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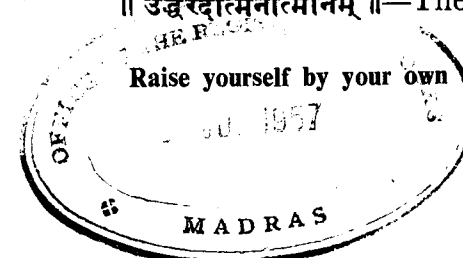
MAY 1957

No. 5

॥ उद्धरेदात्मनात्मानम् ॥—The Gita

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THE XLVII MADRAS STATE EDUCATIONAL
CONFERENCE, TIRUVANNAMALAI

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THE SOUTH INDIAN TEACHER

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SRI T. S. AVINASHILINGAM CHETTIAR,
President,

XLVII Madras State Educational Conference, Tiruvannamalai.



SRI T. S. KRISHNASWAMI MUDALIAR,
Chairman, Reception Committee,

XLVII Madras State Educational Conference, Tiruvannamalai

THE XLVII MADRAS STATE EDUCATIONAL CONFERENCE, TIRUVANNAMALAI

15th to 17th May, 1957

Welcome Address

By

SRI T. S. KRISHNASWAMI MUDALIAR,

(Agent, Burmah Shell, Tiruvannamalai ; Chairman, Reception Committee.)

MR. PRESIDENT, DELEGATES, LADIES AND GENTLEMEN,

I thank the organisers of this Conference for giving me the pleasure and the privilege of welcoming you all to this great gathering. I bid you a hearty welcome and hope that your stay here will be comfortable and your deliberations will be useful to you, to your profession and to our country.

I am sure, almost all of you know the local hoary shrine which attracts pilgrims in thousands and the Ashram wherein the Maha Rishi was the silent spiritual preceptor to many. I believe that your brother teachers in the State will await your decisions as eagerly as the Hindus wait for the lighting of the holy fire on the Sacred hill here. I do not propose to take you further into the historic or puranic details connected with this place, because I do not wish to encroach much on your precious time.

I am aware that the South India Teachers' Union, your Union, has grown so much in strength that its representations to the Government are now received respectfully and deliberated upon deeply.

It is fortunate that the Central Government has at last realised the need for and the importance of developing the human personnel along with its productive enterprises. That personnel and the training of future leaders are in your hands, and the Government has shown its goodwill to you by giving you a few concessions, announcing further concessions and giving you an extra mite. I am happy you have received it with patience.

I have often heard that the standard of attainment of pupils has deteriorated and indiscipline is growing in schools. There is

no use of passing these sweeping remarks. Gay attractions, influence of unhealthy extraneous agencies and satanic periodicals are marring the healthy control of teachers over their pupils. Unless parents respect teachers and co-operate with them, these defects cannot be eradicated.

I am for Basic Education and speedy starting of multi-purpose schools in towns and in big villages. The former has a great social value in fostering the spirit of co-operation or comradeship and infusing life in a school. The latter will be happy places to pupils who are not able to improve in their classes in spite of their honest effort.

I wish that diarchy or triarchy in the Educational field should cease and arrangements be made to get all the teachers under uniform scales of pay, conditions of service and legitimate privileges. I wish also that changes in the system of education should be carefully planned, examined in detail, tried in a few places and tested, defects eradicated and then launched. Otherwise, I fear, it will be on a par with the dropping of an atomic bomb.

I trust and I am confident you will concur with me that aided schools, especially those managed by the Missionaries, the pioneers of Education in our country, will not be taken up by the State. According to Acharya Vinoba Bhave, the State monopoly of schools is an infringement upon the freedom of the individual, and it will make education mechanical and result in the system of education changing according to the changing political parties in power, and naturally the students will be subjected to these changes.

On this occasion I think it proper to thank Sri N. D. Sundaravivelu, the popular Director of Public Instruction, for his active interest and dynamic effort and success in providing mid-day meals to poor children in schools.

You have insured a bright future by electing as your President, Sri T. S. Avinasilingam Chettiar, a veteran educationist, a great organiser and the Education Minister who gave a healthy, national and rational turn to the educational system in our State.

I feel I cannot conclude better than passing on to you or reminding you of the great message of our Prime Minister :

“Let us all become partners in the great enterprise of building a New India”.

I thank once again the organisers of this conference for electing me as the Chairman of the Reception Committee and thus giving me the pleasure of welcoming you to our sacred city and the great conference. May what you do redound to the glory of your profession and of our country !

Presidential Address

By

SRI T. S. AVINASILINGAM CHETTIAR

In recent years India has been passing through a social and economic revolution. Old ideas are giving place to new. The Industrial Revolution that came to this country at the turn of the century, the rise of political democracy, the break-down of parochialism under the impact of the advance of communications and transportation between the various centres of the world and the emergence of modern societies with emphasis on specialization and complex organization have all tended to break the old order of society which gave respect to man on his social position. In such societies which may be called “societies of status”, what was expected of man, the privileges and honours accorded to him and the role which he played were all determined by his status rather than by his abilities. The need for fresh outlook and deep knowledge necessary for modern leadership have been responsible for the end of the rigidities of status by caste or birth. This has made the way for a new kind of leadership dependent upon one's own personal qualities. Depth of knowledge and understanding and the ability to organize and inspire others and to move and work with a large number of people are the qualities required for present-day leadership.

Needs of such a complex society, each aspect of which is calling for its own detailed study, has resulted in a great emphasis on specialization. This tremendous urge towards specialization has many times resulted in somewhat narrow training. Specialization may be useful for certain purposes of science, business, and governments, but it has been found that such specialists can rarely take a balanced view of things taking all aspects into consideration. There are other reasons for avoiding narrow specialization. The rapid rate of social change and technological innovation makes it impossible to promise stability in narrow professional fields. Therefore safety lies in training which is sufficiently broad-based and flexible so that the individual can survive the ups and downs of specific demand and adapt himself to changing situations.

If we study the trends of education in our country, perhaps even the world over, we see a great deal of emphasis being given to technological education. In a developing economy like ours, this is undoubtedly important ; but it is also good for us to remember that what our country needs is not only good engineers and technologists, but also gifted teachers, philosophers with a vision,

scholars, critics and writers, who can give a meaning to our lives. While a utilitarian view of education is necessary, it is also highly essential to the future of society that we should have some rare souls, who will acquire knowledge for its own sake, without any profit motive. It is such people who have made life worth living and contributed towards the happiness of the common man.

It is necessary that we should have a clear idea of our objectives. If our ideal is not to create narrow specialists, but specialists who will also have some breadth of vision, if our objective is not to train people merely equipped with knowledge, but persons imbued with a social sense, who will use their intellectual equipment for the well-being of the community, if we want learned men and women who will not enclose themselves in ivory towers, but have the warmth of human affection for their less fortunate brethren, if we are to create persons who will become leaders in democracy winning the affection and esteem of their fellowmen and women, it is necessary that the educational set-up should be fashioned accordingly and geared to that objective.

