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The South Indian Teacher

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

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No. 11

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THE
SOUTH INDIAN TEACHER

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A comparative study of the Syllabi in Social Studies of the Basic Schools, Higher Elementary Schools and Middle Schools

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I. In our State we have at present three different patterns of education for students under the age level of 14. The content and emphasis vary greatly from one another in these three different patterns. Even at the outset we have to take note of the difference in the aims and approach of these 3 patterns. The Basic Schools and the Middle schools have adopted in their curriculum, the new course called social studies while the Higher Elementary schools still continue the same old system of teaching History, Geography, Civics etc., separately. Apart from this respect relating to the content we must take note of another aspect also that relates to the methodology; while the latter two patterns do not lay so much emphasis on the activity aspect Basic schools teach everything through an activity having it as the core of all learning processes. So, this prevailing difference in their approaches has to be kept in mind. Further the age at which boys are admitted into these schools differs from one another. In the Higher Elementary schools and Middle schools it is 5 while the basic schools admit their boys only at the age level of 6. Hence before venturing upon a comparative study and analysis of the syllabi of these various patterns we have to keep before us these three funda-

mental factors of aims, approach and age level as the background of our study.

II. In the Higher Elementary schools syllabus we find three different sections captioned as History, Geography and Civics. This is just the old system of compartmentalised curriculum. History here is only Indian History, Geography means local and National geography up to the 5th standard and then a broad and detailed survey of world geography from the 6th to the 8th standards. Turning to civics we find a fairly wide ground containing much of useful information from the practical point of view. In the Basic Schools syllabus we find history and geography fused together losing their separate identities and civics has become part and parcel of the community in the schools.

In both the systems, in the first two years emphasis is not so much on theoretical training as on the inculcation of certain modes of good conduct and social training. Regular systematic instruction begins from the third year onwards. At this stage a student of the Higher Elementary schools begins the study of geography from a survey of his environment in all its major aspects. The same local study approach

we find in the basic schools syllabus also. It is gratifying to note that even at the earliest stage the fundamental principle in pedagogy, viz., "from the local to the distant" is applied. But turning to the field of History we find that only stories relating to Indian history find a place in the higher elementary school syllabus while the basic schools start with the concept of universality by giving the students a broad view of the development of mankind from ages past as well as in the different parts of the world. So the triple factors of time, space and society are very well presented to the students here. "Well begun is half done" and so with this invigorating initial start we can expect the socialization process of the child to proceed smoothly and effectively.

In the fourth year, both these systems adopt the same course in geography in that they emphasise detailed study of their environmental factors. In the Basic Schools we find geography and civics fused together. We also find a human and practical touch being given to the learning process through correlation with spinning, gardening and other current problems.

In history, the initial separation effected at the third year, assumes greater dimensions and the small original crack slowly becomes a yawning gap. At this stage, while the Higher Elementary school continues to have a restricted view of history by giving a survey of Indian history from the earliest times to the Queen's proclamation, the basic school continues its universal approach. It also develops the student's knowledge of Indian history but it does not forget its main objective of training them for effective world citizenship. So it teaches them Indian history by telling how India was affected by and has affected the other countries of the world in the bygone days. Another merit of this syllabus at this level and hence a corresponding defect of the Higher Elementary School syllabus is that the cor-

related study of current events begins now itself.

In the fifth year, in respect of Geography, we find both of them following the same course in that they emphasise local and world geography. The higher elementary school syllabus prescribes a detailed study of the local State, and a general survey of the communication and transport facilities in India as well as a broad survey of the Natural regions of the world. In the basic school syllabus we don't find such an intensive treatment of the geography of our State. It will be advisable to include it.

In respect of history, we find the same old differences continuing. The basic school follows the story approach to the teaching of Indian history. It traces out how the various civilizations of the world have affected India in the past and inculcates the spirit of tolerance, charity and brotherhood by tracing out the story of the chief religions of India. Religion is the bedrock of Indian culture as also the anchor sheet of the life of Gandhiji who was the author of the pattern of education. Moreover the basic school syllabus aims at presenting the story of mankind both latitudinally and longitudinally in time and space, in the 6th, 7th and 8th years. So we find that in the fifth year the ground is very well prepared to receive that training later on. Religion being the chief agent that has been responsible for the synthesis of different cultures in the world, it is but proper that the student gets a glimpse of the religious aspect of our culture even at the fifth year level.

In contrast to this we find in the Higher Elementary school syllabus a mere textual presentation of Indian history once again from the earliest times to the modern days without any life infused into it. A detailed knowledge of Indian history is quite essential and indispensable. But it may also be argued on this side that here too they are preparing the students for the very detailed study of

Indian history that is to follow (in 3 parts—Hindu, Mohammadan and British) in the 6th, 7th and 8th year classes. It is not merely enough if we study Indian history alone in its time and space aspects in a very restricted manner. We have to analyse and present the growth of Indian culture comparing and contrasting it with that of other cultures. This parallel study approach is quite important and this condition, the basic schools syllabus admirably fulfils.

In respect of geography also we find the same big gulf between these systems. The emphasis has now shifted in the study of geography from a mere analysis of the surface features of the earth to an analysis of how they affect human life. It is a study of the environment in relation to man's life i.e., how man has adapted himself to his environment — either passively or actively. Viewed from this point the Higher Elementary school syllabus miserably fails with regard to the training that it gives in both history and geography. In the 6th, 7th and 8th year classes we find nothing but a factual statement of all details in Indian history and the geography of the various continents. Thus in the Higher Elementary School at the close of the 5th year we come to a point of stagnation where the personality growth of the students registers a dead end. The only redeeming feature of this syllabus in these 3 higher classes is that portion relating to civics which trains the student in health, hygiene and moral principles besides giving some useful information relating to the administration and economic life of our country at various levels. Now the comparison can be made between the basic school syllabus and the middle school syllabus. In the 6th year (First Form) syllabus of the middle school we find emphasis being placed on the development of the broad human interest in the progress of mankind in general and of India in particular with reference to the pupils' own locality or region wherever possible. This syllabus is

quite broad based and reflects the spirit of social studies to a very great extent. But one defect of this syllabus is that geography does not get an adequate treatment in it. This deficiency is made in Part A of the basic school syllabus for the 6th year, but Part B concentrates so much on "communications"—(Physical and mental) as to leave out of focus the study of government, religion, science and arts as outlined in the middle school syllabus. We only find a note saying that references should be made to the part played by scientific inventions and discoveries in agricultural, industrial production and manufacture. A point of merit also has to be registered at this juncture. The treatment of Part A, 'man and his environment' is good in that the daily life of peoples in different parts of the world but having a good number of similarities in their modes of living is taken up for study such as life in forests, life in deserts, life by the sea, life in river basins. This comparative study approach helps the students greatly to have a sympathetic understanding of the problems of others. So we find that the syllabi for the 6th year in both these patterns are good in their own spheres, but there can be a great deal of interchange between these two. The middle school syllabus can take in the comparative life study approach of the basic school syllabus in the treatment of regional geography and transport facilities i.e. how travellers of different types have made history in the past. Similarly the basic school syllabus can borrow from the other one such units like administration, religion, science and arts that will give a fuller meaning to the content of the syllabus. More than anything else, the middle school syllabus for the 6th year has to be commended most for the excellent beginning that it gives in presenting the world of today as the gift of the past. This is worthy of inclusion in the basic school syllabus.

Coming to the 7th year syllabus we find to our utter disappointment, that the excellent start given in the 6th

year syllabus of the middle school has an abrupt end. Social studies begins at the 6th year stage and suddenly seems to percolate into a limestone region only to run as an under current for 4 more years and then suddenly spring up at the 9th and 11th year at the IVth Form and S.S.L.C. level. The absence of geography that was much lamented in the 6th year syllabus seems to have been compensated with a vengeance in the 7th year syllabus which completely deals with world geography for which the student has not been prepared in the 6th year course. Nor can he be expected to have some prior knowledge of all these things by virtue of the detailed syllabus in geography that obtains in the higher elementary school syllabus in standard V and below. Even in the 5th standard it is only purely state geography with a sprinkling of national geography and a faint glimpse of world regional geography. Even if we say that the geographical climate has been well prepared in the minds of the students in the Higher Elementary school in view of the grim fact that he has not heard a single syllable in geography in the 6th year course, we are forced to conclude that in the mental balance of the student, the incentive to retain and the impulse to forget may be moving in opposite directions. The latter's pace is accelerated by the environmental and consequent psychological change that he comes to feel when he leaves the 5th standard of the higher elementary school and enters the Ist Form of the middle school. In the beginning of the 7th year itself he is suddenly introduced to the mysteries of the universe. Concepts of time and space should be slowly built up in the children's minds.

If at all there is any history in the 7th year it is in the form of biographical sketches of few eminent men drawn from different parts of the world. This study comes towards the close of the year and also in a manner quite unconnected with what they have learnt in the previous months.

