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THE SOUTH INDIAN TEACHER

Vol. XXXI

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XXXII ALL INDIA EDUCATIONAL CONFERENCE

Presidential Address by E. A. Pires, Teacher Training Section

I am glad to have this opportunity to preside over the teacher training section of this conference at a time when the improvement of teacher education is engaging the serious attention of the government and of teacher educators. The Conference of Principals of Training Colleges which met in Bangalore last May took some very important decisions about the reorganization of the B.Ed. course. If these recommendations are put into effect, our preparation of secondary teachers will have been put on a very sound footing. In this address I propose to confine myself to the problem of reorganizing and reforming our teacher education institutions, because without this basic reform it may not be possible to attempt any improvement in the training given in our teachers' colleges.

One defect in our teacher education institutions to-day is the generally poor quality of the teaching staff. There are very few colleges which have a staff that is adequately qualified for the very important and difficult task of teacher education. In my opinion, the minimum qualifications for any teacher educator, be it in a training school for elementary teachers or in a college for secondary teachers, should be a Master's degree in Arts or Science and a Master's degree in Education. A teacher educator should also have had adequate experience of school teaching, so that he is in a position to talk with some authority

on the problems of teaching. However, we find that many teacher education institutions recruit persons who have had little or no teaching experience.

More than the qualifications I have just referred to is the need for a teacher educator to possess a personality that inspires his students. I consider a teacher educator to be properly qualified only if he is genuinely interested in his work and sets an example of diligent and conscientious effort to his students. Those of us who have been teacher educators for some time, realize the expanding boundaries of knowledge in this field and, if we expect teachers to keep themselves abreast of the times, we ourselves have to set the example. And yet we hear of scores and scores of teacher educators who are content to lecture to their classes out of some old note-book, based perhaps on the very same notes which they had made when they themselves were undergoing training.

A teacher educator should also be genuinely interested in his students. He should be sympathetic and helpful to them in the solution of their problems. He should be easily accessible to them when they are in need of consultation and guidance. How many of our teacher educators possess these qualities? We expect teachers to take a keen interest in their pupils and to give them individual attention; and yet, in our own

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work of teacher education we fail to attend to the individual needs of our students. The trouble in this regard is that persons are appointed to posts in teachers' colleges largely on the basis of their academic scholarship, if at all, even this qualification is taken into consideration, which does not appear to be so in many institutions that I know of which are staffed with very ordinary people. In many government institutions seniority in service is the primary consideration.

One reason why our teachers' colleges are poorly staffed is because of the poor salary grade offered to them. I feel that teacher educators with the qualifications that I have suggested should be given the same grade as university lecturers, with an initial start higher by at least five increments because of their additional qualifications and experience. A teacher educator has to spend one year taking the B.Ed. degree and another year taking the M.Ed. degree, which, in some universities like the Delhi University, can only be taken after two or three years of teaching experience. Then, on top of that, we want him to have some teaching experience before he is appointed to a teachers' college, so that he spends at least five years after his M.A. degree qualifying himself for work in a teachers' college. With an adequate salary grade it should not be difficult to get the kind of persons for a teachers' college that I have described, provided due care is exercised in the selection.

Another difficulty in quite a large number of our teachers' colleges is the inadequate strength of the teaching staff. If student teachers are to receive adequate supervision of their practice teaching and adequate guidance in the form of tutorials, a 1:10 teacher-student ratio has to be maintained. I wonder how many of our teachers' colleges maintain this ratio. I know of several teacher education institutions in northern India, which are departments of education attached to arts colleges, which have only three or four full time lecturers and have enrolments exceeding a hundred. It is

time that our universities and our state governments took serious notice of this state of affairs. Many private arts colleges are reaping rich dividends from their education departments and mass-producing teachers who are poorly equipped for the very important business of educating the future citizens of the country.

Another important condition for good work in our teachers' colleges is a good prospect of promotion from the junior lecturers to higher posts. Teachers' colleges, specially those which offer the M.Ed. course, should make provision for an adequate number of senior posts of readers and professors to which the lecturers could aspire in course of time. A common difficulty experienced in most teachers' colleges is the constant change of staff because of the lack of better prospects in a particular college. Only a more generous staffing can solve this problem.

Another desirable feature of staffing in teachers' colleges is that every member of the staff should be a real specialist in his field. It is a common experience to-day for a lecturer in a teachers' college to handle more than two subjects, either at one or at two levels of training. I know of institutions where some lecturers are responsible for as many as four or five different subjects, some of which they have not themselves studied before. Such an arrangement cannot possibly permit any specialized study, nor can it promote any research in education. Inadequate staffing is primarily responsible for the sad dearth of research work in our teachers' colleges. For effective work in teacher education I believe that no lecturer should be required to teach more than two subjects and, wherever possible, these should be in related fields.

Moreover, if research work is expected of a teachers' college, there should be additional staff whose special responsibility is the conduct and guidance of research. This does not mean that the rest of the staff may not be encouraged

to participate in the research programme. Whatever assistance they are able to give without detriment to their primary responsibility as teacher educators should be encouraged; and if they are vitally interested in research work, their teaching load should be proportionately lessened to permit them to undertake research. Our teachers' colleges should be encouraged and aided to develop research programmes in a number of other fields besides test construction, which is the main type of research that is being done to-day anywhere in the country. We need to take up research projects in curriculum construction, in the development of audio-visual aids, in educational psychology, including the methodology of the various school subjects, in educational sociology and in educational and vocational guidance. If such research is to be attempted in any college, it must have highly qualified and experienced persons to undertake and supervise it. Personally, I am of the opinion that for the proper organization of research in these various fields it is necessary to have on the staff senior people in the post of readers or professors. It should be their special responsibility to organize research in their respective fields of specialization with the assistance of the junior staff and with the other necessary special assistance that their particular projects may require.

Then again, if teachers' colleges are expected to take up a programme of in-service training, and if this is not to be done at the expense of pre-service training, additional staff will be required to organize and to co-ordinate the work. I feel that the minimum staff for any extension work worth the name is a co-ordinator, an assistant co-ordinator, an assistant librarian-cum-projectionist and a clerical assistant; but if such work is to make a really effective impact on the schools, even this minimum staff is not quite adequate.

I have considered at some length the problem of staffing of our teachers' colleges. Another weakness of a large number of our colleges is inadequacy of

equipment. Few institutions have an adequate library of books on education. If a regular system of tutorials and seminars is to be adopted and if a greater emphasis is to be placed on assignments and self-study than on lectures, it is necessary that attention should be paid to the provision of an adequate library for the purpose. It is not uncommon to find that student teachers depend overmuch on lecture notes sometimes dictated to them in class. Any one who has had an opportunity to examine the scripts of candidates at the B.T. or B.Ed. examination will remember how very often he has come across answers that are monotonously uniform. Such uniformity can only be explained by the overdependence of candidates on lecture notes and on cram books which are being produced in great profusion in our country. The system of prescribing textbooks for the examinations in education is also responsible for this state of affairs. It is time that our colleges emphasized the importance of self-study on the part of student teachers; but this can only be done if and when our colleges are equipped with better libraries than at present.

Besides textbooks and reference books, a teachers' college library should subscribe to a wide assortment of educational journals. Only recently I was required to inspect a teachers' college, and I was shocked to find that since it came into existence two years ago it had not subscribed to a single journal. A good library should also include a collection of charts and maps and other visual aids to teaching, properly classified and catalogued, so that student teachers are encouraged to use such aids in their teaching. It should also have a good films library consisting not only of films on educational methods and practice but also films for use in the classroom by student teachers. It is only when such materials are readily available that student teachers attempt to use them in their practice teaching; and it is only by using them that they get to understand and realize their value in teaching.

For an efficient library service in a teachers' college it is necessary to have

a well qualified librarian who is competent not only to guide the student teachers but also to assist the members of the staff in the choice of reading materials. It is extremely helpful to have a librarian who has himself been a student of education and psychology. It is also a useful practice to associate the librarian with some teaching work. Every college should also have a well equipped reading room to which students can repair to work on their assignments and to make notes required for discussion in the tutorial classes and seminars. If self-study is to be encouraged, a commodious and comfortable reading room is a necessity. An open access system is another necessity, even though it means running the risk of losing some books.

In any college which makes provision for the training of teachers of science there should be a well equipped laboratory where teachers can try out the experiments they are going to perform in their practice lessons. Teachers of science should be encouraged to prepare their own teaching aids out of inexpensive materials. A resourceful teacher of science can equip his own school laboratory with a great deal of apparatus prepared by himself and his students; and a teachers' college should be able to initiate prospective teachers of science into this practice of preparing their own teaching materials.

It is also well recognized that teachers' colleges should train their students in the organization of co-curricular activities. For this purpose, every college should develop a rich programme of co-curricular activities including assemblies, dramatics, debates, social activities, special celebrations, etc. To be able to organize such a programme it is necessary for a college to have a proper auditorium with a well equipped stage. This provision should be regarded as a real necessity and not a mere luxury, as it makes a real difference not only to the training in co-curricular activities but also to the social life of the institution.

Very few of our schools have a regular programme of excursions for their pupils.

One reason for this is that student teachers have not had sufficient training in the organization of excursions. It is the business of a teacher's college to give its students this kind of experience by getting them to organize visits to places of educational interest. Such excursions should figure in the college calendar as a regular activity. A good practice would be to reserve every alternate Saturday for excursions and educational visits. For this purpose every teachers' college needs to have a conveyance of its own to make such regular visits possible.

I have said that teachers of science should be encouraged to prepare science apparatus with inexpensive materials. Similar opportunities should also be provided to teachers of other subjects who should be encouraged and taught to prepare teaching models of various kinds. To provide such training a teachers' college needs to have a small workshop. When craft becomes a compulsory subject in the secondary school curriculum as envisaged by the Secondary Education Commission, a workshop will become an absolute necessity for every teachers' college. There is another use to which a workshop can be put. Our teachers need to develop some hobby or hobbies to which they can turn with profit in their leisure hours and which they can help to promote among their own students. A teachers' college which has a workshop will be better fitted to encourage its students to take up worthwhile hobbies.

As teachers need to learn to keep themselves physically fit there is need for every teachers' college to make a regular provision for games and other physical activities. This makes it necessary for a college to have adequate playground facilities. It should have either its own playgrounds or facilities for the use of public or other playgrounds in its vicinity. Provision for games and sports is generally made in residential institutions but this is not a common practice in day institutions.

One of the aims of teacher education is to develop in student teachers an ex-

perimental attitude towards their work. It is not easy for student teachers in their practising schools to try out experiments in teaching, nor is it possible for the members of the staff to demonstrate to student teachers the applicability of some of the methods advocated by them unless a college has its own experimental school. It is my belief that no teachers' college can do without its own experimental school if it is to foster among its student teachers the desire to experiment with new techniques and methods of teaching. It is, therefore, a real pity that very few of our teachers' colleges have their own experimental schools. In future, it should be made a condition for recognition and affiliation that a college has an attached experimental or demonstration school.

Another necessity of a teachers' college is to have hostels for its students. If students live on the campus of the college they have several advantages which they do not enjoy if they are day scholars. A residential institution helps to develop the spirit of community better than a day institution, and the development of community-mindedness is very important for teachers. Residential institutions also make the organization of co-curricular activities easier, as many of these activities can be organized better outside the regular working hours. If students are

in residence they also get more time for study and for discussion among themselves.

I have been primarily concerned in this address with a discussion, however brief, of some of the important aspects of the organization of our institutions for the preparation of teachers and of some of the basic needs of such institutions. I have not really attempted to discuss either the actual programme of teacher education or the methods and techniques that teacher educators could usefully employ, although some passing references to these have had to be made. I believe that unless our teachers' colleges are adequately equipped and generously staffed with persons who have a proper vision of their task and the competence to guide and inspire their students, their influence for good will be greatly restricted. In the early days when we had only a few such institutions high standards were maintained in respect of their staffing and equipment; but during the last two decades or so these standards have fallen to an extent that is in some cases truly deplorable. We need to bestir ourselves and improve the facilities provided in our institutions of teacher education if the products of these institutions are to come up to our expectations and to meet the needs of our schools.

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The XLVIII Madras State Educational
 Conference will be held at Palayamkottai,
 Tirunelveli District, from 28th to 30th
 May 1958. Members are cordially invited
 to attend. The Programme is published
 elsewhere in this issue.

MEASURE FOR IMPROVING TEACHER EDUCATION IN INDIA*

Professor K. K. MOOKERJEE,

Head of the Department of Education,
University of Calcutta.

UTILITY OF THE TRAINING OF TEACHERS

There is in evidence at present a universal concern about the improvement of education in India. But those who are mainly charged with the task of bringing about this improvement must be properly equipped for the accomplishment of the task. Hence teacher-education and a very efficient type of teacher-education, too, is a great need of the hour. As regards the necessity for imparting professional training to the teachers, we have only to refer to the fact that, to those who are conversant with teaching without undergoing professional training is a monstrosity and a baneful anachronism.

THE PROBLEM

The problem of training the teachers is two-fold—(a) training the existing untrained teachers, and (b) imparting training to the new entrants to the profession. Of course, there is a further dimension to the problem in the shape of giving 'refresher' training to the existing trained teachers.

THE REMEDY

(a) *Training of the existing untrained teachers*: With regard to the training of the existing untrained teachers, the best thing that can be done under the present circumstances which are marked by a great paucity of training institutions is to depend mainly upon the Extension Services which can render invaluable service in this connection through camp courses, short courses, correspondence courses, etc.

Here we must mention with a feeling of high appreciation all that has already been done by the Extension Services Departments under the inspiring guidance and patronage of the All India Council for Secondary Education.

Last year in my Presidential Address before the Teacher Training Section of the Jaipur Conference I offered some suggestions in this respect. I reiterate those suggestions here: For imparting short courses of training to our teachers with 10-15 years' experience, a *mobile* staff of Instructors may be appointed and maintained in each district by the State Department of Education. Their function will be to move about from place to place and organize Training Camps in suitable areas on a regional basis. Teachers from specified schools will assemble here for receiving training. In this way all untrained teachers in the district may get facilities for training within a short time.

