problem of skill development.

(a) Skills are not to be taught as ends in themselves, they should serve as useful means which the learner may employ in achieving his goals.

(b) The teaching of skills must rest on the understanding and application of scientific research into the nature of the learning process as it concerns both the teacher and the learner.

(c) The effective teaching and learning of skills in social studies can adequately take place only within the context of a comprehensive planned programme.

Any programme for skill development must provide both for vertical and horizontal co-ordination of instruction in skills. The teaching and learning of skills is a developmental process, carried on most effectively where there is planned continuity and emphasis appropriate to the students' maturation. A planned programme for the teaching and learning of skills is needed to help the student make optimum transfer of his skill learning and integrate them into his total behavioural pattern. Vertical co-ordination relates to the development of skills in various areas through the different stages from kindergarten to the school final level. The horizontal co-ordination of skills relate to the effective use of the social studies skills learnt during the other parts of his school day.

NATURE OF SKILLS

Skills can be classified under three headings: Motor, Intellectual and Social.

Motor skills include those involved in recording, receiving and communicating ideas such as reading, writing, talking and expressing ideas through graphic means. Though some thinking is involved in the progress of learning these skills, once learnt should become automatic if pupils are to get the most out of them.

The intellectual skills include in the opinion of Board :—

1. Skills in methods of obtaining access to information.
 - (a) Use of libraries and institutions.
 - (b) Use of encyclopaedias, handbooks, documents, sources, dictionaries, atlas, map, pictorial graphs, estimates and figures, authorities and statistical collections.

2. Skill in the sifting of materials and the discovery and determination of authentic evidence in the use of primary sources.
 - (a) How to understand social studies reading.
 - (b) How to take notes.

3. Skill in the observation and description of contemporary occurrences in the school and community.
 - (a) How to make a current events report.
 - (b) How to take part in social studies discussion.

4. Skill in methods of handling the information.
 - (a) In analysis :—breaking down large themes or masses of data into manageable units and penetrating into irreducible elements.
 - (b) In synthesis :—Combining elements, drawing inferences and conclusions, and comparing with previous conclusions and inferences, logical and systematic organisation.

- (i) How to outline social studies material.
- (ii) How to prepare a good report.
- (iii) How to give an oral report.
- (iv) How to make a written report.
- (v) How to draw conclusions.
- (c) In map and chart making and graphic presentation.

5. Skill in memorising results of study with consciousness of application to new situation by exact reference and analogy.

- (a) How to locate references on a topic.

- (b) How to make an honest report.

6. Skill in scientific method, inquiring spirit, patience, exactness, weighing evidence, tentative and precise conclusions.

- (a) How to use the parliamentary procedure.

- (b) How to do committee work.

- (c) How to draw conclusions.

There is yet another three fold classification of skills :—

(a) Those skills that are so fundamental to achievement in all phases of the school programme that there is little variation in the methods of teaching and learning them under various situations.

(b) Those skills that are generally applicable to all fields but whose application is specialised according to the particular field to which they are applied at the moment.

(c) Those skills which relate particularly to social studies viz., developing a sense of time and space.

EVALUATION OF SKILLS

In any programme of educating the children, evaluation forms an integral part of it. The fundamental principle of evaluation is to see that the education given to the pupils has resulted in a definite improvement in their behaviour pattern. This principle holds good in the field of skill development also. Evaluation is concerned with the

process of determining the degree to which the behaviour of the learner reflects the desired educational objectives. These are five aspects of this process.

(a) The educational objective to be achieved serves as an initial and continuing referent in all subsequent consideration of the pupil, their behaviour, and the criteria used to determine the adequacy of that behaviour.

(b) The learner is the object of major attention; the person who is observed to see if his behaviour reflects in any manner the desired objective.

(c) The situation in which the learner is placed determines to a large extent his reactions.

(d) The standards used to determine the learner's behaviour are distinct from objectives.

(e) The observer and the appraiser of the behaviour who judges that it has got some thing to do with the objective set before us and that the degree of achievement is adequate for that time.

The very big problem in skill evaluation is to discover situations to observe skill behaviour, which are sufficiently meaningful to give proper direction and scope to the skill behaviour of the person being evaluated. A very significant fact to be noted in this connection is that these situations which give meaning to skill behaviour are probably those which were used to develop the skill in the first place. So as a natural corollary we find that the greatest opportunity for observation and evaluation of skill behaviour would be as part of the learning experiences children are having both in and out of school. "Evaluation is not an after-thought to the experience, but a necessary component of the experience which insures the direction and continuity of its development". The following tools should be available for the teacher and pupil to use in evaluating social studies skills.

(a) Behaviourally defined process or skill objectives.

(b) A variety of ways of observing pupil skill behaviour.

(c) The various kinds of standards which might be used to appraise skill behaviour.

The procedures used in evaluating skills in social studies should:

(a) Enable the observer to examine the scope of any important social studies skill as it is practised in any meaningful social situation.

(b) Be comprehensive in the sense that proper attention is paid to all the important skill areas.

(c) Enable the observer to evaluate a number of skills being practised in the same learning situation and to examine their relationships and development overtime.

(d) Permit the learner to assume an important role in the evaluation of his own skill behaviour.

(e) Be primarily educational in character in the sense that the learner is increasingly able to give better direction to his own present and future skill development as a result of the evaluation.

SKILLS IN SOCIAL STUDIES

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ELEMENTARY EDUCATION

By

S. JAGANNATHAN

(Continued from February issue)

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12. The Training of Teachers:

(i) The teachers should first and foremost need to know the contents of the Elementary school scheme of studies, the standard of all attainment of the children in the respective classes 1 to 5, the methods of teaching the various subjects, practical knowledge of creative work etc. besides the theory of education, child nature, organisation, discipline etc. Not only must they study a good deal of the matter to be conveyed to the children but also the method of presenting the same. They learn 2 or 3 pieces of hand work, learn the games to be taught to children by playing them themselves, learn to prepare Notes, Pupil's Magazines and Children's story books, Teachers' magazines, Teaching aids, Charts, Maps etc. in a coordinated way. In addition to giving lessons, I really wish they see or observe a good deal of lessons actually given by the teachers of the Training School and also prepare an equally good number of lessons for their future guidance. This will enable them to make, study, note down and plan out their work.

All student teachers will strive to draw up Monthwar or Seasonwar Schemes of work in observation, excursion, plant, insect and agricultural life, birth days, festivals, general knowledge subjects and talks, activity units, hand work and games too subject to alterations, if any, necessitated by local circumstances and unforeseen natural causes. I like the teacher's handbook to contain good information on these and allied topics ever useful to the teacher.

I really desire that these teachers in the rural schools attached to the Training institutions are at least given an

extra allowance for their double work and responsible work. There is another work which awaits them and that would be the helping and conducting of the necessary tests or oral and written practices for the sake of the research scholars engaged in collecting data from children themselves. It may be also that sometimes they will have to take part in the refresher courses for the Teachers in subsequent years.

13. Refresher courses:

All teachers in Elementary schools should take a refresher course conducted during the holidays thrice in the year for at least a period of ten days. It is an intensive training in seeing, hearing and doing and experiencing the new things concerning all the aspects of children's education. Those who have really made good contribution to child education in its practical every day aspect from the college professor to the teacher and the parent will take part in it.

14. Research work:

The research work must deal with different aspects of the Elementary Education and concern itself more with the problem of child study. Simultaneously however research must be carried on in regard to the matter and methods of teaching children. The Research Bureau must be attached to the Chief Training College of the State which has in itself a fully developed Pre-primary and Primary departments. All other training schools are also Centres of Research under the chief Research Bureau, each carrying on some piece of research which is coordinated with the work of the Central Bureau. Each training school has also a Research Assistant attached to it. In

my own humble work as a Teacher, I have collected and tabulated some data on the following.

A (i) *Children's likes and dislikes :*

1. Sweet and etables. 2. Fruit. 3. Vegetables. 4. Games. 5. Colours. 6. Flowers (5, 6 in the case of girls only). 7. School subjects (favourites, easy ones and difficult ones).

(ii) 1. Children's question. 2. Lightning flashes of thoughts at a particular time. 3. Recollections of childhood. 4. Dreams and fears. 5. Anger and love. 6. Falsehood.

B. (i) Children's Vocabulary at different levels. (ii) Arithmetic in relation to every day life.

C. Physical Measurements (Height and Weight) Data.

D. History of a child from the day of birth to 5 years (daily, or weekly).

E. This Research Bureau will also maintain a museum of the essential things of equipment for an Elementary school together with a printed list. Teacher's guide books on teaching and craft work are also published by this Bureau including one on the detailed correlation schemes round activity units and life topics.

15. *Duration of primary course* (7 years, 8 years or both) :

1. Is it not a standard of attainment that is expected of a child to get in to the 6th Standard or Form I or is it the 5 years' course in an Elementary school which is expected?

2. The syllabus must state at the end of the same, the required standard of attainment of a child at the end of each school year and at the end of 5th year course, particularly in Language & Number. In addition, 3 or 4 new model tests should be given which gives an idea of the general knowledge expected of the child completing this school course.

3. The age of the children on their first admission to class VI or Form I in all the schools of the State may be taken into account.

i. Are there not children of 9 in that Form I?

ii. Are there children of ages of 9 only?

iii. Are not some children given double promotion in the lower classes from 1 to 3 or 2 to 4 and so do not these children complete the course within 4 years?

iv. Do not children from homes and private study finish the primary course in 4 years or when the children are 9 and still less.

v. The U.S.A. Bulletin reports the existence of Elementary Schools both of 7 years' and 8 years' duration. (Middle and Higher Elementary Schools of the present).

vi. The late Vasudevachariar (Formerly Head Master, Wesley High School, and the worthy founder of the Ramakrishna Mission High Schools, Thyagaraya Nagar, Madras-17) observed 17 years ago that we must all work for only the 4 year course in Elementary Schools.

vii. There have been good number of parents who honestly think that children learn some thing tangible only in the 4th and 5th classes.

viii. Parents of children who send their children to the Nursery, Kindergarten and Montessori schools do expect something tangible in their children in the rudiments of language and number. In order to satisfy the need of these, I know that some attempts are made in these children's schools to give the children an insight into reading and counting.

ix. A careful analysis of the syllabus for class I at present will show that the amount of study expected to be covered may not seem appreciable. What is covered in the first 3 years can be covered in the 2 years if children start their regular Education at 6 or 6+.

x. It is also my firm conviction that in the case of their own children, good many teachers themselves would have found it possible to cover in 4

years, the five years' course of Elementary Education. I only plead that we shall share this advantage with all children. It is only in this light that I am pleading for good accommodation, equipment and better quality of instruction.

xi. All these play methods etc., would be much appreciated and enjoyed by children below this age in special schools such as the Nursery, Kindergarten and Montessori or Bala Brindhavan.

xii. Can we not think of real Bala Brindhavan in all villages?

xiii. The present education of 2 years Nursery + 5 years primary takes it to 7 years to complete the 5th class.

xiv. Send children to Ele. School at six or six+. Let the period before it be spent in the village Brindhavan in the formation of good speech and good habits. Let attention be paid to children's health, food, play, sleep, games, nature talks and walks, story telling, sense training, constructive work or creative work with only incidental gains in language and number. Parents of children share in the conduct of these Bala Brindhavans. This full life and experience is itself education.

xv. Longer days at school in the year, less number of school subjects, activity methods in self experiencing, visual education for direct experiencing — All these will be quite conducive to raising the quality of education and reducing the number of school years from 5 to 4 if we start schooling at 6 years of age. The full implication and realisation of the form and contents will dispel all doubts in the matter.