It is unfortunate that our educational institutions, staff and students still continue to be in their ivory towers. The message of Mahatma Gandhi to go out and serve, the rise of Basic Education institutions in various parts of the country and the general acceptance of the idea that manual work is not low or undignified has made some change in this attitude and we see many schools and colleges running labour camps and doing community work with the assistance of the Government of India. It is for you to assess whether this change has been good enough and big enough. I would suggest that Extension Service Departments should be opened in all schools and colleges, with a responsible member of the staff in charge of it. It is not merely the work done that is important, but the inculcation of proper attitude in the students and the training in them the capacity to feel, serve, and work together within the discipline of an organizational set-up. This should not be considered merely extra-curricular activities, for we know what respect or importance is attached to such activities in our educational institutions. It should become an essential part and be integrated with the school curricula. If so done, I have no doubt that not only will the community benefit out of the use of this available highly-intelligent man-power but the students themselves will be richer and nobler for this experience. It is not only the students but the institution as a whole including the staff that should take part in these activities. The extension work need not be confined to physical work alone. The Government of India have started a new scheme called Vigyan Mandirs by which laboratories equipped with science graduates can serve the surrounding areas by offering their services to test soil, water, blood

and urine. Many of our institutions have elaborately fitted laboratories through which similar work can be organized. This will make education living and will be to the great benefit of those who serve and are served. There are a variety of such other activities, which can be organized by such institution according to its own equipment, and staff and the need of the surroundings. At the same time, we should see that these external activities do not depress standards. The standards must be and can be maintained at the highest levels. 255

This idea of education through work and extension, though not familiar in our country, is not strange in other progressive countries like the United States. Our higher educational institutions have been mostly patterned after England, where they have been mostly academic. But the dynamic needs and experiences of a new people facing new problems for the creation of a new and prosperous country made them think of Education as a tool for their active and day-to-day progress. Boys worked, earned and studied. It was found that their work taught them those high qualities of team work and character, which mere academic education does not convey. Besides, this experience created in them a humanness and social sense, along with self-confidence and strength. An experiment is being made in our own country with this new approach to education through work, extension and research. You will be glad to know that the Government of India have selected ten institutions in India spread over in the rural areas throughout the country for this purpose. They are called Rural Institutes and will be affiliated to the National Council for Rural Higher Education. These courses will be of four years duration and will be equal to University degrees. I am sure educationists throughout the country will watch the work of these institutions with interest.

The extension of the frontiers of knowledge has been so fast in recent times, that unless we are constantly in touch with the research work that is being done in each of the subjects all the world over, we get left behind. Most of us are generally aware of the progress of the physical sciences — the research on Atomic energy and the like. But few of us are aware of the progress in the social sciences. Under the vast impact of the physical sciences, society is changing and ways of life and attitude of nations are constantly changing. What we studied in Economics in our colleges a score of years ago do not hold good any more in important particulars. For example, deficit financing was something unheard of in those days and it would have been considered a calamity for any country to adopt it. But now deficit financing is considered not only right but necessary and good in a limited measure consistent with certain other circumstances. And so, it

is essential that teachers above others should keep pace with the times. Every teacher must be active in the acquisition of the latest knowledge by making use of libraries, going through the latest periodicals, etc., so that he can contribute his best to the country through his students.

The same thing applies to educational techniques. Researches done in methods of education have shown that improved techniques can improve vitally the tone of instruction in every sphere. Audio-visual methods can be used. In many schools, audio-visual means showing film for entertainment. While entertainment is desirable, that is not using it for purpose of education. It should be connected with the curricula and utilized for purpose of teachings. A large number of filmstrips are available for this purpose. The filmstrip projector should and can become an effective teaching aid. There are also other aids which can be utilized with great benefit for purposes of education, i.e., the library and the discussion method. Recently the Librarian of the United States Congress gave a report to the Food and Agriculture Ministry of the Government of India, in which he had some very interesting remarks to make. Discussing the various methods of conveying knowledge, he first put lecturing as the prevailing method in this country and said that this was the most primitive. Use of the library and using discussion as the means of instruction, a combination of these is considered to be the most effective. It is necessary we adopt these methods. We may find these difficult to begin with but with a little effort and practice, we will find it much more useful and enlivening.

To introduce improved techniques of teaching in high schools, the Government of India with the assistance of the Ford Foundation have opened School Extension Departments in Teachers Colleges. The All India Council for Secondary Education has selected for this purpose 24 Teachers Training Colleges from all over India with about 30 more to come in the second round. This is a move in the right direction. From the experience of the Extension Department run by our Teachers College, we see it is yielding results. It has made our teachers think about better methods. Some enthusiastic teachers and schools have been greatly benefited by the workshops, camps and seminars organized by these Extension Departments. But in order to enthuse the teaching profession to take these courses, it will be necessary to make attendance to these courses count for purpose of promotion or higher emoluments.

The pace of education has greatly increased in the last two years. This will be clear from a look in the following table :

Year	Primary	Basic	Secondary	Collegiate	Engl- neering	Medi- cal
<i>Number of Institutions :</i>						
1937-38 ..	1,89,601	..	15,305	279	9	13
1946-47 ..	1,72,661	..	18,140	496	16	30
1954-55 ..	2,26,231	38,575	26,398	948	40	78
<i>Number of Pupils :</i>						
1937-38 ..	105,16,353	..	23,92,888	1,01,132	2,426	5,237
1946-47 ..	130,36,248	..	39,74,829	1,96,158	5,162	9,426
1954-55 ..	226,21,910	33,70,594	66,76,939	6,17,715	15,895	23,488
<i>Expenditure :</i>						
1937-38 ..	832,45,413	..	819,73,176	205,40,441	20,05,415	33,92,621
1946-47 ..	1848,53,225	..	1702,29,625	439,14,897	41,85,800	72,46,311
1953-54 ..	4626,51,698	667,13,298	4216,89,461	2322,19,551	175,78,020	212,09,880
1954-55 ..	4440,62,250	729,69,023	4471,86,032	2682,12,000	..	..

The figures show that the attainment of freedom has made a vast difference in the progress of education. In the ten years previous to Independence, i.e., 1937-38, the number of primary schools was 1,89,601, secondary schools 15,305, and colleges 279. In eight years after Independence, the increase has been phenomenal: the number of schools has increased from 1,72,661 in 1946-47 to 2,64,806 in 1954-55 (including Basic Schools); Secondary schools 15,305 to 26,398, Colleges 279 to 948. So also the number of pupils. Even in the professional fields in the Engineering Colleges, while the increase from 1937-38 to 1946-47 was only from 9 to 16, the increase in 1954-55 was to the number of 40; so also in medical colleges, while the increase from 1937-38 to 1946-47 was from 13 to 30, the increase in 1954-55 was to 78 colleges. This increase in the number of institutions is reflected in the increase of pupils and increase in expenditure.