(b) *Training of the new entrants*: Those who like to see an improvement in teacher training in India should chiefly direct their attention to the proper training of the new entrants to the profession. It is they who will gradually leaven the whole dough and eventually help to eliminate the rankling problem of untrained teachers in the profession.

Naturally, the teachers' training colleges are the proper agencies for shouldering this responsibility. Of course, many more new colleges will have to be opened and accommodation in the existing colleges will have to be greatly ex-

panded (certainly without adversely affecting the 'teacher-pupil ratio') to cope with the rapidly growing needs of the situation.

(c) *Re training of the old trained personnel*: In these days of phenomenal advance in the realm of educational theory and practice, it is highly necessary that old trained teachers should undergo a period of retraining (to keep abreast of fast-growing knowledge) after the lapse of a period of 10 years after the first period of training.

REVISION OF B.ED. SYLLABUS:

As regards the question of revision of the admittedly out-of-date B.Ed. Syllabi, the lead given by the All India Council for Secondary Education is to be highly commended. In this connection the recommendations of the Conference of Principals of Training Colleges held at Bangalore in May, 1957, is worthy of special mention as constituting a landmark in the effort to reshape the existing syllabi. It is to be hoped that its recommendations will be accepted by the proper authorities and thus teacher-education in India will be enabled to cross a big hurdle in the way to effectual advance in the near future.

Only one thing we would like to add in this connection. Wherever knowledge of content seems to be deficient (either in quantity or in quality), adequate arrangements should be made at the

training colleges themselves to overcome the lacunae. This latter remark is particularly applicable to the cases of Science and Geography where we seldom have teachers in adequate numbers having the necessary grounding in relevant knowledge of content.

HUGE WASTAGE IN TRAINING—REASONS AND REMEDY

So far we have spoken about the improvement of teacher-education in the land. But, our discussion would remain incomplete in relation to one vital aspect, if we did not refer to the fact of huge wastage even in the meagre training facilities that we have at present in India. The reasons are not very difficult to find out. They are: (i) small minority of trained hands in a school, (ii) existence of untrained heads of institutions, (iii) indifferent attitude of the School Managing Committees or Governing Bodies towards training and consequent lack of enthusiasm on the part of the trained teachers, (iv) absence of parent education and parental co-operation in our country, (v) want of requisite teaching aids and appliances in our schools, and (vi) last, but the most important, the question of the status, pay and prospect of teachers—both trained and untrained.

It is now high time that we remedied all these defects and prevented the vast and appalling wastage in the system of Teacher Training in India.

The South India Teachers' Union will be celebrating its Golden Jubilee along with the 48th Madras State Educational Conference at Palayamkottai, Tirunelveli District from 28th to 30th May 1958. All are requested to co-operate with the Jubilee Committee and make the celebrations a success.

* Paper submitted to the Teacher Training Section of the 32nd All India Educational Conference, Madras, 1957.

MEASURES FOR IMPROVEMENT OF TEACHERS' TRAINING*

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The preparation of a teacher of English takes place in Training Colleges. A student-teacher under training is given an option to specialise himself in any two of the school subjects. In selecting the two School Subjects the student-teacher has not to worry about the qualifications. A B.A. with all Sanskrit papers may take History and Mathematics, or English and Geography, if he so chooses. Most training colleges give no tests to find out if the teacher knows his subject. That discovery is generally made when the teacher begins to give lessons in the subject.

The basis of the choice of subjects is mostly the need of the hour. A rough statistics taken from the colleges in the State of Bombay shows that in almost all the Secondary Training Colleges in the State—a large majority of students take English—because English is assigned by most schools to teachers with any or all subjects at the graduation level. A history student at B.A. becomes a teacher of English, a science graduate can also become a teacher of English. Most schools do not look into the subject of the teacher at the graduation level, specially when assigning English classes to teachers. In my college in the last five years—there have been trained some 145 teachers of English. Out of these 145 teachers who took English at the B.Ed., 19 were B.A. with English Honours and had obtained Honours. About 30 had taken English Pass, 8 were M.A. with English, 20 with Philosophy, 8 with Mathematics, 6 with Science, 10 with Gujarati, 9 with Marathi, 3 with Sanskrit, 10 with Urdu, 10 with Persian and 15 with History. The figures tell the state of affairs.

In almost all training colleges it is found that the teacher with English Honours is in the minority and is getting more and more rare. Where do the English Honours people go to is a point of research. It is felt that most of them are taken up in better lucrative jobs. Besides the number taking up English Honours in Arts Colleges has been much less than it used to be in former times.

The majority of student-teachers of English at the Training Colleges are not very sure of their own English as regards language and literature. As regards literature their knowledge is only a wee bit more than needed for the lessons found in the school text-books; as regards language they often make the same mistakes when speaking and writing as those they set out to correct. One need not refer to their accents and pronunciation. To quote Anne Cochren "These students who set out to teach English are fluent in error". The training college does nothing to help them in this direction, so they get their training as teachers of English without any proper background or knowledge of English.

The teacher of English knows the method of taking English lessons, but has not that command of English which a teacher of English is supposed to have. Naturally, in spite of the methods he employs to teach English, he cannot make his pupils be good at English. Very often he even sets aside the methods he has learnt at the Training College. In most training colleges the student-teacher of English gets his theory regarding the teaching of English from the expert, but he plans his lessons under the guidance of Professors who are not

Masters of Method for English. This is because the Training College has not sufficient number of Professors of English. The English lessons are not always watched and supervised by English Professors. It is therefore found that a prose lesson in Marathi and English have the same method of treatment. There is not much difference between the method of conducting a composition lesson in English and in Gujarati or Marathi. Again the Training Colleges do not cater for a definite training for the teachers of English in Anglo-Indian or English teaching schools and for teaching English in schools where English is a compulsory language.

Such, therefore, is the condition which one needs to remedy soon.

It is a healthy sign that educationists, schools and colleges have already realised that all is not right with the preparation of teachers of English. Some colleges arrange interviews before admission of students and in the interview they try to see if the students seeking admission are worthy of the subjects of their choice. In most colleges students are allowed and advised to change their subjects during the first four weeks of the opening of the college if they are very weak in the subject. Some colleges do have refresher courses organised by their Extension Services for the improvement of English language and method. These are generally meant for in-service teachers, but students are allowed to attend as observers in some cases. Associations of English teachers have started thinking on this problem. The Association of English Teachers in Bombay is planning a course in English where lectures in literature and language are planned for the teachers.

These are some of the measures already taken or soon to be put into concrete form. However, there are many more simple remedies which may help to improve the Training of English Teachers. These measures can only be practical where the schools, teachers and training colleges come together.

The number of lectures for English in the Training Colleges should increase; and courses should be introduced for teachers taking English in the training college without their having taken English at the B.A. I would rather have a Diploma Course in English at the Training College for all teachers taking English. Tutorial classes and practical workshop method need to be followed in training all teachers, specially teachers of English. Our language teachers do very little of practical work except giving the required number of lessons and preparing a couple of projects. This practical work may be done in groups or by individual teachers. Work such as

- (1) preparing dialogues for a set class,
- (2) using some structures to prepare a set number of picture compositions,
- (3) preparing substitution tables,
- (4) preparing exercises in oral compositions,
- (5) preparing short stories for Std. IX,
- (6) preparing model lessons for prose & poetry,
- (7) collecting common spelling errors,—

and other large number of such subjects may be selected by the college staff. Seminars at regular intervals, reading of papers, reviews of books may also be the activities of the training colleges preparing teachers of English. Moreover, the training colleges must take up general and remedial work in English which is as yet not done as part of our training courses in English. Thus the Training College must not only equip a teacher of English with the methods of teaching English, but provide for instruction in speech training and phonetics, knowledge of the linguistic material he is to teach, techniques of conversation, verse reading and dramatics. Studies in English literature should be possible in the form of talks, lectures and discussions.

* Paper submitted to the Teacher Training Section of the 32nd All India Educational Conference. Madras, 1957.

The obstacles which prevent such a course in English in a Training College are :—

- (1) lack of a sufficient qualified staff,
- (2) lack of equipment,
- (3) lack of time,
- (4) lack of co-operation from schools,
- (5) dominance of examination.

In so far as my State is concerned Nos. 1 and 3 are the main obstacles. In most colleges in Bombay there are not more than two qualified members of the English staff. A complete English staff should be composed of :—

- (1) A Method Teacher
- (2) A Phonetician
- (3) A literature expert
- (4) A number of tutors and supervisors.

The tutors and supervisors may be part-time members of the staff. These tutors and supervisors can also be senior teachers of English employed part-time to guide and supervise lessons. The equipment in most colleges having extension services is sufficient. One finds a gramophone, a tape-recorder, speech records in many colleges. One can add on "English atmosphere room" — full of text-books, pictures, charts, magazines etc. where students can find all that is necessary for their study of English.

Lack of time is the most general obstacle in all Training Colleges. Some 22 lectures in Method and 9 in Phonetics are generally all the time set apart for the study of English in training colleges. To remedy this Dr. Forrester has suggested that more theoretical aspects of the course may be given up. Dr. Bhandari suggests a pre-training stage when the study of English language may be done. A short diploma course to complete the training of teachers of English may be started by the Training Colleges. This can only be done if the schools and the authorities such as Inspectors insist

that all English teachers must go through this course.

An examination dominated college finds it difficult to get time to organise any further studies than those required for the examination. The Bombay University has done away with the B.Ed. practical examination recently. Students are graded by the College into A, B, C, D grades according to their year's work, and this grade is shown by the University in the degree certificates. The grades affect the theory to a certain extent; a candidate does not get first class unless he has obtained A grade in his college work. Lack of co-operation from schools is now not a very major obstacle. The schools are willing to help the training colleges and there are all signs that very soon the relation between the training college and the schools will be more and more intimate. The Extension Services are doing good work in this field.

Most Training Colleges have not as yet changed their syllabus in English. An all-India statistics taken on this point shows the following results :—

38 per cent of colleges have replied to say that they have revised their syllabus and 62 per cent have replied that their syllabus have not been changed. Out of the 38 per cent, 15 per cent say that their syllabus have changed only slightly.

This paper wishes to draw the attention of Training Colleges that it is absolutely essential to have a new course in English suitable to the present needs and conditions. Institutions like the British Council, the Allahabad Central Pedagogical Institute, the new language institute at Hyderabad need to work in this field. So far their activities have centred round change in methods of teaching English, in text-books and school syllabuses for English. What shape the new English syllabus and course for teachers may take, it is not easy to say. Whatever shape it moulds itself into—it must consider that it is essential for teachers to have a knowledge of the essential struc-

tures of the language, an elementary knowledge of phonetics and ways of improving their own language as well as a training in examining pupils and constructing tests. To make room for such topics as mentioned above one has to cut down the existing topics like discussing obsolete methods, place of English in India, history of teaching English and such other theoretical discussions.

A language teacher has to be a master of large variety of skills :—

- (1) The skill to speak clearly.
- (2) A trained ear to detect mistakes.
- (3) A training in the art of correction of language mistakes.
- (4) An effective use of gestures and facial expression and dramatisation.
- (5) Skill in organising the language material to be taught etc.

Yet it is seldom realised that the teachers of language need special training.

To conclude one may repeat that the Syllabus must tend towards giving the

trainees more skill and experience in using and teaching English.

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SANGEET NATAK AKADAMI

The last date for the submission of scripts of Hindi and Tamil dramas for the competition for the two Awards instituted by the Akadami, for best plays and best production, has been extended from February 28, 1958 to May, 15, 1958.

It may be recalled that the Akadami had announced that a Prize of Rs. 2,500/- in cash and a gold Shrinikhal and a Shawl would be awarded to the author, in the first year, of the best adjudged Hindi and Tamil plays published not before January, 1957 and written not before January, 1956. The plays should preferably be on any aspect of contemporary life and must be original. Similarly a prize of Rs. 2,500/- in

cash would be awarded this year to the best production of Hindi and Tamil plays. The competition is open to any professional or amateur group or company of at least two year's standing, which has produced at least three plays during the period. Only original plays can be considered for the competition. Intending participants should send six copies of the scripts of the play giving details of the plays produced and certified by three eminent writers or producers of the region.

Further particulars about the rules for these awards may be obtained from the Programme Officer, Sangeet Natak Akadami, 70, Regal Buildings, New Delhi.

DISCIPLINE IN HIGH SCHOOLS

C. D. INDAPURKAR, B.A. (Hon.), M.Ed., Poona

The problem of discipline in high schools is becoming more and more serious in these days. There is a growing attitude among the students to neglect their studies and to take part in the destructive or non-constructive activities. They are being guided by some other persons, especially some local political leaders and the hold of the teachers on them is becoming looser and looser. We also find that the gulf between the teacher and the student is becoming larger with the result that both of them do not look with sympathy and love towards each other. Naturally the calibre of the students is steadily dwindling.

Now let us see in brief the reasons for this indisciplinary behaviour of the students. In the first place, we shall have to admit that our political movements for getting freedom are unfortunately responsible to some extent for this unhappy thing. Due to those movements, the pupils got a training to take part in the other political activities, to stone the school building and to leave the school now and then. The students do not understand the difference between the pre-independence and post-independence era and hence the same activities are still in full swing. The leaders of all the political parties are still using the students to achieve their ends and naturally the students are misguided.

It is as a matter of fact the duty of the parents to check this indisciplinary behaviour of their wards. But we generally find that the parents think that their duty ends as soon as they give the monthly fees of their wards. They honestly think that it is the duty of the school only to look into this matter as they are paying the fees and keeping their wards under it for the whole day. But they conveniently forget that the students

are in the school for only five hours and for the rest of the day they are under their supervision. And so they scarcely give enough attention to their studies and behaviour. Many parents are so busy in making the two ends meet that they do not get sufficient time to do this. The position of the illiterate parents is still worse. Here the student himself teaches something to his parents instead of taking guidance from them. In short the school does not get enough co-operation of home and hence the problem of discipline becomes more difficult.

Another factor that affects the discipline of the students directly is their surrounding. Let us take the example of our Indian pictures. The music and the dances in these pictures make a very bad impression on the young minds. The boys neglect their studies, do not learn by heart the poems in their text-books but the film songs are on their lips. The friends' circles of students are generally misguided by some mischievous boys. There is no outer agency of the students that will help them to spend their leisure time in a better way. This surrounding is completely out of the control of the teachers and unfortunately it is keeping exactly opposite moral values before the eyes of the students which in turn makes students more indisciplinary.