Thus there is enough scope for both the schools of 7 years and 8 years duration as in U.S.A. The State itself will be the gainer. In the present set-up we will have completed 2 batches of primary school children in 10 years. But in the new set up 4 years, we will have the third batch also at the end of the 10 years.

16. *Village schools and Town schools :*

Why this difference? We have suffered enough out of the divisions rich and poor, educated and uneducated, high and low, this profession and that profession and so on. Let us no more sin at further division into village school and town school, village education and town education, villagers and townsmen.

Buses, cinemas, radios and electric lights get access into all villages. Coffee, tea and soap are not the monopoly of the townsmen. "India is a Land of Villages" spoke the Father of the Nation. In our supreme task of unifying and presenting the oneness of culture let us with a prayerful attitude drop this idea of a further division of village and town school. Let all children of the State get the best of what we can in the Elementary Education course. Let us give them with a full heart. Let the children of both villages and towns get the same knowledge — both must learn from one another and they are interdependent.

The one who has to go slow will go slow. The one who goes fast will go fast. Some may be allowed to finish the course in 4 years and the others in 5 years. The whole thing depends upon the attitude and confidence of the whole community and local circumstances.

17. *E.S.L.C. and Middle School Examinations.*

In the year 1904 I sat for the last Primary Examination of the State. I also remember that soon after that, the middle school examination then in vogue too was abolished. Many years after the abolition, the present E.S.L.C. examination was introduced primarily for the purpose of securing teachers for Elementary Schools and for serving as a pass-port for some other jobs. It has achieved its purpose and perhaps outlived its time as we all now want the Secondary Grade teachers to man all Elementary schools. The net result of the abolition of the E.S.L.C. will be the disappearance of the complexes bet-

ween the Higher Elementary and Middle Schools. All the Higher Elementary Schools will fall in line with the Middle Schools and the products of both will go straight upto S.S.L.C. The obstacle race will end. That will be a very good method of celebrating the Golden Jubilee of the abolition of Primary and Middle School Examinations.

18. Moral and Religious Education :

We are all the offspring of one and the same All-pervading, Eternal Supreme Being under whose benevolence, benediction and blessings, we carry on the life Dharma as His own tools of action. Let us remind ourselves of the proverb "If we call our fathers fools, our wiser sons will call us so". The detracting, undermining and prejudicing of the very many external forces do in a way contribute to the deterioration in the attitude of people in general towards Education and Teachers. It is enough to poison the minds of some. I pray that wisdom will dawn upon us to go forward unmindful of these vicious forces. "Let all the people on earth be happy" (Lokah Samastha Sukhino Bhavanthu) be the universal motto and keep the eternal light before us. Abstract enunciation of codes and principles will not be appealing to children at this stage. Stories of the Ramayana, Mahabharatha and Bhagavatha and other stories of devotion and faith are all conducive to the realising of one's own Dharma of life. While narrating the story there is the subtle unifying thread of unfolding and stressing on the essence of conduct or the Dharma of life, and it continues on and on in the minds of children also. In these talks, readings and discourses, the children have a lot of good things to hear and enjoy and improve their own language and also to conduct themselves properly. True Books on these with good pictures and in good and bold print will be a source of joy and inspiration to the children. These stories must be read either in the books, class texts or class library books. In the

school Assembly Talks here and there, stress may be laid on the true conduct of life. Life itself is education. Children can attend discourses by learned men. All parents can take their children to these discourses in their respective temples of worship or prayer halls or congregations. Let these Temples of learning shed joy and lustre on mankind young and old.

Conclusion :

It is the education of the child that is our first concern. All our considerations of plans and programmes are directed towards the satisfactory realisation of that sacred concern. Let us give the best of the method to all the children of this children's university. To those teachers who toil with full faith in God and faith within themselves and devotion and love for work and children, no work would be found to be too difficult. This very faith and devotion will lead them on to the goal of success. Let us realise the idea that education is a growing, continuous and unifying process in the work of this children's university.

Let us live with and for our children.

Approved by all the State-Governments :

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Edited by

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MASULIPATAM (S. India)

TEACHING IN SECONDARY SCHOOLS— FALL IN STANDARDS

Some Thoughts and Suggestions

By

K. N. PASUPATHI, Retired Headmaster, Kurnool.

Part I

To-day there are constant changes in school curricula and syllabi. It is a well known fact that there is excessive departmental interference with the work of schools and teachers. The department fondly imagines that they are introducing reforms for improvement in the quality of teaching in schools, and under this presumption, makes too frequent changes in school curriculum, and the syllabus in each subject of instruction undergoes a change periodically. Teachers are not left free to think and act on their own initiative, experiment and re-adapt their methods in the light of their own experience and the requirements of each syllabus put in their hands. Teachers have the first task of moulding and training the minds of pupils. But this main purpose receives a set-back owing to the educational system being vitiated by the dominating influence of examinations. Education to-day is nothing but a preparation for periodical school and public examinations. It is hardly a calm pursuit of study and knowledge in congenial and healthy academic atmosphere. Question paper models often change and teachers and pupils, day in and day out, swear by the so called model questions circulated among schools by the departmental people. In truth these papers are hardly worthy models. They are a hotch-potch of ill-assorted questions unthinkingly framed by presumably indifferent hands. Poor teachers and pupils concentrate merely on certain types of questions without really caring for the ends of knowledge in each subject. Now one wonders if this is really teaching and if this sort of work in schools will contribute to the true pur-

pose of education. Education is the unfolding by the teacher of the pupil's personality and his hidden talents so as to make him fit for receiving new knowledge by his own efforts and finding his proper place in society. The work of a teacher is fundamentally to train the minds of his pupils in a planned way in the class-room by means of well thought out lessons. To-day, is the average teacher in a Secondary School doing this? Is he fulfilling this noble and fundamental task of teaching?

No, I should think regretfully, in the vast majority of cases. This main purpose is lost sight of by the average teacher. By and large, even the best school masters to-day are mere coaches, systematic and diligent coaches of pupils if I may so put it, for public examinations for which students appear. Until and unless this pernicious atmosphere changes, there can be no improvement in the attainments of pupils. To-day much hullabaloo is raised against the work of school teachers every where. Standards are stated to have fallen in almost every school subject, particularly so in English. Deterioration of standards is a common phrase on the lips of all when criticising the work of teachers. Our great leaders and prominent educationists have given expression to this complaint. Some of them having also suggested faintly the reasons.

Now what is the real cause for this state of things? In the first place, people in power who are expected to organise rightly the work of education and guide teachers, seem to have no clear and definite ideas regarding the

aims, purposes and methods of education. There is a good lot of haphazard thinking on the part of the men in authority on education and educational problems. Top-ranking, first-rate educationists with clear ideas do not step into power and responsibility, but mere executive officers and capable administrators are generally entrusted with the work of direction and organisation of courses and curricula, and much smaller men are asked to frame the syllabus of school subjects. The experienced teacher who is a vital factor contributing to education, is mostly a passive on-looker who is not consulted much on things relating to education and educational reforms. He seems to be a victim of a wretched system obtaining in the school world today. In his turn, he turns the pupils into victims by his unthinking methods of instruction and the pupils are made passive listeners to his uninteresting talks or lessons.

Teaching is a difficult art which should be sedulously cultivated by teachers by their industry, study and hard thinking, particularly in the first ten years of their service. They have constantly to adjust and re-adjust their teaching in the light of their practical experience with the pupils. At the hands of easy-going members of the profession, teaching corrupts itself into more mechanical forms that are uneducational, un-pedagogical, and un-

scientific. Many careless teachers dictate notes day in and day out in the class room while teaching any and every subject. This is a harmful practice. Notes dictation, if at all necessary, should be reduced to the barest minimum possible, and whenever the teacher feels compelled to resort to it, he must be very brief and very simple in language or expression. Boys should not be encouraged to scribble with endless errors the matter dictated to them in the class-room. The use of the black-board is very often overlooked even by experienced teachers. It must be used effectively and freely in imparting instruction to children. The teacher should maintain strict class-room discipline to achieve success in his work. He or she should not tolerate on any account slipshod or indifferent work on the part of the pupils. Every boy and girl at school should be made to realise that his or her teachers are kind but hard task masters.

Again no teacher must confuse the ends of teaching and education with examinations and passes. If teachers really "teach" and not simply "coach" students for examination, they may be expected to achieve good results. Their pupils will get their minds properly exercised or educated. Examinations too they will face boldly and acquit themselves well in them.

(To be Continued).

THE S. I. T. U. BUILDING FUND

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" Ambrose High School, Megnanapuram	...	22-00
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" Board High School, Kalavai	...	42-00
Total	...	2783-56

HOW MY VISIT TO THE MUSEUM HAS HELPED ME TO APPRECIATE THE WONDERS OF NATURE

By

A STUDENT VISITOR

Nature though abstract, is a living organism, which influences human thinking a great deal. Nature has enabled man to understand and comprehend many matters, of which he might have easily remained ignorant. This is rather an abstract statement, but I am fully conscious of it. I have read the works of Wordsworth with great animation and have often wondered what nature possessed to influence such a great personality as Wordsworth himself. It was only, when I began to identify nature not with an abstract and unknown ideal, but with the living organisms around me, the trees, the river, the stones and the like, that I was able to appreciate the true perspective of nature, its beauty, its influence on human thinking.

The Madras Museum is a collection of very interesting articles, varying in every respect. 'Variety is the spice of life' said that great dramatist and if an example of how variety provokes interest can be shown, it is the museum. The Madras Museum consists of collection from various departments of study, starting from Archaeology extending upto Anthropology, Zoology, Geology, Botany and the like. This variety fascinates the visitor, though it is a moot question, whether he is able to appreciate the collection in all fields of study.

My first visit to the Museum was at the age of nine and at that time it was only an object of attraction and nothing more. Since then I have made many visits and at every visit I happened to see it from an entirely new aspect. As my knowledge grew, so my appreciation of the Museum grew, and now, I feel, I am able to understand the permanence and usefulness of nature better than before.

The Archaeological section of the museum, reflecting the growth of human civilization from time immemorial, provided me a thrilling experience, I reflected on how the permanence of nature has enabled the relics of old days to subsist to the present day. If nature had not been so benevolent as to preserve the relics of antiquities, how are we to travel in those prehistoric times and live with our ancestors, rich in culture? But for nature how are we to have an idea of the development of human culture and the evolution of human civilization?

But I can never forget the experience I had in the Geological section of the museum. What a variety of rocks! What a variety of stones!, what a variety of minerals! One need not even have the knowledge of Geology to appreciate the sheer beauty of these species. It was fossils and the story behind their origin that fascinated me beyond comprehension and enhanced my love for the Mother Nature. It is said about these fossils that as the animals perish and go down the earth, the soft parts of the animals vanish in due course and the hard parts, representing the bones and shells get converted into the minerals, which surround them. These fossils exist as they are and do a great service to the Geologists by providing the missing links between ages.

It is the section of Zoology, that really reveals the variety and the underlying beauty of nature. The variety and quality of animals, placed there, give one an awe-inspiring experience. The animals range from the smallest to the biggest whale and one cannot but wonder at the wonderful, funny and fanciful creatures of nature. The

mighty figure of the whale, named the Indian Rorgual, measuring about 60' in length, containing not less than 24 ribs is a sight worth seeing. How nature has managed to produce such a gigantic creature amidst the host of small creatures!

What a variety of fish! The Puffer-fish, the Chicocutus, the Sword-fish, the Black-dock-fish, the Coffer-fish, the Flying-fish, the Star-fish and the like.

