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No. 1

॥ उद्धरेदात्मनात्मानम् ॥ The Gita
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OXFORD UNIVERSITY PRESS

THE SOUTH INDIAN TEACHER

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ACHIEVEMENT TEST IN MATHEMATICS

(FOURTH FORM STAGE)

[Achievement Test in Mathematics for IV Form level was prepared, the test being in two parts—one containing questions mostly of a single step, the main object being the testing of the comprehension and reasoning power of pupils and the other containing New Type questions.

42 scripts from pupils of IV Form were available. Of these two had to be rejected for want of evidence that the candidates had answered the papers scrupulously. So the remaining 40 papers formed the basis of study. It has to be admitted at the very outset that the number of cases is too small for any scientific study and statistical analysis. However, a study has been made and the results have been given. It is hoped that the work will be taken up for further study. Ed.]

PART I

(Time I hour)

Answer the following questions:—

1. By how much is $\frac{2}{5}$ less than $\frac{3}{4}$?
2. What is the sum of $\frac{2}{3}$ and $\frac{1}{4}$?
3. Find the excess of $\frac{1}{2}$ over $\frac{3}{5}$?
4. The sum of two numbers is 10. One is $5\frac{1}{2}$. What is the other?
5. The product of two fractions is $3\frac{1}{2}$. One of them is $\frac{3}{4}$. What is the other?

6. By what should $\frac{3}{4}$ be multiplied to get 1?
7. $\frac{7}{16}$ of an estate is worth Rs. 3,500. What is the value of the whole estate?
8. A boy spent $\frac{3}{4}$ of his pocket money on toys and $\frac{1}{3}$ on sweets. What fraction of his pocket money was left over?
9. If half of my money is spent and then $\frac{1}{4}$ of the remainder, what fraction of the money is left over?
10. A vessel is $\frac{15}{16}$ full. If one more collock is poured, the vessel will become full. What is the capacity of the vessel?
11. $33\frac{1}{3}\%$ of a certain length is 10 ft. What is the length?
12. What percentage is 1 anna of Re. 1?
13. What per cent is 1 c.m. of 1 metre?
14. The price of sugar is 25% more than before. By what fraction should the original price be multiplied to get the present price?
15. The population of a village decreased by 10%. What fraction of the original population is the present one?

16. The prices of cars have gone up by 40%. What fraction of the new price is the original price?
17. Dhall which was selling at 10 annas a measure is now selling at 12 annas a measure. What is the percentage of increase in price?
18. The cost of a pen is Rs. 6-4-0, and its sale price is Rs. 7-8-0. Find the gain per cent.
19. Oranges bought at $2\frac{1}{2}$ annas each are sold at 2 annas each. What is the loss per cent?
20. Coffee seed bought at Rs. 6 a viss is sold at a profit of $12\frac{1}{2}\%$. What is the selling price?
21. The price of rice has risen by 10%. If its present price is Rs. 33 a bag, what was it before?
22. A horse was sold for Rs. 600 at a loss of 20%. What was its cost price?
23. The angles of a triangle are as 3:2:4. What is the smallest angle?
24. Two boys have marbles in the ratio of 5:3. If the second has a dozen marbles how many does the first one have?
25. An estate is divided between two persons in the ratio of 5:6. If the difference in their shares is Rs. 1,000, what is the value of the whole estate?
26. A specimen of gold contains pure gold and alloy in the ratio of 7:5. What is the percentage of alloy in the specimen?
27. Find the interest on Rs. 500 at $4\frac{1}{2}\%$ per annum for three years.
28. At what rate percent per annum simple interest will a sum of money double itself in 16 years?
29. In how many years will a sum become double at 5% per annum simple interest?
30. The perimeter of a field is 200 yards. If the breadth is 40 yds., what is the length?
31. A square garden of side 50 ft. is surrounded by a pathway of uniform width all round. If the side of the outer square is 60 ft., what is the width of the pathway?
32. The dimensions of a room are 15 ft., 12 ft., and 10 ft. Find the area of the four walls.
33. Find the circumference of a circle of diameter 35 yards.
34. What is the area of a circle of radius 14 ft.?
35. The area of a rectangular field is 600 sq. yds. The length is 30 yds. What is the width?
36. What is the thickness of a book of length 8" and breadth 5", if the volume is 60 c. in.?
37. What is the volume of a cylinder of radius 7 in. and height 10 in.?
38. Find the curved surface area of a cylinder of diameter 10 in. and height 14 inches.
39. The average age of 10 boys is 12 years. The average age of 8 of them is 14 years. What is average age of the other two?
40. Find the amount on Rs. 400 for one year at the rate of 10 annas per Rs. 100 per month.

PART II

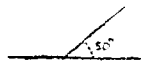
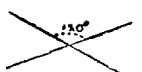
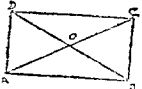
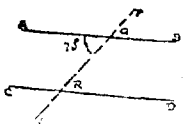
(Time 45 minutes)

Fill up the blanks :

Model: 1 sq. ft. =sq. inches.
(Ans.) 144

1. 'Fifty lakhs' written in figures is.....
2. If the cost of a pencil is 2 as. 3 ps., the cost of 16 pencils is Rs....