The teachers themselves are also somewhat responsible for making this problem cumbersome. No doubt the behaviour of the teachers directly affects the behaviour of the students. And hence if we try to examine the behaviour of the teachers, not a happy picture will stand before us. Very few teachers have high ideals before them. Their studious habits scarcely continue when they take up this profession. Hence their knowledge becomes shallow. With shallow

knowledge and poor ideals, they cannot make an everlasting effect on the students. On the other hand they become a source of joke and fun among the students. Outside the school hours many teachers are ready to take 'pan' and tobacco from the students. The students naturally cannot have a great respect for them. They cannot remain under the control of these teachers who do not know anything other than 'teaching' only.

Now let us see what we can do to improve this sad situation. In the first place it is the duty of the teachers to examine themselves. They should know that their knowledge and calibre are steadily degrading and there should be an immediate check to this. Otherwise mere professing high ideals and giving examples of great leaders before the students in the class will not make students disciplinary. Nor will their constant hammering that the students are misbehaving and they should be improved immediately solve this problem. What is essential is that the teachers should keep their own praiseworthy examples before the students who will follow them in a natural way.

As we have already seen, the work of the teachers is nullified by the surrounding of the students outside the school. In our country there are no organizations of students that will draw them towards better leisure time interests. The work of the Boy Scouts is very limited. What we particularly need is that there should be students' organizations which will take them into confidence, guide them towards the right path and help them to spend their leisure time in an interesting way.

Really speaking in order to have full control of the teachers over the students all the twenty-four hours of the day, we

want residential schools with proper teachers. Then it will be possible for these teachers to guide the students in a better way. The students will also be able to follow their teachers accordingly. But it will be a platonic idea to have all schools residential. The government and the people are not at present in a position to bear the huge expenses necessary for conducting residential high schools.

Hence the only remedy before us is that the teachers and the parents should come closer. Without their mutual co-operation it is not possible to improve the conduct of the students. The parents should know that under any circumstance they cannot shake off their responsibility. They must find time to give enough attention to their wards. They should periodically visit the schools and discuss the merits and demerits of their children with the teachers. The teachers should also welcome these visits and give full co-operation to the parents. It would be better if there are parents' association in every school. The periodical meetings of the parents' association will bring the teachers and the parents together and the mutual discussions in these meetings will help to remove the indisciplinary behaviour of the students in general and also to tackle problem children.

Thus to my mind the most urgent things that we should do to solve this problem are as follows. In the first place we should have good students' organizations to guide them outside the school. In the second place there should be strong parents' associations which will co-operate with the teachers. Then, I think, we will be in a position to tackle this problem successfully.

MUSEUMS IN SCHOOLS

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A museum is as much a place of learning as any library, and the by-gone-day notions that it is a place for storing curiosities have to be given up. The museum enables students to familiarise themselves with the different, practical applications of the scientific principles which can be illustrated by means of cheap, accurate, attractive and miniature models. Local firms may take up the manufacture of these models, if there is enough demand. The museum facilitates easy and comparative appreciation of even the widely-different and widely-distributed specimens of Natural Science also. It also supplies substitutes for these specimens, in case the original specimens themselves cannot be had. Museum exhibits form the best teaching aids, and as such, give a thorough and practical grounding for advanced courses of study. The scope for developing the natural curiosity in the young students, is almost unlimited in a museum. Hence every institution where science is taught or learnt, must have a science museum.

A list of exhibits required for a school museum can be compiled from any good science primer. The topics covered may follow directly the lines of work in the school. An exhibit becomes interesting when its importance to man, is brought out. To start with, a large number of exhibits are not required; it would suffice if they are comprehensive rather than exhaustive.

The subjects best suited for a school museum are Zoology, Botany, Geology, Mineralogy, Engineering and Technology. Every school-museum exhibit is covered by one or the other of these subjects. The school-museum may start first with illustrating the features of its

own locality. The teacher-in-charge of a school museum should be helped by other teachers, in arranging the galleries that do not pertain to his subject.

As already stated, all the exhibits in a science museum can be conveniently reduced to one or the other of the three subjects, Botany, Zoology and Geology. The treatment to be accorded to them in a Museum, is also divisible into the three corresponding heads. It is impossible to furnish the full details of the techniques now, owing to shortage of time. I shall however give you a brief outline of the different aspects of the technique.

Zoology: Small animals are generally collected in nets and glass tubes, while larger ones are collected either by shooting them down, or by setting traps for them. It is only one's convenience that matters much. Such animals as could be safely collected or handled, may be collected without any of these equipments. If any donation of specimens is forthcoming, it may be given all encouragement and publicity, in order to pave the way for more such donations!

Specimens of fish, frogs and snakes may be preserved in 10% formalin, after injecting the same fluid into the body. For an attractive display of fish and snakes wax-casts of the specimens may be taken, and painted over with appropriate colours on the exterior. Specimens of frogs and other small vertebrates could be rendered transparent and stained to show the positions of the bones and cartilages by giving them a special treatment. The specimen is first eviscerated and fixed in 95% alcohol or 10% formalin. If alcohol is used it will facilitate the staining of cartilages

also or otherwise the bones alone will be stained. The specimen is then macerated and bleached by placing it in 2% KOH solution which makes the specimen jelly-like. Renew the solution whenever it gets discoloured. Addition of H_2O_2 hastens bleaching. If at any stage the bones appear to drop out, the tissues may be strengthened by adding alcohol or glycerine to the KOH solution. When the specimen has become jelly-like and after the bones begin to be visible, the Alizarine Red S is let in drop by drop to stain the bones. The stain is prepared by dissolving Alizarine Red S in glacial acetic acid. After the entire KOH solution has turned red the stain is stopped and the specimen is allowed to remain in the same liquid for a few days. Over-staining for even four days is preferable. If the specimen got stained in excess the excess can be removed by the usual bleaching agents. The cartilages can be separately stained with Toluidine Blue (which is prepared by adding and filtering after 24 hours, 100 c.c. of 70% alcohol, 2 c.c. of 5% HCL and 25 grams. of Toluidine Blue). This latter staining should last for a week. The specimen is finally mounted and stored in pure glycerine or in a 50 = 50 mixture of glycerine and absolute alcohol. If the specimen is a large one it is kept for some time in a mixture of 1 part of KOH + 20 parts of water + 79 parts of glycerine before keeping in final solution. In the case of the birds the specimen is first skinned from the undersurface, using Plaster of Paris to absorb the blood. The body is entirely removed from the skin up to the shoulder and the knee joints and the neck. The eye-balls and brain are scooped out. The inner surface of the skin, the brain-cavity and eye-sockets are heavily coated with arsenical paste (prepared of equal proportions of zinc oxide, arsenious oxide and shavings of sunlight soap and a little camphor). An artificial body of the size of the materials removed from under the skin, is then prepared by winding tow round a central wire and keeping it (the tow) secure in its place with the help of threads. A little wire is left protruding in front of

this artificial body. The artificial body is put inside the skin, and the loose spaces are filled in with cotton-wool. Wires are inserted into the legs, and anchored into the artificial body. The flaps of the skin are sewn up, and the wires through the legs are fixed into a modern pedestal. The excess wire that may protrude out of the head, may be cut off with a pair of pliers. The feathers are secured in their places, with strips of paper or with thread, and the wings in their position with pins. The specimen is finally ready for display, after glass eyes are fixed in eye-sockets and the beaks and legs are coated with oil colours.

The treatment is much the same in the case of small mammals, except that (1) the wires should be inserted into each of the legs and the tail, and (2) the skin is tanned when the animal is larger than a rabbit. In the case of the larger mammals the skin is thoroughly cleaned and any fat or flesh adhering to it must be removed. It is then tanned in an alum and salt bath, washed in water and dried. It is oiled and rendered soft. A manikin exactly resembling the animal in shape and size, on a wooden framework, is prepared with any modelling material. The manikin is then covered over with tanned skin, the cut ends of which are stitched up on the underside. The soft body invertebrates are preserved in fluids, preferably alcohol. In the case of certain worms, the alimentary canal may be squeezed out, and air may be blown into the body which in that condition may be dried and preserved. The hard materials of the invertebrates, such as the corals, shells, etc., are preserved by drying and giving them a protective varnish. If the soft matter in them should also be retained, they are preserved in alcohol. The insects may be given a treatment which is known as setting. The insect is first killed in a bottle with a perforated disc below which is kept some cotton wool dipped in chloroform. It is then transferred to another bottle with a moist blotting paper, for relaxing. Mold-formation is avoided by the use of lysol or any other disinfectant. The insect is then pinned

to a grooved board, such that the body lies within a groove. The wings are then spared and carefully held on the board by means of paper strips, without causing any damage to them. In this condition, the material is dried in shade, and transferred on to a cork-sheet along with its pin, for mounting and display.

Botany: When collecting plants, care should be taken to secure as much of the completeness of the specimen as possible. It should for instance, contain roots, fruits, flowers, leaves, etc. But this is not always possible. For instance, the specimen may be too large for collection, or it may have only leaves and no flowers, or only flowers and no leaves, or fruits and no flowers, and the similar combinations. To overcome this difficulty, the parts of one and the same difficult plant are collected separately and preserved. Donations of specimens may also be given all encouragement as already stated.

Plants collected are generally pressed in the way natural to them and dried between sheets of absorbent paper and under a pressure just to ensure them against crumpling, rotting, etc. Thus treated, they get flattened out and become brittle. They are fastened on the strong, stiff, thick sheets of paper, either by gluing, gumming, or stitching. The specimens fastened on to thick paper, may be stored as they are in the systematic order, for reference when required. Such a collection, known as the herbarium, facilitates an easy and comparative appreciation of most plants, since their characteristic features are preserved intact, despite their flattened appearance. Those parts of the plant, and even those plants which may not admit of any pressure, and which are hard enough to withstand drying without undergoing any structural alteration, are merely dried and given a protective coating of a suitable preservative. They are then stored in glass topped boxes. Soft or fleshy parts of plants, which may shrink out of shape on drying, are preserved in fluids, either alcohol or formalin, with the parts spread out in the way natural to them. If the drying is properly carried out, or

if a proper treatment is given to the specimens when preserving in fluids many of the plant specimens can be preserved with colour. The herbarium specimens are re-rendered poisonous to the insects, by applying over them a coating of alcoholic solution of mercuric chloride. They may also be rendered attractive and properly displayed by enframing them in glass.

Geology: Most geological specimens require only the minimum attention. But there are however some of them which are as unstable as the organic materials. There are certain minerals which are either deliquescent or efflorescent. The only attention they require is storage in air-tight containers, with a little quicklime kept inconspicuously at the bottom. There are certain other minerals which are not only deliquescent but also dangerous in that they react with the water absorbed, and produce sulphuric acid which may affect the neighbouring minerals. They are washed first with ammonia and then with absolute alcohol, dried at 70° C., and vanished with 5% soln. of Poly Vinyl acetate. The coatings should cover the matrix also; but they should be applied only when in unavoidable cases, as otherwise, they will give false characteristics to the minerals. Fossils containing similar minerals are also treated similarly, but with the difference that (1) the ammoniacal wash is eliminated, and (2) the Poly Vinyl Acetate is replaced by Canada Balsam. Fossil wood is strengthened with a thin coating of paraffin wax. The other fossils are merely washed, dried and stored dry. Samples of rocks also are merely washed and stored unless they contain any unstable material in them. It is also easy to prepare a relief model of a given area if a counter map of the area is available. Two copies of the map are taken, and pasted on plywood. Then strips of the map are so sawn out, using a fret-saw that each strip has three contours on it, two represented by the edges and one by the original contour line of the map. This exact requirement is obtained by sawing along all the odd contours in one copy of the map, and

along all the even contours of the other copy. These contour strips are then glued or nailed one over the other, such that the lower edge of an overlying strip rests on the original contour line in the middle of the underlying strip. The result will be a contour-model, with the contours arranged in the form of steps. The next stage in the making of the relief model is obtained, by applying some modelling-material over the model, so as to smoothly cover the step-like edges, without burying them too deeply.

Engineering etc.,

The miniature models to illustrate the engineering or technological principles, are given a very, very thin coating of vaseline on those parts (such as iron, etc.) which are prone to react with the moisture in the atmosphere, and rust. The wood-work in the model may be given a suitable spirit varnish. The individual parts may receive such attention as if it were some material belonging to one or the other of three branches of Natural Science, viz., Botany, Zoology and Geology.

General: Whatever the exhibit, it should be amply protected against dust and insects, by keeping them well-covered and by using various insecticides liberally and in turns. If the margins of doors are packed with felt, precipitation of dust inside the show-case or cabinet, is reduced to a negligible extent. Hermetic sealing is however not recommended. The order of arrangement of exhibits may follow either (a) Classification by kind or origin, or (b) Classification by the uses to which it is put. It will be most advantageous to have both the systems of arrangement, in one and the same museum.

The school-museum should be accessible to all the school-students, as otherwise its purpose will be defeated. For this, some administrative convenience has got to be found. The students should also be allowed to handle those exhibits that could stand long wear and tear. The entire collections in the school-museum should be shown to the students first, then detailed instructions may be given. The students should also be given enough time to familiarise themselves with the different exhibits, and enough opportunities for holding group-discussions. At the end, or periodically, questions on the subject proper, are recommended. These questions should have their answers only in the exhibits and labels.

The difficulty of finding funds for the school-museum can, it is suggested, be overcome by (1) not having ambitious plans at the start itself, (2) conforming only to the needs of the syllabi, (3) holding special exhibitions of recent gifts and winning the confidence of the donors, and (4) not venturing on a gaudy show in the early stages and till the funds are available. If the school cannot have a museum in its own premises, more such institutions may join together, pool their resources together and start a museum. The services of a team of enthusiastic student helpers can be made a free use of, for collecting, preserving and displaying specimens.

No school where science is taught or learnt, therefore, should be slow to start a science museum in its own premises or at least in its own locality in the best interests of promoting a better understanding of science subjects.