Coming to insects one cannot but gasp at the appropriateness of the creation. The leaf-insect has the colour of leaf as an instrument for self-defence. The grasshopper has the colour of green for the same purpose. There is some purpose behind nature's creation and for the fulfilment of the same, nature provides its creatures with the required instruments. Let us take any animal. It has certain purpose and its physical constitution is so framed by nature as to enable it to accomplish the purpose, for which it is created. There is a gorilla for example at the museum with long hands. It is said in explanation that these long hands facilitate its

passing from tree to tree, without any need of coming down to the earth. Instances like this can be multiplied, but one more will suffice. Kangaroo, the funniest creature on earth, I suppose, has long legs and protruding belly, which enable it to carry its young ones with ease.

Again, taking the chameleon, it is given the gift of changing its colour and by dexterously manipulating its colour it is able to deceive its enemies. Thus nature creations are not only funny and fanciful, but have some purpose. So it makes nature not only beautiful, but useful.

The Madras Museum is a treasure-house of nature. In each and every inch of its space, Mother Nature displays her beauty, fragrance, flamboyance, experience and permanence. It articulates through the images of stone, and the dead bodies of animals. I wondered, after my nice sojourn whether it would be an exaggeration to say that nature is museum and museum is nature.

—(By courtesy : Superintendent, Govt. Museum, Madras.)

DEMOCRACY IN EDUCATION

By

SHAMSUDDIN, B.A., B.T., M.Ed., Dongargaon, M.P.

Liberty of the Individual : Every individual should get perfect liberty. He should not be a slave to his original uncivilized mode of life. He should be free from ignorance, prejudice and tradition. He should not act as his predecessors acted but think and act in his own way. He must possess liberty of speech and conscience to understand and make out the problem of human relationships. But liberty of individual should not be taken to mean absolute liberty without any reference to the interest of others as this will lead to a great disorder in society.

The real idea behind liberty is that the individual should progress by and for the life in group. Rights and duties go together; hence privileges and powers of an individual are relative to those of others. A free individual has freed intelligence, extensive knowledge, broad mind, self-discipline and a great sense of responsibility. Hence before action he always thinks of the good of himself as well as of others in the group.

Equality of All :—In democracy all are equal. There is no difference of class, creed or sex in society. This

means that people should have kind loving, sympathetic, helpful and brotherly feelings for each other. This will lead to an equal opportunity for all to take part in the social life. But equality does not mean the same chances for all irrespective of their abilities. For example there are individual differences in society and if equal opportunities are offered to one who is intelligent and the other who is a weak minded person, the result would be that the weak minded person will not be able to take advantage of the opportunity. Thus equality of opportunity means that every individual should be given chances or opportunities according to his own ability or capacity.

Social Life :—In early days people used to lead independent lives but with the growth of civilization, they have become more and more dependant on each other leading to a group or social life. Democracy believes in social life based on co-operative living. For successful social life it is essential that all individuals should have common aims and ideals. Then only they can live together. Various members of the society should care for the interests of each other and work together. All individuals must work for the common good of the society. There should be free interaction between the individuals as well as groups in society which will lead to the formation of social habits. Thus common interests, aims and ideals and free interaction are the two important features of social life.

Change in Life :—Life is not static. It is continuously moving and changing. Change is the essential feature of progress in life. In democracy change is not brought by force from outside or from authority but it is the result of the needs felt by the individuals themselves. Thus there is greater necessity of education in democracy having the fundamental principles as follows :—

Compulsory Education to All :—In democracy Government is formed by the popular votes of the people. It is therefore necessary that every member of the democratic State should be

educated so that he may realise his rights and duties towards the Government. An individual can enjoy real liberty only after getting proper education. He can be free from original impulses, ignorance etc., only with the help of education. Thus the success of democratic Government depends on the free and compulsory education of every member of the State.

Equality of Opportunity to all with provision for individual differences :—In democracy all individuals are equal without any difference of caste, creed or sex. Hence equal opportunities should be offered to all the members of the society to develop themselves according to their abilities. By equal opportunities, it does not mean the same opportunities to all. As there are individual differences in the capacities of persons, it is essential that every one should be given opportunities according to one's own particular abilities. Thus while giving education to pupils, the teachers should recognise individual differences and educate them according to their capacities.

Free Education to All :—When democracy provides for compulsory education to all and also gives equal opportunities to every individual, it naturally follows that education should be free so that every one may be able to take advantage of it. Education should be free — not only liberal education but also technical education. Of course this will depend upon the resources of the particular country. But it is essential to have free and compulsory education upto at least primary stage. Thus all the citizens will be enabled to take part in the activities of the State.

Education with Reference to Individual and Society :—In democracy neither the individual nor the Society is given preference over the other. On the other hand both are given equal importance. They are not contradictory but complementary to each other. Thus education should look to the individual needs as well as social welfare. Individual should develop for the good of the society.

Freedom of both the Teacher and the Taught:—Democracy leads to the development of individuality for the promotion of social welfare. It is therefore necessary that both the teacher and the taught should be given complete freedom. Teachers should enjoy complete freedom in their profession. They should be allowed to find out their own ways and means to bring up and develop particular pupils. There should be no interference from outside in this sphere. Also teachers should be given due share in the administration of the school.

The principle of freedom also extends to the taught. Pupils should be given complete freedom to develop according to their own nature, needs and capacities. The development of the child should be all sided i.e., physical, mental, moral and social. The education should be child-centred so that it may not only be beneficial to the individual but also promote the welfare of the society. The teacher should act only as guide and should not force his will on them.

Decentralisation in Educational Organization:—In democracy there is free exchange of views and ideas and the power is decentralised. There is no absolute State control. Private enterprise is given due importance in educational organisation. There is complete co-operation with the society in all matters.

Education with Culture:—In democracy education is based on cultural principles. Though it is materialistic and utilitarian to some extent, it also emphasises nobler values of life such as truth, beauty and goodness. Here education does not make an individual only economically self sufficient but enables him to lead a pure, noble and higher life.

Thus we see that Democracy in education removes all the bad points of totalitarianism and takes in all the best points worth following in life. Therefore the democratic ideal should be the basis of all educational matters; its aims, methods, curriculum and organisation.

EXAMINATIONS

Recommendations of the Seminar held at Bhopal in February, 1956.

(Continued from February issue)

RECOMMENDATIONS ON ADMINISTRATION AND ACTION RESEARCH

(With reference to Problems No. 4 and 7)

SECTION I

1. The Seminar recommends that in each State the Board of Education of the type suggested by the Secondary Education Commission should set up a Committee with a Bureau attached to it for the constant appraisal and review of tests and other instruments and procedures of evaluation. It is expected that the work of the Committee and of the Bureau will be in the nature of

action research. The Bureau should also concern itself with the preparation of suitable tests and procedures of evaluation, and work as a standing advisory body to assist in the proper implementation of improved procedures. It should, in the light of a constant evaluation of such procedures, suggest ways and means through which further improvements could be effected. The seminar further recommends that the Bureau of Examination Research should

EXAMINATIONS

Or,

work, as far as possible, in very close collaboration with the Training Colleges, the University Departments of Education and other institutions in the State engaged in similar research. The Training Colleges and other institutions concerned should be encouraged to participate in this work by adequate financial help and by the provision of such other facilities as may be necessary to enable them to participate actively in this research.

2. The work of the Bureau should, among other things, include :

- (i) The study and investigation of problems connected with tests and procedures of evaluation used at all stages of Secondary Education, including the internal examination as well as the public examination.
- (ii) The preparation of suitable examination papers which may, with refinement, attain the status of standardized achievement tests for the different subjects for use at the final examination. The following alternative procedures for the preparation of these tests are suggested.
- (a) The Bureau may prepare a large number of suitable objective questions covering the entire syllabus, from which questions may be selected for the preparation of the examination papers to be given in a particular year.

Or,

- (b) The Bureau may prepare a number of alternative complete test forms (say, not less than five) on the entire syllabus in certain subjects. One of the alternative forms could be used as a test for a particular year.

(c) The Bureau may prepare a number of alternative forms for each aspect or unit of a subject (e.g., the Physics portion / of the General Science syllabus), the paper to be set for any particular year being prepared by putting together a suitable combination of the alternative forms from the required units.

- (iii) The preparation of manuals containing detailed instructions for the administration and scoring of the tests and the interpretation of the results.
- (iv) The preparation of manuals containing detailed instructions for drawing up questions of the essay type in the different subjects, with a view to reducing to the minimum such defects as subjectivity, lack of comprehensiveness and vagueness. The manuals should contain examples of good essay-type questions for the guidance of the paper-setters and instructions for marking and grading candidates on the basis of their performance.
- (v) A scientific study of the problems of converting marks into grades and of combining the grades earned on the essay-type questions with the scores on the objective tests.
- (vi) A study of problems which are likely to arise when the school record and the marks at the public examination are combined in the final assessment of the candidate.
- (vii) An investigation of the problems of relating the scores in the external examination with the scores on the internal tests and other school records for the purpose of the final assessment.

(viii) A scientific study of the questions set at the external examination and the reports of the examiners on the performance of the candidates.

(ix) A scientific study of the results subjectwise, schoolwise, districtwise, etc., with a view to effecting improvements.

(x) Exploring the possibilities of associating internal examiners with external examiners, as practised in certain European countries.

(xi) Exploring the possibilities of including the oral examination as an appropriate instrument of assessment.

3. The Examination Committee (as envisaged in paragraph 1 above) set up by the Board of Secondary Education should consist of representatives of the Board, Training Colleges, University Departments of Education, Psychology and Statistics, and other co-opted experts, particularly heads of such institutions and departments as are co-operating in the work of research. The Bureau of Examination Research should have a Director who should be a member of the Committee. It should have an adequate staff of qualified and experienced research workers, including statisticians. It should also be equipped with modern machines for statistical computations.

SECTION II

The Seminar recommends that the All India Council for Secondary Education should set up a section comprising members of the Council and co-opted experts for co-ordinating the work of the Committees for Research in Examinations and the State Research Bureaus and for advising the All India Council for Secondary Education with regard to the maintenance and improvement of standards.

This section should be assisted by a technical adviser and suitable technical staff.

The functions of the section, assisted by the technical staff, will be

- (i) To collect and disseminate information regarding the research carried out by the State Research Bureaus and about the improved tests and procedures adopted by the various States.
- (ii) To co-ordinate the research in the field of examination and evaluation and to give it support and impetus.
- (iii) To advise the All India Council for Secondary Education, by a comparative evaluation of the methods, procedures etc. used in the various States, as regards the steps that may be taken for the maintenance and improvement of standards.

NEWS AND NOTES

A.R.C. Girls' High School Anniversary and Prize Distribution

The 10th Anniversary of the A. R. C. girls' High School was held on 6-4-1957 evening at the playground when Sri P. K. Ranganayakulu, Deputy Director of Public Instruction, presided. There was a large gathering of parents and pupils. Sri S. G. Rangaramanuja Mudaliar, welcomed the guests. There was an interesting entertainment of the pupils consisting of Folk Dance, an

enactment in English from Jhansi Rani and finally Bharata Natyam by Kumari Chitra and Dinamani, which were very much appreciated. The correspondent Sri K. Ramiah Chetty presented the Annual Report on behalf of the managing committee.

Mrs. Ananthalakshmi Ranganayakulu distributed the prizes. With a vote of thanks proposed by Srimathi K. Sakunthala, the happy function terminated.