Before I go on to the next matter, I would like to say a few words about Basic Education. Both the State Governments and the Government of India have proclaimed many times that Basic Education is their considered policy. Many official reports have put their seal of approval on them. From the Prime Minister and President of the Indian Union all the hierarchy of officials have sung its praise and advocated it. Is it not strange that in spite of all these the progress of Basic Education is not considerable even after a period of ten years? Many reasons have been given for it, such as want of efficiency in the administrative machinery, non-co-operation of parents, want of proper equipment, indifference of the inspectorate, etc. Whatever the reasons, the fact remains that Basic Education has not made much headway and in many areas, basic schools are small patches amidst a large number of other schools. Not only this. In many States, post-basic schools have been encouraged and financially supported by Government. But it is strange that their courses and qualifications are not recog-

nized and they are not yet eligible either for public appointment or for higher education in the Universities as the other S.S.L.C. passed candidates. We are told that recommendations are being made for their recognition by important committees, but nothing has happened yet, though two sets of boys have gone out of these schools. I hope these things will be set right in the near future, and there will be great vigour in the spread of Basic Education.

The tremendous increase in the number of boys and girls seeking education has brought with it vast problems of administration. The question of proper and efficient administration of nearly 25% of the country's population in our schools and colleges is a very vital one. It is not a question of mere mechanical organization; it is much more than that. In a democracy even normal departments should keep in view the human aspect; much more the education department. This should be a department which is sensitive and fully alive to peoples' need and aspirations and will act as a friend, philosopher, and guide to all. And so it is necessary that we should go into this fundamental question and create a new approach amongst the people who administer education consistent with the spirit of the times.

Now I must deal with the much discussed question of the medium of instruction in our institutions of higher learning. Time was that it was considered impossible that education could be given in our own regional languages. It might have been considered all right when there was a foreign administration which had to be run for the benefit of foreigners in a foreign language. It had to create a set-up of people who would be its limbs, eyes and ears and it tried to do that through the Universities. But today the position is completely changed. If we are to serve our new masters, namely, the people of this country, we must understand *their* language and adopt it. It should no more be considered as a matter of pride for anybody to say that he couldn't express himself in his own language. Difficulties, there are bound to be, but sooner they are faced and overcome the better. This has become more urgent today because of the fact that our State Legislature has passed a resolution that administration within the State should be through the medium of the regional language. Many of the North Indian Universities have begun adopting Hindi as their medium of instruction. I would very much appeal to the Universities and to the institutions of higher learning to take up this matter immediately so that what is inevitable may be done smoothly and efficiently.

Education should not be static. It grows with society and it grows with man. In most of the progressive countries in the world, vast amounts of money are spent in research. The suc-

cess of any country in the future depends upon its scientific and technological advance. Along with scientific research, a large amount of research is also done and data gathered which will throw new light on problems of teaching and learning. In India while some amount of research is done in science and technology in the recently set-up National Laboratories and the Universities, not very much is being done in the new social sciences such as psychology, sociology, etc. Researches on educational problems are scarcer. For evolution of better methods of teaching, for better organization of schools and colleges, for better utilization of staff, for more effective conduct of evening classes, for utilization of sports and games in the moulding of character, for organizing better living in hostels, for more profitable use of the library and laboratory, for the evolution of a better examination system and for thousand other problems connected with education, research is necessary. It will be a sorry state of things indeed, if we continue to rely on western books for the evolution of our teaching methods. While we may make use of them, we must gather our own data which will help us to solve our problems according to the circumstances and needs of our country. I am sure many of the enlightened members of the teaching profession gathered here will give thought to this important problem. The State Department of Education also has a great responsibility in this direction. With the assistance of teachers colleges and other institutions, they should be able to maintain a research section, which will organise and gather the data necessary for the study of the various problems of education.

Education today more than ever holds the key for progress, prosperity and power. Time was when a knowledge of the three R's was considered to be education. In our own time early in this century, matriculates were considered to be highly educated and later graduates. But today with spread of education and the conquest of knowledge by man in various fields, a bachelor of arts is by no means a mark of higher education. That should be considered only as a good general education which can serve as the basis of higher education. In our attempt to expand education, we should not forget to strive for quality in education. In fact problems in modern education such as indiscipline among students, want of character and depth are due to our not maintaining quality in our educational system. The future growth and greatness of our country depends upon this. Our Universities should not be mere degree giving institutions, but centres to train our young men and women in character, ideals and higher life. This is a challenge that we should face. This is not a task merely for the Universities or State Governments, for none can solve it by themselves. This task can be faced and solved only with the combined co-operation of the Public, State, Universities, the teachers and the students.

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THE SOUTH INDIA TEACHERS' UNION

Annual Report

The Executive Board of the South India Teachers' Union has great pleasure in presenting the 48th Annual Report of the Union for the period 1st April 1956 to 31st March 1957.

STRENGTH: At the beginning of the year there were 16 District Teachers' Guilds affiliated to the Union. Consequent on the reorganisation of States in November 1956, South Malabar, Central Malabar and North Malabar and South Kanara District Teachers' Guilds ceased affiliation and hence, there are only twelve District Guilds that are now affiliated to the Union.

The district of Kanyakumari has been newly added to the Madras State from Travancore. A District Teachers' Guild has to be formed in that area and steps taken to get it affiliated to the Union.

The only Teachers' Association that was directly affiliated to the Union from the Pudukottai area is in arrear of affiliation fee and there is no reply from it to our communication.

OFFICE-BEARERS: At the annual General Body meeting held at Chingleput on the 16th May 1956, the following office-bearers were elected for the year 1956-57:—

1. *President:* Sri. T. P. Srinivasavaradan.
2. *Vice-Presidents* (i): Smt. Saraswathi Srinivasan.
(ii): Sri P. Govinda Rao.
3. *Secretary:* Sri V. Arunajati.
4. *Joint Secretary:* Sri T. E. Santhanam.
5. *Treasurer:* Sri. L. Mariapragasam.

Vigilance Committee: Sri T. N. Sundaram of Madras was elected Convener and Messrs. Ignatius of Trichy, S. Natarajan of Cheyyur, D. Sebastian of Karaikudi and J. Vaidyanathan of Madras were elected members.

THE EXECUTIVE BOARD: The Executive Board met four times during the year under report (on 16-5-56 at Chingleput, and on 30-6-56, 8-12-56 and 16-3-57 at Madras) and transacted business relating to the following:—

1. Passing of the annual report for the year 1955-1956.
2. Building for the S.I.T.U. consequent on the nationalization of Insurance and taking over of the S.I.T.U. Protection Fund building, by the Life Insurance Corporation of India.
3. Election of members to the Working Committee.
4. Education Week.
5. Revised Agreement Form.
6. Nomination of Director to the S.I.T.U. Publications, Ltd.
7. Venue and Presidentship for the 47th Madras State Educational Conference.
8. Election of representatives to the A.I.F.E.A.