PLACE OF RELIGION IN EDUCATION

SHAMSUDDIN, B.A., B.T., M.Ed., *Dongargaon, (Dist. Durg, M.P.)*

"Educate men without religion, And you make them but clever devils."

DUKE OF WELLINGTON.

Education cannot be separated from religion as body cannot be separated from soul. If religion is cut off from education, we may not die a physical death, but surely we shall die spiritually. A man with all his physical wants in this world needs one very important thing i.e. "peace of mind" and that is divine security by means of religion.

In the opinion of the great philosopher Plato, "Education consists in giving to the body and soul all perfection of which they are susceptible." Similarly Comenius, a great Educator says, "Education is the development of the whole man." All this indicates that education has different aspects of development. It has to look to the man's mental development as much as to his physical and moral development. To achieve this all-sided development education must be imparted along with religion.

Education as understood nowadays is nothing but the development of man's mental faculties at the cost of spirit (soul). This satisfies only his carnal thirst and not his all-sided needs.

Meaning of Religion :

Now let us come to "religion". What does it really mean? In its narrow sense the word religion may mean "the following of any creed or faith" but this is not the thing with which we are concerned here. As Dr. Radhakrishnan says, "Religion does not mean the acceptance of a particular cult or creed, but an inward life of spirit which manifests itself in social service and sacrifice". It becomes quite clear that religion is something other than what people actual-

ly understand by its narrow view. The word religion has its origin in the Latin word 'religare' which means 'to bind.' Religion is the joining link between man and God.

As Comenius says "Man is the image of God". He does not solve the puzzle of human life in this world. The questions naturally crop up — Why is man sent to the world? What kind of life has he to lead? and so on. But if we give a serious thought to the subject, we will realise that God has sent man on this earth to try his life, to get the opportunity for the growth and development of his personality.

Death means returning to God from where he came provided he had lived his life in conformity with the Divine will. This solves to some extent the riddle of the Universe and also at the same time accounts for the Universal need of religion. Supreme power on this earth is God and man needs God to give meaning to his life. Religion is the sum total of the relationships between man and man with God at the head.

Rituals :

Thus we find the great need of religion in man's life and it is essential that it should be given to man along with education. We may say that while introducing religion in education we are not to emphasise the strict following of rituals and religious practices, but this much we can say that to achieve the broader ethical and moral values we will have to some extent, take recourse to the religious books and religious practices.

If while teaching the children, the great principles of truth, honesty, purity

etc. are taught without religious books, they will ever remain vague terms to them. In fact they should be explained through concrete examples. For example, while explaining the principles of truth, obedience, sacrifice and idealism in life, we can frequently quote the instances from the life stories of Raja Ramchandraj, the Christ and the Prophet Mohammad. This may bring about the end of religious conflicts.

We should bear in mind that in all religions, the differences may be in the way of belief and religious performances, but the principles underlying all of them are common, and while educating we have to emphasise these broad principles only and nothing else. The stories and religious performances may be means and not an end in themselves. In this way we can achieve our desired purpose.

Satan is nothing but a foe to Adam and God. He resides in this world and tries to corrupt all. Man should always be conscious of him. When he has come to this world, he should be conscious of his destiny. As Wordsworth says, "A child is a being standing on the shores of the sea of Immortality—as he goes away from it, he becomes more and more engrossed in the world and forgets gradually the recollections of God".

To keep them bound with each other, religion is helpful. It makes them beware of the beast in them and build a heaven on earth. Though all one's physical needs may be fulfilled, one's spiritual side remains dry and parched. Love of his fellow-beings, which is con-

ducted with spirit and soul, can only be fostered by knowledge of religion. He acquires the finest qualities of modesty, sacrifice, kindness to the weak and needy, gentleness, love for beauty and art through religion and thus finds himself victorious over the wicked qualities of devil. He becomes 'man' in the real sense of the term defeating the 'devil' in him.

Body and Soul :

Religious education needs prominent place in the present day world of materialism. Today we put the 'bread and butter theory' everywhere. This develops the body at the expense of the soul. Through the scientific achievements of the material world, we have conquered the sea and the air and all that is inside the womb of this earth, but we have miserably failed to understand what humanity means!

A man, instead of thinking the other to be of the same blood (his brother), thinks otherwise for the sake of appeasing the beast in him. All this can only be avoided by giving religious education not in the narrow sense but in the broader sense of universal brotherhood.

To conclude, our aim of education should be to produce man. The so-called civilized world talks so much about a millennium but the millennium is getting farther and farther away. It can only arrive through ways and means based on main principles of religion. Hence religion should not be done away with in our educational scheme.

SRI G. ALBERT GNANAMUTHU

S. RAMANATHAN, B.A., L.T., Karur.

The exit of Sri G. Albert Gnanamuthu from the Educational arena of Karur marks the end of an era, the close of a golden age. His retirement leaves a void, a gap in the field of education which it will take decades to fill up.



Sixteen years from 1942 to 1958 may be said to constitute the hey-day or rather the golden age of expansion of the Municipal High School, Karur. All during these years, the institution has been on the move, it has been on the march under the vital guidance of a dynamic personality. With his diverse interests, his youthful enthusiasm, his infectious activity and his contagious drive, he has stamped himself on the institution and the Municipal High School, Karur has taken its pride of place among the educational institutions of the Trichy District. In the percentage of passes in the S.S.L.C. Examination, the institution has shown wonderful progress in successive years. In strength of pupils and architectural dimensions, the Institution has taken great strides, the DIAMOND JUBILEE HALL being the crowning achievement of the period. In the field of sports the institution has

broken records and won the envy of sister institutions in the Trichy District. In the successful conduct of ambitious exhibitions once in three years, the institution has probably few equals. The District Teachers' Tournament which has been going on during the past ten years under the driving initiative of Sri G. Albert Gnanamuthu is another tribute to the many-sided personality of the outgoing Headmaster.

Sri G. Albert Gnanamuthu is in no way a headmaster of the old victorian type, slow of locomotion and clinging too much to convention or decorum. There was an occasion in the Annual sports once when he tucked up his trousers like a lad in his teens, shot like an arrow in the Masters' race and out-did even the Physical Education teachers by knocking off the First prize. At times when the School peon, either through oversight or through overeating nodded over his duty in somnolence and failed to ring the bell at the end of a period, the bell would go off at the stated interval, the boss taking the place of the poor unconscious peon. At times, on the fee collection day, the clerk in charge being on casual leave, the Headmaster would be found at the counter collecting the fees with his usual smile. In short he has never directed or commanded others to action. He has inspired and infected his colleagues by his personal example. He has always got things done more by personally showing the way than by delivering sermons. Generally people at the helm of affairs, men in charge of institutions content themselves with the formulation of policies and rarely enter into the details of administration. But it is his intimate attention to details, his close scrutiny into small so-called unimportant things that has been the secret of his success as a Headmaster for over fifteen years.

He has a charming smiling way of getting things done by his assistants. Never has he maintained a stiff cold icy barrier between himself and his assistants. Never by word or deed has he made the assistants feel that they are born to obey and he is born to dictate. A kind word, a genial smile, an affectionate pat on the shoulder, a friendly greeting, these little things have wrought more miracles for him than this world dreams of. No threats, no explanations, no teasings or snubs has he made use of for enforcing the loyalty of his assistants. He has no belief in extracting work from unwilling assistants, as if he were a dentist extracting a rotten tooth from one of the squealing patients. It is not by throttling or squeezing that he wants the goose to lay golden eggs.

He has a quick eye, a shrewd judgment to assess the merits or strong points of his assistants and he is a master in turning them to the best possible use. He knows whom to choose to run the Students Co-operative Stores. He knows whom to count upon to run the Masters' Association. He knows what persons to employ for pushing on the sales of tickets for the successful conduct of the Educational Exhibition. While decentralising the work of administration, while delegating different functions to different individuals, he keeps at the same time an eye of vigilant supervision over them. He gives his assistants a lot of freedom and a long rope while however keeping the reins in hand to give occasional jerks, whenever there is possibility of the trust being abused.

Very often he has stood by his assistants and has rarely let them down. The assistants under him have a feeling of perfect security or safety. There was an

occasion when an angry parent came rushing into the School to have a tussle with a particular classmaster for having fisted his boy on the head. The Headmaster tactfully took him to his chamber and brought him round by allowing him to let off his excessive spleen against the concerned teacher. The parent went home a calmer and wiser man, all because of the tactful handling of the situation by the Headmaster.

Life at the School has been only one aspect of his many-sided personality. Over and above his legitimate duties as a Headmaster, he has thrown himself heart and soul into the civic life of Karur. He has allowed his superfluous energies to overflow the narrow confines of the School so that they may enrich and fertilize the social life of Karur. The moment the doors of the School close at 4-15 p.m., the doors of the wider society of Karur open out before him. He has been the member of half a dozen Associations at Karur. In the earlier years of its inception he served the Officers' club of Karur as its able Secretary. For years he served as a very active member of the Rotary Club of the Town. What little sparetime was left over, he had been utilising as the Warden of the Chidambaram Hostel for the past five years. It would be rather late at night, say at ten o'clock that he would go home to recuperate for the next day. At home, in the early hours of the morning he would be found feeding the fowls or going through a newspaper with occasional sips of coffee or a homely chat with his wife or children. The early morning hours constituted perhaps the only spare time that he devoted to his private family circle. The rest of the day he wore himself out in the life of the School or in the wider life of the Town.

OUR LETTER BOX

SCHOOL LIBRARIES

As author and publisher of a book for teachers, I recently contacted heads of many high schools and colleges, and found that the procedure obtaining in institutions of different types of managements for equipping the school library is not uniform.

Before the levy of library fees, indents of books for libraries would be submitted by the Correspondents of schools to the D.P.I., in April; orders sanctioning purchase of proper books would be communicated in the course of a year; books approved by the Department would be purchased before the period fixed; and grants would be paid in the order of priority. After the levy of library fees, 70% of the special fees collected under this head should be utilised for purchasing books for pupils' use; and heads of aided secondary schools are permitted to utilise 30% of the total library fee collections for buying reference books and books for teachers. The collected fees of each year should be spent within the school year itself.

This privilege enjoyed by heads of aided secondary schools is denied to heads of schools under local bodies. These headmasters are not permitted to buy from the library funds any books of reference for teachers. Municipal councils and District Boards should purchase reference books from their general funds only. It is not an easy affair for either publishers or heads of schools to advise managements of local board schools to buy books of reference from general funds. The differential treatment between aided schools and schools under local bodies should be abrogated. These schools have to forego the benefit of the publications of the year, however useful and inspiring they may be.

There are certain schools and colleges, too, heads of which are not vested with

powers to buy even a book worth a single rupee. Correspondents should forego this privilege and trust their heads to choose and order suitable books for their libraries, out of the library special fee collections.

Some heads of schools under local boards buy reference books for their schools, with the oral approval of the D.E.O.-s, trusting to the pleasure of the individual D.E.O.-s. Again, the approval by the D.E.O.-s of the purchase of reference books is based on the list of books commended by the D.P.I. or now the Director of Public Libraries from time to time for use in public libraries. There is misapprehension in certain quarters that purchase of books not found in the D.P.I.'s "commending" list would not be approved. What the D.P.I.'s "commending" circular means in respect of public libraries and educational institutions needs to be explained in detail. Educational institutions are not prohibited from buying books from outside the list, provided they are not prescribed.

In recent years, the Government of India have been sanctioning library grants for certain secondary schools every year of Rs. 5,000 each to be utilised within a short period. Heads have not sufficient time to prepare the lists of books needed for their schools, and are obliged to place order with some local book-seller who selects books out of the stock he has or could gather, and supplies them, not necessarily, in most cases, the books needed for the school. A scrutiny of the purchases covering the amounts of grants sanctioned by the Government of India would be revealing. Similar scrutiny with respect to the purchases of equipment made out of the grants made by the Government of India would show that the Government grant had been spent, not necessarily for necessary and useful purposes.

Each school must submit its requirements in respect of library, laboratory, craft organisation, technical subjects; and grants must be sanctioned on the basis of what they have and what they further need. The present policy of the Government of India sanctioning a round sum to any school, without considering whether it is a long-established school with already good equipment, or a recently started one with poor equipment should be given up. Schools for award of grants should not be chosen in a haphazard fashion; and schools selected for various types of grants should be given sufficient time for making the purchases. There is ample room for avoiding wastage of public funds.

2-4-'58. R. SRINIVASA IYENGAR,
Srinivasa Tutorial, Coimbatore.

STUDENT-TEACHER
RELATIONSHIP

The following extract from a letter from Miss Cynthia Bowles, daughter of Mr. Chester Bowles, former U. S. Ambassador to India, published in the N.E.A. Journal of Washington, D.C., U.S.A., of December, 1957, deserves to be published:—

"When I shifted from a high school in Connecticut to one in New Delhi, I often compared different aspects of the schools, and my reactions to them.

"I particularly like American schools for the informal relationships between students and teachers and for the free manner in which we were encouraged to ask questions and participate in class discussions.

"The lack of these procedures in the Indian school made the classroom part of my New Delhi public school education difficult. To my Indian school friends, however, the dogmatism of the teachers, the discouragement of questions, the absence of class discussions, and the extreme respect for teachers were natural

carry-overs of family customs and traditions".

Good education in India is, indeed, difficult, so long as the classroom atmosphere of our schools and colleges is not freed from the dogmatism of their teachers, the discouragement of questions by the learners, and the absence of class discussions.

Bombay,
2-3-'58.

K. S. VAKIL.

THE DETERIORATION IN
EDUCATIONAL STANDARDS

Many educationists and politicians have attributed the present deterioration in educational standards to various reasons. But is it not a strange coincidence that this deterioration has come in the wake of the vernacularisation of the medium of instruction? The real reason seems to be this. So long as the medium of instruction was foreign, the student had to contend against both the study of the medium and the subject. Naturally he put in more effort into his study and was able to produce good result. Now, that the medium is vernacular, the students think that they can master the subject easily and without effort and so they do not put in that effort which their predecessors used to put in their studies.

The second reason is, students are not given sufficient home work to test their assimilation of what is taught to them in schools. The class-teachers are afraid of giving home-work lest they should be saddled with the burden of perusing them. And they could hardly be blamed for such an attitude. So the best way is to employ tutors whose duty would be to go through the home-work of the students in all subjects. This alone would help to raise the standard. Tutors should thus form essential part of the school staff.