THE XLVII MADRAS STATE EDUCATIONAL CONFERENCE, TIRUVANNAMALAI

List of Delegates

NORTH ARCOT

Municipal H.S., Nellorepet, Gudiyattam—

1. Sri B. V. Nagaraja Rao
2. " T. S. Malayappa Iyer.
3. " S. Srinivasa Iyer, Township, Katpadi.

Danish Mission H. S., Tiruvannamalai—

4. Sri J. Soundararajan.
5. " Joseph Balasundaram.
6. " A. R. Isaacs.
7. " A. S. Krishnamurthy Rao.
8. " M. Aiyadurai.
9. " L. Aruldass.
10. " S. G. Arumanayagam.
11. " S. Arunachalam.
12. " I. John Lazarus.
13. " T. Sethuraman.
14. " P. Clement.
15. " G. Jeyaraman.
16. " M. K. Duraiswami.
17. " D. George Arthur.
18. " V. E. Graham.
19. " W. D. Asirvatham.
20. " Syed Raffuddin Ahmed.
21. " A. Pandurangan.
22. " Wilson Dhanaraj.
23. " Vrishabadas Jain.
24. " Garthar Singh.
25. " S. Halasyam.
26. " P. Thyagarajan.
27. Miss A. Susila.
28. Mrs. Vimala Dhanaraj.
29. Mrs. Lily Aiyadurai.

Board H.S., Ranipet—

30. Sri N. S. Rajagopala Iyer.
31. " G. Padmanabhan.
32. " K. N. Varadarajan.
33. " E. R. Venkataraman.

Islamiah H.S., Melvisharam—

34. Sri P. Abdur Rahman Sahib.
35. " V. Subburathnam Iyer.
36. " K. Nagaraja Iyer.

37. Sri V. N. Subramania Iyer.
38. " K. S. Nageswara Iyer.
39. " N. Md. Ibrahim Sahib.
40. " N. Rajakhan.
41. " A. V. Arunachalam.

Board H.S., Cheyyar—

42. Sri B. Appaji Reddi.
43. " V. Raghavachari.
44. " T. S. Krishnaswamy.
45. " S. Balasubramaniam.
46. " T. Veeraswamy Naidu.
47. " S. K. Viraraghavachari.
48. " S. Thanigaivelu.
49. " S. Rudrappan.
50. " V. Thambukonda Reddi.
51. " D. Bhoopalan.

Board H.S., Pernamallur—

52. Sri P. A. Ponninathan.
53. " K. Parasuraman.
54. " S. Narasimha Iyer.
55. " P. A. Ayyaswami.

Town H.S., Arni—

56. Sri S. Krishnamurthy.
57. " S. Ramachandrarachar.
58. " D. Narasimhachari.
59. " T. Panchapakesa Iyer.
60. " C. Pattabiraman.
61. " S. Narayanachar.
62. " S. Ramalingam.
63. " N. Venkatasubramanian.
64. " P. R. Viswanatha Iyer.
65. " S. Veeraraghavan.
66. " A. M. Kuppuswamy Iyer.
67. " A. Sethuraman.
68. " S. Venkatachalam.
69. " A. R. Janardhana Rao.
70. " G. Elayaperumal.
71. " P. S. Nagasamy Iyer.
72. " L. Murugan.
73. " A. Manickavachagam.
74. " A. K. Ramanathan.
75. " A. S. Margabandhu Sarma.
76. " S. F. Ahmed.

THE SOUTH INDIAN TEACHER

77. Sri A. M. Krishnamurthy.
78. " S. Arunachalam.
79. " S. Subramaniam.

Board H.S., Polur—

80. Sri T. P. Gopalakrishna Naidu
(Ex-officio)
81. " M. A. Jayasingh.
82. " V. Sivasankaran.
83. " N. L. Thirumal Rao.
84. " N. Ramanatha Iyer.
85. " T. Paranthaman.
86. " K. R. Gopalan.
87. " P. Kuppusami Chetty.
88. " K. Purushothama Naidu.
89. " R. Sabapathy Pillai.
90. " P. V. Chidambaram Pillai.
91. " V. N. Sundaram.
92. " R. Harikuppan.
93. " V. Chakravarthy.
94. " M. Rajamanickam.
95. " V. R. Ranganathan.
96. " A. Jayarama Pillai.
97. " V. Swarnabadra Nainar.
98. " V. Rajamani.
99. " Md. Ansaruddin.
100. " P. Ranganathan.
101. " A. Chandrasekhara Pillai.
102. " M. John Kanniah.
103. " A. Doraiswamy Pillai.
104. " R. Parthasarathy.
105. " K. Nammalwar.

Islamiah H.S., Pernambat—

106. Sri C. M. Fazalur Rahman.
107. " B. R. Ebenezer.
108. " A. R. Chandrasekharan.
109. " P. Lazar.
110. " E. M. Habibuddin.
111. " K. H. Abdullah.
112. " S. Ahmadullah.
113. " S. Ahmad Badsha.
114. " V. A. Obaidur Rahman.
115. " C. M. Abdullah.
116. " P. Manickam.
117. " B. Venugopal.
118. " A. V. Natesan.
119. " Muthunageswaran.
120. " N. G. Srinivasan.
121. " A. Paramanandam.

Municipal H.S., Gudiyattam—

122. Sri K. M. Rajagopal.
123. " V. M. Sriraman.
124. " A. Ulaganathan.

125. Sri M. V. Ramaswamy Mudaliar.
126. " A. Gurupatham.
127. " S. M. Kuppuswamy.
128. " K. Muniswamy Choudry.
129. " G. Narayanan.
130. " P. Jinarajadasa.
131. " K. Nagoji Rao.
132. " K. Venkata Rao.
133. " M. K. Natarajan.

Islamiah H.S., Vaniyambadi—

134. Sri M. Abdul Ghani Sahib.
135. " N. K. Viswanathan.
136. " Syed Ahmad Sahib.
137. " S. I. Md. Basheer Sahib.
138. " P. Abdul Jaleel Sahib.
139. " K. M. Basheer Sahib.
140. " P. Muneer Ahmad Sahib.
141. " Badrul Hassan Sahib.
142. " M. Azizuddin Ahmad Sahib.
143. " Hafiz Md. Ismail Sahib.
144. " Syed Nazeer Ahmed Sahib.
145. " M. Zahoor Ahmed Sahib.
146. " V. Raghavendra Rao.
147. " R. Syed Ghouse Sahib.

Board H.S., Katpadi—

148. Sri M. S. V. Murthi.
149. " R. Kothandaraman
150. " V. S. Arunachalam.

Sri Venkateswara H.S., Vellore—

151. Sri D. Ramiah Naidu.
152. " N. Govindaraj.
153. " K. C. Kuppuswamy Reddi.
154. " T. Thiruvengadachary.
155. " A. K. Doraiswamy Iyengar.
156. " K. S. Balasubramanian.
157. " D. R. Hanumantha Rao.
158. " K. V. Arunachalam.
159. " R. Kannan.
160. " M. Kothandaramasami.
161. " V. Kuppuswamy Naidu.
162. " K. Nagarathnam Pillai.
163. " Y. D. Srinivasachari.
164. " V. Srinivasan.
165. " V. Ethiraj.
166. " A. Rathnam.
167. " G. S. Pasupathy.
168. " K. P. Kasiviswanathan.
169. " K. R. Srinivasan.
170. " G. V. Ramana Rao.
171. " R. Manickam.
172. " B. Venkatachalam.
173. " J. Krishnachary.

174. Sri T. P. Bhasyakacharyulu.
175. " V. A. Govindaraj.
176. " R. Govindaraj.

Board H.S., Pallikonda—

177. Sri M. S. Varadachari.
178. " P. V. Krishnamurthy.
179. " R. Ranganathan.
180. " A. E. Natarajan.
181. " S. Ramanujam.
182. " G. Venkatachalam.
183. " G. Vaidyalingam.
184. " S. Kandan.
185. " S. Balasubramanian.
186. " P. Dhanadevan.
187. " E. Govindan.
188. " Syed Mohammed.
189. " E. Ramanujam.
190. " C. Varadaraja Mudaliar.

Board H.S., Chengam—

191. Sri A. N. Lakshmana Rao.
192. " K. Sundaresa Iyer.
193. " N. Ramachandra Rao.
194. " K. S. Ramachandra Iyer
195. " V. Thirthagiri.
196. " M. Raju Odayar.
197. " A. Annamalai Pillai.
198. " V. N. Mani Iyer.
199. " S. Natesa Iyer.
200. " A. R. Thirukkamiah.
201. " K. Raju Kone.
202. " S. Paramasivam.
203. " R. Subramanian.
204. " D. Dandapani.
205. " S. Venkatasubban.
206. " C. K. Venkatachalam.
207. " P. Radhakrishnan.
208. " A. V. Subramanian.
209. " K. Annamalai.
210. " R. Narayana Pillai.

Board H.S., Kalavai—

211. Sri N. Vittal Rao
212. " P. J. Thulasingham.
213. " T. Govindaraghavan.
214. " T. A. Kanagasabhai.

Goodlet H.S., Sholinghur—

215. Sri J. John Dorairaj.
216. " S. Y. Raj.
217. " M. V. Balasubramanian.
218. " A. E. Kamalanathan.

Board H.S., Wandiwash—

219. Sri K. S. Manaveda Iyengar.
220. " S. Devanayagam.

221. Sri A. Ranga Rao.
222. " L. Clement.

SOUTH ARCOT

Gandhi Memorial H.S., Tiruvennainallur—

223. Sri C. Subramania Mudaliar.
224. " L. Bhaskaran.
225. " T. M. Sriramulu.
226. " E. K. Gopalan.
227. " M. N. Ananthanarayanan.
228. " A. Sankarasubba Iyer.
229. " K. Perumal.
230. " P. Ramalingam.
231. " P. M. Ramasami Pillai.

Board H.S., Sirvanthadu—

232. Sri K. Ranganathan.

Danish Mission H.S., Nellikuppam—

233. Sri A. Sarling.
234. " G. Paramasivam.
235. " D. Raju.
236. " J. A. Vadivelu.
237. " P. K. Ramamurty.
238. " A. J. Daivasigamani.
239. " N. Kanagaraj.
240. " R. Thangaraj.
241. " J. D. Wales.
242. " George Stanley.
243. " R. Dandapani.

D.V.C. High School, Srimushnam—

244. Sri L. Balanarayanan.
245. " N. Narasimhan.
246. " K. Balasubramanian.
247. " R. Sethurathinam.
248. " P. Venkatesam Pillai.
249. " K. Venugopalan.
250. " S. Balasubramanian.
251. " V. Sundaresa Iyer.
252. " N. R. Subramania Iyer.

CHINGLEPUT

Pachaiyappa's H.S., Kancheepuram—

253. Sri A. M. Kanniappa Mudaliar.
254. " V. V. Doraiswami Iyer.
255. " R. Padmanabhan.
256. " N. L. Mirajkhan.
257. " C. A. Vimalanandan.
258. " P. G. Parthasarathy Iyengar.

C.C.C. High School, Trivellore—

259. Sri N. Appalaraju.
260. " S. Varadarajan.

261. Sri K. Ramakrishnan.
 262. „ L. Cunniah Chetty.
 263. „ M. R. Vilvanathan.
 264. „ V. K. Singaram Pillai.
 265. „ G. Ramanathan.
 266. „ M. Dandayuthapani.
 267. „ S. John Yesurathnam.
 268. „ P. S. Veeraraghavan.

Ramakrishna Mission Boys' H.S., Chingleput

269. Sri T. E. V. Sarma.
 270. „ T. E. Santhanam.
 271. „ K. C. Venkataraman.
 272. „ S. Thiruvenkatachari.
 273. „ P. S. Krishnamachari.
 274. „ D. Rajasekhar.
 275. „ M. V. Rajagopalan.