In the basic school syllabus of the

7th year, the 80% emphasis on geography found in the 6th year is followed by a complete omission of the same in the 7th year. This is equally deplorable. But the treatment of history at this stage is quite good. If by history we mean the story of the progress of mankind in different periods at different places under different conditions then the basic school syllabus admirably does it in presenting not only the history of the growth of civilizations in the past but also in suggesting the future trends of civilization. Similarly also if by a study of religion we don't mean simply a scrutiny of the abstractions in man's existence here and after death, but actually a scintillating study of the evolutionary process of the mental make up of humanity from times immemorial under different conditions and climates thus revealing the spiritual growth of mankind, we find such an analysis in the Part B of the 7th year basic school syllabus. So with a little addition of geography the syllabus will be complete in itself. This geography may relate to the study of the influence of geography on the origin, growth and decay of some of the important civilizations of the world.

Hence while the basic school syllabus for the 7th year requires only a small addition, the middle school syllabus stands in need of not only a little pruning but a radical alteration itself. It can be modified on the lines of the basic school syllabus by an inclusion of the study of history of mankind in general with special attention to Indian history.

In the 8th year syllabus of the middle school the balance is fairly on the side of history, especially Indian history with a brief survey of our National administration and U.N. towards the end, as also certain biographical sketches of some eminent leaders. It is better than the Higher Elementary school syllabus of the 6th, 7th and 8th years in that it presents the whole of Indian history in one year rather than spread it over 3 years. In the civics

portion of the Higher Elementary school syllabus we find some references to our national administration in the 8th year.

But in direct contrast to this, the basic school syllabus for the 8th year deals with certain political concepts at first and then proceeds to a study of the politics of the past as well as of the present. To a certain extent it forestalls the IV & VI Form syllabus of the high school. To that extent we can say it is far fetched to learn all these things. But this is possible in that the students have been prepared for this in the lower classes where they have learnt the comparative life study and universal approach techniques. We find here a blending of geography, history, civics, economics and politics and sociology. Taught by the real teacher in the proper spirit and manner this will become a faithful course in social studies.

On the side of practical work, we find fairly detailed instructions given for each unit in every form of the middle school syllabus. But in the basic school syllabus we find a mention of practical work in a very general manner. This may be due to the fact that since the whole of the teaching and learning processes should evolve themselves out of an activity, separate assignments of practical work need not be given. The defect of the middle school syllabus in giving detailed instruction in practical work is that there is a tendency on the part of the teachers to take a narrow view of the scheme of practical work and restrict themselves only to what is mentioned in the printed syllabus. In contrast to this the absence of any instructions in the basic school syllabus gives a fair measure of latitude for the teacher to plan out his scheme of activities for the various units and thus precludes any possibility of the teachers' power of original thinking getting straight jacketed. It may be argued in favour of the middle school syllabus that those instructions are only suggestions. But sometimes suggestions acquire the force

of statutes. Nevertheless it can't be totally denied that they are of some use, since they will be quite helpful to the average pedagogue and the novices in the profession.

In the Higher Elementary school syllabus we find detailed instructions given for practical work in geography but not even a passing mention of anything regarding history has been made. Even in geography the practical work suggested consists merely of the drawing of maps, charts and pictures. The human touch is almost absent except for certain faint rays that we see here and there occasionally. Even if we excuse the fact that the history portion of the syllabus is in fact nothing but pure Indian history, that much at least should be made vivid, real and interesting and meaningful to the pupils. Mere theoretical instruction will do no good. The events and scenes narrated in the class should become animated. For this some practical work is necessary. The quantum of practical work given in civics is quite sufficient and

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there is nothing more to add except to suggest that visits to Hospitals, community centres and other official and non-official administrative bodies should be made more frequent.

Thus we find that while the Higher Elementary school syllabus is to be commended for the greater emphasis that it places on the study of local and state geography and civics, its undue stress on the dry and detailed world geography based on the old system and extreme importance attached to the study of Indian history all the 8 years are to be severely condemned. The middle school syllabus gives a forceful initial thrust; loses its vigour and charm even at the close of the first round and the student is tossed in an ocean of chaotic and unconnected mass of information. Towering above both these, the basic school syllabus keeps constantly in view the main objective

of education viz., socialising the child and hence plans the whole learning process in a very graded manner suited to the age level, needs and capacity of the children. It is no wonder if a student coming out of a basic school at the close of the 8th year is very well informed, but equally so it will not also be a great wonder if he loses all interest in learning after entering IV Form in a high school, since the whole atmosphere and the syllabus are entirely different from what he has experienced previously. When he enters the IVth Form, by virtue of his varied experiences acquired earlier, he will be a Gulliver among Lilliputians; but later on due to disuse, his mental faculties get atrophied and slowly he turns into a Gulliver among Brobdingnagians, since the degree of deterioration will be greater at the high school stage for him.

RECORD OF 'FUTURE PLANS' IN THE SECONDARY SCHOOLS OF MADHYA PRADESH

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

Dongargaon, M. P.

'Guidance' is the watch-word of modern life. Society has become so complex and individual life-span so short that there is no place for experimentation. If one needs to avoid frustration in later life, he has to plan his future methodically. Vocation being one of the main responsibilities of later life, it needs careful thinking right from school stage.

One of the most serious drawbacks of Secondary schools in Madhya Pradesh is their apathy towards students' career. Schools concern themselves with admitting children and are eager only to see them get through Board Examination. To feel the pinch of this problem one has to see students, after the results of the Board Examination, either aimlessly thronging into colleges or going through 'VACANT SITUATIONS' columns of newspapers. It arouses pity for which school system is responsible. It is like throwing a child in the river without teaching him the art of swimming. There should be regular exchange of opinion between the guardian, the child and the school on this point and steps should be taken to realise the end.

To a question, "To what extent does your school take pains to know students' vocational interests and plans and guide them?" 96% have flatly expressed that no efforts are made in this direction.

Let us know what the remaining 4% of schools do for pupils in this matter. During interviews with teachers and Headmasters of some of these schools after a very frank discussion on this point it was found that all they did was to ask a few bright students what they would do after passing their Matriculation and then some general advice was offered.

Even if we appreciate the goodness of such teachers and Headmasters, it is very easy to see the futility of any such procedure. One thing is that it is only casual. It has no place in school organisation and secondly it touches only a few.....a very small percentage of students taking instructions in schools. Apart from this there are technical objections. At this stage when a pupil has reached the Matriculation class asking such questions has no sense because pupils are allowed the option of subjects right from IX class. At that time they do not understand the value of different subjects and hence they cannot make proper choice. Guardians are also unable to advise because they have very little information about what courses lead to what vocation. Thus we find that our schools totally lack vocational orientation. They have no definite well-chalked out plan for this nor do they possess any special record form according to the needs of the individual.

As Professor Cyril Burt says, "Teachers have themselves been among the first to claim that education, to be truly efficient, should be adapted to the needs of each child. Their maxim has been: fit the school to the child, not the pupil to the school". So also is in Madhya Pradesh. The teachers and Headmasters have not failed to realise the gravity of the situation and are desirous of having schemes to this effect. Replying to the question, "Are you in favour of maintaining any such record?" 70% of Headmasters have said, "Yes. It is most essential for vocational guidance". This leaves no doubt that the need for this is urgently felt in the educational sphere but no initiative has been taken to work it. So a form given below is indispensable for counselling services.

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FUTURE PLANS I

Name..... Parent's ambition
 Address..... Own choice

This form is to be entered every year. The last column should be written by the expert and suggestions handed down to proper person for execution, before new session starts.

The best way of evaluating a scheme or a programme is to 'follow it up'. Hence Form I is incomplete without Form II (given below) which keeps contact with the pupil after he has left his school and entered the job.

Age	Intelli- gence	Special Aptitudes	General Health	Tempe- rament	Voca- tion Sugges- ted	Voca- tion Selec- ted	Train- ing Need- ed	Scheme of Prepara- tion Suggested.
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FUTURE PLANS II

(After completing School)

Name..... Address.....

Employed	Self-appraisal	Employer's Report	Progress
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			There is still a gap of Rs. 1,400. It is hoped that those who have not yet responded will kindly co-operate with the Union in wiping out the deficit at an early date.

C. R. AIYANGAR,
 Convener,

S.I.T.U. Building Committee.
 16-11-1957.

TWENTIETH INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, GENEVA, 1957

Text of Recommendation No. 45

The International Conference on Public Education, convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the eighth of July, nineteen hundred and fifty-seven for its twentieth session, adopts on the seventeenth of July, nineteen hundred and fifty-seven the following Recommendation :

The Conference,

considering the rapid changes brought about by economic, technical and social progress in the modern world,

considering that the problem of the training of primary teacher training staff is a permanent one; that the responsibilities of the primary school have greatly increased and must now include character training and sound social and civic training as well as instruction in academic skills,

considering that these increased responsibilities will require from primary school teachers even higher standards of knowledge and skill in humanistic and social studies as well as in purely scientific and technical subjects,

considering Recommendation No. 36 on primary teacher training adopted on the fourteenth of July, nineteen hundred and fifty-three, by the International Conference on Public Education at its sixteenth session,

considering that the staffs of primary teacher training establishments, during their own training, need particularly to acquire personal experience of the various

facets of the intellectual, economic and social life of their time,

considering more particularly that the development of the social studies and of educational science now requires that primary teachers must be well trained in these fields so that they are able to make wise and independent judgments,

considering that it seems difficult for those who give practical training in education to prepare primary teachers without being themselves thoroughly familiar with primary teaching,

considering that teachers entrusted with training primary teachers cannot rest content in their own training with purely theoretical studies, and that they should be able to transmit to their pupils modern and effective teaching methods, together with a capacity for individual study and creative work,

considering that the almost universal shortage of primary teachers necessitates the continued development of establishments responsible for their training and of all institutions dealing with the study of education,

considering that, if professional training is indispensable for those who are to teach general educational subjects, it is even more indispensable for teachers of the educational sciences,

considering the tendency of certain universities and establishments at higher level to concern themselves with educational science and research without dealing sufficiently with its practical application to teaching,

considering that the teacher training establishment should be a centre of research, and to this end should be under the direction of a person who is not only an experienced teacher but also interested in educational science and research,

considering that modern society demands more and more international collaboration and mutual understanding,

considering that countries sharing similar aims, but having different economic, financial and administrative systems, need to find varied solutions to the problem of preparing staff responsible for the training of primary teachers,

submits to the Ministries of Education of the several countries the following recommendation :

1. It is necessary that the competent authorities should pay increasingly close attention to the training of the staff who are to train primary teachers in general and special studies and in the educational sciences, and that such instruction should be a condition of their appointment.