Tindivanam,
7-2-1958.

M. S. V. CHARI

NEWS AND NOTES

TIRUCHIRAPALLI

The seventeenth anniversary of the Sri Renga cub pack of E. R. Hindu Ely. School, Tiruchirapalli, was celebrated on 15-4-1958 with Dr. R. Kalamegam, B.A., M.B., B.S., in the chair. Sri K. S. Natarajan, cub-master welcomed the guests. Sri T. R. Srinivasan, cub-master presented the annual report. Sri V. Balasubramanian, Assistant E. R. High School, Tiruchirapalli and Sri K. V. Ratnam, Joint Secretary of the District Scout Association addressed the cubs. Handsome prizes contributed by the Manager, Sri R. Nataraja Ayyer were distributed by the Chairman. Dr. R. Kalamegam spoke eulogising the smart outturn and discipline of the Rangapack and wished many more would join next year. There was a variety entertainment by the cubs. Sri T. R. Vaidyanathan, cub-master proposed the vote of thanks.

MADURAI

Presiding over the 53rd Anniversary of the Sourashtra High. Secondary and Elementary Schools, Madurai, on Mar. 2, Mr. N. D. Sundaravadivelu, Director of Public Instruction, Madras, appreciated the all round progress of the schools and also stressed the importance of education. Mr. N. M. R. V. Mahadevan, Honorary Secretary and Correspondent of the schools, welcomed the gathering. Messrs. S. K. Kuppusamy, R. Ramasubbu and R. Rajagopalan, Headmasters of the schools, presented the annual report of their respective schools. Mr. Sundaravadivelu distributed the prizes. There was a programme of variety entertainment. Mr. J. K. Ramamoorthy,

Member of the School Executive Committee, proposed a vote of thanks.

TIRUVALLUR

The Anniversary of the Goudie High School was celebrated on 24-2-'58 in Trivellore. Srimathi Tara Cherian, the Worshipful Mayor of Madras, distributed the Prizes and Dr. P. V. Cherian, President of the Madras Legislative Council presided.

Sri D. J. Arulanandam, the Headmaster, welcomed the guests and presented the School Annual Report. Sri A. T. Doraiswamy Iyengar proposed a vote of thanks. There was an interesting programme of Variety Entertainment on the occasion.

SEATO SCHOLARSHIPS FOR STUDY ABROAD

It is learned in London that this year, for the first time since its foundation, the South-East Asia Treaty Organization (SEATO) will be offering scholarships to young men and women of countries within the treaty area to enable them to pursue their studies abroad. The scholarships are intended for professional workers who have taken their first degrees in recent years.

The new scholarships are separate from, and additional to, the series of research fellowships designed to attract experts of really outstanding qualifications to research projects within the treaty area. As in the past year, 10 to 15 fellowships for periods of between four and 10 months will be offered.

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 29th March 1958 in the office of the Union with Sri T. P. Srinivasavaradan, President of the Union, in the chair.

The following members were present :—

Mrs. Saraswathi Srinivasan (Vice-President), and Messrs. S. Krishnamurthi (North Arcot), J. Soundararajan (Joint Secretary), V. Antoniswamy (Vice-President), S. Ramiah (Tanjore), John Wilson (Chingleput), E. Venkatesalu (Coimbatore), T. R. Radhakrishnan (Coimbatore), D. Sebastian (Ramanad), N. Shanmugam (Madras), S. Natarajan (Chingleput), B. Srinivasa Iyengar (Tiruchirapalli), K. M. Koshy (Madras), A. M. Kannappa Mudaliar (Administrator, Benevolent Fund), S. Subba Rao (Salem), V. B. Murthi (Asst. Journal Secretary), P. S. Subramaniam (Madurai), R. Bhuvarahan (Tiruchirapalli), and V. Arunajatai (Secretary).

Messrs. C. Ranganatha Aiyengar (Journal Secretary), P. R. Swaminathan (South Arcot), K. M. Sundaram (Tanjore) and H. Visweswaran (Tiruchelveli) wrote letters expressing their inability to attend the meeting.

The President made the following statement :—

The resolutions passed by the Executive Board at its meeting held on 30th November 1957 were communicated to the Government and their reply was as follows :—

With regard to the extension of pension scheme to L.T. Assistants and other categories of teachers, and the general revision of the scale of pay, and the grant of house rent allowance to teachers,

the Government are considering these matters in connection with reorganisation of the educational set up.

As regards the raising of the age of retirement to sixty, the Government consider that the existing provisions are sufficient.

On the question of extension of educational concessions to the children of teachers in colleges, the Government state that they are unable to comply with the request.

The President reported to the Executive Board that he along with Sri K. M. Ramaswamy Gounder saw the Minister for Education in connection with the orders issued by the Director of Public Instruction disallowing the scale of Rs. 45-2-85 to secondary grade teachers working in lower elementary schools. Favourable orders have since been issued by the Minister.

The President mentioned that the S.I.T.U. Protection Fund Office Building has been given on lease for ten years to the Union and the Lease Deed has been registered.

The remaining items on the agenda were then taken up.

The Executive Board extended a hearty welcome to Mrs. Saraswathi Srinivasan, Vice-President of the S.I.T.U., who returned on 18th March 1958 after a successful study tour in U.S.A.

Sri R. Bhuvarahan of Tiruchirapalli was elected to the Working Committee.

The Executive Board decided to request Sri G. R. Damodaran, President, Coimbatore District Teachers' Guild, to preside over the 48th Madras State Educational Conference to be held towards the end of May 1958 at Palayamkottai.

The President read out the resolutions received from the Teachers' Associations.

The Board authorised the President along with the Secretary to draw up the programme of the Conference in consultation with the Secretary, Reception Committee, to choose the topics for discussion at the sectional conferences and to draft the resolutions for the Conference.

The Board resolved to raise the delegation fee for the Conference from eight annas to one rupee with effect from 1958-59 and authorised the Secretary to bring an amendment to the Union Rules at the General Body Meeting.

The Board decided to celebrate the Golden Jubilee of the Union at the time of the State Educational Conference and to bring out a Souvenir on the occasion.

The Board resolved to conduct the following sectional conferences and suggested the names noted against each for Chairmanship and Convenership respectively :—

1. Primary and Basic Education section :

Chairman : To be filled up.

Convener : Smt. Saraswati Srinivasan, Madras.

2. Secondary and Technical Education section :

Chairman : Sri M. N. Vadivelu Mudaliar, Arni.

Convener : Sri E. Venkatesalu, Singanailur.

3. University Education section :

Chairman : Sri T. Totadri Iyengar, Madurai.

Convener : Sri M. V. Subramaniam, Palamcottah.

4. Administration, Organisation and Teacher Education section :

Chairman : Rev. Fr. Uttariadas, Palamcottah.

Convener : Sri T. V. Arumugam, Tirunelveli.

5. Elementary School Teachers' Conference :

Chairman : To be filled up.

Convener : Sri S. R. Narayana Rao, Cheranmahadevi.

6. Secondary School Classroom Teachers' Conference :

Chairman : To be filled up.

Convener : To be filled up.

It was also resolved to make suitable arrangements for the Sabhesan Memorial Lecture.

The Secretary was asked to finalise the arrangement after writing to the respective persons.

Then the Board moved the following resolutions :—

1. While thanking the Minister for Education for restoring to such of the secondary grade teachers working in lower elementary schools as had been drawing the scale of Rs. 45-2-85 the same scale, the Board resolved to request the Government to grant the scale of Rs. 45-2-85 to all the secondary grade teachers working in lower elementary schools under all agencies. The Board was of opinion that only by doing so could the secondary grade teachers be retained in those schools and the efficiency could be improved.

2. It was brought to the notice of the Board that the present scale of Rs. 30-33 to Higher Grade Teachers in aided elementary schools was very low and unattractive. A Higher Grade Teacher in an elementary school under local bodies got a higher scale. The Board felt that as a first step this disparity should be removed. The Board resolved to request the Government that no teacher working in an elementary school should get less than Rs. 50/- as basic pay.

3. The Board which eagerly expected the announcement of the extension of the pension scheme to other categories of teachers and also the granting of the

house rent allowance was disappointed to find that no announcement was made by the Government. More than once it was pointed to the Government by the Union that the extra financial commitment to the Government would be roughly Rs. 70,000 for extending the pension scheme and Rs. 7,00,000 for granting the house rent allowance. This can never be too large a sum considering that the income of the State is about Rupees sixty crores. The Board therefore resolved to request the Government to grant the above two just demands of the

teaching profession. It further resolved to authorise the President to fix a day in April to be observed throughout the State as the "PENSION AND HOUSE RENT ALLOWANCE DAY" to express the strong feeling of the teaching profession in the matter.

With a vote of thanks proposed by the Secretary the meeting terminated.

Madras, 1-4-1958. V. ARUNAJATAI,
Secretary.

THE SOUTH INDIA TEACHERS' UNION

Golden Jubilee, May 1958

Members of the Union, both individual and affiliated bodies, and others interested in the Union, are reminded of the following invitation to Golden Jubilee Membership issued last year. Since the Jubilee is to be celebrated at the time of the State Educational Conference at Palayamkottai in the last week of May 1958, very prompt enrolment is requested.

In connection with the celebrations of the Golden Jubilee of the South India Teachers' Union in May 1958, it is proposed to bring out a souvenir containing

1. History of the Union with list of Presidents and Secretaries from the start.
2. Messages.
3. List of District Teachers' Guilds and affiliated Teachers' Associations.
4. Reports of institutions.
5. List of Jubilee members.
6. Advertisements.

(Wherever possible half-tone blocks of important persons associated with the Union will be printed.)

Since it will take time, even starting from now, to collect the material and photographs for the souvenir, all interested in this organisation of teachers are requested to co-operate with the Jubilee Committee and make the celebrations a success.

The rates of fees for membership, and reports of institutions are as under :

(i) *Membership fees :*

Affiliated associations	Rs. 5
(including cost of souvenir)	
Individual members	Rs. 3
(including cost of souvenir)	
or Re. 1 without souvenir	

(ii) *Reports of educational institutions :*

Matter for quarter page	Rs. 10
Matter for half a page	Rs. 20
(including cost of a photo block)	
Matter for full page	Rs. 40
(including cost of a photo block)	

(Note :—The size of the report will be royal octavo.)

THE FORTYEIGHTH MADRAS STATE EDUCATIONAL CONFERENCE

PROGRAMME

(Provisional)

Wednesday, 28th May, 1958.

- 8-30 a.m. Elementary School Teachers' Conference.
- 3-00 p.m. Opening of the Conference. Presidential Address. Opening of the Exhibition.
- 6-30 p.m. Sabhesan Memorial Lecture. Golden Jubilee Commemoration Address.
- 9-00 p.m. Subjects Committee meeting.
- 9-00 p.m. Entertainments.

Thursday, 29th May, 1958.

- 8-00 a.m. Secondary and Technical Education Sectional Conference.
- 10-30 a.m. (i) Primary and Basic Education Sectional Conference.
(ii) University Education Sectional Conference.
- 2-00 p.m. Administration, Organization and Teacher Education Sectional Conference.
- 4-30 p.m. Classroom Teachers' Conference.
- 6-00 p.m. General Sessions — Sectional Reports and Resolutions.
- 9-00 p.m. Meeting of the Presidents, Secretaries and Members of the Executive Board of the S.I.T.U.
- 9-00 p.m. Entertainments.

Friday, 30th May, 1958.

- 8-00 a.m. S.I.T.U. General Body Meeting.
- 3-00 p.m. General Session — Resolutions.
- 4-00 p.m. Concluding Session.

TOPICS FOR DISCUSSION AT THE SECTIONAL CONFERENCES

1. Primary and Basic Education Section :

- (i) Working of the New Syllabus.
(ii) Conversion of Elementary Schools in Basic Schools.

2. Secondary and Technical Education Section :

- (i) Academic and Bifurcated Courses.
(ii) Problems connected with the new scheme.

3. University Education Section :

Difficulties experienced in Pre-University and Pre-Professional Courses.

4. Administration, Organization and Teacher Education Section :

- (i) Administration of local body schools under reorganization.
(ii) Selection to and courses in Training Schools.

5. Classroom Teachers' Conference :

Facilities for efficient teaching.

6. Elementary School Teachers' Conference :

Academic and Professional Problems of Elementary School Teachers.

7. General Session :

Symposium on "How to effect the transition from High School to Higher Secondary School".

Note :—Those delegates who wish to speak or read paper on any of the above topics are requested to send a synopsis of the same to the office of the South India Teachers' Union, Raja Annamalapuram, Madras-28, to reach the office on or before 20th May, 1958.

THE FORTYEIGHTH MADRAS STATE EDUCATIONAL CONFERENCE

RESOLUTIONS

- I. This Conference resolves that the Government of Madras be requested not to hand over the management of secondary schools of local bodies to the Panchayat Unions, as it apprehends that the status, pay, position and emoluments of the teaching staff at present in the district board secondary schools will be greatly affected. Therefore it urges on the Government that in the event of the abolition of the District Boards, the Government be pleased to appoint a committee for each district to take up the management of the District Board Secondary Schools.
- II. This Conference resolves that the Government be pleased to afford liberal grants towards educational trips of staff and students especially for long tours visiting places of historical, geographical and cultural importance.
- III. This Conference resolves to request the Government to sanction weightage in the revised scales of pay for teachers in elementary schools.
- IV. This Conference resolves to request the Government to include all Elementary School Teachers in the Teachers' Constituency of the Madras Legislative Council.
- V. This Conference resolves to request the Government to revise the scales of pay of the Drawing Masters according to their qualifications and the classes they are handling as in the case of Tamil Pandits.
- VI. This Conference resolves to request the Government to grant dearness allowance at the Central Government rates and House Rent allowance at rates granted to N.G.O's.
- VII. This Conference resolves to request the Government to adopt a Building Scheme for teachers to build their own houses at the places where they serve and also help managements to build residential quarters for teachers and clerical staff.
- VIII. This Conference resolves to request the Government to introduce an Education Act to safeguard the interests of teachers.
- IX. This Conference resolves to request the Government to extend the educational fee concession to the end of college stage to the children of teachers and clerks.
- X. This Conference reiterates its request to Government to grant free medical aid to teachers under aided agencies.
- XI. This Conference reiterates its request to Government to adopt the scales of pay as recommended by the South India Teachers' Union, thereby removing the disparities in the scales of pay that exist now among teachers serving under various agencies.
- XII. Pending revision of the scales of pay, this Conference resolves to request the Government to grant the scale of Rs. 45-2-85 to all Secondary Grade teachers in

elementary schools wherever they may serve.