3. If a conductor sold 64 tickets each of value 3 as. 6 p., the total collection was Rs.
4. If one maund of sugar is divided into packets of 10 palams each, the number of packets is.....
5. At a certain place the sun rose at 5-57 a.m. and set at 6-16 p.m. So the duration of sunshine was..... hrs. mts.
6. One-half of half is.....
7. If 4.5 is subtracted from 10, the remainder is
8. A number multiplied by 100 becomes 12. So the number is
9. If a dozen fruits cost Rs. 1-2-0, the cost of each is annas.
10. The greatest of the fractions :5, :501, :53, :503; :51 is
11. $10^3 = \dots\dots\dots$
12. If $x = 10$, $\frac{3}{x^2}$ expressed as a decimal is
13. .625 will become a whole number if it is multiplied by.....
14. $\frac{40.6}{10000} = \dots\dots\dots$
15. If A beats B by 10 yards in 100 yards, the ratio of A's speed to B's speed is
16. 125% expressed as a common fraction in its lowest terms is
17. $\frac{5}{6}$ as a percentage is
18. 0.375 as a percentage is
19. A quarter per cent of Rs. 1600 = Rs.....
20. $12\frac{1}{2}\%$ of Re. 1 = annas.
21. 1 inch is % of 1 foot.
22. If 10% of a certain sum is Rs. 5, the sum is Rs.
23. If a table bought for Rs. 30 is sold for Rs. 27, the loss is %.
24. If sugar bought at Rs. 9 per maund is sold at a profit of 25%; the selling price per maund is Rs.
25. By selling an almirah for Rs. 190 a man lost 5%; so the cost of the almirah was Rs.
26. A square is of side 22 yds. Its area is acre
27. 1 sq. yd. = sq. in.
28. 1 c. yd. = c. ft.
29. If the rate of walking is doubled, the time in which a certain distance can be covered will become of the previous time.
30. A man walks for a certain number of hours at a certain speed. If he walks for the same time at $\frac{3}{4}$ of the speed, the distance covered will be of the previous distance.
31. If the average of p numbers is q , their total is
32. The average of a numbers is x and of b others is y . So the average of all the a plus b numbers is
33. A rate of 6% per annum is equal to a rate of annas per month on Rs. 100.
34. A rate of 1 pie per rupee per month = % per annum.
35. If $x = 10$, $x^2 = \dots\dots\dots$
36. If $x = 5$, $2x = \dots\dots\dots$
37. In $3a^3 - 2a^2 - 4a + 7 - 5a^2$ the like terms are
38. If $a = 1$, $b = 2$, then $5(a+b) = \dots\dots\dots$
39. $(x+y)^2 = \dots\dots\dots$
40. $(x-y) = \dots\dots\dots$
41. $(p+q)(p-q) = \dots\dots\dots$
42. If $a = 1$, $a^3 = \dots\dots\dots$

43. If $7x - 5 = 9x - 1$, $x = \dots$
44. In this figure  the other angle is degrees.
45. In this figure  the vertically opposite angle is degrees and the adjacent angles are each degrees.
46. The sum of the three angles of a triangle = degrees.
47. Can a triangle be constructed with sides 4", 7" and 2" ?
48. The base of a triangle is 4" and the height upon it from the opposite vertex is 3". So the area of the triangle is sq. in.
49.  ABCD is a parallelogram. AC and BD at O.
50. In a triangle ABC, if $\angle B = 90^\circ$ and $AB = BC$, then $\angle A = \dots$ degrees.
51. The supplement of 75° is degrees.
52. The complement of 45° is degrees.
53.  AB and CD are parallel. If angle AQR = 70° , angle DRS = degrees.
54. If $\frac{10}{x} = 2$, $x = \dots$
55. $a^2 = a \times \dots$ and $2a = a \times \dots$
56. $3 \times 10 + 7 \times 1 + \frac{5}{10} + \frac{3}{100} + \frac{1}{1000} = \dots$ (as a decimal).
57. The simple interest on Rs. 1,000 for 2 years at 3% per annum is equal to Rs.
58. The circumference of a circle of radius 3.5 cm. is cm.
59. The area of a circle of diameter 7" is equal to sq. in.
60. $(102)^2 = ?$

CONCLUSIONS

1. Paper I was found easier than Paper II. Paper I could be tried at the end of the Third Form stage.

2. Enough drill does not appear to be given in regard to New Type questions.

3. Questions relating to elements of Algebra and Geometry were not attempted by many. The inference may be safely drawn that lack of practice is one of the reasons for pupils' fighting shy of such questions.

4. Answers to questions on matching were not in the proper form. The performances showed random attempt. They have not been given here. Training should be given to pupils in answering this type of question.

5. All the questions were reported to be within the portions done in the classroom.

6. The time given was found to be quite adequate. A number of pupils had finished the paper in a shorter time.

7. The following questions in Part I were answered correctly by more than 90 per cent of the pupils: Q. 2, 3, 4; 6; 9; 23, 31, 35.

8. The following questions in Part II were answered correctly by less than 10 per cent of the candidates: Q. 37, 49, 59.

9. The highest score was 38 out of 40 in Part I and 54 out of 60 in Part II, the respective percentages being 95 and 90. The lowest score was 5 out of 40 in Part I and 13 out of 60 in Part II, the respective percentages being 12.5 and 21.7 (Two out of 40 in Part I and II out of 60 in Part II scored more than 90 per cent).

10. The averages for Part I and Part II were 62 per cent.

11. The inference seems to be reasonable that the papers were felt somewhat easy for pupils at the end of IV Form stage.

On the basis of a statistical study, far too easy and rather difficult questions have been deleted and the other questions have been graded according to difficulty (the grading being based on the percentage worked out for each question, taking the number of pupils giving correct answers for each question out of the total number).

The Tests have now been translated into Tamil and provision has been made for noting down answers against each question wherever possible. The revised tests will now form the basis of study.