2. The training of primary teachers is at present carried out in establishments at secondary level, at post-secondary level and at university level. In view of the constantly improving status of the teaching profession it is desirable that primary teachers should be trained in educational establishments at higher level.

3. In choosing between the two kinds of training for the staff of primary teacher training establishments (i.e. in a university institute or faculty or else in an establishment outside the university) each country should select the pattern which best fits its need for teachers and the structure of its higher education.

4. In countries where the two types of training duplicate each other, every effort should be made to avoid a

waste of effort and to ensure the closest collaboration.

5. Since teacher training institutions at university level depend for their success on staff with advanced university training, it is recommended that the availability of such staff be assured in advance.

6. Where the training of primary teacher training staff is given in a university faculty, it is desirable that it should include common study with other faculties.

7. In countries where this training is carried out in establishments outside the university, collaboration with the universities which would enable students of these establishments to attend certain university courses should be encouraged.

8. Establishments preparing staff for primary teacher training could usefully provide training for school administrators and inspectors also; in this case every opportunity should be afforded for experienced teachers to take advantage of this training.

9. The principal of a teacher training establishment should be himself an educator and should have an outstanding knowledge and experience of educational problems. If circumstances should require the appointment of a teacher trained primarily in an academic subject, he should have the assistance of a specialist in the problems of the primary school.

10. Each country, according to its educational system, should endeavour both to co-ordinate and promote educational methods at the national level and also to ensure progress and research in teacher training establishments by all suitable means, such as an inspectorate, a central commission, a university body, etc.

11. When a country does not yet have the necessary institutions, international co-operation leading to the

training of staff for primary teacher training in well established institutes and universities abroad should be encouraged, and financial support to make this possible should be provided.

12. In whatever type of establishment training for future primary teacher training staff is provided, the staff and students of these establishments should be of comparable quality to those in university faculties or institutes.

13. Training at university or higher level at least equivalent to a bachelor's degree, ought to be required as qualification from all teachers responsible for primary teacher training.

14. In the selection of candidates for the staff of teacher training colleges, account should be taken not only of their moral, intellectual and professional capabilities, but also of their sense of vocation and of social responsibility.

15. Whatever the method of appointment (competitive examinations, selective appointment, etc.) the appointment of staff responsible for primary teacher training should be strictly impartial and based only on the knowledge and qualifications of the candidates and on their qualities as educators.

16. Men and women with equal qualifications should have equal opportunities of access to teaching posts in primary teacher training establishments and receive the same salary.

17. Staff in training, when their financial situation requires, should receive free tuition and scholarships or other financial aid, as well as free board and lodging where residential facilities are in force; those who have already been teaching should receive leave with pay and, when necessary, a displacement allowance.

18. Where teachers of general education subjects for primary teacher training establishments receive the same academic training as secondary

school teachers, staff can be selected from among this group, taking into account both their qualifications and teaching experience. This selection should be equivalent to promotion and entitle them to a higher salary. After recruitment they should undergo a period of probation which will enable them, among other things, to make or resume contact with the primary school.

19. In order to increase the intake of particularly well qualified staff for primary teacher training establishments, it is highly desirable to grant leave with pay to those primary teachers who have shown outstanding qualities in their teaching and who desire to undertake the necessary further study.

20. Teachers entrusted with the training of future primary teachers in special subjects such as art and handicrafts, domestic economy, music and physical education, should receive a training of comparable standard to those who teach academic subjects.

21. Training in education and psychology should normally be required of those teaching special subjects as well as of those who teach academic subjects, so that both may learn to adapt their subject to the needs of primary teachers.

22. The special training of those who teach psychology and education to future primary teachers should be both theoretical and practical and include child and adolescent psychology, teaching methods, experimental psychology, educational guidance, history of education, comparative education, school organization and administration, civic education, national and local traditions, etc; this instruction should be of a high standard and should include advanced study and research in one selected branch.

23. Programmes of training for staff responsible for primary teacher training should include an introduction to research into educational policy and practice; the duties of the staff in tea-

cher training establishments should include research activities.

24. It is desirable that teachers of courses in psychology and education should have had personal experience in primary teaching, especially those in charge of teaching practice.

25. Special attention should be given to providing an opportunity for staff members to participate actively in international relations and to study the problems and methods of fostering international understanding through education.

26. Care should be taken that staff responsible for the training of primary teachers for rural areas should be introduced to the study of rural conditions and methods of rural education.

27. As the training of teachers for handicapped children of primary school age requires special studies and experience, it should be entrusted to staff with special additional training who will teach either in an ordinary teacher training college or in a special institution.

28. Of whatever type it may be, establishments for preparing staff to be responsible for primary teacher training should have at their disposal an adequate number of chairs of education schools or classes. They should also possess research laboratories, and demonstration schools or classes. They should also possess a library well stocked with books and reviews on educational psychology and a collection of audio-visual material commercially produced or teacher-improvised. Future teachers should be familiarized with all this material and with the utilization of all available local means of rendering their teaching more concrete and lively for their students.

29. Steps should be taken by the authorities concerned to provide faci-

lities for further training for staff responsible for primary teacher training, in the shape of publications, work or discussion groups, further training centres, study courses, fellowships and foreign travel, etc. It is desirable that a close collaboration be established, for their mutual benefit, between these staff and learned societies in a position to help them in their educational research.

30. It is desirable that the staff of primary school classes in which staff in training will receive their practical training should be specially selected for their high qualifications and experience.

31. It is highly beneficial for the teacher of education to maintain regular contact with actual teaching, and also for the inspector to have the opportunity of making a synthesis of his ideas in the light of his experience, possibly through giving a series of lectures in education; to this end and where it is practicable, an interchange between teachers of education and primary school inspectors should be encouraged.

32. Staff responsible for primary teacher training should enjoy as a minimum all the advantages of other teaching staff of the same standing (periods of leave, time-tables, retirement, superannuation, etc.); it is desirable that they should be able to obtain periodic sabbatical leave with pay for one year in order to continue their professional studies.

33. The remuneration of staff responsible for primary teacher training should be at least equal to that of other teachers or civil servants occupying posts at the same level; in particular, training school teachers at secondary level selected as indicated in clause 18, should receive a higher salary than that of other secondary school staffs.

FROM OUR ASSOCIATIONS

TIRUNELVELI DISTRICT TEACHERS' GUILD

The following resolutions were passed at the quarterly conference of the Tirunelveli District Teachers' Guild held on 7-9-'57 at Courtallam.

Resolution 1.

This meeting expresses its profound sense of sorrow at the untimely demise of Sri Arasappa Pillai, Head Master, Bala Vinayagar High School, Sivagiri and an active member of our Guild. Resolved to convey our condolences to the bereaved family.

Resolution 2.

Resolved to request the Government to extend the medical concession to teachers in aided schools as in the case of the N.G.Os.

Resolution 3.

Resolved to request the Government to expedite the grant of pension to secondary grade teachers who have retired from service since 1955; and to request the Government to extend the pension scheme to all other categories of teachers also.

Resolution 4.

Resolved to request the Government to fix the age of 60 as the retirement age for teachers.

Resolution 5.

Resolved to request the Government to grant house rent allowance to teachers.

Resolution 6.

Resolved to request the Government to frame uniform leave rules for teachers of aided schools, as for Government servants in Vac. Dept.

Resolution 7.

Resolved to request the Government to extend the fee concession for the children of teachers working in the secondary schools in the High School forms also as allowed to children of teachers working in Ele. Schools.

Resolution 8.

Resolved to request the Government to regulate the scale of pay of Secondary Grade teachers who are transferred from elementary schools to secondary schools taking their earned increments into consideration while in service in the Ele. Schools (vide G. O. No. 1263 dated 3-6-'39) and vice versa.

Resolution 10.

This meeting regrets that the scale of pay of Manual Training Instructors has been reduced from Rs. 60—4—100 to Rs. 50—2—90 just at the time when the Government is contemplating increased scales of pay for all other categories of teachers and requests the Government to continue the old scale of pay, pending final revision of pay for all categories of teachers.

Resolution 11.