9. Pension Rules.
10. New Model Question Papers in English for the S.S.L.C. Public Examination.
11. S.I.T.U. Science Seminar.
12. Constitution of a Committee to celebrate the Golden Jubilee of the Union in May 1958.
13. The position arising out of the G.O. in regard to the strength of Sanskrit section in schools.
14. Suggestion for holding Seminars on different subjects during the year at different district centres.
15. Invitation to the A.I.F.E.A. to hold its next All India Educational Conference in Madras.
16. Grant of Enhanced Dearness Allowance and other facilities to teachers on a par with the N.G.O.'s.
17. Text Books.
18. White Paper on Education.
19. Teachers' Charter Day, was observed throughout the State on the 7th August 1956.
20. Election to Teachers' Constituency.
21. Compensation for fee concessions in schools.

THE WORKING COMMITTEE : The Working Committee met only once on 30th June 1956 and elected Sri C. Ranganatha Aiyangar as the Journal Secretary and Sri V. B. Murthi and S. D. K. Rao as Assistant Journal Secretaries and passed the Budget for the year 1956-57.

The Madras Members of the Working Committee scrutinised the ballot papers received in connection with the election of President to the State Educational Conference and communicated the result to the members of the Working Committee for their approval.

THE 46TH MADRAS STATE EDUCATIONAL CONFERENCE : The Conference was held at the Ramakrishna Mission Girls High School premises from 14th to 16th May 1956 under the distinguished Presidentship of Sri S. Natarajan, Director, Field Advisory Services, and Joint Secretary, All India Council for Secondary Education, New Delhi.

The Conference was inaugurated by Sri T. M. Narayanaswamy Pillai, Vice-Chancellor of the Annamalai University.

Sri N. D. Sundaravadivelu, Director of Public Instruction, Madras attended the Conference and addressed the delegates on the opening day.

The Educational Exhibition was declared open by Sri T. Purushotam Mudaliar, M.L.C.

The Conference was conducted under the following sections :

1. Primary and Basic Educational section :
Chairman : Sri V. S. Gopalakrishna Iyer.
Convener : Smt. Saraswathi Srinivasan.
2. Secondary and Technical Education section.
Chairman : Sri M. Raja Iyer.
Convener : Sri A. V. Sundaresa Iyer.

3. University Education section :

Chairman : Sri A. Srinivasaraghavan.
Convener : Sri G. N. Seshadri.

4. Administration, Organisation and Teacher Education section :

Chairman : Sri A. S. Johnson.
Convener : Sri C. M. Fazalur Rahman.

An Elementary School Teachers' Conference was held as in the previous year. Sri V. S. Gopalakrishna Iyer was the Chairman and Sri N. Venkatachalam Iyengar was the Convener.

Besides the following Conferences were newly held :

1. Conference of Headmasters :

Chairman : Sri M. K. Nataraja Iyer.
Convener : Sri T. N. Sundaram.

2. Conference of School Assistants :

Chairman : Sri J. Vaidyanathan.
Convener : Sri A. K. Sitaraman.

3. Conference of Headmasters who attended Seminars :

Chairman : Sri S. Natarajan.
Convener : Sri C. M. Fazalur Rahman.

The Sabhesan Memorial lecture was delivered by Sri A. Srinivasaraghavan.

THE 31ST ALL INDIA EDUCATIONAL CONFERENCE : The Conference was held at Jaipur, Rajasthan, from 27th to 31st December 1956 under the distinguished Presidentship of Shri Shriman Narayan. The Conference was inaugurated by Shri Mohanlal Sukhadia, Chief Minister of Rajasthan.

Sri S. Natarajan participated in the Conference.

THE W.C.O.T.P. CONFERENCE : The Fifth Assembly of the World Confederation of the Organisations of the Teaching Profession was held at Manila, Philippines, from 1st to 8th August 1956. Sri S. Natarajan attended the Session representing the All India Federation of Educational Associations.

Sri Natarajan also took active part in the meeting of Working Journalists representing the South Indian Teacher of which he is the Editor.

THE 26TH SOUTH INDIAN EDUCATION WEEK : The Education Week was observed throughout the State from 29th October 1956 to 4th November 1956. The central theme chosen for discussion during the Week was "Education in National Planning". Sri K. Balasubramania Iyer, B.A., B.L., M.L.C., one of the Vice-Presidents of the Madras Library Association, was the Chairman of the Central Education Week Committee. A booklet, containing suggestions for effective observance of the Week, was prepared by the Central Education Week Committee. We are grateful to Messrs. B. G. Paul & Co., for publishing the booklet for the Central Education Week Committee. Reports of the observance of the Education Week were received from many centres in the State.

OUR DISTRICT GUILDS : Reports of the Annual Educational Conference were received from the District Teachers' Guilds of Ramnad, Tanjore and Tirunelveli only.

It is the earnest appeal of the Union to all the District Teachers' Guilds that they should keep the Union informed of all their activities and that they should put forth their best efforts to chalk out a year's programme of good work and make all associations and members professional-minded and Union-minded.

OUR JOURNALS : The South Indian Teacher in English and the Balar Kalvi in Tamil were published regularly during the year. The financial position of the South Indian Teacher is somewhat satisfactory, but the same cannot be said of the Journal Balar Kalvi. We appeal to our members to help the journals by contributing useful articles on teaching methods and classroom experiences and also by enrolling more subscribers.

We are thankful to the members of the Journal Committee for their help in conducting the journal and to the subscribers for their kind co-operation and support.

THE S.I.T.U. PROTECTION FUND, LTD. : This section of our organisation has been taken over by the Life Insurance Corporation of India consequent on the nationalisation of the Insurance companies by the Government of India.

THE S.I.T.U. PROFESSION TRUST FUND : The total expenditure for the year ending 31st December 1956 was Rs. 668-0-0, and the total assets on that date were Rs. 3,099-15-6.

The Executive Board of the Union decided to preclose the National Savings Certificates and to invest the amount in the Building for the S.I.T. Union.

S.I.T.U. PUBLICATIONS LTD. : The South Indian Teacher took three more A-class shares during 1956. There was no publication of books during the year and the accounts showed a small profit. But efforts have been made to publish four books during 1957, namely, 1. Guide Book on Structure in English by Mr. F. L. Billows ; 2. Four playlets in Tamil ; 3. Paramarippu Atchi (series of six Radio Talks in Tamil) ; and 4. China (a series of four radio talks in Tamil). Members are requested to see that schools purchase at least five copies of each of these publications and help the company to dispose of the books quickly.

THE S.I.T.U. BENEVOLENT FUND : Only those schools that joined the Fund at the beginning are continuing their subscriptions. It is the desire of the S.I.T. Union that all the teachers in all the schools of the State should enrol themselves as members of the Fund so that some decent help can be given to members in accordance with the rules for giving aid to those in need. An audited statement of accounts is appended to this report.

THE S.I.T.U. COUNCIL OF EDUCATIONAL RESEARCH : The Council undertook preliminary steps for the construction of Achievement Tests in English and Mathematics for the Third and Fourth Form levels. The work is in progress. For want of financial assistance and necessary manpower, the work could not progress as rapidly as might be expected. It is hoped that the work will be taken up earnestly in the course of the year 1957.