COIMBATORE

Board H.S., Peedampalli—

276. Sri S. A. Subramanian.
 277. „ K. Lakshmanan.
 278. „ T. Subburaj.
 279. „ T. S. Venkataraman.
 280. „ A. Subramanian.
 281. „ V. K. Veeraswamy.
 282. „ V. Sethumadhavan.

S.S.V. High School, Kodumudi—

283. Sri S. Nagasubramanian.

Central H.S., A-Nagore—

284. Sri R. Rangaswamy.

Sri Venkatakrishna H.S., Kaniyur—

285. Sri K. A. Chandrasekharan.
 286. „ S. Venkataraman.
 287. „ V. C. Srinivasaraghavan.
 288. „ T. S. Sivaramakrishnan.

Sarvajana H.S., Peelamedu—

289. Sri C. K. Natarajan.
 290. „ K. V. Lakshmanan.
 291. „ T. A. Bhaskaran.
 292. „ Kasthuri Rangaswamy.
 293. „ A. William.
 294. „ B. G. Subramanian.
 295. „ R. Rathnavelu.
 296. „ K. Parameswaran Pillai.
 297. „ T. Appuswamy Nadar.
 298. „ A. M. Kuppuswamy.
 299. „ K. V. Krishna Iyengar.
 300. „ S. K. Krishna Iyengar.
 301. „ P. K. Rangaswamy Naidu.
 302. „ L. Venkatapathy.

303. Sri R. Kuppuswamy Iyer.
 304. „ S. V. Venkatasubramanian.

MADURAI

Board H.S., Melur—

305. Sri M. Ganesan.

C.P. Union H.S., Cumbum—

306. Sri P. Rabindran.
 307. „ V. Ramakrishnan.

Board H.S., Oddanchatram—

308. Sri B. V. Valikeswaran.
 309. „ K. Sellamuthu.
 310. „ G. Kumaraswamy.
 311. „ S. Govindaraj.

P.K.N. High School, Tirumangalam—

312. Sri M. Arunachalam.

Sourashtra Secondary School, Madurai—

313. Sri R. Ramasubbu.
 314. „ A. Hridayaswamy.
 315. „ A. Sankara Iyer.
 316. „ L. R. Kasiraman.
 317. „ O. K. Ramanandachary.

V.M. High & Ely. Schools, Bodinayakanur—

318. Sri M. S. Srirangarajan.
 319. „ L. Ananthapadmanabhan.
 320. „ T. P. Subramania Iyer.

321. „ P. S. Ramanathan,
 17-A, T.P.K. Road,
 Palanganatham, Madurai.

Madura Teachers' Association, Madurai—

322. Sri S. K. Kuppuswamy,
 Headmaster, Sourashtra H.S.,
 Madurai.

323. „ R. Savarimuthu,
 Headmaster, St. Mary's H.S.,
 Madurai.

324. „ K. S. Radhakrishnan,
 Sourashtra Secondary School,
 Madurai.

325. „ C. Ramasami Iyengar,
 Annakulimandapam Secondary
 School, Madurai.

326. „ K. S. Swaminathan,
 Headmaster, U. C. High School,
 Madurai.

327. „ T. Lakshminarasimhan,
 Madura College H.S., Madurai.

328. „ S. Krishna Iyengar,
 Sethupathi H.S., Madurai.

329. Sri A. D. Edward,
 American College H.S., Madurai.
V.V. High School, V-C. Puram, Theni—

330. Sri S. Thiagarajan.
 331. „ P. S. Palaniswamy.
 332. „ D. S. Ramachandran.
American College H.S., Madurai—

333. Sri P. R. Subramanian.
Sethupathi H.S., Madurai—
 334. Sri R. Rama Rao.
 335. „ V. Pushpavanam.
 336. „ M. S. Rangaswami Iyer.
 337. „ S. Kuppuswamy Iyer.
 338. „ S. Krishna Rao.
 339. „ K. Padmanabha Iyer.
 340. „ T. V. Sivaswami.
 341. „ P. V. Subramanian.
 342. „ R. Srinivasan.
 343. „ S. Kaverirangan.

RAMANATHAPURAM

Dr. A. C. Training College, Karaikudi—

344. Sri P. Doraikannu Mudaliar.
 345. „ K. Narayanan.

*Model H.S., Dr. A. C. Training College,
 Karaikudi—*

346. Sri S. M. Ganapathi.

*M. Senjai Municipal Higher Ely. School,
 Karaikudi—*

347. Sri D. Sebastian.

Board H.S., Paganeri—

348. Sri S. Krishnaswami Iyer.

*Madugupatty Somasundaram Chettiar
 Higher Ely. School, Okkur—*

349.
 350.
 351.

S.M.S. High School, Karaikudi—

352. Sri R. Sundararaja Iyengar.
 353. „ R. Subramania Iyer.
 354. „ V. Ganapathi.
 355. „ S. Chidambaram.
 356. „ P. Subramania Iyer.
 357. „ K. S. Meenakshisundaram.
 358. „ M. B. Sundaresa Iyer.
 359. „ T. Ramanatha Iyer.
 360. „ T. Srinivasa Iyengar.
 361. „ A. Ramaswami Iyer.
 362. „ R. Kannan.
 363. „ N. Sankaran.

364. Sri V. Peter Samuel.
 365. „ V. N. Krishnamachariar.
 366. „ G. Krishnamurthi.
 367. Smt. R. Yogambal.

A. C. High School, Pallathur—

368. Sri S. Thotadri.
 369. „ K. R. Srinivasan.
 370. „ S. Swaminathan.
 371. „ A. P. Sankaranarayanan.
 372. „ S. Muthukrishna Sarma.
 373. „ G. Srinivasan.
 374. „ R. Raghavan.
 375. „ P. Ratnaswamy.

Rajah's High School, Ramnad—

376. Sri M. Rajah Iyer.
 377. „ K. S. Venkatasubramania Iyer.
 378. „ S. Seetharaman.
 379. „ R. K. Sundararajan.
 380. „ M. Sethumanickam.
 381. „ S. Srinivasaraghavan.

N.S.M.V.P.S. High School, Devakottai—

382. Sri S. S. Narayanaswami Iyer.

Murugappa High School, Kallai—

383. Sri S. Dharmarajan.
 384. „ T. S. Thanu Iyer.
 385. „ S. Sundaram Iyer.
 386. „ K. Sivapragasam.

Rajah's High School, Sivaganga—

387. Sri S. Ramasubramanian.
 388. „ V. R. Nagarajan.
 389. „ S. Somanathan.
 390. „ R. P. Asirvatham.

Municipal High School, Karaikudi—

391. Sri V. Chockalingam.
 392. „ S. Srinivasan.
 393. „ S. Krishnamurthi.
 394. „ A. Kumaravelu.
 395. „ B. Jagadrakshakan.
 396. „ S. Ganapathy.
 397. „ M. Daniel.

*Aided Ely. Teachers Union, N-Pudur,
 Karaikudi—*

398. Sri S. Paramasivam.

G.S. Hindu High School, Srivilliputtur—

399. Sri K. S. Krishnamurthi.
 400. „ G. Ganapathy.
 401. „ S. R. Varadhan.

SALEM

402. Sri K. S. Chengalroya Iyer,
 5/6, Pillayarkoil Street,
 Kaveripatnam.

Board Ely. School, Sandanapalli—

403. Sri G. Nagarajan.

Little Flower High School, Salem—

404. Sri R. Vaidyanatha Iyer.
 405. " S. N. Varadarajan.
 406. " M. S. Ramasesha Iyer.
 407. " O. V. Rajagopala Iyer.
 408. " T. D. Srinivasan.
 409. " D. Palanivelu.
 410. " R. Sankaranarayanan.

TANJORE

Banadurai High School, Kumbakonam—

411. Sri A. Rajagopala Iyengar.
 412. " K. Srinivasan.
 413. " R. Sethurama Iyer.
 414. " R. Balakrishna Iyer.
 415. " K. R. Subramaniam.
 416. " K. S. Rajagopalan.
 417. " R. Narasimhalu Naidu.

Sir S. Iyer High School, Tirukattupalli—

418. Sri O. R. Muthuswamy Iyer.
 419. " A. Suryanarayana Sastri.
 420. " P. K. Narayanan.
 421. " M. R. Subbarama Iyer.
 422. " P. Krishnamurthy.
 423. " S. S. Avadhaniyar,
 449, East Main Street, Tanjore.

C.S.I. High School, Nagapattinam—

424. Sri J. A. Paulraj.
 425. " J. S. Nessayya.
 426. " N. Gopalakrishnan.
 427. " J. J. Devavaram.
 428. " R. Santhosham.
 429. " V. Maikandasivan.
 430. " J. M. Theodore.
 431. " R. Rasu.
 432. " R. P. Paulraj.
 433. " M. Raju.
 434. " M. R. Srinivasan.
 435. " B. A. Johua.
 436. " N. Vaidyanathan.
 437. " M. Simpson.

*M.M. Higher Ely. School, Solapandi,
Mannargudi—*

438. Sri N. S. Venkateswara Iyer.

Municipal High School, Mayuram—

439. Sri S. Seshagiri Iyer.
 440. " R. Mahadevan.
 441. " K. S. Sethurama Sarma.
 442. " V. Ramani.
 443. " K. V. Ganapathi Chettiar.

444. Sri R. Kunchithapadam.

445. " S. Sundaresan.

446. " A. Dharmarathan.

447. " T. T. Ramachandra Sastri.

448. " T. S. Ramachandra Sastri.

449. " S. Kailasam.

450. " R. Krishna Rao.

451. " R. Muthu.

452. " S. Aravamudan.

453. " R. Sivagnanasundaram.

*Aided Ely. School Teachers' Association,
Nagapattinam—*

454. Sri G. J. Jayanathan.
 455. " Umamaheswaran.
 456. " Jagadeesan.
 457. " R. Krishnaswamy Iyengar.
 458. " R. Ramiah Thevar.
 459. " P. Singaram.
 460. " S. Rajaraman.
 461. " V. Padmanabhan.

Municipal High School, Mayuram—

462. Sri S. Narayanaswami.
 463. " P. Rajagopalan.

Findlay High School, Mannargudi—

464. Sri S. Devavaram.
 465. " S. Krishnaswamy.
 466. " M. G. Samuel.
 467. " T. Subramania Iyer.
 468. " A. Gurumanikkam.
 469. " S. Narasimharaghavan.
 470. " N. P. Paul Appavoo.
 471. " G. Dorairaj.
 472. " T. M. Gopalakrishna Iyer.
 473. " J. S. Devadoss.

*Venkatesa High School, Ayangudi-pallam
Anaikaranchattram—*

474. Sri R. Bhoovarathamurthy Rao.

TIRUNELVELI

Caldwell High School, Tuticorin—

475. Sri M. S. Rathnam.
 476. " S. Ramasubba Iyer.
 477. " G. George.
 478. " K. Johnraj Nayagam.
 479. " M. Kumaradurai.
 480. " A. Sathiasingh Dhanaraj.
 481. " P. George Paul Pandian.
 482. " P. George Rathnaswamy.
 483. " S. Jubilee Rathinam.
 484. " K. Dharmaraj Joseph.
 485. " K. David.
 486. " P. Soundarapandian.
 487. " S. D. Christopher.

488. Sri P. J. Mullens.

489. " K. C. V. Rajan.

490. " P. J. Paramanandam.