Resolved to request the Government to introduce weaving, wood-work and agriculture as craft in the High School Course also as the pupils in the High School classes will be able to practice the above crafts with greater skill.

Resolution 13.

Resolved to request the Govt., to cancel the G.O. insisting on the strength of 45 pupils each for the High School and lower secondary forms for Sanskrit; and request the Government to alter the new scheme in such a way that pupils desiring to learn Sanskrit will have an opportunity to do so along with the mother tongue, Hindi and English.

Resolution 14.

Resolved to request the Government to adopt the same scale of pay for Pandits irrespective of the number of periods or their work in the middle schools or High Schools.

Resolution 16.

ஆசிரியர்களின் பென்ஷனுக்கு ஊழிய காலத்தை நிர்ணயிக்க (Service Register) முதல் பக்கத்தில் 1940-க்கு முன்னால் ஆசிரியர் ஊழிய காலமாக குறிக்கப்பட்டிருக்கும் காலத்தையும் சேர்த்து கணக்கில் எடுத்துக் கொள்ளுமாறு அரசாங்கத்தைக் கேட்டுக்கொள்கிறது.

THE CHINGLEPUT DISTRICT
TEACHERS' GUILD

The Business Meeting of the General Body began at 11 a.m. with the President Sri A. S. Johnson in the chair. Nearly 400 delegates from the Schools in Chingleput District attended the meeting. The President in his opening remarks made a short report on the working of the Guild during the year that had gone by and stressed the need for strengthening the Guild and making it a powerful body with cent per cent enrolment of all categories of teachers in the district. He also appealed to the members to contribute liberally to the Building Fund of the S.I.T.U. and requested them to co-operate to their maximum to make the A.I.E.C. a success. He then requested the members present to elect suitable office-bearers for the purpose during the year 1957-58.

The Secretary-Treasurer Sri T. E. Santhanam presented the Annual Report and the statement of accounts for 1956-57.

The Report and the statement of accounts were adopted unanimously. It was resolved to record the thanks of the Guild to Sri A. Mannarkrishnan, Headmaster, Board High School, Ponneri for his efficient and kind audit of the accounts for 1956-57.

RESOLUTIONS

The following resolutions were passed :—

1. Resolved to request the Govt. to sanction House Rent Allowance to all categories of teachers working in Aided institutions as is given to other Public Servants.
2. Resolved to reiterate the request to Govt. to extend medical facilities to teachers as in the case of N.G.O's.
3. Resolved to request the S.S.L.C. Board to renew the publication of Examiners' Review on the performance of pupils at the S.S.L.C. Public Examination.
4. Resolved to contribute Rs. 50 from the funds of the Guild to the S.I.T.U. Building Fund.

The Report of Mr. A. T. Duraiswami Iyengar, representative on the Executive of the S.I.T.U. was read and recorded.

The following office-bearers were elected for 1957-58 :—

President :

Sri A. S. Johnson.

Vice-Presidents :

1. Sri S. Natarajan.
2. Sri K. S. Rajaram Iyer.

Secretary-Treasurer :

Sri T. E. Santhanam.

Representatives of the Guild on the S.I.T.U.

1. Sri John Wilson.
2. Sri S. Natarajan.

The morning session came to a close at 2 p.m.

At 3 p.m. Sri R. Krishnamurthy and Sri S. Balakrishna Joshi addressed the gathering.

Mr. Krishnamurthy, Principal of the Pachayappas College, Madras, said the Intermediate course was replaced by the pre-university course not merely for the sake of a change. It was done on the unanimous recommendation of an expert committee, headed by Dr. A. Lakshmanaswami Mudaliar. The eight-member commission was of the opinion that the existing secondary education course did not provide the "rudiments of education expected of a student who had received 10 or 11 years of education." It suggested the addition of one more year of teaching to the high school course, which they called Higher Secondary Education. But, since most of the high schools, as they existed today, were not in a position to have another year, the Commission, purely as an interim measure, said that the course could be provided in the universities and colleges till such time as the high schools were in a position to take over. He said the syllabus prescribed for the pre-university course in the Madras University was perfectly balanced and could not be called 'stiff.'

Mr. Balakrishna Joshi, Headmaster of the Madras Hindu Theological High School, speaking next said that education was a synthetic process and was not merely "an enlargement of mind by the acquisition of knowledge as popular belief has it." Referring to the present difficulties in the realm of education, he said it was due to lack of co-ordination between the various stages. He deprecated the present tendency of adopting 'soft methods' in imparting education and holding examination and a false sense of sympathy and solicitude shown for boys. Education, he said, implied a rigorous process of mental-discipline.

If there was any fall in the standard of education, the system itself and not the youngsters had to be blamed. "It is high time that we owned candidly that there is very little co-ordination between secondary and university edu-

cation and faced the situation squarely and hammered out a solution without mincing matter", he said.

Earlier, Mr. A. S. Johnson welcomed the guests. Sri T. E. Santhanam proposed a vote of thanks. After Tea at 5 p.m. the Conference came to an end.

RANGE ELEMENTARY TEACHERS'
UNION, CHERANMAHADEVI.

The Quarterly Conference of the Union was held on 19-10-57 under the presidency of Sri K. G. Ramaswamy Ayyangar, M.A., L.T., Headmaster, The Ramaseshier High School, Pattamadai. Sri S. R. Narayana Rao, President of the Union, welcomed the delegates.

Sri G. Gomathi Sankara Dikshidar, M.L.A., opened the Conference. He pleaded for a larger share in the Budget of the State for the spread of education. The President in his speech remarked that a new era is dawning and that the teachers should equip themselves fully. Sri P. Stephen of Hindu High School, Viravanallur, spoke on "Teachers and Politics". Sri P. Swarna Pandian, Secretary, District Teachers' Guild, narrated what the Guild and the S.I.T.U. have done for the teachers and requested all to co-operate with the Guild in the conduct of the State Conference in our district.

Resolutions were passed requesting the government to grant weightage to Secondary Grade teachers before sanctioning the first increment, to revise the scales of pay for Higher Grade teachers, to expedite the grant of pension to retired teachers, to abolish the E.S.L.C. Public Examination, and not to permit High Schools to introduce Fifth Standard when the new syllabus comes into force.

Sri S. Ramaswamy, Secretary, proposed the vote of thanks.

NEWS AND NOTES

MADURAI

The Staff and pupils of the Sourashtra Secondary School, Madurai celebrated the 12th U.N.O. Day on the 24th October 1957 with Sri R. Ramasubbu, B.A., B.T., Headmaster in the Chair.

The Chairman in his introductory speech dealt on the need and aims of U.N.O. Day celebration. The pupils of Third Form demonstrated the structure of the U.N.O. and the services to humanity at large by the maintaining of all round progress and peace in all the countries of the world.

Then films pertaining to the U.N.O. were exhibited to the pupils.

With a vote of thanks by Sri A. Irudayasamy the function came to an end.

TAMBARAM

The new blocks of building of the Corley High School, Tambaram were declared open on the evening of 11th October 1957 by Mr. C. Subramaniam, Minister for Education and Finance, Madras at a largely attended public meeting in the school premises. The Minister congratulated the Management of the school and paid glowing tribute to the work done by the Missionaries for the spread of Education in India. He also said that everyone realised the important work done by them in the field of education and wanted them to continue their service.

The Rt. Rev. Dr. David Chellappa, Bishop in Madras presided over the function. After a brief welcome speech by Rev. H. E. C. Pettet and prayer by Rev. George Devadoss, Sri S. Kanagaraj Elias, Headmaster presented a report in the course of which he stated that the school, which was started as a Middle School in 1941 by the Methodist Missionary Society sub-

sequently became a high school and since 1947 has come under the Madras Diocese of the Church of South India. He said that for the construction of the present blocks of buildings, the first sods were turned by Rev. H. E. C. Pettet at a pleasant function on 30th November 1956 and he added they cost Rs. 75,515 and it was expected that the government would give a grant of Rs. 35,000. He finally thanked the Missionary Society, the Diocesan Committees and the Government of Madras for all their valuable guidance and support and ended the report by expressing the immense need of the school for an Assembly Hall and some more rooms for other activities.

The Education Minister said that the Government were doing their best for the spread of education and maintenance of proper standard. He appealed to the teachers to dedicate themselves to the cause of education with sincerity and enthusiasm, fostering the sense of discipline and faith in God in the minds of the youngsters.

The Rev. T. R. Foulger, Representative of the Methodist Missionary Society and the Principal of the Weston Training College unveiled the portrait of late Prof. F. E. Corley after whom the school is named and spoke briefly of the outstanding contributions of Mr. Corley both by his sacrificial life and work for sound christian education in South India.

The Rt. Rev. Dr. D. Chellappa remarked that only with the continued co-operation of the Methodist Missionary Society in England and its branch in India they were able to complete the work of providing additional blocks to the school. He also thanked the Government for providing amenities to the school.

A variety entertainment by the pupils of the school then followed.