XIII. This Conference resolves that the fee concessions at present given to N.G.O's be extended to teachers of all categories and also to the clerical staff.

XIV. This Conference reiterates its resolution that the age of retirement be fixed at sixty.

XV. This Conference resolves to request the Government to adopt the pupil-teacher ratio in a graded manner to suit the percentage of enrolment every year instead of 40 : 1.

XVI. This Conference requests the Government to give effect to the pension scheme to all teachers from 1-5-1955.

XVII. This Conference resolves to request the Government to bring about a parity of leave rules in all schools whatever agency they are under.

XVIII. This Conference resolves to thank the Government for extending the pension scheme to all teachers working in secondary schools and for condoning breaks for granting pension.

XIX. This Conference resolves to request the Government to extend the pension scheme to the non-teaching staff.

THE SOUTH INDIA TEACHERS' UNION

ANNUAL GENERAL BODY MEETING NOTICE

A meeting of the General Body of the South India Teachers' Union will be held at 8 a.m. on Friday the 30th May, 1958, in the Conference Hall at Palayamkottai, Tirunelveli district. Members are cordially invited to attend the meeting.

V. ARUNAJATAI,
Secretary.

J. SOUNDARARAJAN,
Joint Secretary.

AGENDA

1. Consideration and adoption of the Annual Report of the Union for the year 1957-58.

2. Election of office-bearers for the year 1958-59.

3. Amendment to the Rules of the Union :—

(Considered and passed by the Executive Board).

Rule 9-C. Delegates and Visitors :

In para 2, line 4, for the words "The delegation fee of each delegate shall be eight annas" substitute the words "The delegation fee of each delegate shall be one rupee".

4. Any other business brought forward by the Executive Board.

THE SOUTH INDIA TEACHERS' UNION

ANNUAL REPORT

The Executive Board of the South India Teachers' Union has great pleasure in presenting to the General Body the 49th Annual Report of the Union for the period 1st April, 1957 to 31st March, 1958.

Strength : There are only twelve District Teachers' Guilds affiliated to the Union.

The Kanyakumari District Teachers' Guild has not yet been formed.

Office-bearers : At the Annual General Body Meeting held on 17th May, 1957 at Tiruvannamalai the following office-bearers were elected for the year 1957-58 :—

1. *President :* Sri T. P. Srinivasavaradan.

2. *Vice-Presidents :*
(i) Smt. Saraswathi Srinivasan.
(ii) Sri V. Antoniswamy.

4. *Secretary :* Sri V. Arunajatai.

5. *Joint Secretary :* Sri J. Soundararajan.

6. *Treasurer :* Sri S. D. Krishnamurthi Rao.

Vigilance Committee : Sri S. S. Avadhaniyar of Tanjore was elected Convener and Messrs. C. M. Fazalur Rahman (Pernambat), M. V. Raghavan (Madras), T. Ramanujam (Madras), and G. J. Jayanathan (Nagapattinam) were elected members.

The Executive Board : The Executive Board met four times during the year under report (on 14-5-1957 at Tiruvannamalai, and on 20-7-1957, 30-11-1957 and 29-3-1958 at Madras) and transacted business relating to the following :—

1. Passing of annual report for 1956-57.
2. Election of members to the Working Committee.
3. Discussion on draft syllabuses.
4. All India Educational Conference.
5. Nomination of candidates for the State Educational Conference.
6. Formation of Sub-Committee to advise on ways and means for improving the finance of the Union.
7. Election of Representatives to the Council of A.I.F.E.A.
8. Selection of resolutions and topics for discussion at the sectional conferences.
9. Education Week.
10. Submission of views on the Revised Syllabuses.

The Working Committee : The Working Committee met once on 20th July, 1957 and elected Sri C. Ranganatha Aiyengar as Journal Secretary and Messrs. V. B. Murthi and T. S. Rajagopala Iyengar as Assistant Journal Secretaries.

The Madras Members of the Working Committee met and scrutinised the ballot papers received in connection with the election of President to the State Educational Conference. In addition, they met informally in the office of the Union to exchange notes and to plan important matters of policy or day to day work.

The Vigilance Committee : Sri S. S. Avadhaniyar has tried to take keen interest in giving a start to the work of the Committee.

The 47th Madras State Educational Conference : The Conference was held

from 15th to 17th May 1957 at Tiruvannamalai under the distinguished Presidency of Sri T. S. Avinashilingam Chettiar.

Sri P. Palani, Chairman of the Tiruvannamalai Municipality hoisted the National Flag.

Janab N. M. Anwar of Vaniyambadi inaugurated the Conference.

Sri Nathamuni Naidu of Tiruvannamalai declared the Educational Exhibition open.

The Conference was conducted under the following sections :—

1. Primary and Basic Education section :
Chairman :
 Sri T. S. Avinashilingam Chettiar.
Convener :
 Srimathi Saraswathi Srinivasan.
2. Secondary and Technical Education section :
Chairman :
 Sri T. P. Srinivasavaradan.
Convener :
 Sri P. R. Swaminathan.
3. Administration and Organization section :
Chairman :
 Sri M. Rajah Iyer.
Convener :
 Sri C. M. Fazalur Rahman.
4. Teacher Education section :
Chairman :
 Sri T. P. Srinivasavaradan.
Convener :
 Sri V. Antoniswamy.
5. Classroom Teachers' Conference :
Chairman :
 Sri S. Krishna Iyengar.
Convener :
 Sri A. S. B. Philip.
6. Elementary School Teachers' Conference :
Chairman :
 Sri T. P. Srinivasavaradan.
Convener :
 Sri D. Sebastian.

The Sabhesan Memorial Lecture was delivered by Sri S. Natarajan. Sri S. Natarajan also unveiled the portrait of the late E. H. Parameswaran.

The 32nd All India Educational Conference : The Conference was held in Madras under the auspices of the South India Teachers' Union, under the distinguished Presidency of Sri C. D. Deshmukh, Chairman, University Grants Commission, in the premises of the National Girls' High School, Triplicane. The Conference was inaugurated by Sri P. V. Rajamannar, acting Governor of Madras. Sri C. Subramaniam, Minister for Education and Finance, Government of Madras, was the Chairman of the Reception Committee. The Educational Exhibition was declared open by Smt. Tara Cherian, Mayor of Madras.

More than 3,000 delegates enrolled themselves from all parts of India and more than 2,500 delegates actually attended the Conference which was divided into eighteen sectional conferences.

The Conference was a great success, thanks to the financial help of the State and Central Governments and the authorities of all educational institutions and those of the Corporation of Madras, for permitting us to accommodate the delegates in their schools. The Union is particularly thankful to Sri C. Subramaniam, who as Chairman of the Reception Committee, guided the Committee by his counsel.

The 27th South Indian Education Week : The 27th South Indian Education Week was celebrated from 24th to 30th October, 1957. The central theme chosen for discussion during the Week was "Fundamentals of Education and National Unity". Dr. P. V. Cherian, Chairman, Madras Legislative Council, was the Chairman of the Central Education Week Committee. A booklet containing suggestions for the effective observance of the Week was prepared. We are grateful to Messrs. B. G. Paul & Co., Madras, for kindly publishing the

booklet for the Central Education Week Committee. Reports of observance of the Education Week were received from many centres of the State.

Our District Guilds : Reports of Annual Meetings have been received from all the Guilds except South Arcot, Salem and the Nilgiris.

Our Journals : The South Indian Teacher and the Balar Kalvi in Tamil were published regularly during the year. Though the financial position of the South Indian Teacher is somewhat satisfactory, that of Balar Kalvi requires great improvement.

More than once the question of amalgamating the Balar Kalvi with the South Indian Teacher was considered and opinions too were invited. The replies received showed that many were in favour of the proposal, but effect was not given to it chiefly because the Balar Kalvi is our only official organ in Tamil to reach the elementary schools and the Union feels reluctant to cut itself away from the elementary school comrades by abolishing this independent medium. Unless the financial position is sound, this journal cannot run and the Executive Board appeals to all elementary school teachers to contribute articles and to all interested in the Union to get more advertisements and subscribers.

We are thankful to the Members of the Journal Committee for their help in enabling the Union to conduct the journals and to the subscribers for their kind co-operation and support.

The S.I.T.U. Protection Fund Building : Consequent on nationalisation of Insurance Companies, the S.I.T.U. Protection Fund was taken over by the Life Insurance Corporation of India. After some negotiation, we are happy to announce, the office building of the Fund has been leased out to the Union for a period of ten years from 1st January, 1958, on an annual nominal rent of Rs. 200.

The S.I.T.U. Profession Trust Fund : The total asset as on 31st December, 1957 was Rs. 3,408.85 nP. This amount has been invested in the Golden Jubilee Building Fund.

S.I.T.U. Publications, Ltd. : During 1957, only two books could be published, viz., Guide Book to the Teaching of English by Mr. F. L. Billows and 'Four Playlets' in Tamil by Mr. A. K. Adithar. The co-operation of the schools is needed for clearing the stock of these books.

The S.I.T.U. Benevolent Fund : It is felt that many members have not renewed their subscriptions up to date. This Fund is worked as a common good fund to help teachers in times of sickness or their heirs and dependents in cases of destitution. Every teacher should take keen interest and become a member of this Fund if the aims and objects with which it was started are to be realised and if a good nucleus is to be built.

The S.I.T.U. Council of Educational Research : During 1957, consequent on a study of the results obtained from the administration of the Test Papers prepared in 1956 in Mathematics, the papers were revised and printed in Tamil. Copies of the revised Test Papers have been sent to some of the schools for administration and the results await publication. Other lines of work will be taken up for study during the course of the year.

Under the joint auspices of the Council and the Madras Teachers' Guild, a Conference of teachers of Mathematics was held in the City to study the new syllabus in Mathematics in relation to the introduction of the decimal system of coinage and the proposed introduction of the same to other kinds of weights and measures. This Conference and the Sub-Committee constituted then made suitable recommendations to the authorities on the new syllabus.

The S.I.T.U. Golden Jubilee Building : The Building was completed and was

opened by Sri C. Subramaniam, Minister for Education and Finance, on the 20th July, 1957, at a formal function. The response to our appeal for funds was not as encouraging as it was expected and we had to borrow from other sources. We request our members to contribute liberally to clear off the dues.

Our President : Our President, Sri T. P. Srinivasavaradan, celebrated his Shashtiabdapurthy on the 19th November, 1957. The Executive Board was convened to express grateful thanks to him for all that he has done for the Union and to offer its felicitations to him on the occasion. It is our earnest prayer that he should be given sound health and strength to continue his service to the profession and the Union for long.

Our Vice-President : Under the Fulbright scheme, our Vice-President, Srimathi Saraswathi Srinivasan, went to U.S.A. on study tour. She returned on the 18th March, 1958 after a successful educational tour for about six months and the Executive Board offered felicitations to her.

The W.C.O.T.P. : The sixth session of the Assembly of Delegates of the World Confederation of the Organisations of the Teaching Profession was held at Frankfurt, Germany, in the first week of August 1957. Sri S. Natarajan, our ex-President, Member of the Executive Board of the Union and Editor of the South Indian Teacher, attended the Conference. We are proud and happy that Sri S. Natarajan has been elected Vice-President of the Executive of the Confederation.

A.I.F.E.A. Delegation to China : Janab C. M. Fazalur Rahman, Headmaster, Islamiah High School, Pernambbat, attended a Conference in the People's Republic of China as a member of the delegation of the All India Federation of Educational Associations and conveyed the greetings of the South India Teachers' Union to the members assembled there.

Work of the Union : Representations were made to the authorities on the resolutions passed at the Annual State Educational Conference and at meetings of the Executive Board. In particular representations were made and personal interview sought to reinforce the following points :—

1. Grant of the increased dearness allowance of Rs. 5 from 1st November, 1956 and the additional increased dearness allowance of Rs. 7 from 1st March, 1957.

2. Extension of pension scheme to all other categories of teachers working in secondary schools and the grant of house rent allowance. This point was raised and pressed in the State Legislative Council and the President brought to the notice of the authorities the need for condoning break in service under certain conditions.

3. Provision for the study of Sanskrit, Urdu and Arabic by holding in abeyance the order regarding the minimum strength in secondary schools.

4. Retrospective effect from 1956-57 of the order regarding the award of fee concession under Rule 926 in so far as failure in elementary schools is concerned.

5. The move for nationalisation of text-books and the unhealthy influence it is likely to have on the quality and efficiency of education by stifling initiative and healthy competition in the production of text-books by private agencies and by giving scope for indoctrination and regimentation of ideas among school pupils.

6. Grant of House Rent Allowance : This has been pressed again and again, both in the Legislative Council and in our District and State Conferences.

It is gratifying to note that some of these representations have been favourably considered by the Government and orders issued. The gains, small though they be, of the teaching profession are

due to the vigilant and continued constitutional policy pursued by the Union which will continue to serve the teaching profession with a due sense of responsibility.

Conclusion : Only twelve District Teachers' Guilds are affiliated to the Union. The total membership has fallen down. There is need not only for increased membership from secondary schools but solid support from elementary school teachers who must join the Union through their District Guilds *en-bloc*, if the Union is to discharge its duty to the profession.

The New Syllabus will come into force soon and the Union with all its affiliated associations must be able to help teachers work it successfully, and for this, critical study of the actual working of the syllabus and seminars and refresher courses to upgrade teachers' understanding and appreciation of the work expected of them are necessary. Above all, a sense of loyalty to the Union and help at duty's call will be needed.

May the Golden Jubilee Year prove a real source of inspiration and power to the teaching fraternity of our State.