491. " G. Thiraviam.

492. " M. Jobe.

493. " K. George.

494. " P. T. Koil Pillai.

495. " I. Devasirvatham.

496. " G. Chelliah.

497. " S. Jothimani.

498. " K. A. Ebenezer.

499. " G. Arumainayagam.

Chattram High School, Kadayam—

500. Sri P. N. Ananthanarayanan.

501. " P. S. Sundaram.

Hindu High School, Alwartirunagari—

502. Sri T. Sudarsana Ramanuja Iyengar.
 503. " S. Narayanaswamy.
 504. " T. S. Srinivasan.
 505. " K. Ramakrishnan.
 506. " R. P. Raman.
 507. " T. A. Srinivasa Iyengar.

Schaffter High School, Tirunelveli—

508. Sri D. Chelliah.
 509. " A. S. B. Philip.
 510. " P. S. Mahadevan.
 511. " Samuel Joseph.
 512. " P. J. Ebenezer.
 513. " Iyadurai Stephen.
 514. " R. Devarajan.
 515. " S. Arumugam.
 516. " L. V. Sundararaman.
 517. " P. Jeyraj Christopher.
 518. " G. Deivasigamani.
 519. " P. Jesudason.
 520. " R. Rajamani.
 521. " S. Edwin.
 522. " M. Duraipandian.
 523. " P. Devapitchai.
 524. " S. S. Chelliah.
 525. " T. C. Narayanan.
 526. " A. John Jesubatham.
 527. " Kasinivendaperumal.
 528. " S. Thirumalayappan.
 529. " P. Arunachalam.
 530. " A. Chelladurai.
 531. " S. F. Williams.
 532. " S. John Devasagayam.
 533. " T. E. Joel.
 534. " Y. Johnson Gnanakkan.
 535. " S. Padmanabhan.
 536. " S. Bhagyam Devaraj.
 537. " A. Jabez Devathunai.
 538. " M. Sivanukone.

539. Sri M. P. Thiagarajan.

540. " S. Nallapermal.

541. " N. Subbukani.

542. " T. Jesumoni.

543. " K. Sankaranarayanan.

544. " G. Sam J. Raj.

K.S. Boys' High School, Srivaikuntam—

545. Sri S. N. Adinatha Iyengar.
 546. " S. V. Purushatham Iyengar.
 547. " K. Venkatakrishnan.
 548. " E. Paramasivan.
 549. " M. Thiagarajan.
 550. " A. Ganapathy.

High School, Gopalsamudram—

551. Sri G. N. Viswanatha Iyer.
 552. " P. A. Subramanian.
 553. " P. S. Sundararaman.
 554. " A. S. Kulathu.
 555. " S. Raman.
 556. " P. A. Chervan.
 557. " S. R. Natesa Iyer.
 558. " M. S. Ramasubramanian.
 559. " T. R. Krishna Iyer.
 560. " R. Ponnambalam.

Manithramurthy High School, Tinnevely--

561. Sri T. S. Ramadoss.
 562. " K. V. Muthiah.
 563. " K. Harihara Sarma.
 564. " A. Palani.

St. Thomas High School, Virapandiapatnam—

565. Sri V. Antoniswamy.

*P.S.M. Higher Ely. School, Kulasekhara-
patnam—*

566. Sri N. Venkatachalam Iyengar.

*M.D.T. Hindu College High School,
Tirunelveli—*

567.
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Pope Memorial High School, Sawyerpuram—

573. Sri G. Sam Victor
 574. Rev. Henry Arulanandam.
 575. Sri Y. D. Ephraim.
 576. " M. P. Edwin Samuel.
 577. " P. T. Peter Chelliah.
 578. " Y. Dharmaraj.
 579. " K. Sundararaj.
 580. " D. H. Thomas.

581. Sri M. Abraham.
 582. " A. Gnanajebamani.
 583. " C. Devasirvatham.
 584. " R. Jeyasingh.
 585. " S. Kanakaraj.
 586. " J. Paul Masillamani.
 587. " P. Ponnusami.
 588. " V. Muthurama Iyer.
 589. " A. Devaraj.
 590. " S. Doraiswami.
 591. " T. Vincent Abraham.
 592. " J. Paulraj.
 593. " I. D. Prince.
 594. " K. G. J. Vedanayagam.

Margoschis High School, Nazareth—

595. Sri M. J. Samuel.
 596. " W. Muthiah.
 597. " E. John Mathuram.
 598. " Daniel Paul John.

Bishop Sargent Basic Training School, Palayamkottai—

599. Sri Samuel Thangaiah.

Cathedral High School, Palayamkottai—

600.
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Muslim High School, Melapalayam—

605. Sri R. Mahadevan.
 606. " P. Muthukumaraswamy.

Hindu High School, Viravanallur—

607. Sri S. Natarajan.
 608. " Robert Samraj.
 609. " P. Stephen.

St. Xavier's High School, Palayamkottai

610.
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 614.

Ramaseshwar High School, Pattamadai—

615. Sri K. G. Ramaswamy Iyengar.
 616. " P. N. Kasthuri Rangan.
 617. " S. Somasundaram.
 618. " A. Krishna Iyer.
 619. " M. Venkatasubramaniam.
 620. " K. S. Sankararama Iyer.

St. John's High School, Palayamkottai—

621. Sri P. E. Jesudason.
 622. " P. S. Pandian.
 623. " S. N. Devadoss.

624. Sri V. D. Anbudayam.
 625. " Y. S. Jeyaraj.
 626. " D. S. B. Williams.
 627. " A. Thanga Nadar.
 628. " K. Pakshirajan.
 629. " Ephraim Daniel.
 630. " R. T. Azariah.

Thiruthapathi High School, Ambasamudram—

631. Sri H. Visweswaran.

Tilak Vidyalyaya, Kallidaikurichi—

632. Sri S. Krishnamurthi Iyer.
 633. " M. S. Subramania Iyer.

TIRUCHIRAPALLI

National College H.S., Tiruchirapalli—

634. Sri N. Srinivasa Iyer.
 635. " B. Srinivasa Iyengar.
 636. " D. S. Rangachariar.
 637. " R. Swaminathan
 638. " R. Srinivasan,
 639. " N. K. Venugopal.
 640. " D. Radhakrishnan.
 641. " G. Paramasivam Pillai.
 642. " N. Krishnamurthi.
 643. " P. K. Nagarathina Sarma.
 644. " T. S. Padmanabha Mudaliar.
 645. " S. K. Subramanian.

Zamindar's High School, Turaiyur—

646. Sri N. R. Jayaraman.
 647.
 648.

U.D.V. High School, Tiruchirapalli—

649. Sri S. Sundaresan.
 650. " A. V. Sethuraman.
 651. " S. Sesha Iyengar.
 652. " N. Lakshmana Rao.
 653. " T. A. Ramaswamy Pillai.
 654. " M. N. Ramachandra Iyer.
 655. " G. Varadarajan.
 656. " M. P. Sundararajan.
 657. " A. G. Seetharaman.
 658. " A. Rajagopala Iyer.
 659. " V. S. Lakshminarasimhan.
 660. " M. N. Lakshmana Iyer.

Middle School, Tiruvanaikoil—

661. Sri C. Srinivasaraghavan.
 662. " V. P. Ramaswamy Iyer.
 663. " P. T. Sivasubramania Rao.
 664. " R. Sundararajan.

Savithri Vidyasalai, Tiruchirapalli—

665. Smt. R. Sarada Devi.
 666. " P. Kamalam.
 667. " S. Swarnalatha.

Nehru High School, Puthanampatty—

668. Sri S. Dorairaj.
 669. " S. Venkatesan.
 670. " V. Mahalingam.
 671. " N. Narayanaswamy.
 672. " M. Subramaniam.

E.R. High School, Tiruchirapalli—

673. Sri V. Naganathan.
 674. " T. M. Thiagarajan.
 675. " A. V. Krishnan.
 676. " T. R. Ramakrishnan.
 677. " S. Kandasami Sastri.
 678. " K. K. Venkataraman.
 679. " P. S. Ramaswamy.
 680. " A. N. Chandrasekharan.

S.M. High School, Woriyur—

681. Sri R. Bhuvarahan.
 682. " T. N. Krishnamurthy.
 683. " D. Atmanadhan.
 684. " S. Chakrapani Iyengar.
 685. " K. N. Muthukrishnan.

High School for Boys, Srirangam—

686. Sri M. N. Mahadevan.
 687. " N. Lakshminarasimhan.
 688. " K. Parthasarathi.
 689. " S. Varadarajan.
 690. " H. Krishna Rao.
 691. " R. Bhashyam.
 692. " S. Srinivasan.
 693. " K. Kasturirangan.
 694. " S. K. Rangarajan.
 695. " A. J. Ramaswamy.
 696. " K. N. Pasupathi,
 109, Extension, Kurnool.

MADRAS

Hindu High School, Triplicane—

697. Sri T. S. Rajagopalan.
 698. " S. Swaminatha Iyer.
 699. " T. S. Vaidyanatha Iyer.
 700. " T. M. Kuppu Rao.
 701. " S. Raja Rao.
 702. " D. Ramanujam.
 703. " R. Krishnamurthi.
 704. " V. Janakiraman.
 705. " V. Subramania Iyer.
 706. " R. Srinivasan.
 707. " V. N. Raghavachari.
 708. " B. Subbachar.
 709. " A. B. Vasudevan.
 710. " T. S. Dandapani Iyer.
 711. " C. S. Narayana Rao.
 712. " R. Vanchinatha Iyer.

713. Sri P. S. Jayarama Iyengar.
 714. " P. S. Krishna Rao.
 715. " S. Ramaswami Iyer.
 716. " M. C. Krishnaswamy Iyengar.
 717. " G. S. Rangaswami.
 718. " K. Venkatasubba Rao.
 719. " O. R. Kuppana Iyengar.
 720. " S. Rajamani.
 721. " V. Varadachari.
 722. " C. Ranga Rao.
 723. " P. R. Venkatraman.
 724. " R. Jagannathan.
 725. " K. Gopalachari.
 726. " L. N. Raghavan.
 727. " T. A. Narasimhachari.
 728. " N. S. Thyagaraja Sarma.
 729. " J. Balasubramanian.
 730. " P. S. Sundararaman.
 731. " V. G. Rangachari.
 732. " T. G. Srinivasan.
 733. " K. Venkatasubbiah.
 734. " S. Mahadevan.
 735. " G. Ramachandra Rao.
 736. " K. V. S. Sarma.
 737. " S. Venkatesa Iyer.
 738. " S. Nagarajan.
 739. " T. C. Parthasarathi Iyengar.
 740. " G. Krishnamachari.
 741. " A. Vedesa Rao.
 742. " C. Krishnaswami Rao.
 743. " S. V. Seshadri.
 744. " S. T. Mahadeva Iyer.
 745. " T. P. Srinivasavaradan.
 746. " M. G. Ramachandran.
 747. " T. V. Subramania Iyer.
 748. " T. K. S. Raghavachari.
 749. " S. D. Krishnamurthi Rao.
 750. " S. Rajagopala Iyer.
 751. " N. Sankararaman.
 752. " R. Venkatesa Sarma.
 753. " R. Krishnamurthi.
 754. " R. Krishna Rao.
 755. " S. Pitchumani.
 756. " K. S. Varadachari.
 757. " P. Sridharan.
 758. " V. Narayanaswamy Iyer.

The Kellett High School, Triplicane—

759. Rev. D. Thambusami.
 760. Sri J. D. Muthiah.
 761. " M. Devasigamani.
 762. " D. B. Victor.
 763. " G. C. Lionel.
 764. " N. S. Venkatesan.
 765. " William Clarke.
 766. " S. Kalyanaraman.