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மா. இராசமாணிக்கஞர்		என். சுப்பு ரெட்டியார்	
*திருவள்ளுவர் காலம் யாது?	1-00	கவிஞர்களுடைய ஆராய்ச்சி	2-00
*தமிழர் திருமணத்தில் தாலி	1-50	கோமதி சுப்ரமணியம்	
*கம்பன் யார்?	1-50	மனக்கண்ணாடி	1-50
*சைவ சமயம்	2-25	வி. ஆர். எம். செட்டியார்	
*தமிழ் மொழிச் செல்வம்	1-50	கட்டுரைக் கரும்பு	2-00
*தமிழ் இனம்	1-50	நான்கு கவி மணிகள்	1-25
*தமிழர் வாழ்வு	1-25	தற்காலத் தமிழ்க் கவிதை	2-00
வழியும் வகையும்	0-50	இலக்கிய விருந்து	2-00
வழிபாடு	2-00	கவிஞன் குரல்	1-50
இல்வாழ்க்கை	அச்சில்	ஆஸ்கார் ஒயில்ட்	
வ. சுப். மாணிக்கம்		கடல் கன்னி	1-50
கொடை விளக்கு	1-50	சிறை அனுபவம்	1-25
இரா. சாரங்கபாணி		குமரியின் சபதம்	1-00
திருக்குறள் உரை வேற்றுமை	4-00	சிறந்த சிறு கதைகள்	2-00
தாகூர்		சாமி. பழனியப்பன்	
சாதனா	3-50	வள்ளுவர் தந்த காதல் இன்பம்	1-50
கீதாஞ்சலி	1-50	புகழ்க் கன்னி	1-50
தமிழண்ணல்		பேரறிஞர் பெர்னாண்டோ	1-00
*தாலாட்டு	2-00	கிட்டு	
மொழி வழிச் சிந்தனைகள்	1-25	அருளுதயம்	2-50
*இலக்கியத்தில் இன்பச் சுவை	2-50	பெரி. சிவனடியான்	
ஜனக குமாரி		*அவளுக்காக (நாடகம்)	1-50
*குழந்தைக்கு மருந்துகள்	1-50	வான்மதி	1-00
சுத்தானந்த பாரதியார்		சொ. முருகப்பா	
சிலம்புச் செல்வம்	4-00	இராம சாதை—பாலகாண்டம்	5-00
மணிமேகலையுருதம்	அச்சில்	அயோத்திக் காண்டம்	7-50
		கம்பர் காவியம்	2-00

இவற்றுடன் உங்களுக்கு எந்த ஆசிரியருடைய புத்தகமானாலும் நாங்கள் தருகிறோம். விரிவான விவரப்பட்டியலுக்கு எழுதுங்கள். ஆங்கிலம், தமிழ் ஆகிய எல்லா நூல்களும் கிடைக்குமிடம்.

செல்வி பதிப்பகம்

புத்தகம் வெளியிடுவோர், விற்பனையாளர்

காரைக்குடி (S.I.)

THE XXVII SOUTH INDIAN EDUCATION WEEK

MESSAGES RECEIVED

1. From His Excellency the Governor of Madras.

I am glad to learn that as in previous years the South India Teachers' Union is celebrating a South Indian Education Week, the 27th of its kind, throughout the Madras State from 24th to 30th October 1957. I congratulate the Union on the good work they have been doing for the advancement of education. The central theme chosen for discussion this year, I find, is "Fundamentals of Education and National Unity". It is unfortunately not fully recognised that national unity in the years to come largely depends upon the education imparted to the youth of the country. At this juncture, when fissiparous tendencies are much in evidence, it behoves all true lovers of the country to devise an educational scheme which will promote national unity. I wish the Education Week every success.

2. From the Chief Minister, Government of Madras.

Education, in its widest concept, must necessarily engender national unity, but it is disheartening to see that through our predilection to certain over-riding loyalties like region and language, we do not allow education to foster national unity. I am gratified to find that the aim of the twenty-seventh South Indian Education Week is to get at the nexus between education and national unity. As national unity is of the utmost importance, it will be our first duty to find ways and means of making education subserve this need.

I wish the South India Teachers' Union all success in its endeavours to foster unity through education.

3. From the Director of Public Instruction, Madras.

I am glad to learn that the 27th South Indian Education Week is to be

celebrated throughout the Madras State from the 24th to 30th October 1957 and that, appropriately enough, the central theme chosen for discussion during the Week is "Fundamentals of Education and National Unity". We are celebrating this Week on the eve of the reorganisation of the educational system of the State and I hope that the deliberations will be fruitful and will further the cause of education and teachers. I wish the Education Week all success.

4. From the Vice-Chancellor, Annamalai University.

I have great pleasure to know that the South Indian Education Week is to be celebrated from 24th to 30th October. Our salvation lies only through proper education; and whatever be the difficulties in its path, they must be surmounted.

Surely no other agency is more suitable to drive home the real aim of education than an educational institution. An educational institution must not be merely a centre of academic, professional or technical learning, but a dynamic factor in raising the moral, aesthetic, cultural and spiritual values of the individual and the nation. Education should broaden one's outlook and make one more human than what one would otherwise be. The bonds of fraternity should be knit closer and education will be failing in its purpose, if it has not succeeded in moulding the character of the individual, making him religious-minded, instilling in him a sense of discipline and turning him to be a worthy citizen ever ready to sacrifice his all for the sake his country and for the cause of peace in the world.

So, education has a great part to play in the Nation's life, and in this sense it is very fitting that the Central Education Week Committee has chosen "Fundamentals of Education and National Unity" as the central theme for this week.

It is certain that the Education Week and several activities connected with it will go a long way to stir the minds of the people to concentrate their efforts on improving the lot of the common man and on spreading the ideals of love, peace, unity, tolerance and faith in God.

I congratulate the Committee on this occasion and I hope and pray that their endeavour will be purposeful and permeate an air of cordiality, fraternity and solidarity among the people of the country.

5. From the Minister for Education and Finance, Government of Madras.

Sri C. Subramaniam, Minister for Finance, Madras, is glad to learn that the South India Teachers' Union is celebrating the 27th South Indian Education Week from the 24th to 30th October 1957. He is confident that teachers will continue to evince keen interest in their teaching profession. He hopes and trusts that the "Education Week" will be celebrated throughout the Madras State most enthusiastically. He wishes the "Week" every success.

6. From Sri S. Govindarajulu, Vice-Chancellor, Sri Venkateswara University, Tirupathi.

Thank you very much for your kind letter asking me to send a message for the 27th South Indian Education Week. I am extremely sorry that owing to my absence from Tirupathi I could not do as desired. I wish the Convention every success.

7. From the President, All India Federation of Educational Associations.

I am glad you are going to celebrate the 27th South Indian Education Week throughout the Madras State from the 24th to the 30th of October 1957. It is equally encouraging to note that the theme for discussion is "Fundamentals of Education and National Unity". I need not say that I feel happy to find

that you have been doing this noble work all these years. It is indeed a splendid record that you are doing it for the 27th time this year. I wish the teachers should do so all over India.

CELEBRATIONS AT ANTHIYUR

The Education Week was celebrated in the Board High School, Anthiyur, on 26—10—57 under the auspices of the Teachers' Association of the school. The function was presided over by Sri K. M. Perianna Gounder, G.M.V.C., the local Retired Veterinary Doctor.

The Headmaster, Sri S. Thirumalachari, M.A., L.T., spoke on "Education and our National Heritage". He explained that our culture was an ancient and dynamic one which had survived through the ages. Our culture has taught us peace, harmony, tolerance, humility and spiritual happiness. Any aspect of Education that does not take into consideration the special cultural background of our country will prove an abortive attempt. He dealt with the bad and unhealthy consequences of the frequent changes in Educational system. The interruption of the non-educationists in the Educational field will ultimately mar the progress of the pupils, the future citizens of India. He suggested that the changes should be given effect to only after due consultations with the teachers, students and the parents who are chiefly concerned with education. The Headmaster said, stress should be laid mainly on education, the aim of education being to mould a man to acquire peace of mind.

Describing the products of present day education as an output on a mass scale, Sri A. K. Pachaiyannan, L.T. assistant of the school said that Education must train a student to adopt himself to the environment and live an honest, righteous, happy, God-fearing life. He advised the students that hard work is the key to success. One should be useful to himself, to his family and to the society.

Messrs G. G. Venkataramanan, R. Rajamanickam and N. Srinivasan teachers of the school spoke on "Education and Welfare State", "Education and Home" and "Education and Teachers". Stress was laid in creating an atmosphere of sincerity among the teachers and taught and a filial devotion to learn of mutual love and understanding, failing which any external pressure will prove of no avail. The teacher must be given his due share in the social and economic sphere. Any neglect of this basic factor means that the right type of education is not achieved.

The function was attended by a large gathering of students and parents and teachers.

Sri M. Raghunathan, Secretary of the Teachers' Association proposed a vote of thanks.

AT ARNI

The Town High School Teachers' Association celebrated the Education Week in their premises, on 29-10-1957 under the Preidentship of Sri M. S. Sambamoorthy Sastry, B.A., B.L., Correspondent of the school. A good number of teachers and distinguished members of the public were present.

The topic for discussion was 'EDUCATION AND HOME'.

The Headmaster, Sri S. Krishnamurthy welcomed the gathering. Explaining the object of the meeting, he appealed to the parents to extend their co-operation to the teachers in their onerous task of moulding the character of the children.