It is the intention of the Council of Educational Research to make available to schools a number of alternative tests which can be of use to the practising teachers. To standardise the tests thousands of pupils have to be given tests and the results have to be tabulated and studied. The Secretary therefore appeals for the co-operation of all the educational institutions in administering these tests. The revised test papers in Tamil will be sent to interested institutions on application and on payment of a nominal sum.

V. ARUNAJATAL,

Secretary-Treasurer.

(S.I.T.U. Council of Educational Research)

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EDUCATION IN JAPAN

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

Dongargaon, Dist. Durg (M.P.)

End of the Second World War brought about tremendous changes in the Japanese system of Education. The American School system then crept in and Education in Japan was modelled accordingly. The ladder system replaced the dual system and a period of compulsory education — an extension by three years, became the new feature i.e. Primary — six years and Junior High School — three years. Now the status of Colleges and Universities included those which were formerly known as higher schools, professional schools and Universities. In brief education in Japan doubtlessly underwent vast expansion providing equal opportunities to all.

The outcome of this radical change in Japan has gradually effected higher percentage of literacy, simply as a result of the last fifty years' compulsory education on a large scale and the attendance has been very high. It is now the earnest desire of every parent that children should attain higher education so as to ensure a bright future career. Today higher education is the symbol of brighter future of a child's life in Japan. It is really creditable on the part of the Japanese who implemented the modern system of education in their schools inspite of the tremendous hardship and obstacles, as the life of the people was involved in enormous complications due to the worst consequences of the Second War. It was their dauntless courage that they could enforce and extend compulsory education. Inspite of all these efforts, good many children cannot attend schools for a longer period simply because parents fail to pay higher fees of their children on account of economic disability. The percentage of the children, who consequently have to abandon their educa-

tion in this way, is 1.5 in primary schools and 4 in Junior high schools. No doubt compulsory education prevails and it brings some National free-ship also, even then parents have to bear a lot for the education of their children.

Condition of school buildings in Japan is too poor. The Government's rearmament policy and crises in local finances have put a stop to the upkeep and maintenance and extension of school buildings. Due to the economic stringency of the Government, the scale of teacher's salary has been lowered and regular teaching staff has been reduced, which has resulted in overcrowding in classes. Generally one finds 60 to 70 students in each class. Inspite of the knowledge that the Entrance Examinations are very severe, 50% of the pupils, on completion of their compulsory education, do take admission in Senior High Schools, especially, the famous ones are always flooded with applications. The student population of the Universities and the colleges comes upto half a million. The number of colleges and Universities is 470, even then, there is keen competition for admission in the State Universities of fame. In this way 50 thousand students, each year, are deprived of admission in Universities and Colleges. One out of three graduates of the Senior High Schools succeeds to get admission in Universities. If one desires to get good employment, it becomes essential for him to secure higher education so as to ensure secure position and preference in the narrow employment market amongst those who secure universal education.

WOMEN'S EDUCATION

According to basic law on Education of 1952, equal opportunities should be

provided to all, irrespective of caste, creed, and sex. Principle of co-education was also established which proved to be an epoch of reforms. Inspite of all endeavours, women's education still suffers for various reasons. The main reason is poverty which imposes a burden on women. In society women have a lower status than that of men. The field of professions for women is too limited.

In Japanese families women are not given equal treatment. Parents think more of giving household training to their daughters than higher education. Upto Secondary Education only, co-education and equality to certain extent has been realised. As regards higher education, the ratio is 1 woman to 5 men.

TECHNICAL AND LITERARY EDUCATION

The Japanese level of scientific and technical culture is much lower than that of America. It may be due to many reasons but the greatest of all, which I presume, is, due to the fact that Primary and Secondary Education is mainly confined to the teaching of three R's only. Very few schools provide facilities for experiments in the field of scientific subjects. It has generally been seen that an agriculture teacher is not so expert as a farmer is in respect of practical knowledge. It is all due to the fact that neither Primary nor Secondary education pays heed to technical education.

The number of students studying the humanities and the Social Sciences is greater than the number of students studying natural and technical sciences. At Tokyo University, which is consi-

dered to have a high number in scientific branch, only 900 students get admission for Scientific Training while 1100 are admitted for classical education every year. Employment ratio of science graduates is higher than that of social science and Humanity graduates as the demand of society is more of science graduates than of classical students. This is the reason that science graduates are preferred to ordinary graduates in employment also.

EDUCATION AND NEEDS OF THE SOCIETY

So far as adjustment towards society through education is concerned, it is fulfilled in two ways. Firstly education must train people for adjustment in the society under the existing circumstances, wrong or right. Secondly education must prepare people who could transform society into an advanced one for the benefit of the swarming masses.

Their method of Education has been much influenced by the American pedagogies. As regards basic and professional education opinions are correlative. The reform in the education system was demanded by the capitalists in the year 1953. Their apprehensions were that basic education would be given prominence and professional education would be neglected. Apparently their contention seems to be justified but the question is whether the professional education of engineers, doctors and workers which the capitalists dreamt of was really of any use. They expected that workers should be merely obedient. They were not at all concerned with any culture or polish in them.

OUR LETTER BOX

A RETROGRADE STEP

Sir,

The legislature is to decide shortly the Pupil-Teacher Ratio in Elementary Schools. The Government is of the view that the Pupil-Teacher Ratio is to be increased to 35 or 40 i.e. the average monthly attendance of students for one teacher should be 35 or 40 if he is to be paid or entertained. To those who do not know what this is it is enough to state that this is the pivot of all education, theory, practice and economics. In rural parts this would mean that there must be about 70 to 80 pupils on rolls for every teacher to get this average attendance of 35 to 40. In other words five classes in a school have to be manned in most villages by one teacher and in the rest by two teachers at the most. The Government has recently stated that single teacher schools are a failure.