THE S.I.T.U. SCIENCE SEMINAR : The Seminar was inaugurated on the 17th December 1956 by Dr. Sir A. Lakshmanaswamy Mudaliar, Vice-Chancellor, Madras University. The Seminar lasted for twenty days from 17th December 1956 to 5th January 1957. Sri T. P. Srinivasavaradan was the Honorary Director and Sri T. N. Sundaram was the Honorary Assistant Director. Thirty-five science teachers including fourteen women teachers attended the Seminar. They divided themselves into five groups as follows :—

1. Syllabus.
2. Methods and Equipment.
3. Library, Films, Exhibition, etc.
4. Practical Activities.
5. Testing and Recording.

The Report of the Seminar has been published in the March 1957 issue of the South Indian Teacher.

We are grateful to the All India Council for Secondary Education for their liberal grant of Rs. 2,500 to meet the expenses of the Seminar.

THE WORK OF THE UNION : Representations were made to the authorities on the Resolutions passed at the Annual Conference as well as at the meetings of the Executive Board.

The Union is grateful to the Government for passing orders on the following consequent on the repeated representations made by the Union :—1. Pension-cum-Provident Fund-cum Insurance scheme for teachers, 2. Fee concession to teachers' children up to Sixth Form, 3. Additional pay to Elementary School Teachers, and 4. Increased dearness allowance to other categories of teachers.

The Union is pressing Government to extend the pension scheme to all categories of teachers and to grant house rent allowance to all teachers as is given to government servants. It is hoped that the Government would give favourable consideration to our requests.

The Union had the pleasure of meeting Dr. Willard E. Givens, former Secretary-General of the National Education Association of America who had been to India leading a delegation to the UNESCO Conference at New Delhi. He addressed the members of the Executive Board at its meeting on 8th December 1956. Under the joint auspices of the S.I.T.U. and the Madras Teachers' Guild a public meeting was arranged on 10th December 1956 at which he addressed the audience.

THE S.I.T.U. GOLDEN JUBILEE BUILDING : In response to the appeal of the Building Committee, contributions are forthcoming from the members and a few well-wishers of the teaching profession. But the response has not been as quick or as generous as was anticipated. The building is under construction and will be completed in a few weeks. The Union appeals to the members to donate liberally so that the Building may be completed soon.

CONCLUSION : Teachers have a vital part to play in the shaping of the future of the country and this can be done only if organisations and associations of teachers are galvanised into action. The Union's motto is "Raise yourself by your own efforts". There can be no more true saying than this, so far as teachers are concerned, and the Union

appeals to all teachers of the State to work loyally and steadfastly with increased professional consciousness. The new situation arising out of the reorganisation of States and the nationalisation of the insurance companies has taken away from the Union a good part of its income which at no time was adequate or satisfactory. Unless concentrated efforts are put forth in the direction of cent per cent enrolment of teachers of all categories as members of the Union and unless professional-mindedness is increased by District Teachers' Guilds and Teachers' Associations meeting oftener for active work, it may not be possible to face the future with confidence.

The Golden Jubilee of the Union next year should give us all an opportunity to prove our faith and strength. It is the earnest request of the Union that each teacher should make a contribution of at least Rs. 2 towards the building fund the estimated cost of which comes to Rs. 40,000.

The Union also appeals to every member to make a special contribution to assure it of the needed resources and to enable it to carry on its work without anxiety.

The Union would like to suggest to the teachers' organisations in the neighbouring States to think of the appeal of the Union for the formation of a Federation of State Teachers' Organisations of South India. This is all the more necessary in view of the reorganisation proposals regarding education that will be given effect to in the near future.

May it be given to the South India Teachers' Union to play its worthy part in the future as it has done in the past and let it be the privilege of all teachers to contribute their share by rallying round the banner of the South India Teachers' Union.

(By Order of the Executive Board)

V. ARUNAJATAI,
Secretary.

T. E. SANTHANAM,
Joint Secretary.

1st April 1957.

THE S. I. T. U. BUILDING FUND

The following contributions have been received and acknowledged with thanks:

	Rs.	Np.
Previous total brought forward	2783	- 56
Smt. Rukmini Devi, Kalakshetra, Adyar	15	- 00
T. A. Sethupathi H. S., Madurai	19	- 70
T. A. National H. S., Nagore	8	- 50
T. A. Board H. S., Thally	5	- 00
T. A. Blaker H. S., Tanjore	10	- 00
Sri V. A. Chinnaswamy, Erisinampatti	1	- 00
Total	2842	- 76

THE SOUTH INDIA TEACHERS' UNION

Statement of receipts and charges for the year ended 31st March 1957

Receipts	Rs.	A.	P.	Charges	Rs.	A.	P.
Opening Balances:				Salary	1,654	11	0
Defence Fund:				Postage	410	7	3
Fixed Deposit with M.T.G.				Telephone charges	99	2	0
Co-op. Society Ltd.	100	0	0	Office stationery	64	14	3
Silver Jubilee Fund:				Reception to visitors	51	7	0
National Savings Certificates	800	0	0	Executive Board Meeting expenses	76	15	6
3½% N.P. Loan, 1964 (f.v. Rs. 400)	396	13	0	Contingencies	44	4	3
Building Site purchased	1,101	4	0	Conveyance charges	144	8	6
Shares in S.I.T.U. Publications	200	0	0	Travelling allowance	130	8	0
Indian Bank, Mylapore:				Bank charges	9	9	0
Current account	469	0	7	Mis. Printing	99	14	3
Savings Bank account	118	12	8	Rent & Light charges	247	11	0
Cash on hand	0	13	2	Books & Publications	33	5	9
Stamps on hand	0	4	6	Audit fee	125	0	0
With Balar Kalvi	462	8	0	Affiliation fee to A.I.F.E.A. (56 & 57)	50	0	0
	3,649	7	11	Education Week	69	3	3
				Sabhesan Memorial Lecture	20	0	0
Affiliation fee:				Felicitations to Mr. T. P. Srinivasavaradan	129	1	6
District Guilds	1,628	0	0	Conference Report charges	207	0	0
Individual subscription	107	6	0	Mis. Payments:			
Certification fee for 1955	568	0	0	To Mr. V. Sarangapani			
Delegation fee:				Naidu from Defence Fund	100	0	0
46th Conference	212	8	0	Income-tax paid	1	13	0
47th Conference	327	8	0	Delegation fee refunded	1	8	0
Conference Report:				Building Fund expenses	1,124	14	3
46th Conference	11	0	0	Science Seminar (Expenses including Advances)	1,493	9	0
47th Conference	26	0	0	Delegation fee paid	6	0	0
Special contributions	5	0	0	By South Indian Teacher	1,195	11	0
Interest:				Balances on 31—3—1957:			
From Bank	3	11	4	Building site	1,101	4	0
From F.D.	2	0	0	Shares in S.I.T.U. Publications, Ltd.	200	0	0
From N.P. Loan	14	0	0	Indian Bank, Mylapore:			
Education Week	40	0	0	Current account	2,325	14	1
Sabhesan Thanksgiving Fund...	26	0	0	Savings Bank account	787	8	0
Contributions towards salary account from:				Cash and cheques on hand	557	11	8
S.I. Teacher	600	0	0	Stamps on hand	2	9	9
Balar Kalvi	100	0	0	With Balar Kalvi	502	4	0
S.I.T.U. Publications, Ltd.	150	0	0	With S.I.T.U. Publications, Ltd.	9	8	0
Contributions for:							
Felicitations to Sri T. P. Srinivasavaradan	120	0	0				
Building Fund	2,418	9	0				
Golden Jubilee	23	0	0				
Science Seminar	2,510	0	0				
Suspense from Profession Trust Fund	98	10	0				
Mis. Sale of old articles, etc.	36	8	6				
Interest on National Savings Certificates	400	0	0				
By Sale of N. P. Loan Stock Certificate	0	8	6				
Total	13,077	13	3	Total	13,077	13	3