Sri D. Narasimhachari spoke on the significance of the Education Week. He then dealt at length on the influence on the home on the child and the responsibility of parents in providing the proper atmosphere at home for children to imbibe good ideals and healthy habits. He explained graphically how education was the co-operative concern of the home, school and society.

Sri Subbrayan, Municipal Commissioner, Arni referred to the high standard of education and the high regard for the teaching profession in the past and deplored the hard condition of teachers in the present day. He also made an appreciable reference to the way in which children were now receiving an all round education with the object of making them efficient citizens.

The President, Sri M. S. Sambamoorthy Sastry, expressed his pleasure in associating himself with the day's function. He felt strongly that in view of the high load of work expected of the teachers they deserved a generous deal. He for his part assured the teachers of his determination to raise the teachers' Status in every way to an appreciable degree.

With a vote of thanks by the Headmaster and the singing of the National Anthem, the function came to a close.

KEERAMBUR

The XXVII Education Week was celebrated in the Keerambur High School, Keerambur on 31-10-57 when Sri M. M. Sivasankaran, B.A., B.L., Advocate, Turaiyur presided. Many parents visited the school during the Week during the day and saw the school actually in working. Sri K. Pichumani, B.A., B.T., Headmaster addressed the gathering on the "Ideal School and Ideal Teachers". In the course of his speech he pointed out that the responsibility of character and personality development has now more fully fallen on the shoulders of the Teachers, since other institutions that were hitherto preserving social virtues are losing their hold on people. For this kind of work, the Teachers could not expect much recognition or credit but still with great sacrifice of comforts or consolation the teachers are to work and that the ideal school should aim at character and personality development and the ideal Teacher should be one capable of sacrifice.

Sri T. S. Rajagopala Iyer one of the parents, spoke on the achievements of

the school and appreciated the way in which it carries on its work. He also paid compliment to the Co-operative spirit of the members of the staff and the active interest they showed in the school work. The Secretary Sri N. Selvarajan, B.A., B.T., pointed out that Teachers are working under a lot of difficulties and many things are to be done to place them above wants so that they may devote their full energy in the service of the pupils.

After demonstration of physical activities, the pupils of the school gave a variety entertainment. The secretary proposed the vote of thanks.

PATTAMADAI

Under the auspices of the Masters' Association of the Ramasesh High School, the 27th South Indian Education Week was celebrated for 3 days i.e., on October 29th, 30th and 1st November 1957. A large gathering of teachers, parents and educationists attended the meeting.

On the first day the meeting was presided over by Mr. P. S. Suriyanarayana Ayyar, B.A., B.T., Retired Headmaster. Mr. K. G. Ramaswami Ayyangar, M.A., B.T., Headmaster and President of the Association, welcomed the gathering. Mr. Srinivasa Ayyangar, Lecturer, St. Xavier's Training College, Palayamkottai, gave a lecture on "Some aspects of Health in the School". Mr. P. S. Sundararaman, B.A., B.T., Teacher, High School, Gopalamudram, read a paper on "Education and Welfare State". Mr. S. R. Narayana Rao, Headmaster, Higher Element-

tary School, Cheranmahadevi, spoke on "The Ideal teacher and the Ideal School".

The President, in his concluding remarks, exhorted the teachers to take good care of the children entrusted to them. Mr. A. Krishnan, Secretary, proposed a vote of thanks.

On October 30, the meeting was presided over by Mr. K. G. Ramaswami Ayyangar, M.A., B.T. Headmaster and President of the Association. There was an exhibition of Physical demonstration by pupils. The President laid stress on the importance of such celebrations which served as a forum for the public, parents and teachers to meet and discuss the right type of Education. Mr. K. Venkatarama Ayyar, B.A., B.T., gave a talk on "Lives of great men", and Mr. P. N. Kasathurenga Ayyar on "Fundamentals of Education and National Unity". Mr. P. S. Sivaswamy Ayyar, Retired Divisional Inspector of Schools, Travancore, and Mr. P. S. Suriyanarayana Ayyar, Retired Headmaster, Travancore State, also addressed the gathering.

With a vote of thanks proposed by Mr. A. Krishnan, the celebrations came to an end.

On November 1, Sri P. S. Sivaswami Ayyar, Retired Divisional Inspector of Schools (Travancore) presiding, Sri G. M. Muthuswami Pillai, I.A.S., Sub-Collector, Cheranmahadevi, spoke on "Education and Character." Sri K. G. Ramaswami Ayyangar, M.A., B.T., Headmaster, welcomed the gathering. Sri A. Krishnan, Secretary, proposed a vote of thanks.

OUR BOOKSHELF

Mental Arithmetic : by A. L. Griffiths. (Oliver and Boyd, Tweeddale Court, Edinburgh-1. Price 2 sh. 9 d.)

The contents of this book comprise a complete scheme of work in mental arithmetic for standard three of the elementary school. The examples are classified and carefully graded in difficulty of process. Nearly all the sums are in the form of problems and ample practice in mastering each difficulty has been introduced.

There are 160 exercises each having

eight sums; one exercise a day can be easily done in the course of the year.

The get up of this book is good.

List of publications received and thankfully acknowledged:

1. Anglo-vernacular souvenir on the 60th birthday celebration of Sri D. Krishnaiah, Hindupur. (6th Oct. 1957)
2. Bulletin of the International Bureau of Education, No. 124 — containing report of the XX International Conference on Public Education.

C. R.

THE XXXII ALL INDIA EDUCATIONAL CONFERENCE, MADRAS

SECTIONAL CONFERENCES

The Conference will be held at Madras from 27th to 31st December 1957. Sri C. D. Deshmukh, Chairman of the University Grants Commission has kindly agreed to preside over the Conference.

1. Primary and Rural Education Section :

Symposium : Future of Basic Education in India.

President : Smt. Ashadevi Arayanayagam, Basic Education Centre, Sevagram, Wardha Dt.

Federation Secretary : Sri S. K. Sarkar, 97/1, Madhusudan Biswas Lane, Howrah, West Bengal.

Local Secretary : Sri J. Barnabas, Superintendent, Wesley High School, Royapettah, Madras-14.

2. Secondary Education Section :

Symposium : The examination system and the changes necessary in the same.

President :

Federation Secretary : Sri S. P. Roy, Office of the All Bengal Teachers' Association, 15, Bankim Chatterjee Street, Calcutta-12.

Local Secretary : Janab C. M. Fazalur Rahman, Headmaster, Islamiah High School, Pernambat, North Arcot.

3. University Education Section :

Symposium : Higher Education as public service under State management.

President : Shri V. K. Gokak, Principal, Karnatak College, Dharwar.

Federation Secretary : Shri A. K. Sen, Principal, Vidyasagar College, Suri P.O., Birbhum Dt., W. Bengal.

Local Secretary : Sri G. N. Sesha-dri, Lecturer, Vivekananda College, Mylapore, Madras-4.

4. Teachers' Training Section :

Symposium :

President : Dr. E. A. Pires, Vice-Principal, Central Institute of Education, 33, Probyn Road, Delhi-8.

Federation Secretary : Shri Kanhaiya Lal Gupta, M.L.C., Vrindavan, Mathura District, U.P.

Local Secretary : Sri K. Narayanan, Lecturer, Dr. A. C. Training College, Karaikudi, Ramanad Dt.

5. Childhood and Home Education Section :

Symposium : The place of Nursery Schools in the future growth and development of India.

President : Dr. Miss N. Ruthquist, Palace Court, 1, Kyd Street, Calcutta-16.

Federation Secretary : Shri L. N. Saxena, 5-D, Larmour Bagh, Kanpur Cantonment, U.P.

Local Secretary :

6. Vocational and Technical Education Section :

Symposium : The kind of vocational and technical education necessary in High Schools.

President : Prof. T. N. Mehta, R.B.D. Lakshmi Narayan Technological Institute, Nagpur-1.

Federation Secretary : Shri Kamaleswari Prasad, Gandhi English High School, Nowadah Post, Gaya Dt.

Local Secretary : Sri T. N. Sundaram, Headmaster, Thyagarayanagar High School, Thyagarayanagar, Madras-17.

7. Examination Section :

Symposium : Assessment of School Records.

President : Shri S. Natarajan, Director, Field Advisory Services, All India Council for Secondary

Education, 4/19, Asaf Ali Road, New Delhi.

Federation Secretary : Principal R. S. Gupta, Lohya College, Churu Post, Rajasthan.

Local Secretary : Sri M. D. Devadason, Lecturer, Meston Training College, Royapettah, Madras-14.

8. Indian Public Schools Section :

Symposium : Public Schools in the proposed socialistic set up of the country.

President : Dr. F. G. Pearce, Rishi Valley School, Rishi Valley, Chittoor Dt.

Federation Secretary : Mr. K. C. Shukla, Principal, Scindia School, Fort, Gwalior.

Local Secretary : Sri S. Narasimhan, Headmaster, Sri M. Ct. Muttiah Chettiar High School, Purasawalkam.

9. Moral and Religious Education Section :

Symposium :

President : Sri T. M. Narayanaswami Pillai, Vice-Chancellor, Annamalai University, Annamalai-nagar.

Federation Secretary : Shri S. S. Aiyar, Principal, D. S. High School, Sion, Bombay-22.