This measure is decided upon for the reasons that (1) the Government cannot both feed the taught (provision of midday meals) and the teacher at the present ratio of 1:20 and (2) schools in America and Russia have even a greater Pupil-Teacher Ratio (laudable equation). The measure suggested is an alternative to Rajaji's scheme that has been dropped.

The sacrifice to be made for pushing through this measure for the above two good reasons is a stepping down in the attainments and character formation of children — the wealth of a Nation.

May I appeal to the Minister for Education and the legislators who know something of the technique of this matter not to make this costly and unwise sacrifice at the altar of "Want of Funds", in other words not to axe the children for want of funds. M. V. S. H. E. School.

Mosur,
4—11—57.

M. P. VITTAL,
B.A., B.T.

LOCAL SELF-GOVT. AND
EDUCATION

The White Paper on Local Administration is a revolutionary measure, attempting to effect not only great changes in the constitution and function of local bodies, but also the administration of education. Elementary education which was almost exclusively administered by District Boards is to be looked after by village panchayats and panchayat unions.

In ancient India, the village panchayats were the order of the day; and the "East was said to be the parent of the Municipalities of the West". Government in India began with the village and not at the top, as in the West. The village was a little republic and the village school was a true centre of learning and culture, when she had a system of autonomous village government. It is but proper that the real foundation of national edifice should be laid in the villages that form the heart-centres of India's ancient unique culture. Village Panchayats came to be constituted under the Village Panchayats Act of 1921; and the Rajah of Panagal called the late Mr. N. Gopalaswamy Iyengar, the "Father of modern Village Panchayats in Madras Province". He was far-sighted enough, in organising village panchayats, not to entrust them with the responsibility of running schools. The Village Panchayat Act of 1950 which, it is said, was framed to give effect to section 40 of the Indian Constitution, did not make any material changes in respect of functions. Under the White Paper now before us, the village panchayats and the unions are to be successors to District Boards.

It is a happy augury that Mr. K. Santhanam, ex-Chairman of the Finance Commission has, soon after the publication of the White Paper, deem-

ed it necessary to administer the warning that education, health and communications should not be handed over to village panchayats, as proposed in the White Paper and that the State Governments should not escape (shirk?) the responsibility of directly administering these departments. The Rt. Hon. Srinivasa Sastri, pleading for a unitary form of government, used to argue that elementary education should be under one central, all-powerful authority which should dictate the policy and find for the Provincial Governments the necessary resources in money, personnel and technical advice. Even now the Centre dictates the policy; for it has laid down that basic education is the pattern of elementary education for the whole of India; but it does not shoulder the burden of finding the requisite finance for universal elementary education which, in any planned development, should receive the top-most priority. In September 1945, Srinivasa Sastriar wrote, "To me, it is a tragic reflection that our public men of all schools of thought, paying devout homage to the supreme importance of universal education, should at the same time be ready to devolve the responsibility for it on the Provinces, and the States, on the impecunious transferred half of a local administration, on missionary bodies, on municipal and local boards and on the village communities which some wizard of the future is to summon to life from forgotten graves. In this country, free and compulsory primary education must be accepted by the State, not only as a burden, but as a constant and daily care. To trust it to the keeping of communal and religious bodies, or of factious village committees is to court disaster". The condition of village polity has not since improved. The village reorganisation cannot be shaped by mere Acts of Legislature. Even two elections under universal adult suffrage have not promoted sufficient civic responsibility amongst the villagers; for this important work could be done by the "quiet effort of myriads of humble

workers inspired and patiently organised by educational captains."

Even universal education of five standards is to be realised by 1965. What is the agency for achieving the universal education? Certainly, not the village panchayats. Progress in education ought not to be made contingent upon the competence and success of local self-governing bodies. Things have been moving in a vicious circle, between the State Government and the local bodies. One Sir Alfred Eourne remarked, of course with a tinge of sarcasm, that we must make our choice definitely between education and local self-government, and that if the public really desired wider and better education, we must put education more and more in the hands of the State, and less and less in the hands of other agencies. As Mr. Santhanam has suggested, the State should shoulder the burden of elementary education.

If the village panchayats could not be safely entrusted with the running of elementary schools, the machinery proposed in the White Paper for the administration of high schools now run by District Boards cannot be said to be satisfactory and competent to discharge the function. The Panchayat Unions consisting of representatives of every village panchayat, co-terminous in respect of area of jurisdiction, with the Block Development area will take several years for proper functioning; meanwhile, education will have suffered deterioration. Recently most districts have been bifurcated and trifurcated for the purpose of educational administration; and separate district educational officers have been appointed. These areas may be constituted as separate educational districts; and separate *ad hoc* educational bodies may be statutorily constituted for administering elementary and secondary education. The village panchayats and panchayat unions will have enough work to do, even without education. It is no good experimenting on what we know will surely happen. Teachers should not be

thrown into the wolves of village power-hunters whose oppression it is more difficult to resist than that of the wielders of authority in wider spheres. Educational institutions should not be dragged into the mire of faction and intrigue; and they should be kept as sacred as possible. Education should be in the hands of the Education Minister, and not of the two Ministers of Education and Local Administration. The State Government should, therefore take the responsibility for elementary and secondary education, without handing them over to the machinery proposed in the White Paper for reform of Local Administration.

R. SRINIVASA IYENGAR,
Principal, Srinivasa Tutorial,
12-11-'57. Coimbatore

BASIC EDUCATION AND THE SHORT BASIC TRAINING COURSE

By one stroke of administrative order, many of the (Higher) Elementary Schools in the Madras State have been "converted" rather 'translated' in the Shakespearean sense — into Basic Schools.