THE SOUTH INDIAN TEACHER

Statement of receipts and charges for the year ended 31st March 1957

Receipts	Rs. A. P.	Charges	Rs. A. P.
Balances on 1-4-1956:		Journal Printing ..	3,054 14 6
Fixed Deposit with the		Paper ..	2,461 2 0
M.T.G. Co-op. Society Ltd.	500 0 0	Salary ..	600 0 0
Shares in S.I.T.U.		Postage ..	498 10 0
Publications, Ltd.	80 0 0	Contingencies ..	76 9 0
Indian Bank, Mylapore:		Conveyance charges ..	72 9 0
Current account ..	61 11 9	Conveyance allowance to	
Savings Bank account ..	127 5 1	Journal Secretary ..	50 13 0
Cash on hand ..	0 10 6	Subscription paid (suspense)	5 0 0
Stamps on hand ..	4 4 6	Travelling allowance ..	3 14 0
With the Union ..	429 0 0	Bank Commission ..	8 0 0
With Balar Kalvi ..	1,503 10 0	Mis. Printing ..	60 13 3
	2,706 9 10	Special envelopes ..	172 13 0
Subscription ..	4,083 7 0	Balances on 31-3-1957:	
Advertisements ..	1,140 8 0	Fixed Deposit with the	
Sale of publications ..	1,028 6 0	M.T.G. Co-op. Society,	
Interest from:		Ltd., Triplicane ..	500 0 0
Bank ..	2 1 0	Shares in S.I.T.U.	
F.D. ..	20 0 0	Publications, Ltd. ..	200 0 0
Conference Report publication		Indian Bank, Mylapore:	
charges ..	200 0 0	Current account ..	67 1 0
Due to S.I.T. Union on		Savings Bank account ..	84 6 1
31-3-1957 ..	766 11 0	Cash on hand ..	19 13 9
		Stamps on hand ..	0 6 3
		With Balar Kalvi ..	2,010 14 0
Total ..	9,947 10 10	Total ..	9,947 10 10

BALAR KALVI

Statement of receipts and charges for the year ended 31st March 1957

Receipts.	Rs. A. P.	Charges.	Rs. A. P.
Balances on 1-4-1956:		Journal Printing ..	855 14 0
Indo-Commercial Bank,		Paper ..	117 8 6
Mylapore (S.B. a/c) ..	29 6 10	Salary ..	100 0 0
Cash on hand ..	70 10 6	Postage ..	110 2 9
Stamps on hand ..	2 10 6	Contingencies ..	3 7 0
	32 11 10	Conveyance charges ..	18 0 0
Subscription ..	691 10 0	Mis. Printing ..	10 2 6
Advertisement ..	100 0 0	Special envelopes ..	88 13 0
Sale of publications ..	0 10 0	Subscription paid (suspense)	5 0 0
Interest from Bank ..	1 8 11	Closing Balances on 31-3-1957:	
From S.I.T. Union ..	39 12 0	Indo-Commercial Bank ..	60 9 3
From S.I. Teacher ..	507 4 0	Cash on hand ..	3 6 9
		Stamps on hand ..	0 9 0
Total ..	1,373 8 9	Total ..	1,373 8 9

THE XXVI SOUTH INDIAN EDUCATION WEEK

(29-10-1956 to 4-11-1956)

Statement of receipts and charges

Receipts.	Rs. A. P.	Charges.	Rs. A. P.
Donations ..	40 0 0	Contingencies and	8 4 0
From Union ..	29 3 3	Stationery ..	4 8 6
		Conveyance ..	56 6 9
		Postage ..	
Total ..	69 3 3	Total ..	69 3 3

SILVER JUBILEE FUND ACCOUNT

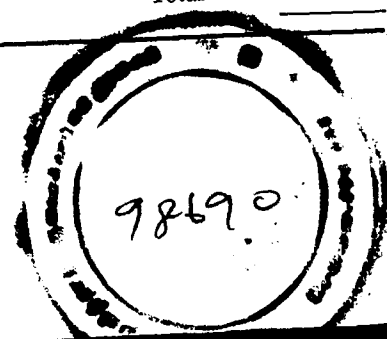
(as on 31st March 1957)

Receipts.	Rs. A. P.	Charges.	Rs. A. P.
Balance as on 1-4-1956 ..	2,364 0 0	Details—	
Add Interest earned on N.P.L.	14 0 0	Building Site ..	1,101 4 0
Add Interest on National Savings		With the Union ..	1,677 4 6
Certificates ..	400 0 0		
Add by sale of National Plan			
Loan Stock Certificate ..	0 8 6		
Total ..	2,778 8 6	Total ..	2,778 8 6

SABHESAN THANKSGIVING FUND

(as on 31st March 1957)

Receipts.	Rs. A. P.	Charges.	Rs. A. P.
Balance as on 1-4-1956 ..	666 5 6	Memorial Lecture by	20 0 0
Add Interest on Fixed Deposit.	26 0 0	Sri A. Srinivasaraghavan.	
		Balance on 31-3-1957:	
		Fixed Deposits with Madras	
		Teachers' Guild Co-op.	650 0 0
		Society, Ltd., Triplicane.	
		With the Union ..	22 5 6
Total ..	692 5 6	Total ..	692 5 6



THE S. I. T. U. BENEVOLENT FUND

Statement of receipts and charges for the year ended 31st March 1957

Receipts.	Rs. A. P.	Charges.	Rs. A. P.
Opening Balance:		Bank Commission ..	0 6 0
Madras Loan, 1963 (f. v. Rs. 2,000) ..	1,993 12 0	Plain postcards ..	7 1 9
Indian Bank Mylapore— S.B. account ..	1,286 3 10	Postage spent ..	10 13 3
Cash on hand ..	5 4 0	Mis. Printing ..	4 0 0
Stamps on hand ..	1 9 6	Income-tax paid ..	21 0 0
	3,286 13 4	Benevolence paid ..	25 0 0
		Closing Balance:	
Subscriptions received ..	250 8 0	Madras Loan, 1963 (f. v. Rs. 2,000) ..	1,993 12 0
Interest from Bank ..	26 3 9	Indian Bank, Mylapore— S.B. account ..	1,618 13 7
Interest on Madras Loan ..	80 0 0	Cash on hand ..	3 9 3
Income-tax refund received ..	42 0 0	Stamps on hand ..	1 1 3
Total ..	3,685 9 1	Total ..	3,685 9 1