Local Secretary : Sri P. R. Swaminathan, Headmaster, R.C.T. High School, Annamalai-nagar, S. Arcot.

10. Youth Welfare Section :

Symposium : The Youth as Nation Builder.

President : Mrs. Gulestan Rustum Billimoria, M.P., Licentiate, Trinity College, Thoburn House, Apollo Bunder, Bombay.

Federation Secretary : Rev. Fr. E. F. More, S.J., Principal, Champion High School, 13, Cooperage Road, Bombay-1.

Local Secretary : Sri S. Balasubramania Iyer, National High School, Nagapatam, Tanjore Dt.

11. Women's Education Section :

Symposium : Is the education imparted to women at present com-

pletely suitable for the attainment of Indian Womanhood.

President : Srimt. Rukmini Devi, Theosophical Society, Adyar Madras-20.

Federation Secretary : Smt. Shanti Banerjee, 3, Dwarakanath Ghosh Lane, Calcutta-27.

Local Secretary : Miss B. Hemavathi, Headmistress, Kalyanam Girls High School, Chintadripet, Madras-2.

12. Aborigines Education Section :

Symposium : Effects of modern culture on the culture of aborigines and vice versa.

President : Rev. Fr. V. Tucker, S.J., Headmaster, St. John's High School, Ranchi.

Federation Secretary : Shri Mahendra Prasad, M.L.C., Shikshak Sarvodaya Ashram, Ranchi.

Local Secretary : Dr. A. Ayyappan, Superintendent, Government Museum, Egmore, Madras-8.

13. Education for Internationalism and Peace Section :

Symposium :

President : Shri C. Rajagopalachari, 60, Bazalullah Road, Thyagarayanagar, Madras-17.

Federation Secretary : Shri J. N. Dar, Principal, Netarhat Public School, Netarhat, Palamu Dt., Behar.

Local Secretary : Sri E. N. Subramaniam, Elapully, Palghat, Malabar, Kerala State.

14. Education for the Physically Handicapped Section :

Symposium : The care of the physically handicapped is the touchstone of civilization; therefore their education and training should be the duty of the State and society.

President :

Federation Secretary : Shri M. S. Kaoosji, School for Deaf and Blind, Hyderabad.

Local Secretary : Mr. D. Edward Jonathan, Principal, School for the

Blind, Palayamkottai, Tirunelveli Dt.

15. Oriental Studies (Sanskrit) Section :

Symposium : Uplift of Indian Culture through the study of Sanskrit.
President : Sri K. Balasubramania Iyer, B.A., B.L., M.L.C., The Luz, Madras-4.

Federation Secretary : Pandit Ratna Shri B. Lakshminarayan Shambhogue, Sitaram Building, Bhamdas Mohan Shiya Bang, Baroda.

Local Secretary : Sri T. K. Venkateswaran M.A., Presidency College, Madras-5.

16. Oriental Studies (Persian and Arabic) Section :

Symposium : Comparative study of Pre-Islamic Poets.

President : Alhaj Afzal-Ul-Ulema Shri S. A. Bokhari, Professor of Islamic History, Presidency College, Triplicane, Madras-5.

Federation Secretary : Shri S. M. Tonki, 1, Morrison Road, Aligarh.

Local Secretary : Janab Syed Safdar Hussain, Lecturer in Urdu, New College, Royapettah, Madras-14.

17. Adult Education Section :

Symposium : Schools in the service of social education.

President : Mrs. Kulsum Sayani, Vice-President, Bombay City Social Education Committee, Bombay.

Federation Secretary : Shri S. C. Dutta, Secretary, Indian Adult Education Association, 30, Faiz Bazar, Delhi.

Local Secretary : Sri V. B. Murthi, S.I.T.U. Colony, Raja Annamalaipuram, Madras-28.

18. Library Section :

Symposium : Role of Libraries in Community Development work.

President :

Federation Secretary : Shri D. R. Kalia, Director, Delhi Public Libraries, Queen's Road, Delhi-6.

Local Secretary : Sri K. M. Sivarman, 4, Sami Pillai Street, Triplicane, Madras-5.

Subjects of symposium at General Sessions

1. Teacher ... Shri Peterson.
2. 'Scouting as a necessary complement to Class work' or 'Scouting as character formation of the man of tomorrow' ... E. F. Moery.
3. 'Our National Objectives' ... Dr. M. M. Chakrabarty, Howrah.

Principal B. D. Bhargava, Shri Peterson, Shri Tonki, Shri S. P. Roy, Shri Mahendra Prasad, will participate.

SHRI PETERSON'S LETTER

Shri Peterson, Secretary of the Association of Heads of Anglo-Indian Schools in India has sent the following letter to the President of the A.I.F.E.A.

Dear Sir,

The A.I.F.E.A. is a commonwealth. Its broadbased structure is a model of statesmanship. Its multifarious activities like the affairs of State are divided into sections and looked after by secretaries. Its constitution, although it preceded the constitution of the Indian Republic by some twenty-five years was the pattern eventually hammered out by the Constituent Assembly and accepted by the country.

The General Session of the Federation is identical with the General Session of the Congress, and is, in its widest sense, in truth and in fact, the Lok Sabha of the Teaching Profession. The Council is a democratic body, representing the various affiliated associations with clear and well-defined systems of representation. The Executive Committee is the exact replica of the Cabinet.

Today, the Federation has attained its full stature. It extends into every State, its tentacles reaching through

local bodies down to the humblest teachers in the remotest villages. It has therefore earned the right to be and is accepted as, the only body which can represent and speak with authority on every aspect of education and the teaching profession. It has translated into reality the dreams and hopes of its founders and today holds the status of a Teachers' Parliament. Universally recognised, at home and abroad, it seems that the time has come to adapt it to its importance in the present and its role in the future.

The first modification required is the amendment of its name. In 1925, the prefixed "ALL INDIA" was significant, today it is merely redundant and not a little flambouyant. Perhaps "National" would, more simply and suitably, replace "All India". Certainly, "National Federation of Educational Associations" has a quiet dignity about it and is somewhat simpler than "All India Federation of Educational Associations."

The next change which is inevitable is the relation between the individual teacher and the federation. In terms of the present set up, the teacher is not in his personal capacity connected with the federation and only enters it as a representative of an affiliated body. Such a set up can never forge the links of affection and loyalty which are so necessary for the growth of an association. The danger which attends this system is that a time may very well come when some if not many, of our oldest and most valuable members may, through the influence of party conflicts within their own organisations, fail to get returned to the Council of the Federation. This may result in the eventual and total loss of veterans and stalwarts to the Federation. For this reason alone a more intimate and personal connection between individuals

and the Federation seems not only desirable but necessary.

For such a connection to be effective, it should carry with it a certain prestige such as a recognition by the public of his association with and approved membership of the Parliament of Teachers. This can only be effected by the adoption of some sign by which this connection should be made cognizable. Such a sign, to the individual teacher, should be a token of recognition of his profession, the seal of approval of his associates and the Hall Mark of his professional status. For this reason and so that it may better identify him to the public and the profession, it is suggested that individuals who are members of affiliated associations should be encouraged to enrol themselves as Associate Members on payment of an additional annual fee of Rs. 2-50 (Re. 1 for membership and Re. 1-50 for A.I.F.E.A. News) and to add after their names the letters M.F.E.A. (Member of the Federation of Educational Associations.)

There is nothing revolutionary in the idea because many bodies, the Royal Society of Teachers, the Royal Geographical, Historical and Zoological Societies and the Royal Asiatic Society being a few taken at random, allow their members to thus distinguish themselves and at the same time advertise their membership of these societies. There is no deception in the device, it is a clear and simple statement of the fact that the holder is a member of that profession, adds to his prestige at home, connotes that he has more than a local importance, and helps to propagate membership. It will indirectly augment the funds of the Federation as thousands of teachers will welcome the idea of thus distinguishing themselves and identifying themselves with the Teachers' Parliament of India.

XXXII ALL INDIA EDUCATIONAL CONFERENCE

Excursions

In connection with the 32nd All India Educational Conference to be held at Madras in the last week of December 1957, it is proposed to organise local excursions within the City of Madras on the 29th December 1957 both in the forenoon and in the afternoon. The charges per head will be Rs. 1-50 and delegates wishing to join the local excursions are requested to intimate their willingness to the Convener of the Excursion Committee at least 24 hours in advance.

A full day excursion to Tirukaluk-

kundram and Mahabalipuram is also arranged on the 30th December 1957. The charges per head will be Rs. 7. Delegates wishing to join this excursion are requested to register their names with the Convener of the Excursion Committee at least a week in advance. (This excursion will be run subject to a minimum of 36 delegates joining the same.)

The sum of Rs. 7 includes morning tea, midday meal, evening tea and the bus fare to and fro.

P. V. RAMASWAMY,
Convener.

ALL INDIA SCIENCE TEACHERS' CONFERENCE

The Second All India Science Teachers' Conference will be held at Madras from December 29 to 31, 1957.

In order to enrol oneself as a delegate kindly send in the annual membership fee of Rs. 5, to Secretary A.I.S.T.A., 33, Probyn Road, Delhi and Re. 1 to the Secretary, Reception Committee, 2nd A.I.S.T.A., Conference, Raja Annamalaipuram, Madras-28. Members of the A.I.S.T.A. can enrol themselves as delegates to the XXXII All India Educational Conference by paying its delegation fee of Rs. 4 to its Reception Committee at the same address. This will entitle them to a single fare double journey railway concession.