767. Sri G. K. S. Balasubramaniam.
 768. " T. G. Devasirvatham.
 769. " C. Narahari Rao.
 770. " D. David Sahayam.
 771. " P. A. Dawson.
 772. " P. S. Ahobilam.
 773. " S. Venkatesan.
 774. " B. Venkataramaniah.
 775. " H. S. Ananthapadmanabha Sastri
 776. " P. V. Kasi Rao.
 777. " T. N. Venugopal.
 778. " Frank S. Doraiswamy.
 779. " S. Krishnaswamy Iyengar.
 780. " Augustine Diaz.
 781. " K. N. Doraiswami.
- Shree A. G. Jain High School, Sowcarpet Madras—*
 782. Sri A. V. Sundaresan.
 783. " K. Ranganathan.
 784. " V. Ramachandran.
 785. " G. Vasudevan.
 786. " S. P. Gambiranayanar.
 787. " P. R. Vijayarangam.
 788. " K. S. Sukavanam.
 789. " T. Krishnamachari.
- St. Paul's High School, Vepery, Madras-7—*
 790. Sri M. D. Vincent.
 791. " G. Gnanasundaram.
 792. " W. Michael Selvaraj.
 793. " S. A. R. Chelliah.
 794. " I. D. Asirvatham.
 795. " D. A. Lazarus.
 796. " V. Arthur Jesidian.
 797. " J. Anandaraj.
 798. " R. J. Sadanandam.
 799. " J. D. William.
 800. " K. A. Natesan.
 801. " J. Robert David.
 802. " J. Immanuel.
 803. " D. W. Selvaraj.
 804. " A. G. Stephen.
 805. " S. Arul Chelliah.
 806. " E. P. Augustine.
 807. " J. George.
 808. " D. John Jeyaraj.
 809. " A. Dharmaseelan.
 810. " R. Munirathnam.
 811. " A. George Jeyasingh.
 812. " S. Sundaram.
 813. " A. D. Kothandaramanujam.
 814. " V. M. Guruswami.
 815. " K. M. Gangadharan.
 816. " R. Mayandi.
 817. " J. B. Balaganesan.
818. Sri S. D. Chandra Paul.
 819. " M. P. Janakiraman.
 820. " T. Rufus.
 821. " Alexander Pushparaj.
 822. " A. Antony.
 823. " A. Ponnaiyan.
 824. " T. C. Manavalan.
 825. " G. J. A. Augustine.
- Christian College School, Chetpet, Madras-31—*
 826. Sri S. Maria Joseph.
 827. " S. D. Asirvatham.
 828. " E. Dhanaraj.
 829. " R. Padmanabhan.
 830. " C. V. Venkataramana Rao.
 831. " R. S. S. Sarma.
 832. " K. Venkateseshaiya.
 833. " P. G. Rajendran.
 834. " M. S. Zacharias.
 835. " Z. O. Chelliah.
 836. " N. Sampath.
 837. " Manickavasagam.
 838. " P. E. Solomon.
 839. " V. Srinivasa Sarma.
 840. " M. Gopalakrishnan.
- P.S. High School, Mylapore, Madras-4—*
 841. Sri K. Venkatasubramanian.
 842. " A. K. Sitaraman.
 843. " T. V. Ramamurthi.
 844. " R. Narasimhachari.
 845. " V. C. Gokulapala Sarma.
 846. " N. Subramaniam.
 847. " P. V. Ramaswami.
 848. " C. S. Ramanathan.
 849. " V. Bhuvaramurthi.
 850. " K. N. Jayaraman.
 851. " V. S. Veeraraghavan.
 852. " C. S. Venkataraghavachari.
 853. " V. N. Ramarathnam.
 854. " U. Krishnamurthi.
 855. " R. Sitaraman.
 856. " S. T. Srinivasan.
 857. " G. K. Narayanan.
 858. " A. V. Subramanian.
 859. " K. S. Manickarathnam.
 860. " P. A. Ramachandran.
 861. " S. V. Lakshmanan.
 862. " G. Srinivasachari.
 863. " E. Ramabhadrachari.
 864. " V. Kalyanasundaram.
 865. " B. L. Chari.
 866. " T. R. Srinivasan.
 867. " C. Soundararajan.
 868. " M. R. Shanmugasundaram.

869. Sri J. Santanakrishnan.
 870. " K. S. Gopalaratnam.
 871. " C. Ekambaram.
 872. " N. Devarajan.
 873. " C. Krishnamurthi.
 874. " S. Koldaivelu.
 875. " P. V. Ganeshamurthi.
 876. " H. Mohanakrishnan.
 877. " D. Girirajan.
 878. " S. Venkataraman.
 879. " K. Krishnamurthi.
 880. " G. Swaminathan.
 881. " V. A. Ramachandran.
- Sri Ramakrishna Mission High School, North Branch, Madras-17—*
 917. Sri R. Srinivasa Iyer.
 918. " M. S. Kasthuri.
 919. " M. K. Narasimhan.
 920. " V. Margabhandhu.
 921. " P. T. Srinivasachari.
 922. " M. V. Raghavan.
 923. " S. Srinivasa Iyer.
 924. " V. Ramamurthi.
 925. " K. Sowmyavaradan.
 926. " G. Srinivasan.
 927. " V. S. Ramachandran.
- Thiruvika High School, Madras—*
 928. Sri S. A. Natesa Iyer.
 929. " A. Sambandam.
 930. " A. N. Soundararajan.
- C.C.C. High School, Perambur, Madras-11—*
 882. Sri K. Hanumantha Rao.
 883. " R. Alavandar Iyengar.
 884. " P. B. Krishnaswami.
 885. " V. Narasimhan.
 886. " A. Venugopala Iyer.
 887. " C. Srinivasavaradan.
 888. " V. C. Kannan Iyengar.
 889. " G. K. Sharma.
 890. " K. S. Ramiah.
 891. " R. Sankaranarayanan.
 892. " A. S. Prakasam.
 893. " C. Srinivasachari.
 894. " P. T. Rangaramanuja Iyengar.
 895. " V. Vaidyanatha Iyer.
 896. " A. C. Rangaswami Iyengar.
 897. " N. Venkatanarayanan.
 898. " R. Appasami Iyer.
 899. " G. Loganathan.
 900. " S. Sampath.
 901. " T. K. Ramanathan.
 902. " K. Sundarachari.
 903. " P. Ramamurthi.
 904. " V. D. Arjuna Mudaliar.
 905. " S. V. Guruswami Sastriar.
 906. " T. K. Sivasankaran.
- Chintadripet High School, Madras-2—*
 931. Sri M. S. Narasimhachariar.
 932. " P. T. Ramaswami Mudaliar
 933. " P. Krishnaswami.
 934. " M. T. Lakshmipathy.
- Hindu Theological High School, Swcarpet,*
 935. Sri S. Balakrishna Joshi.
 936. " A. Subbaramiah.
 937. " S. Ramiah.
 938. " Y. Ramakrishna.
 939. " S. Sundaram.
 940. " N. Ramamurthi.
 941. " G. Vilvpathi Mudaliar.
 942. " V. S. Raghavachari.
 943. " V. Lakshmiparayana Sastri.
 944. " V. S. Kuppuswamy Iyengar.
 945. " T. R. Srinivasachariar.
 946. " K. R. Ramani.
 947. " T. K. Padmanabha Sarma.
 948. " V. Gopal.
 949. " M. Seetharama Guptha.
 950. " I. L. Ramamurthi.
 951. " M. S. Venkatachari.
 952. " V. Natesa Iyer.
 953. " C. T. Doraiswamy Iyengar.
 954. " K. S. Doraiswamy Iyengar.
 955. " S. Sundaravaradachariar.
 956. " V. Narasiah.
 957. " N. Vijayaraghavachariar.
 958. " C. A. Thiruvengkatachari.
 959. " N. Krishnamurthy.
 960. " T. V. Anantharaman.
 961. " R. Subbaraman.
- E.L.M.F. High School, Purasawakkam, Vepery, Madras-7—*
 907. Sri C. R. Devasahayam.
 908. " S. Paul Amirthadoss.
 909. " S. Sesadri.
 910. " J. Gnanasundaram.
 911. " J. Bhagyanathan.
 912. " G. N. Dorairaj.
 913. " Norman Devaraj.
 914. " William Diamond.
 915. " Ratniah.
 916. " T. P. Narasimhamurthy.
- 962. " C. Ranganatha Iyengar,
 39, Fourth Main Road,
 Gandhinagar, Madras-20.*

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963. Sri R. Ekambaram,
Wesley High School,
Royapettah, Madras.
964. " T. Veeraswamy,
Singaram Pillai Ely. School,
Villivakkam, Chingleput.
965. " T. N. Sundaram,
Headmaster,
T'Nagar High School, Madras-17.
966. " T. Ramanujam,
Corporation Boys' School,
Chetpet, Madras.
967. " P. V. Rangaswami Iyengar,
Progressive Union High School,
Madras-1.
968. " K. N. Swaminathan,
Progressive Union High School,
G.T., Madras-1.
969. " V. S. Saravanan,
T.T.V. High School, Mint St.
Madras-1.
970. Smt. R. C. Subbulakshmi,
Lady Willingdon High School,
Madras-5.
971. Mrs. S. A. Samuel,
Lady Willingdon High School,
Triplicane, Madras-5.
972. Sri R. Brabhakara Rao,
43, Nachiappa Chetty Street,
Mylapore, Madras-4.
973. " V. Arunajatai,
20, First Canal Cross Road,
Gandhinagar, Madras-20.
974. " T. M. Tirugnanasambandam,
Hindu High School, Madras-5.
975. " S. Seshadri,
National Boys' High School,
Triplicane, Madras-5.
976. " E. S. Narasimhan,
Progressive Union High School,
G.T., Madras-1.
977. " N. Srinivasan,
Sri R. K. Main High School,
T'Nagar, Madras-17.
978. " D. Earnest Jacob,
Headmaster, M.M. Ely. School,
Robertsonpet, Madras-28.
979. " K. Parthasarathy,
Christian College High School,
Chetpet, Madras-31.
980. Smt. Saraswathi Srinivasan,
Headmistress, Senior Basic
Training School, Adyar,
Madras-20.
- Sourashtra High School, Madurai—*
981. Sri S. K. Kuppuswamy.
982. " R. S. K. Padmanabhan.
983. " V. Paulrajah.
984. " M. K. Ramamurthy.
985. " K. G. Ramamurthy.
986. " T. N. Vaidyanathan.
987. " L. S. Raghavan.
988. " S. Kumaraswamy Iyer.
989. " M. K. R. Ramachary.
990. " V. P. S. Krishnaswamy Iyer.
991. " A. R. Rangaswamy.
- Hindu High School, Ambur, North Arcot—*
992. Sri R. Parthasarathi Iyengar.
993. " K. Y. Krishnamachari.
994. " K. Rajagopala Iyer.
995. " B. Sankaraiah Naidu.
996. " M. P. Kuppuswami.
997. " M. Rajavelu.
998. " M. Munirathinam.
999. " R. Sethuraman.
1000. " M. Subramaniam.
1001. " L. S. Subramaniam.
1002. " M. N. Subramanian.
1003. " A. Chockalingam.
1004. " V. M. Krishnaswamy.
1005. Sri Valavanur R. Sundararaman,
Vembier Bangalow, Karaikudi.
- Board High School, Desur, N. Arcot—*
1006. Sri P. Veadri Pillai.
1007. " A. Harikrishnan.
1008. " N. Jagannathan.
1009. " S. Ramanujam.
1010. " V. Sengalani.
1011. " R. Govindaramanujam.
- Hindu High School, Triplicane, Madras—*
1012. Sri G. Sundaraman.
1013. " S. T. Bhashyam.
1014. " K. A. Manavalan.
1015. " K. S. Padmanabhan.
- M.K.M. Hindu High School, Arkonam,
North Arcot—*
1016. Sri A. D. Masilamani Mudaliar.
1017. Sri P. V. Paramasivan,
Secretary, T.A.,
Peruvalandan, Muthupet,
Tanjore Dt.