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

Statement of receipts and charges for the year 1956

Receipts.	Rs. A. P.	Charges.	Rs. A. P.
F.D. with the M.T.G. Co-op. Society Ltd. ..	430 0 0	Contingencies ..	16 15 6
Opening Balance:		Conveyance charges ..	10 2 6
Indian Bank, Mylapore— S.B. account ..	88 13 9	Postage spent ..	15 9 6
Cash on hand ..	13 13 9	Charges for registration as a Society ..	50 0 0
	532 11 6	Closing Balance:	
Subscriptions:		F.D. with the M.T.G. Co-op. Society Ltd. ..	430 0 0
Donor-members ..	100 0 0	Indian Bank, Mylapore— S.B. account ..	323 7 3
Ordinary members ..	45 0 0	Cash on hand ..	3 5 3
Donations received ..	151 0 0		
Interest:			
From Bank ..	3 9 6		
From F.D. ..	17 3 0		
Total ..	849 8 0	Total ..	849 8 0

THE S. I. T. U. PROFESSION TRUST FUND

Balance Sheet as on 31st December, 1956

Liabilities.	Rs. A. P.	Assets.	Rs. A. P.
Profession Trust Fund:		Cash with the Indian Bank, Ltd., Triplicane in Savings Bank account ..	120 8 3
Balance on 1-1-1956 ..	3,766 9 6	Investments:	
Less excess of payments over receipts for the year:		P.O. National Savings Certificates ..	2,250 0 0
Payments:		Interest accrued in Invest- ments ..	850 0 0
Certification fee paid to the S.I. T. Union (1956) ..	568 0 0	Suspense payment to the S.I.T. Union ..	98 10 0
Postage ..	1 6 0		
	569 6 0		
Receipts:			
Interest received and accrued ..	121 14 9		
	447 7 3		
Total ..	3,319 2 3	Total ..	3,319 2 3

V. ARUNAJATAI, Secretary.

L. MARIAPRAGASAM, Treasurer.

Examined and found correct.

Tel. No 55211,
Catholic Centre,
Armenian Street, MADRAS-1.
7th May 1957.

V. SOUNDARARAJAN & CO.,
Chartered Accountants.

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THE SOUTH INDIA TEACHERS' UNION

Executive Board

(as on 31st March 1957)

OFFICE-BEARERS —

- * 1. *President* :—SRI T. P. SRINIVASAVARADAN, B.A., L.T., M.L.C.,
Headmaster, Hindu High School, Triplicane, Madras.
- * 2. *Vice-President* :—(i) SRIMATHI SARASWATHI SRINIVASAN,
B.A., L.T., *Headmistress*, Senior Basic Training
School, Adyar, Madras-20.
- * 3. *Vice-President* :—(ii) SRI P. GOVINDA RAO, B.A., L.T., *Head-*
master, Board High School, Kamuthi, Ramnad
District.
- * 4. *Secretary* :—SRI V. ARUNAJATAI, M.A., M.Ed., *Headmaster*,
Progressive Union High School, G.T., Madras-1..
- * 5. *Joint Secretary* :—SRI T. E. SANTHANAM, B.A., B.T., *Headmaster*,
Ramakrishna Mission Boys' High School,
Chingleput.
- * 6. *Treasurer* :—SRI L. MARIAPRAGASAM, B.A., L.T.,
No. 6, Cutchery Road, Mylapore, Madras 4.
- * 7. *Journal Secretary* :—SRI C. RANGANATHA IYENGAR, M.A. L.T.,
No. 39, Fourth Main Road, Gandhinagar,
Madras-20.

DISTRICT GUILDS—

NORTH ARCOT—

- * 8. SRI T. P. GOPALAKRISHNA NAIDU, B.A., L.T., *Headmaster*,
Board High School, Polur.
9. SRI D. NARASIMHACHARI, B.A., L.T., Town High School,
Arni.

SOUTH ARCOT—

10. SRI P. R. SWAMINATHAN, M.A., L.T., *Headmaster*
R.C.T. High School, Annamalainagar.

CHINGLEPUT—

11. SRI A. T. DORAISWAMY IYENGAR, B.A., L.T.,
Goudie High School, Trivellore.

COIMBATORE—

- * 12. SRI K. M. RAMASWAMY GOUNDER, B.A., L.T., *Headmaster*,
D.J. High School, Gobichettipalayam.
13. SRI E. VENKATESALU, B.A., L.T., *Headmaster*,
Rajalakshmi Mills High School, Singanallur.

MADRAS—

14. REV. D. THAMBUSAMI, M.A., L.T., B.D., *Headmaster*,
Kellett High School, Triplicane, Madras.
15. SRI T. S. RAJAGOPALA IYENGAR, B.A., L.T.,
Hindu High School, Triplicane, Madras-5.

MADURAI—

16. SRI M. R. SRINIVASAN, B.A., L.T., *Headmaster*,
Madura College High School, Madurai.
17. SRI A. RAMAYYA, B.A., L.T., *Assistant*,
St. Mary's High School, Madurai.

RAMANATHAPURAM—

18. SRI M. RAJAH IYER, M.A., L.T., *Headmaster*,
Rajah's High School, Ramnad.
- * 19. SRI D. SEBASTIAN, Senjai Municipal Higher Ely. School,
Karaikudi.

SALEM—

20. SRI E. SHANMUGAM, B.A., L.T., *Headmaster*,
Board High School, Krishnagiri.
- * 21. SRI S. SUBBA RAO, B.A., L.T., *Assistant*,
Little Flower High School, Salem.

TANJORE—

22. SRI K. M. SUNDARAM, B.A., L.T., *Headmaster*,
Umamaheswara High School, Karunthattangudi.
23. SRI S. RAMAYYA, B.A., L.T., *Headmaster*,
K.G.S. High School, Auduthurai.

TIRUNELVELI—

24. SRI A. S. B. PHILIP, B.A., L.T., Schaffter High School,
Tirunelveli.
25. SRI H. VISVESWARAN, B.Sc., L.T., Thirthapathi High School,
Ambasamudram.

TIRUCHIRAPALLI—

26. SRI A. V. RANGA RAO, *Headmaster*, Higher Ely. School,
Tennur, Tiruchirapalli.
27. SRI N. MAHADEVAN, B.A., L.T., High School for Boys,
Srirangam.

THE NILGIRIS—

28. SRI S. SIVASUBRAMANIAM, B.Sc., B.T., *Assistant*,
Municipal High School, Ootacamund.

EX-PRESIDENT—

- * 29. SRI S. NATARAJAN, B.A., L.T., Director, Field Advisory
Services, All India Council for Secondary Educa-
tion, 4/19, Asaf Ali Road, New Delhi.

* Denotes Working Committee members.