The boys have every reason to be happy over this change for the proverbial 3 R's are no longer to be taught in the traditionally hard way which involves industrious habits and mental alertness and memory training. The fashion now is to teach boys in the 'play-way' method.

To teachers inclined to be lazy — or whom there are indeed a good many in the rural area — the basic scheme comes indeed as a boon. No more drudgery for them in the shape of teaching the languages and the subjects. They have just to look on, as the boys spin on their taklis. No dictation to give, no composition to correct. It is indeed a delightful prospect for the idle teacher.

Under the Basic Scheme, even 3 R's have to be learnt through craft. This, we are promised, will bring all that is best in the child, though educationists

all over the country shake their heads gloomily over the prospect for they are not sure how the 3 R's could be entirely learnt through crafts with any degree of proficiency.

Education has indeed been made cheaper though with a vengeance. Boys have no need hereafter to go in for books or even note-books. But no parent will be thankful for this reform for the results are bound to be disastrous. He will try to withdraw his boy from Basic Schools and put him in a non-basic school or High School where he has a chance of having some general education. As for the basic schools, they can only succeed in turning out dunces with next to nothing of dexterity even in crafts — at any rate — a majority of them.

Nobody in the educational world knows how education centering round a craft could be imparted in practice and elementary teachers at that — are asked to frame their own syllabus on such education. In short, they are asked to 'shift' for themselves till the Government of India are able to bring out Lesson Notes for them in the near future. This is like putting the cart before the horse.

To elderly teachers in elementary schools, Basic Education has really become a nightmare. For even teachers of 50 and above are asked to undergo this wonderful short basic training course which in effect consists in learning the art of cooking, sweeping floors, cleaning latrines, putting in a certain quota of manual labour and not the least the learning of a craft in three months. It would be a mercy if at least these old teachers are spared this kind of agony! For one thing, they are unfit for hard work and for another they can never be expected to learn a craft at their age. It is to be hoped that the Government will see the wisdom of experimenting with their educational fads without making old teachers dance to their tunes.

Tindivanam,
18-11-'57

M. S. V. CHARI
Pleader.

NEWS AND NOTES

The Scout Week of N. C. B. Aryan Secondary School, Tiruchy was celebrated from 26-11-'57 to 2-12-'57. Sri K. V. Ratnam, District Secretary, Assistant Commissioner, Bharath Scouts and Guides, Tiruchirapalli, inaugurated the Scout Week

On 1-12-'57 the troop celebrated the Parents' Day. Sri A. D. M. Prakasam, Asst. District Commissioner, Bharath Scouts and Guides, Secretary J. R. C. unveiled the portraits of "Henry Dunant" and "Baden Powell" and he also opened an exhibition organised by the scouts. He spoke on "Red Cross and Scouting".

THE TEACHERS' CLUB, ABIRAMAM

The Teachers' Club, Abiramam, was inaugurated by Mr. M. Rajah Iyer, M.A., L.T., Headmaster, Rajah's High School, Ramnad, on 1-12-'57.

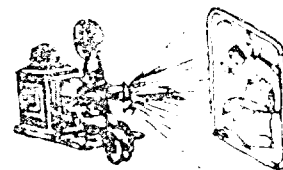
The function commenced with the Prayer Song by Mr. S. Matharsha followed with the welcome address by the Club President Mr. T. M. K. Abdul Kader, B.A., B.T.

Mr. Rajah Iyer in his inaugural address praised the forward outlook and initiative of the teachers of Abiramam and Natham—though of varied categories—in organising a social club the aims of which are Unity Self-Development and Social Service.

It was attended by all the local teachers, the distinguished public and the fraternal delegates from outside.

The members of the club and the distinguished guests were entertained with tea and music performances by Messrs. S. Matharsha — Sethuraman Party.

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ANAND INDUSTRIES
12, GOPALPURI, ALIGARH

FROM OUR ASSOCIATIONS

The 32nd Annual Conference of the District Teachers' Guild of Coimbatore was held on Saturday, the 31st of August 1957, in the Mahajana High School, Mettupalayam. Sri G. K. Sundaram, Managing Agent, Cotton Mills Limited, and Correspondent, Mani's High School, inaugurated the Conference. Sri N. Mahalingam, B.Sc., A.M.I.E. M.L.A., presided. The flag was hoisted by Sri N. Lingaiah, Chairman, Municipal Council, Mettupalayam and Chairman of the Reception Committee.

Sri Mahalingam distributed prizes to the students of the various schools of the district who were successful in the competitions held by the Guild, and also to the students who passed with distinction in the S.S.L.C. examination in March 1957. Gold Medals were given to the students who got the first mark in the whole district in each of the subjects.

Sri M. Doraiswami, M.A. M.Ed., Co-ordinator, University Extension Service, Annamalai University, opened the art exhibition arranged in the Mahajana High School.

More than 200 delegates attended the session. The Reception Committee provided all the delegates and visitors with a fine and sumptuous dinner.

Resolutions:

1. Resolved to request the Government to extend full fee concession for the children of all the members of the teaching and the non-teaching staff studying in the Higher Forms.
2. Resolved to request the Government to pay House rent allowance to all members of the teaching and the non-teaching staff irrespective of the manage-

ment they serve and the places in which they are employed.