OUR BOOKSHELF

Stories of the United Nations :

1. The Priest and the Pear Tree for Form III—Price 45 nP.
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6. Uncle Bonki Hires a Horse for Form V—Price 65 nP.

(Oxford University Press).

These stories relating to different countries have been adapted and retold by Bertha Hensman from the versions given in *Ride with the Sun*, a book of stories and folk tales from the member nations of the United Nations.

They are recommended for supplementary reading in the respective forms. The vocabulary is restricted mostly to the Departmental list.

Questions and exercises at the end will be found useful in testing the reader's comprehension.

Folk Tales of Asia :

1. The Dragon's Gift and other stories for Form IV—Price 65 nP.
2. The Sandal of Gold and other stories for Form V—Price 70 nP.
3. The Magic Instrument and other stories for Form III—Price 50 nP.
4. The Deaf Shepherd and other stories for Form II—Price 50 nP.

(Oxford University Press).

These folk tales of Asia are from a collection made by Mr. Amir Ali and have been retold by J. F. Forrester for pupils in secondary schools keeping in view the structures prescribed for different forms. Words not in the prescribed syllabus are listed at the back of each book. These are recommended for study in the second half of respective years.

Questions on comprehension are included at the end of each book besides other language questions.

C. R.

FROM OUR ASSOCIATION

ELEMENTARY TEACHERS' UNION, CHERANMAHADEVI

The Half Yearly Conference of the Range Elementary Teachers' Union was held on the 22nd February 1958 in the premises of the Committee Higher Elementary School, Cheranmahadevi. Sri S. R. Narayana Rao, President of the Union presided.

There was a discussion on "The Plight of the Ele. School Teacher" and many teachers participated.

Resolutions were passed requesting the Government

1. to revise the scales of pay of the Higher Grade teachers and to fix their basic pay at Rs. 40
2. to sanction weightage for secondary grade teachers according to service
3. to merge the special additional pay with the salary of teachers and to take it into account for purposes of P. F. and pension
4. to extend the interim relief given to Central Govt. servants to teachers also
5. to make arrangements to pay the final teaching grant every year before the end of January
6. to permit the appointment of a peon in schools with more than 200 pupils on rolls and sanction monthly grants towards the salary of such incumbents and
7. to order for direct payment of salary to teachers in aided ele. schools as was done formerly in the Malabar District to avoid undesirable dealings between managements and teachers.

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S.A.V. H.S., Tuticorin—

392. Sri K. Lakshminarayana Pillai.
 393. „ M. Sitaraman.
 394. „ A. Sethuramalingam Pillai.
 395. „ S. Swaminathan.
 396. „ M. V. Ramaswamy Iyer.
 397. „ A. Jagannathan.

Seena Vana H.S., Tuticorin—

398. Sri A. S. Kulathu.
 399. „ P. Raman.
 400. „ R. Krishna Iyer.
 401. „ S. Thirunavukkarasu.
 402. „ P. Thomas.
 403. „ Krishnan.

S.V.B. Model H.S., Tuticorin—

404. Sri V. Antoniswamy.
 405. „ M. Sudalaimuthu.
 406. „ M. Namasivayam.
 407. „ R. Manickavasagam.
 408. „ M. Honey Palani.
 409. „ S. Arputharaj.

St. Peter's H.S., Ukkirankottai—

410. Sri P. E. Jesudason.
 411. „ N. Samuel Ambrose.
 412. „ D. Gunaseelan.
 413. „ G. Jesudian.
 414. „ Rajiah Samraj Solomon.
 415. Miss P. Sitalakshmi.
 416. „ Esther Victoria James.
 417. Sri V. Joseph Diraviam.
 418. „ M. Natarajan.
 419. „ D. Jeyaraj.
 420. „ D. V. Dharmaraj.
 421. „ A. Viswasam.
 422. „ D. Peter Ebenezer Arthur.
 423. „ A. Chelladurai.

K.S. Boys' H.S., Srivaikuntam—

424. Sri S. N. Adinathan.
 425. „ S. V. Purushotham.
 426. „ K. Venkatakrishnan.
 427. „ L. Sitharaman.
 428. „ S. V. Vaikuntam.
 429. „ T. V. Ramanathan.
 430. „ A. S. Seshan.
 431. „ T. K. Krishnan.
 432. „ K. Pechiappan.
 433. „ V. Srinivasan.
 434. „ S. V. Vaidyanathan.
 435. „ T. S. Kuzhaikathan.
 436. „ T. K. Narayanan.
 437. „ A. K. Krishnan.
 438. „ T. Krishnamurthy.

Schaffter H.S., Tirunelveli—

439. Sri D. Chelliah.
 440. „ A. S. B. Philip.
 441. „ P. S. Mahadevan.
 442. „ Samuel Joseph.
 443. „ P. J. Ebenezer.
 444. „ Iyadurai Stephen.
 445. „ G. Sam Jacob Raj.
 446. „ Joel Sam.
 447. „ R. Devarajan.
 448. „ P. Koilpitchai.
 449. „ K. Sankaranarayanan.
 450. „ S. Arumugam.
 451. „ Sadanandam Samuel.
 452. „ R. S. Venkatrama Sastri.
 453. „ L. V. Sundararaman.
 454. „ S. Thirumalaiyappan.
 455. „ S. Jaimitra.
 456. „ A. Jesubushanam.
 457. „ S. Wilson George.
 458. „ G. Deivasigamani.
 459. „ P. Jesudason.
 460. „ P. Arunachalam.
 461. „ E. Natarajan.
 462. „ R. Rajamani.
 463. „ S. Edwin Selvaraj.
 464. „ P. Devapitchai.
 465. „ A. Samuel.
 466. „ T. S. Raghavan.
 467. „ S. Ganesan.
 468. „ T. C. Narayanan.
 469. „ S. F. William.
 470. „ S. S. Chelliah.
 471. „ S. John Devasahayam.
 472. „ S. Padmanabhan.
 473. „ A. John Jesupadam.

474. Sri A. Chelladurai.
 475. „ Y. Johnson Gnanakkan.
 476. „ T. E. Joel.
 477. „ I. Stephen Bauliah.
 478. „ J. Moses Duraiswamy.
 479. „ S. Bhagyam Devaraj.
 480. „ J. Francis.
 481. „ Paul Duraiswamy.
 482. „ Jabez Devathunai.
 483. „ M. Sivanukone.
 484. „ V. S. Jebamoney Joshua.
 485. „ A. Jebaraj Ponniah.
 486. „ Paul Chelliah.
 487. „ M. P. Theagarajan.
 488. „ C. Subbiah.
 489. „ S. Nallaperumal.
 490. „ N. Subbukani.
 491. „ V. Paramasivan.
 492. „ T. Jesumani.

Thirupathi H.S., Ambasamudram—

493. Sri A. Kanthimathinathan.
 494. „ M. S. Renganathan.
 495. „ H. Thyagarajan.
 496. „ A. R. Krishnan.
 497. „ S. Lakshmanantham.
 498. „ K. R. Krishnan.
 499. „ N. Venkatraman.
 500. „ K. S. Narayanan.
 501. „ S. Meenakshisundaram.
 502. „ R. S. Ramanathan.
 503. „ H. Visweswaran.
 504. „ S. Subramanian.
 505. „ N. Viswamitra.
 506. „ S. Ramachandra Rao.
 507. „ G. V. Subramanian.
 508. „ A. Subbiah Mudaliar.
 509. „ M. A. Somasundaram.
 510. „ P. Nagaswamy.
 511. „ M. Krishnan.

Hindu H.S., Viravanallur—

512. Sri S. Natarajan.
 513. „ A. Sundaram.
 514. „ P. Stephen.
 515. „ M. Harinamasivayam.
 517. „ K. Venkateswara Sarma.
 518. „ K. Subramania Iyer.
 519. Smt. S. Yegnalakshmi.
 519. Sri M. S. Venkatachari.
 520. „ V. Vallinayagam.
 521. „ S. Krishnan.
 522. „ K. Pillaikannu.

P.V. High School, Gopalasamudram—

523. Sri G. N. Viswanatha Iyer.
 524. „ P. A. Subramanian.
 525. „ P. S. Sundararaman.
 526. „ P. A. Chellam Iyer.
 527. „ M. S. Ramasubramanian.
 528. „ S. Ramayya.
 529. „ A. Madanapandian.
 530. „ M. Hariharasubramanian.

Ambrose H.S., Megnanapuram—

531. Sri S. P. Athisayam Samuel.
 532. „ M. Ambrose.
 533. „ V. Thangadurai.
 534. „ N. Francis.
 535. „ D. B. Dharmaraj.
 536. „ H. A. Seharan.
 537. „ D. S. Samuel.
 538. „ G. D. Theagaraj.
 539. „ J. Devamoni.
 540. „ Abraham Lincoln.
 541. „ Raja Manuel.
 542. „ M. D. Dharmaraj.
 543. „ D. Paul Abraham.
 544. „ Y. Samuel Dawson.
 545. „ S. M. R. Daniel.

St. Thomas H.S., Virapandiapatnam—

546. Sri Koilpillai.

St. John's H.S., Palayamkottai—

547. Sri M. P. Israel.
 548. „ S. N. Devadoss.
 549. „ Y. S. Jeyaraj.
 550. „ D. S. B. William.
 551. „ S. J. Albert.
 552. „ D. Jeyasingh.
 553. „ R. T. Azariah.
 554. „ A. Thankanadar.
 555. „ K. Pakshirajan.
 556. „ A. Venkatramier.
 557. „ Kakumperumal.

P.M. Ornellas Mid. School, Tuticorin—

558. Sri Melizon V. Rayar.
 559. „ K. Krishna Iyer.
 560. „ R. Devasagayam Pillai.
 561. „ S. Antony.
 562. „ L. A. Venkatraman.

Range Ely. Teachers' Union, Cheranmahadevi.

563. Sri S. R. Narayana Rao.
 564. „ M. Rathnaswamy Iyer.

565. Sri S. G. Vaidyanatha Iyer.

566. „ R. Gopalan.
 567. „ S. R. Subramania Iyer.
 568. „ S. Sundararaja Iyer.
 569. „ S. Ramalingam.
 570. „ S. R. Subramanian.
 571. „ K. Sankarasubbier.
 572. „ S. N. Ramaswamy Iyer.
 573. „ A. Narayana Pillai.
 574. „ R. Lakshminarayana Rao.
 575. „ S. Sundaram Iyer.
 576. „ R. Govindan.
 577. „ P. S. Venkatakrishnan.
 578. „ K. A. Rama Iyer.
 579. „ D. Thangaswamy.
 580. „ T. Ayyah.
 581. „ N. Subramanian.
 582. „ N. Narasimhan.
 583. „ G. S. Ramakrishna Iyer.
 584. „ K. S. Venkatakrishna Iyengar.
 585. „ V. Ramaswamy.
 586. „ Manimuthu Samuel.
 587. „ Joel David.
 588. „ P. Balasingh.
 589. „ S. Ramaswamy.
 590. „ Vasantha.
 591. „ Rajagopalan.
 592. „ Sankararama Iyer.
 593. „ D. R. Subbiah Iyer.
 594. „ A. Venkatanarayanan.
 595. „ Siluvaimuthu Mudaliar.
 596. „ G. Mahadevan.

Caldwell H.S., Tuticorin—

597. Sri S. Ramasubbier.
 598. „ S. G. Davidson.
 599. „ K. Dharmaraj Josephi.

Muthumalai Amman Board H.S., Siruthonallur—

600. Sri L. Newman.
 601. „ P. Vaikuntam Iyer.

Srivaikuntam Taluk Teachers' Union, Tuticorin—

602. Sri H. V. Gopala Iyer.
 603. Smt. Nesamani Ammal.
 604. Sri M. Subramania Iyer.
 605. „ K. G. Subramania Iyer.
 606. „ D. S. Samuel.
 607. „ V. N. Ramamurthy.
 608. „ V. Sattanathan.
 609. „ M. Parthasarathy Naidu.

610. Sri Vedamani.

611. „ J. Dabaraj.
 612. „ V. Rayappan.
 613. „ V. I. Kulandaiswamy.
 614. „ V. R. Chellathurai.
 615. „ Gnanani Daniel.
 616. „ Sigamani.
 617. „ M. Arunachalam.

Tiruchendur Taluk Ely. School Teachers' Union—

618. Sri R. M. Ganapathi, President, Kula-
 sekharapatnam.
 619. „ D. Periabaraj, T.D.T.A. Higher
 Ely. School, Sonaganvilai, Am-
 manpuram Post.
 620. „ D. S. Pandian, R.C. Higher Ely.
 School, Sattankulam Post.
 621. „ M. Arthur Victor, T.D.T.A. Ely.
 School, Rajangopuram, Thenthiru-
 perai Post.
 622. „ A. Devasirvatham, Hindu Xian Hr.
 Ely. School, Mookuperi Post (via)
 Nazareth.
 623. Mrs. Empress Joseph, Ibrahim Girls'
 Hr. Ely. School, Sattankulam Post.
 624. Sri N. Venkatachalam, P.S.M. Hr. Ely.
 School, Kulasekharapatnam.
 625. „ N. Victor Thomas, Bharathi Ely.
 School, Alagappapuram, Kurum-
 bur Post.
 626. „ P. Antony Raju, A.S.P. Hr. Ely.
 School, Karuvelampadu, Palan-
 kulam Post.
 627. „ Francis Packianathan, R.C. Higher
 Ely. School, Sattankulam Post.

Saravenai Iyer Ely. School, Tiruchendur Post—

628. Sri G. Gabriel Dairianathan.
 629. „ S. Veerabahu.
 630. Smt. Hope Padma Evangeline.

*S.G.S.P. Vidyasalai Ely. School, Naluma-
vady Post—*

631. Sri S. Joseph.
 632. „ S. Subbu Nadar.
 633. „ S. Subbiah Doss.
 634. „ A. Paul Joshua.
 635. „ S. Isaac.
 636. Smt. Kamala Selvaraj.
 637. „ Anbu Paul.
 638. „ Elizabeth Chelliah.