THE SOUTH INDIA TEACHERS' UNION

Presidents and Secretaries of District Teachers' Guilds (31—3—1957)

District Guild.	President.	Secretary.
1. North Arcot	Sri S. Krishnamurthy, B.A., L.T., Headmaster, Town High School, Arni.	Sri D. Narasimhachari, Town High School, Arni.
2. South Arcot	Sri C. Subramania Mudaliar, M.A., L.T., Headmaster, Gandhi Memorial High School, Tiruvannainallur.	Sri P. Kulandaivelu Pillai, Board High School, Porto Novo.
3. Chingleput	Sri A. S. Johnson, M.A., L.T., Headmaster, St. Columbas High School, Chingleput.	Sri T. E. Santhanam, B.A., B.T., Headmaster, Ramakrishna Boys' High School, Chingleput.
4. Coimbatore	Sri G. R. Damodaran, B.Sc., A.M.I.E., Principal, P.S.G. College of Technology, Peelamedu.	Sri E. Venkatesalu, B.A., L.T., Headmaster, Raja Lakshmi Mills High School, Singanallur.
5. Madras	Rev. D. Thambusami, M.A., L.T., B.D., Headmaster, Kellett High School, Triplicane, Madras-5.	Sri T. S. Rajagopala Iyengar, B.A., L.T., Sri V. S. Saravanan, Singarachari St., Triplicane.
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**TEACHING IN SECONDARY SCHOOLS—
 FALL IN STANDARDS**

Some Thoughts and Suggestions

K. N. PASUPATHI, Retired Headmaster, Kurnool

(Continued)

Part II

The greatest evil to-day is the decline in the standard of teaching, the quality and educative content of teaching in the class-room. Most teachers merely dole out some lessons day by day, giving mere bundles of facts or bits of knowledge. They generally abuse the textbooks while teaching subjects by making them mere reading lessons. Mere information does not lead to the acquisition of permanent knowledge by pupils. Some teachers thoughtlessly dictate questions and answers also on every lesson in every subject. Pupils fondly imagine that they can succeed in the examinations by studying the teachers' dictated answers. Bazaar notes, made-easies, text-examiners and such wretched third-hand stuff have flooded the market, nay, inundated the high school class-rooms sweeping teacher and pupil alike. And most pupils eagerly buy and devour this worthless fare. They feed on this unhealthy food hoping to succeed in public examinations. Now it should be the main task or duty of the teacher to discourage the use by pupils of these manifestly harmful tracts and he may even destroy them when he finds them in the hands of his pupils. No teacher worth the name should connive at his pupils' studying these unhealthy books.

The teacher must frequently question his pupils in the class-room and correct them, whenever necessary. He must encourage his pupils to approach him freely and clear their doubts both at school and at the home of the teacher. The teacher should take an abiding interest in the mental and moral as well as physical welfare of his pupils. He may even, so far as time permits, visit the homes of his pupils and talk to their parents about the progress of pupils. Unless teachers do all this,

they cannot discharge their duties fully. The work they do bears no proportion to the salaries paid to them. Teachers should hardly think of their work in terms of money.

Teachers are often tempted to pursue short-cuts in teaching and this leads to disastrous results. The work of pupils should be constantly supervised by the teacher. The handwriting of the pupils of to-day generally is a real disgrace to every one concerned. Their spelling is intolerably bad and incorrect. Who is answerable for this state of affairs? How far is the teacher responsible? He cannot certainly absolve himself of responsibility altogether for such evils although over-crowded and unwieldy classes handled by the average teacher to-day prevent him from keeping a close watch on the work of pupils and correcting them then and there. But, teachers are not wholly responsible for the fall in standards in education. The excessive interference by the department of education in the guise of reform often has deleterious effects and checks the good quality of teachers' work. No one can justify the endless changes in curriculum made by the authorities. Often the changes in syllabi are initiated by men who have no intimate connection with school work and school teaching. Often too, the framers of a syllabus are people who are not in the practice of the profession. It is no secret to say that instances have been noticed of the framers of new syllabi simply copying headings from the latest books on the subject published in England or America and passing the thing for something original. Teachers are easily made slaves of every departmental syllabus. To understand the implications of a syllabus and define the scope of the subject

matter to be taught to pupils, no one is really more competent than the teacher himself, who follows the profession of teaching.

Another cause for the fall in standards in schools is the excessive pre-occupation of the headmasters with burdensome office work. They follow mere routine practice and find little time to mix with the staff and pupils, to visit every class-room and guide and stimulate the work of teachers, particularly the young and inexperienced assistants. It is an open secret that everywhere the work of teachers in the lower forms, generally speaking, is far below the mark. There are of course noble exceptions in every school. Present day secondary grade teachers with S.S.L.C. qualifications are quite ill-equipped for the great work of teaching. They are hardly competent to handle subjects like English or Social Studies. Not a few of this category of teachers are lacking in industry or diligence as their work is imagined to be less responsible than that of their colleagues in the higher forms. It is the main task of heads of schools to move freely with all teachers, stimulate them and sympathetically understand their difficulties and help them actively in every manner so as to enable them to do better and better in the daily practice of teaching. It is a great pity that most headmasters simply shirk this part of their main responsibility in secondary schools.

Yet one more reason for poor standards is that departmental educational officers to-day are by and large, men of poor academic calibre. Their knowledge of school subjects is shallow, and one cannot ordinarily expect them to be of much use to teachers in schools by way of guidance which they visit annually or biennially. All they do is to make enquiries, to make reports and do such routine things which are incidental and secondary and have nothing to do with the main and primary task of education. To realise the best possible results in school teaching, headmasters and their staff must exert themselves in a spirit of co-operation

and inspire the pupils to do good work. Yet another potent cause for low standards is the lack of parental co-operation in quite a large majority of cases, say 90% with the work of schools and teachers. Most parents hardly think of schools and teachers except on occasions when their children fail to secure annual promotions or seek admission in schools!

These are some of the causes that I suggest for the fallen and still falling standards in secondary schools. If teachers are full of earnestness and enthusiasm for their work, if they derive innate joy while teaching, if they are lamps of learning and knowledge and deem themselves to be life-long students, if they devote themselves enthusiastically to their pupils and to the work, there is no reason why school standards will not rise high. A lofty spirit of idealism on the part of teachers will alone raise the poor standards. Teaching is a noble calling and teachers must follow it in a spirit of dedication as did the ancient teachers of India. Then alone, school teaching will improve in quality and bear good fruit. Then the cry of deterioration of standards will not be heard anywhere in our country.

Teaching is a noble profession and teachers may well feel proud of belonging to it. True, economically the teacher is poor compared with those in other walks of life; but when was the teacher in India really materially well off? A Bhishma, a Dhrona, a Socrates and other great teachers of old were noted for their high scholarship, deep wisdom and great character, but they were all poor men indeed from the point of view of worldly possessions. Let teachers comfort themselves in the thought that man does not live by bread alone, though of course he cannot live without bread. Great teachers have always lived a life of plain living and high thinking. Teachers have splendid opportunities to make and mould the future citizens of the country. Contentment and devotion to duty will make them professionally successful and mentally and morally happy.

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