3. Resolved to request the Government to extend the pension-cum-provident fund-cum-insurance scheme to all categories of teachers and non-teaching staff irrespective of the managements they serve under.
4. Resolved to request the Government or the managements to provide houses for teachers taking advantage of the low income group housing scheme of the Government of India.
5. Resolved to request the Government to fix the age of retirement of all categories of teachers at 60 irrespective of the management.
6. Resolved to request the Government to provide universal free compulsory education to all children upto the age of 14 in conformity with the Directive Principles of the Constitution.
7. Resolved to request the Government to formulate such uniform leave rules as were obtaining in Government service prior to September 1933, to all categories of teachers under every kind of management.
8. The Guild requests the D.P.I. to permit for purposes of grant the employment of *Music teachers* even in *purely Boys' schools* considering the necessity for cultivating and encouraging the musical talents of the pupils and also in view of the fact that music has been approved as one of the hobbies for the higher forms.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 11 a.m. on Saturday the 30th November 1957 in the office of the Union at Raja Annamalaipuram, Madras-28, with Sri T. P. Srinivasavaradan, President of the Union, in the chair.

The following members were present:

Messrs. J. Soundararajan (Joint Secretary), V. Mariaratnam (Madurai), E. Venkatesalu (Coimbatore), P. R. Swaminathan (South Arcot), E. Shanmugam (Salem), S. Ramiah (Tanjore), T. R. Radhakrishnan (Coimbatore), K. M. Sundaram (Tanjore), S. Krishnamurthi (North Arcot), John Wilson (Chingleput), S. Natarajan (Chingleput), C. Ranganatha Aiyengar (Journal Secretary), S. Subba Rao (Salem), K. M. Koshy (Madras), V. Antoniswamy (Vice-President), R. Bhuvarahan (Tiruchirapalli), H. Visweswaran (Tirunelveli), S. Natarajan (Ex-President) and V. Arunajatai (Secretary).

Sri V. Arunajatai, the Secretary of the Union, welcomed the members present and conveyed loving regards and hearty felicitations to Sri T. P. Srinivasavaradan on his Shashtiabdupurthi. Sri S. Natarajan and the representatives of the District Teachers' Guilds paid tributes to the loyal devoted work of Sri T. P. Srinivasavaradan to the South India Teachers' Union and to the cause of education.

In the name of the Executive Board a souvenir (a silver plate) was presented to him. Sri S. Natarajan presented a shawl and Sri V. B. Murthy an edition of the Bhagavad Gita.

Sri T. P. Srinivasavaradan said that he owed everything to Sri S. Natarajan and the late M. S. Sabhesan and S. K. Yegnanarayana Iyer. He referred to the need for co-operative work and

assured the Executive of his unstinted loyal service to the Union.

The president then referred to the arrangements made in connection with the 32nd All India Educational Conference.

The following panel of six names was decided upon for the presidency of the 48th Madras State Educational Conference to be held in Tirunelveli district, in May 1958:—

1. Rt. Rev. D. Chellappa, Bishop in Madras.
2. Dr. John Mathai, Vice-Chancellor, Travancore University.
3. Dr. C. P. Ramaswamy Iyer, Alwarpet, Madras-18.
4. Sri G. R. Damodaran, Principal, P. S. G. College of Technology, Peelamedu, Coimbatore.
5. Sri K. G. Saiyidain, Secretary to the Government of India, Ministry of Education, New Delhi.
6. Sri K. M. Sundaram, Headmaster, Umamaheswara High School, Karunthattangudi, Tanjore.

Messrs. T. P. Srinivasavaradan, T. N. Sundaram, J. Soundararajan, V. Antoniswamy and P. R. Swaminathan were elected as representatives to the Council of the All India Federation of Educational Associations. Sri C. Ranganatha Aiyengar and Sri V. Arunajatai were nominated to the Council as representatives of the Reception Committee. Three other names were left to be chosen by the President.

There was a discussion as to how to make the Union broadbased, so that all elementary school teachers could be brought within the fold of the S.I.T.U. A sub-committee was constituted with the following members to find out ways and means

for augmenting the resources of the Union :

1. Sri T. P. Srinivasavaradan.
2. V. Arunajatai.
3. Sri V. Antoniswamy.
4. Sri C. Ranganatha Aiyengar.
5. Sri E. Venkatesalu.

Sri S. Natarajan suggested to the District Teachers' Guilds to increase their membership and improve their finances.

It was suggested that every District Teachers' Guild should so revise its constitution and so organise its work as to make elementary school teachers become members of the Guild and that a copy of revised constitution be sent to the Union for its reference and record.

The President stated that non-payment of increased dearness allowance to teachers and the discriminatory rules have been brought to the notice of the government.

The following resolutions were passed :—

1. Resolved to request the Director of Public Instruction, Madras, to permit Managements of Aided and Local Board Institutions to sanction travelling allowance and dearness allowance to delegates attending the State Educational Conference and the All India Educational Conference from their institutions the expenditure being made eligible for purposes of grant and each institution being represented by at least one delegate.

2. Resolved to request the Government to immediately sanction the grant of pension to L.T. and other categories of teachers, the grant of house rent allowance and the revision of salary scales and raising of the age of retirement to 60.

3. While thanking the Government for their order G.O. No. 1072, dated 15-6-1957 stating that failure in elementary schools need not be taken into consideration in secondary schools for award of concession under Rule 926 for 1957-58, the Executive Board requests the Government to give the order retrospective effect from the year 1956-57 in view of the loss sustained by many institutions on this account.

4. Resolved to request the Government to extend the fee concession now granted to N.G.O's to teachers in colleges also on the same conditions as are given to teachers in secondary schools.

5. The Executive Board is of the emphatic opinion that the decision of the Government to nationalise text books is a retrograde step as it will lead to indoctrination and regimentation besides producing dull uniformity. It would stifle intellectual variety and effectively prevent spread of original ideas, without which no healthy literature can be produced. The publication of text books by a secular government will affect greatly the Indian Culture. 1-12-1957.