 Approved as a textbook for Form IV by the Madras
Textbook Committee.

A SIMPLE COURSE IN GRAMMAR & COMPOSITION BOOK I

BY
A. R. DAWOOD
Principal, Ismail Begmuhammad High School, Bombay
AND
C. A. CHRISTIE
Principal, Robert Money Technical High School, Bomba

{Second Edition.
{Price, Rs. 1/75.

Pages, 214.

Illustrated.

PREFACE

This book of English Grammar and Composition has been prepared primarily to satisfy the requirements of the revised course in English for Standard IX in the State of Bombay. It will, however, meet the needs of pupils in other States who have studied English for about a year.

Parts I and II of the book deal with Grammar. We would like to draw attention to the following special features of this section :

1. The language used both in the text and the exercises is simple enough to be understood by pupils who have completed only a year's study of English. Except for the grammatical terms, the vocabulary throughout has been kept within the linguistic range of such pupils.
2. Confusing grammatical terminology has been scrupulously avoided, and, wherever possible, simpler and more direct expressions have been substituted for difficult and highly technical terms.
3. Abstract definitions and arbitrary rules are conspicuous by their absence. The inductive method has been applied throughout. The explanation of sentences illustrating a principle naturally leads to a simple definition or rule which sums up effectively the discussion of a grammatical topic.
4. The exercises are simple, interesting and well-graded, and will provide the pupils with plenty of practice in correct usage as well as important word functions.
5. Wherever necessary, pictures have been used to create interest and bring out clearly the full meaning of an illustrative sentence.

Part III of the book deals with the various types of Composition—letter-writing, conversation, story-telling and description—which can be satisfactorily attempted by pupils who have studied English for about a year. The topics selected deal with ordinary situations which pupils meet with in everyday life. Here also pictures contribute a great deal towards making the Composition section interesting.

Simplicity and comprehensiveness are the keynotes of the whole book. It is hoped that these features of the book, together with its attractive get-up and appearance, will make a strong appeal both to the pupils studying the language and the teachers teaching it.

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

Sole Selling Agents for South India :—

The Christian Literature Society, Park Town, Madras-3

THE XLVII MADRAS STATE EDUCATIONAL CONFERENCE, TIRUVANNAMALAI

Topics for Discussion at the Sectional Conferences

1. *Primary and Basic Education Section :*
 - (a) Craft work in the lower classes.
 - (b) Teaching of English, Hindi, etc., in higher classes.
 - (c) Assessment of the pupils.
2. *Secondary and Technical Education section :*
 - (a) Curriculum for the higher secondary stage.
 - (b) A new approach to examination and evaluation.
3. *University Education section :*
 - (a) Pre-university course.
4. *Administration and Organisation section :*
 - (a) Selection of Inspectorate, supervision and inspection of schools.
 - (b) Financial aid to secondary education ; Responsibility of the Centre and the State.
 - (c) School building and equipment.
 - (d) Quarters for the staff.
5. *Teacher-Training section :*
 - (a) Methods of recruitment.
- (b) Staffing of training institutions.
- (c) Need for better equipped teaching personnel.
6. *Class-room Teachers' Conference :*
 - (a) The value of activity methods.
 - (b) The place of library in the school.
7. *Elementary School Teachers' Conference :*
 - (a) Service conditions of elementary school teachers and their status in the public.
 - (b) The day to day difficulties experienced by the teachers in the schools and their remedies.
 - (c) Teachers' Organisations and their advantages.

Note.—Those delegates who wish to speak or read paper on any of the above topics are requested to send a synopsis of the same to the office of the South India Teachers' Union, Raja Annamalai-puram, Madras-28, to reach the office on or before the 10th May 1957.

OUR BOOK SHELF

Teaching of Mathematics in Secondary Schools : (UNESCO. Price Rs. 8.33)

The information presented in this volume is based on a comparative study of the replies from sixty-two countries and assisted the XIX International Conference on public Education to formulate a recommendation which would serve to improve the teaching of a subject of increasing importance.

Adventure unlimited : by Captain W. E. Johns.

The Larks of Jubilee Flats : by Marjorie A. Sindall. (Thomas Nelson & Sons, Edinburgh. Price 2 sh. 4 d. each)

These two books belong to the Panther Library Series of which the previous publications have been reviewed in the earlier issues of this journal.

'Adventure Unlimited' is an exciting tale about Digger and his friends who venture out into the Central American jungle in search of gold mines. The interest of the young reader is kept sustained till the end by details which are very thrilling and situations full of suspense.

'The Larks of Jubilee Flats' is an absorbing story centering about a girl who has an exciting adventure with a gang of thieves. Jilly the heroine becomes a nurse in a hospital.

Her life here is full of details.

The books contain good illustrations. The ones on the frontispieces give visual picture of the nature of the stories narrated in the subsequent pages.

Saraswathi : Annual of the Ramakrishna Mission Boys and Girls High Schools, Chingleput, 1957. (Vol. I)

We welcome to the ranks of school journals this new venture of the Ramakrishna Mission Institutions, Chingleput. Though emerging so late in the life of these institutions, the very first

production surpasses many other school journals not only in the format, but in the quality of the contents. Throughout, the spiritual atmosphere of the institutions is reflected. We hope the next volume will have a few articles in Hindi and Sanskrit, if these languages are taught in the schools.

List of publications received and acknowledged with thanks :—

1. Central Institute of Education—Publication No. 14—School Record. By A. N. Basu.
2. Teacher Education, Vol. I, No. 3.—March 1957. Special features — Revision of B.Ed., syllabus and a plan for training teachers.
3. South Asia Social Science Abstracts, 1955.
4. Toward "A New Heaven and A New Earth".
5. A.R.C. Girls' High School, Muthialpet — Annual Report, 1955-56.
6. New Education, Vol. VIII, No. 4.
7. Indo-American Technical Co-operation, 1952-56.
8. American Review, Vol. I, No. 3—April 1957.
9. The Theagarajar College of preceptors Magazine — University centenary number, March 1957.
10. The Madura Labour Welfare Association High School Magazine, Madurai. 1956-57.
11. Education Abstracts (UNESCO) — Fundamental Education — Some recent publications — Vol. VIII, No. 7. School Cooperatives — Vol. VIII, No. 6. Teaching — selected bibliography — UNESCO — Literacy Teaching—selected bibliography, No. XVIII. Health Education — selected bibliography, No. XIX.

C. R.

EDITORIAL

THE LATE DR. ALAGAPPA CHETTIAR

The death of Dr. Alagappa Chettiar is a great loss to the country and particularly to South India which has enjoyed his munificent benefactions in the field of education.

The South India Teachers' Union has had the benefit of his experience and guidance when he presided over the 40th Madras Provincial Educational Conference held at Devakottai in the year 1950. From that time till his demise he was taking keen interest in the work of the Union. He was Chairman of the 20th South Indian Education Week Celebrations Committee in 1950 and took active part in the inaugural proceedings of the week. He was Chairman of the S.I.T.U. Council of Educational Research. He was its life member too. As Chairman of the Elementary Education Reform Committee of Madras, he interested himself with devotion and religious zeal in the work entrusted. Some of the recommendations made by that committee were those presented by the S.I.T.U.

The irreparable loss caused by his death leaves South India poorer in the field of education. His ambition was to create a University in Karaikudi. It is earnestly hoped that steps would be taken both by the public and by the Government to have his desire fulfilled which will be a fitting memorial to his disinterested labours.

47TH MADRAS STATE EDUCATIONAL CONFERENCE

It is a matter for great satisfaction that the Reception Committee of the State Conference to be held at Tiruvannamalai from 15th to 17th May 1957 is leaving no stone unturned to see that the Conference is conducted successfully. The number of delegates so far registered is well over a thousand; and the Reception Committee, realising the

magnitude of the task of catering to the needs of such a large number of delegates, is making special lodging and boarding arrangements with a view to providing for social contact among the delegates. We understand that the Reception Committee is bringing out a souvenir on the occasion.

Tiruvannamalai is not a far-flung town. It is compact and is close to the Railway Station. The place is celebrated for its sacred associations with the temple of Lord Arunachaleswar and with Sri Ramana Maharshi, these two having attracted thousands of pilgrims and tourists all these years.

The sectional conferences will deal with various important problems on education and the teaching profession.

We hope that teachers and educationists will avail themselves of this rare opportunity to visit Tiruvannamalai and participate in the Conference.

ADDITIONAL DEARNESS ALLOWANCE

Reports have reached the office of the S.I.T. Union that there are still a good number of aided secondary schools that have not yet paid the additional dearness allowance of Rs. 5/-, on two grounds. One is that the Government have not made it obligatory and the other is that with the financial resources they have at present they are unable to pay. It is needless to point out that it is the first concern of the managements to resolve themselves to pay this D.A. plus the subsequent additional D.A. of Rs. 7/- and they must find sources to meet this extra expenditure. They should not try to take shelter under the plea that it is only a permissive one. It is hoped by the reopening of the schools after the summer vacation every teacher will be getting this additional D.A. of Rs. 12/- more than which he or she got before November 1956.

Approved as a textbook for Form V by the Madras Textbook Committee.

A SIMPLE COURSE IN GRAMMAR & COMPOSITION BOOK II

BY

A. R. DAWOOD

Principal, Ismail Begmuhammad High School, Bombay

AND

C. A. CHRISTIE

Principal, Robert Money Technical High School, Bombay

Price, Rs. 2.

Pages, 247.

PREFACE

This is the second book in the series entitled "A Simple Course in Grammar and Composition." It has been prepared strictly in conformity with the revised course in English for Standard X of Secondary Schools in Bombay. It will also meet the needs of High School pupils in other States who have studied English for over two years.

Part I of the book deals with Grammar. We would like to stress some of the special features of this section:

1. As in Book I, the language used both in the text and the exercises is within the vocabulary range of the pupils for whom it is intended.
2. Every attempt has been made to avoid difficult technical details of Grammar with a view to making the study of the subject as interesting as possible. Explanations have been given with the help of a minimum of technical terms.
3. The process of simplification has not been confined to the explanatory matter and the illustrative examples but has been extended to the exercises. It is hoped that the large number of simple and carefully graded exercises will stimulate interest in the study both of language and Grammar and will enable young learners to do their language assignments in a spirit of play.

Part II of the book covers the syllabus in Composition. The lessons on letter-writing, story-telling, comprehension and description have been so planned that pupils, even on their own, will have no difficulty in studying them. The topics selected for exercises deal with ordinary situations with which boys and girls of a certain age are quite familiar.

The aim of both the Grammar and the Composition parts has throughout been practical, namely, to enable students with a limited vocabulary, to speak and write simple but correct English.

It is confidently hoped that this book, like Book I in the series, will be found in every way suitable as a text-book of English Grammar and Composition, and will be well received by pupils and teachers of English in our Secondary Schools.

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

Sole Selling-Agents for South India:—

The Christian Literature Society, Park Town, Madras—3

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