PROGRAMME

DECEMBER 29, 1957:

10-00 a.m. Inauguration.

11-30 a.m. Meeting of the Council.

4-30 p.m. Symposium on *School Science in relation to Higher Education Industry and the Professions.*

7-00 p.m. Popular Lecture.

9-00 p.m. Film show.

DECEMBER 30, 1957:

9-30 a.m. Sectional Meetings on *Elementary Science, Secondary General Science, Secondary Biology and Secondary Physical Science.*

2-30 p.m. Annual General Meeting.

4-30 p.m. Symposium on *Science Clubs.*

7-00 p.m. Popular Lecture.

9-00 p.m. Film show.

DECEMBER 31, 1957:

9-30 a.m. Sectional Meetings (continued).

2-30 p.m. Meeting of the Council.

4-30 p.m. Plenary Session.

Sir,

1. Kindly enrol me as a member of the All India Science Teachers Association. I have forwarded Rs. 5 by M.O. | P.O. no..... dated.....

2. Kindly put down my name as an intending delegate to the 2nd All India Science Teachers' Conference at Madras. I have forwarded Re. 1 as delegation fee to the reception committee by M.O. | P.O. no..... dated.....

Yours etc.

Address.....

.....

.....

Signature

(Kindly indicate below (a) the section and or symposium in which you are interested, (b) the recommendation or resolution you propose to submit.)

(For enrolment, please copy the form given above).

EDITORIAL

Report of the Legislature Committee on Education.

In the current session of the State Legislatures, Sri C. Subramaniam, in moving the Report of the Legislature Committee on the White Paper on Education, covered a wide ground on what he called a 'complicated and controversial' problem. Among a number of points which he made — and we do not propose to mention all of them here — he stressed the need for avoiding wastage at all levels and for proper planning with that end in view. He said that the new target was to give free and compulsory education up to the fifth standard before the Third Plan period in view of the financial burden involved. He referred to the duration of the school education course of eleven years and pointed out that at the end of the course the students must attain the pre-university class standard.

The increase in the pupil-teacher ratio and the increase in the number of working days and consequently in the number of working hours are the measures proposed for the achievement of the target regarding the spread of elementary education and the attainment of the required standard at the end of the secondary stage respectively.

The medium of instruction at the university stage was another important question that loomed large in the course of the debate.

The target regarding spread of elementary education is fixed realistically with due appreciation of the difficulties involved. The upgrading of the secondary schools in also a welcome measure.

The introduction of English in the fifth standard is to be welcomed, but it is open to question whether this alone will bring about the desired

improvement in standards of attainments of pupils. It is necessary to note that adequate steps should be taken to see that the trainees that emerge out of training schools are specially equipped for the teaching of English both by virtue of their general educational qualifications and by virtue of special efficient steps in regard to the methods and the practice of teaching English.

As regards the study of Sanskrit, the Minister is reported to have said that provision could be made for teaching the language outside the curriculum and the Government would recognise it for the purpose of giving grants. He is also reported to have said that he was trying to find a solution acceptable to all. But he did not think that he should disturb the frame work which he had decided on. While we are thankful for the assurance given, we are constrained to point out that many schools may not make provision for its study, if it is to be outside the curriculum. While sincere parents and the public will no doubt clamour for the inclusion of the language within the curriculum, it has also to be pointed out that the present situation itself is one of a vicious circle. It is on account of the political, economic and other causes that the study of Sanskrit has been neglected. We sincerely appeal to the authorities to make provision for the inclusion of Sanskrit and Urdu within the curriculum and if left to the managements and headmasters, it can be so done.

There is one more question that must be faced squarely and solved satisfactorily. The Minister said that if any educational system was to succeed it would have to depend entirely upon the teaching profession and unless teachers were contented it would not be possible to make any educational system successful.

But the statement made that *as time passed on*, it would be the endeavour of the Government to raise their salaries and status and the hope expressed that the teaching profession would be behind the *spirit* and the recommendation of the committee make the teachers lose the optimism they are likely to feel from the sentiments expressed by the Minister earlier (*Italics ours.*)

House rent allowance, medical facilities, extension of the pension scheme to all categories of teachers and provision of free education to children of all categories of teachers at least up to the end of the secondary school stage are the minimum demands to be immediately conceded if the sands of time are not to run out. We know the Minister's sympathy for the teacher and his view that teachers need not make any more representations, but we hope that this reiteration will not spoil our case. The teaching profession is responsible enough to realise its duties. The Union appeals with all the force at its command that tangible proof should immediately be forthcoming to make the teachers feel that they are not the most neglected of the community.

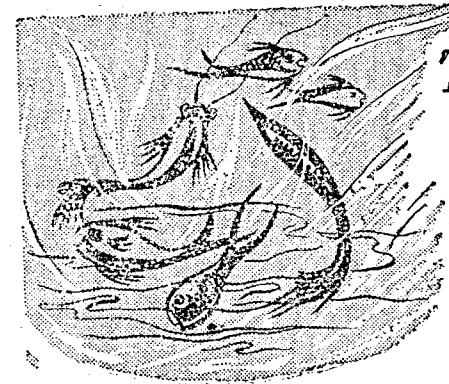
Sri T. P. Srinivasavaradan

Our beloved President, Sri T. P. Srinivasavaradan, is completing his sixtieth year on the 19th November 1957. For the past 25 or 30 years he has played such a notable part in the educational life of the City and the State that it will not be possible for us to thank him adequately for all that he has done for the teachers. He may be considered almost an authority on constitutional and financial aspects rela-

ting to Education. He has ably guided the destinies of one of the largest educational institutions in the State and he has placed generations of students under a deep debt of gratitude to him. He has become a part and parcel of the City educational life and of the State Educational Organisation. Only those who have intimately come into contact with him will be able to appreciate his deep conviction, his strength of understanding, his capacity to fight and win and his abilities for leadership in time of peace as well as in times of stress and strain. The Executive Committee of the South India Teachers' Union and the public will no doubt appreciate his excellent work. It is now our great pleasure and duty to convey respectful greetings to Sri T. P. Srinivasavaradan on his Shashtiabdashpurthy. May he live long in health and strength to play a useful role in the years to come!

Janab C. M. Fazalur Rahman

We offer our felicitations to Janab C. M. Fazalur Rahman who went on an educational and cultural tour to the People's Republic of China as a member of the delegation of the All India Federation of Educational Associations to which the South India Teachers' Union is affiliated. The delegation was led by Mrs. Yamuna Bai Hirlekar, a veteran educationist and Vice-President of the A.I.F.E.A. Such contacts strengthen bonds of friendship between the teachers and peoples of the two countries. *The South Indian Teacher* takes this opportunity to convey its greetings to the teaching fraternity of the vast country of China. The gift presented by the Chinese teachers is exhibited in the office of the S.I.T.U.



The Eye Witness

(A MAHAKOSHAL FOLK TALE)

When the jackal came to court, he began yawning vastly.

"Didn't you sleep last night?" asked the magistrate.

"Last night," the jackal replied, "there was a great fire in the lake, and all the fish were burning in the blazing water. I spent the whole night eating them."

"What nonsense you talk," snapped the magistrate. "How can water catch fire?"

"Does not the magistrate talk nonsense, too?" the jackal asked. "How can a wooden pole ever give birth to a horse?"

All this has a moral for those with a prejudice against Vanaspati. It is this: never listen to rumours when the facts are known.

The chief facts about Vanaspati are that it is made from pure vegetable oils according to strict Government specifications, and that millions of families welcome it as an inexpensive and wholesome cooking medium. For extra nourishment, it is enriched with Vitamin A-700 International Units are added to every ounce, as much as there is in good ghee. All this, of course, is true of Dalda — India's most popular vanaspati.

A merchant rode into town, and spent the night at an oilman's house. Before going to bed, he tied his horse to a wooden post in the compound.

Next morning, the horse was missing. He asked the oilman where his horse could have got to and was told, "You brought no horse. You came on foot!"

"I rode into town," the merchant said, "the whole town saw me riding!" Just then he spotted his horse in the oilman's stable and exclaimed, "That's my horse!"

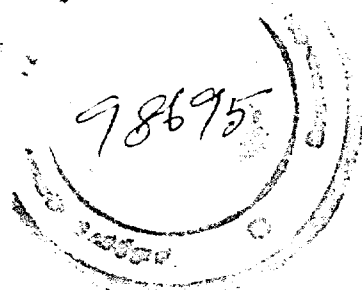
"No, that's my horse," the oilman said. "That wooden pole gave birth to it last night. It does so every year. Everybody in town knows about it."

The merchant complained to the magistrate, who asked him, "Have you any witnesses?" But everybody was on the side of the oilman.

Suddenly, the merchant remembered that he had helped a jackal on his way to town, so he replied: "Yes, my lord, I have one witness."

HVM. 317-758

A product of Hindustan Lever Ltd., Bombay.





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S.F. 259A-6-1,00,000-30-1-84.

RESEARCH CHEMICAL LABORATORIES

M A D R A S - 4 B A N G A L O R E - 3