V. ARUNAJATAI,
Secretary.

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—Editor.

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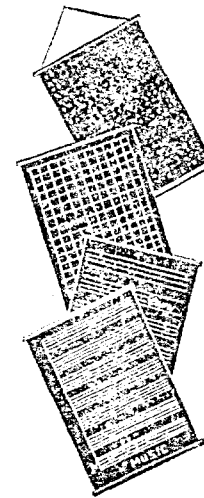
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Education and Educationists

Srinivasa Iyengar, 5th Street, Gandhipuram, Coimbatore. Price Rs. 4.50 nP.

This book of 282 pages is a collection of the writings of the author in the several educational journals and the daily press both during the period of his active service and after retirement.

The author is bold and outspoken in the expression of his views which are based on years of practical experience both as a teacher and as a keen observer. The book will be a valuable companion to any one interested in the study of growth of educational opinion in the country during the last four decades.

English for primary schools, Book-IV :

By William P. Cleland. (Thomas Nelson & Sons, Edinburgh. Price 4 sh. 6 d.)

This book of the series contains lessons which take the reader in imagination to many interesting places from a quiet country village to the vastness of outer space. Certain rules for writing and speaking help the pupils to write stories of their own and to speak about the things that interest them. The first three books in the series have been reviewed in the earlier issues of this journal.

The Children's Book of Folk Tales :

By George H. Pumphrey. (Oxford University Press. Price Re. 1.)

This volume forms No. 41 of the Children's Bookshelf series. The five stories in this book are told in a simple and attractive style and are delightfully illustrated. All young children find an irresistible appeal in these stories. It is suitable for pupils of III or IV Forms of high schools.

A Guide to Language Study : By T. Ganapathy, Sokkalal High School, Mukkudal, Tirunelveli Dt. Price. Rs. 1.75.

Coming from a teacher of English actually engaged in the handling of the subject, the difficulties experienced

by pupils in the grammatical aspects of the English language are understood by the author and are very clearly explained with illustrative sentences. The book will be felt to be a real guide to those trying to master the language in the earlier stages corresponding to IV to VI Forms of secondary schools.

How Technical Assistance changes lives :

This booklet which is a reprint from the United Nation's Review—published by the United Nation's Department of Public Information—gives a very interesting account, illustrated with line drawings, of the changes taking place in the lives of millions of people in the economically under-developed countries, with the operation of the technical assistance programme of the United Nations.

The countries referred to in this booklet are Haiti, Egypt, Burma, Indonesia, Philippines, El.Salvador, Ceylon and Afghanistan.

List of publications received and acknowledged with thanks :—

1. Institutions for higher education, 1957. — Ministry of Education, Government of India.
2. Education in India, 1954-55.
3. Vignan Shikshak — The Science Teacher — Quarterly — Vol. I, Nos. 1, 2, 3. Published by the All India Science Teachers' Association.
4. Commonwealth Today. Nos. 53 and 54.
5. UNESCO Chronicle, Vol. III, Nos. 6, 7, 8 and 9.
6. *The American Review* — contemporary articles of opinion — Quarterly. October 1957.
7. *Basic Education Abstracts—1957 :* (i) Books on researches in Basic Education. (ii) Books on Basic Education.
8. No. 21 of International Federation of Teachers' Associations, September 1957. C.R.

THE S.I.T.U. BENEVOLENT FUND

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3400. Sri D. Rhoopalan.

3401. Sri K. Vedanayagam.

3402. Sri P. Vasudeva Chettiar.

Annual revision of electoral rolls of Madras Graduates' and Teachers' Constituencies in 1958

Fort St. George, December 11, 1957.

The following Press Release issued by the Director of Information and Publicity, Government of Madras, is published:—

PRESS RELEASE No. 808, DATED 11th DECEMBER 1957. [Annual Revision of Graduates' and Teachers' Electoral rolls.]

The electoral rolls for the Madras Graduates' and Teachers' Constituencies of the Madras Legislative Council are being revised. Persons who are qualified for inclusion in the rolls but who have not been so included may apply for the inclusion of their names in the rolls of the constituencies in Form 8 (Part I) or Form 9 (Part I) as the case may be, to the Electoral Registration Officer of the constituencies, viz., the Personal Assistant to the Collector of Madras. Copies of the form are available, free of charge, with all Collectors, Tahsildars, Deputy Tahsildars and Commissioners of Municipalities in the State. Every person who is qualified to be registered in the electoral rolls for these constituencies and who desires to be so registered should submit an application before the 7th day of January 1958, to the Electoral Registration Officer, viz., the Personal Assistant to the Collector of Madras, either in person or by post.

Every person who on the 1st day of January 1958 is ordinarily resident in the constituency and has on at least three years before that date, been either a graduate of university in the territory of India or in possession of any of the qualifications notified as equivalent thereto is entitled to be registered in the roll for the Graduates' Constituency. Every person who on the 1st day of January 1958 is ordinarily resident in the constituency, and has,

within the six years immediately before that date for a total period of at least three years, been engaged in teaching in any of the educational institutions within the State which have been notified by the State Government as not lower in standard than that of a secondary school is entitled to be registered in the roll for the Teachers' Constituency. A person will not, however, be eligible for inclusion in the roll of both these constituencies if he is not a citizen of India or if he is of unsound mind and stands so declared by a competent court of law or is for the time being disqualified from voting under the provisions of any law. Particulars regarding the qualifications which are declared to be equivalent to that of a graduate of any University in the territory of India and of the list of institutions which have been notified as not lower in standard than that of a secondary school are available, with the Electoral Registration Officer (viz., the Personal Assistant to the Collector of Madras), all Collectors, Tahsildars and Deputy Tahsildars in the State and they can be approached for full particulars in this regard.

Qualified voters need not wait for sending their applications till the commencement of the new year and any applications received immediately but with reference to 1st January 1958 as the qualifying date will be taken into consideration in the revision of rolls. Any graduate or teacher who knows that he will not be resident in a locality where he may be residing prior to that date should not apply for enrolment in that locality. An eligible voter need not put in a fresh application if he has already been included in the roll.

All political parties, heads of institutions, bar associations, teachers' associations and others concerned are requested to co-operate in making the

rolls accurate and complete. The Election authorities are anxious to enrol every eligible person in the electoral rolls and invite public co-operation in this behalf. Instructions have been issued to the Electoral Registration Officer (Personal Assistant to the Collector of Madras) and to all Collectors, Tahsildars and Deputy Tahsildars in the State to circularize copies of this press release to all educational institutions, bar associations, teachers' associations, organized bodies in the State and every eligible person is requested to avail himself of the opportunity and enrol himself as a voter.

Persons who do not send their applications before 7th January 1958, can put in a claim when the rolls are preliminarily published and claims and objections are invited. They are requested to watch for the notices of preliminary publication of the electoral rolls, and help the authorities by filing claims within the prescribed time and thereby facilitate the preparation of accurate electoral rolls for both the constituencies.

N. JAYARAMAN,

Deputy Secretary to Government.

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Sri V. S. Saravanan, T.T.V. High School, Madras-1 ..	5 67
Total	4122 03

C. R. RANGANATHA AIYANGAR
Publicity Officer.



EDITORIAL

The 32nd All India Educational Conference

We congratulate the Reception Committee of the Conference on the successful conduct of the 32nd session.

It was a difficult task the Reception Committee had to face in finding accommodation for the delegates coming from the different parts of the country near the venue of the Conference, viz., in Triplicane in the last week of December 1957. During this season two or three other All India Conferences and Conventions were held. All available rooms in the hotels were reserved long before by visitors and delegates to those Conferences and the Reception Committee could not with all its efforts comply with the requests of individual delegates to lodge them in separate rooms in hotels. Under such conditions the forbearance of the delegates in putting up with the inconvenience and discomfort attending crowded accommodation in the school buildings in and around Triplicane is admirable.

The General Sessions of the Conference and the sessions of the eighteen sectional conferences went off very well according to the programme besides the entertainments held on three nights. Every one of these items of the programme was largely attended and proved indeed beneficial to the delegates that had gathered from various parts of the country.

An All India gathering like this at which not less than three thousand dele-

gates and thousand members of the Reception Committee assemble requires careful planning and resources in men and money. Teachers can plan and find men too to work, but how are they to find the money? The Working Committee had anxious moments when the response to the call for enrolment of members to the Reception Committee was very slow. Thanks to the Government of India and the Government of Madras for their generous grants towards the expenses which alone emboldened the Committee to go ahead. All is well that ends well.

We feel that above all, certain factors contributed to the success of the Conference. The able guidance of and personal interest evinced by the Chairman of the Reception Committee, Sri C. Subramaniam, and the willing co-operation of workers which the pro-Chairman, Sri T. P. Srinivasavaradan, was able to secure in respect of several services connected with the conference, the Corporation authorities placing at the disposal of the Reception Committee their elementary schools to lodge the delegates and the managements of the high schools in Triplicane and Royapettah contributed to the success of the Conference.

Greetings

We wish all our readers a very happy and prosperous New Year. We trust that they will kindly continue their patronage and bring in more readers into our list of subscribers.

The end of the world

'THAT,' thought the hare, 'must surely be the Earth crumbling to pieces.' He had heard the thud of a fruit falling on dry leaves. 'I must run to save my life,' he mused.

He ran so fast that a deer, grazing in the fields, asked him, 'Why all this haste, brother?'

'Don't you know that the Earth is falling apart?' panted the hare. 'Save yourself! Follow me!'

The deer raced after him. And soon they were joined by a buffalo, a wild ox, a rhinoceros, a tiger, an elephant and even a lion. In fact, the whole animal world followed them in a great procession.

They thundered on for miles and miles—until they were tired. Then the elephant began to wonder why there were no more signs of the Earth's collapse. So he asked the tiger: 'Brother Tiger, are you sure that the Earth is breaking up?'

The tiger stopped. 'Well, so the rhinoceros informs me,' he said.

'I'm not sure,' cried the rhinoceros. 'Only the wild ox tells me so.'

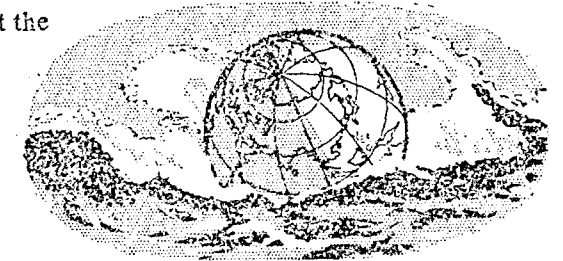
The wild ox bellowed: 'Don't blame me! I only repeat what the buffalo said.'

The buffalo pointed to the deer;

and the deer mumbled, 'The hare started the story.'

The elephant trumpeted for the hare and asked: 'Well, Mr Hare, who told you that the Earth was collapsing?'

'Nobody need tell me,' said the hare importantly. 'I knew as soon as I heard a sound like a thud. And I



thought it was certainly the end of the world.'

'You thought so,' laughed the elephant. And all the other animals went off, roaring with laughter.

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