*T.D.T.A. Ely. School, Rakshanyapuram,
Idayarvilai, Mookuperi Post—*

639. Sri A. J. Selvanayagam.
 640. Smt. P. Kamalam Selvanayagam.
 641. „ D. Esther.
 642. „ R. Asir Helen.

*Sri Ganesa Ely. School, Panicka Nadar
Kudiyiruppu, Nalumavady Post—*

643. Sri S. Lakshmanan.
 644. „ J. Pitchaiah.
 645. Smt. Y. Thangamani.
 646. „ P. Rajammal.
 647. „ S. Gnanam.
 648. „ Kani Sellammal Perinbam.

T.D.T.A. Higher Ely. School, Neivilai Post—

649. Sri D. M. Rajapandian.
 650. „ G. Immanuel Jeyaraj.
 651. „ Victor Visuvasam.
 652. Smt. Grace Ratnabai Samuel.
 653. „ Devanesam Gnanamuthu.
 654. „ J. Rachael.
 655. „ M. Annal Pakkiam.
 656. „ Jane H. Pandian.

T.D.T.A. Hr. Ely. School, Nalumavady Post—

657. Sri P. Lakshmanan.
 658. „ K. Thangiah.
 659. „ Asaf G. Samuel.
 660. „ A. Solomon.
 661. „ A. Sundaram.
 662. Smt. V. Mookkammal.
 663. „ Thangathai Bauliah.
 664. „ Daisy Grace Joseph.
 665. „ N. Daisy.
 666. „ P. Mary.
 667. „ P. Christmas.
 668. Sri P. Devairakkam.

Asoka Vidyalayam, Kachanavilai Post—

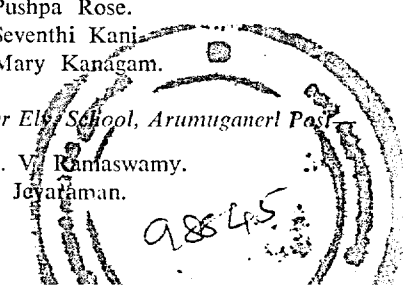
669. Smt. Kamala Ratnamoni.
 670. Sri Sri Ratnapandi.
 671. „ P. Ratnaswamy.
 672. „ Peter Rajamoni.

*T.D.T.A. Ely. School, Punnaiyadi, Neivilai
Post—*

673. Sri P. Edwin.
 674. „ S. Yesudian.
 675. Smt. Paulmoni Yesudian.

- T.D.T.A. Ely. School, Rakshanyapuram, Idayarvilai, Mukuperi Post—*
676. Sri M. S. Ratnaswamy.
- S.G.S.P. Hr. Ely. School, Nalimavady—*
677. Smt. Kamala Kanthy.
678. Sri N. A. Arul Selvaraj.
- St. Mary's R.C. Hr. Ely. School, Pothakalanvilai, (via) Mudalur—*
679. Sri K. A. Chelliah.
680. Smt. P. Annammal.
681. „ S. Maria Siluvai.
682. „ P. Therese.
683. „ A. Pushpam.
684. „ S. Maria Ponnammal.
685. Sri M. V. Arokiam.
686. „ K. Maria Antony.
- St. Joseph's Ely. School, Pothakalanvilai, (via) Mudalur—*
687. Smt. M. Siluvai Antony.
688. „ M. Lucas.
689. Sister Tharcis Mary.
690. „ Methilith Mary.
691. „ Casmir Mary.
- Sri Sarada Sacred Heart Ely. School, Pallakurichi Post, (via) Nazareth—*
692. Sri G. Swaminathan.
693. „ R. Maria Dasan.
694. Smt. S. Vairamuthu.
695. „ J. Mariaratnam.
696. „ V. Allirany.
- Sri Gnanadikkan Nadar Ely. School, Narayankudiyiruppu, (via) Mudalur—*
697. Sri M. Maria Philip.
698. Smt. J. Maria Siluvai.
699. „ Maria Rosal.
- Hindu Christian Senior Basic School, Mukuperi Post—*
700. Smt. Merry Koilpillai.
701. Sri P. Ephrami.
702. Smt. Gnanaranjitham Devamani.
703. „ Chellakani Hariram.
704. „ I. Chandral.
705. „ S. Velkanni.
706. „ Esther Devakribai John.
707. Smt. I. Marthal.
708. Sri A. Ponnuswamy.
709. „ D. Y. Nesamani.
- T.D.T.A. Ely. School, Oyangudi, Mukuperi Post—*
710. Sri S. Thomas Samson.
711. „ G. Bakkiam.
- T.D.T.A. Ely. School, Vellarikayurani, Mukuperi Post—*
712. Sri N. S. John Simon.
713. „ P. John.
- T.D.T.A. All Saints H.E. School, Pholapuram, Mudalur Post—*
714. Sri N. Asaf.
715. „ C. Jacob Soundrapandian.
716. „ I. Thangaraj.
717. „ S. G. Ambrose.
- T.D.T.A. Ely. School, Vairavam, Mudalur Post—*
718. Sri K. Israel Gnanamuthu.
- T.D.T.A. Ely. School, Thattarmadam Post, (via) Nazareth—*
719. Sri P. Paul Daniel.
720. „ D. David Jeyraj.
- Ely. School, Sowkiapuram, Thattarmadam Post, (via) Nazareth—*
721. Sri B. Paul Daniel.
- T.D.T.A. Ely. School, Nallur, Naduvakurichi Post—*
722. Sri Edwin Jeyraj.
723. „ A. John.
- T.D.T.A. Ely. School, Pooiy Kudiiruppu, (via) Megnanapuram—*
724. Sri J. A. Samuel.
- R.C. Ely. School, Ilanganthapuram, Megnanapuram Post—*
725. Sri A. Antonimuthu.
- T.D.T.A. Ely. School, Arochiapuram, (via) Megnanapuram Post—*
726. Sri V. David Jeyraj.

- R.C. Hr. Ely. School, Kilaramasamipuram (via) Megnanapuram Post—*
727. Sri D. Boppal.
- T.D.T.A. Ely. School, Arulanandapuram, Eluvaramukki Post, (via) Megnanapuram—*
728. Sri Vincent Koilpillai.
- T.D.T.A. Ely. School, Anaithalai, Megnanapuram Post—*
729. Sri G. Gnanasigamani.
- T.D.T.A. Ely. School, Megnanapuram Post—*
730. Sri D. Robert Pandian.
- R.C. Ely. School, Thaivilai, Eluvaramukki Post, (via) Megnanapuram—*
731. Sri A. Gnanathickam.
- National Ely. School, Sriramanallur, Megnanapuram Post—*
732. Sri M. Zion.
733. „ P. Ramalingam.
- Hindu Ely. School, Ramasubramaniapuram, Megnanapuram Post—*
734. Sri S. Manthiram.
- Hindu Ely. School, Moolakkarai, Ammanapuram Post—*
735. Sri V. Nithyanandam.
736. „ R. Udayasingh.
737. Smt. T. P. Thayammal.
- Devakany Ely. School, Melaputhukudy, Amunanapuram Post—*
738. Smt. Mangalam Samuel.
739. „ P. Brama Sakthy.
740. „ Kany Elizabeth.
741. „ Kalavathy.
742. „ Natchatram Samuel.
- T.D.T.A. Ely. School, East Puthukudy, Ammanapuram Post—*
743. Smt. T. Janaki.
- T.D.T.A. Ely. School, Amathavanakudy, Sattankulam Post—*
744. Sri M. Devasirvatham.
- T.D.T.A. Ely. School, North Amathavanakudy, Sattankulam Post—*
745. Sri Selvaraj.
- R.C. School, Amathavanakudy, Sattankulam Post—*
746. Sri A. Maria Rajiah.
- Board School, Kommankulam, Puthukulam Post—*
747. Sri S. Jayaraj.
748. „ A. Packianathan.
749. „ P. Selvaratnam.
- T.D.T.A. Ely. School, Sekkadiivilai, Puthukulam Post—*
750. Sri A. Paramanandam.
751. „ David Eliza.
- T.D.T.A. Ely. School, Thiruvaranganeri, Palankulam Post—*
752. Sri I. Koilpitchai.
- R.C. School, Nedungulam, Asirvathapuram Post—*
753. Sri A. Johnson.
- Velanputhukulam, Palankulam Post—*
754. Sri S. Pandi Pankaraj (Teacher).
- R.C. School, Nochikulam, Puliangulam Post, (via) Nazareth—*
755. Sri G. Gurunathan.
756. Smt. G. Maria Rajammal.
- Saraswathi Vidyalaya, Arumuganeri Post—*
757. Smt. Jebathai Rajiah.
758. „ S. Sundara Radha.
759. „ K. Deiva Lakshmi.
760. „ R. Jeya Lakshmi.
761. „ P. Rajakani.
762. „ S. Samudrakani.
763. „ P. Kanagaratnam.
764. „ Pushpa Rose.
765. „ Seventhi Kani.
766. „ Mary Kanagam.
- Hindu Higher Ely. School, Arumuganeri Post—*
767. Sri M. V. Ramaswamy.
768. „ P. Jeyaraman.



769. Smt. Janaky. *T.D.T.A. H.E. School, Pallipattu, (via)*
 770. „ Velkany. *Kayamoli Post—*
 771. „ Nangaiar.
 772. Sri N. Avudiappa Pillai. 801 Sri S. John Joseph.
 802. „ G. Arthur.
 803. „ G. Devaraj.
- T.D.T.A. Junior Basic School, Kottangadu, Christianagaram Post—*
 773. Sri S. Devasirvatham. *Freedom Vidyasalai, Manakadu, (via) Kayamoli Post—*
 804 Sri N. Jebamani.
 805. „ S. Joiah John.
 806. „ D. Lakshmanan.
- T.D.T.A. Junior Basic School, Pandaranchettivilai, Christianagaram Post—*
 774. Sri S. Veerabadran. *Saraswathi Ely. School, Kayamoli Post—*
 807 Sri D. Dharmaraj.
- St. Mark's Junior Basic School, Christianagaram Post—*
 775. Sri K. Arthur Edwin. *T.D.T.A. Ely. School, Vallivilai, Kanam Post—*
 808. Sri T. Sisubalan.
- R.C. Antony's H.E. School, Udangudi, Christianagaram Post—*
 776. Sr. Winifred Mary. *R.C. Ely. School, Malakanam, Kanam Post—*
 809. Smt. A. Pommani.
777. „ Soosai Marie. *Ely. School, Kandasamipuram, Kayamoli Post—*
 778. „ R. Pushpam.
 779. „ Amala Pushpam.
 780. „ T. Mary.
 781. Miss Walter Fernando.
 782. „ Janthaik Fernandez.
 783. „ D. P. Kamalam.
 784. „ Cecily Corera.
 785. „ Jamma Mary Fernando.
 786. „ Reginal Fernando.
 787. „ Banpas Mary Rose.
- Sivaprakasa Vidyasalai, Udangudi, Christianagaram Post—*
 788. Sri K. Vinnappam.
 789. Smt. Jabakani.
 790. Sri S. Veerabahu.
 791. „ V. Ponnambalam.
- Hindu Hr. Ely. School, Puchikadu, Kayamoli Post—*
 792. Sri P. Baulliah.
 793. „ J. S. Dharmaseelan.
 794. „ R. Natarajan.
 795. „ S. Paul Jesudoss Nelson.
 796. „ T. Sargunaraj.
 797. „ M. John Paranjothi.
 798. Smt. S. Sarijini Leela Bai.
 799. „ P. V. P. Kani.
 800. „ P. Esther.
- T.D.T.A. Ely. School, Pallivilai, Eluvaramukki Post—*
 810. Sri D. Sigamani.
- T.D.T.A. Ely. School, Pallivilai, Eluvaramukki Post—*
 811. Sri S. Jabamani.
- Hindu Ely. School, Ramasubramaniapuram, Megnanapuram Post—*
 812. Smt. S. Doboral.
 813. „ D. Gnanam.
- R.C. Hr. Ely. School, Kellaramasamipuram, Megnanapuram Post—*
 814. Sri G. A. Savarimuthu.
 815. Smt. J. Annathay.
 816. „ C. Shanmuga Kani.
 817. „ S. Seetha Kani.
 818. „ T. Theres Ammal.
 819. „ P. Thirumani.
- T.D.T.A. Ely. School, Arokiapuram, Kellaramasamipuram Post—*
 820. Smt. D. Grace.
 821. „ S. Pattu.
 822. „ K. Thangakani.
 823. „ J. D. Mary Ponnubai.

- T.D.T.A. Ely. School, Adaikalapuram, Kellaramasamipuram Post—*
 824. Smt. Arulmoni. *Parvathi Ely. School, Pitchaivilai, Padukapattu, Post—*
 849. Sri Y. Durairaj.
- T.D.T.A. Ely. School, Immanuelapuram, Semmerikulam Post—*
 825. Sri P. Samuel. *T.D.T.A. Ely. School, Suganagaram, Padukapattu Post—*
 850. Sri P. Elijah Koilpillai.
- T.D.T.A. Ely. School, Naganai, Kalvilai Post—*
 826. Sri S. John Asirvatham. *Hindu Ely. School, Sattankudiyiruppu, Periaithalai Post—*
 851. Sri Y. Sorimuthu.
- T.D.T.A. Ely. School, Kalvilai Post—*
 827. Smt. C. Sundaram. *Little Flower H.E. School, Periaithalai Post—*
 828. „ Thangathai Kerenhappuk.
 829. „ Mary Thangam.
 830. „ P. Grace Koilpitchai.
 831. „ D. S. Margaret.
 832. „ V. John.
 833. „ D. Chelladurai.
- T.D.T.A. Ely. School, Pooykudiyiruppu, Kalluvilai Post—*
 834. Smt. D. Pushpa Pitchai Thai. *Kamaliya H.E. School, Satankulam—*
 854. Sri K. Subbiah.
 855. „ T. Subramanian.
 856. „ A. Abdul Mannar.
 857. „ A. Sirvatham.
- T.D.T.A. Ely. School, Megnanapuram Post—*
 835. Smt. J. Mercy Hepibah.
 836. „ S. Soundarathangam.
 837. „ A. Jeevamani.
 838. „ K. Arumai Kani.
 839. „ S. Japa Pushpam.
 840. „ Daisy Samuel.
 841. „ Joy Grace Koilpillai.
 842. „ Thayammal Arul Pakkiam.
 843. Sri M. Athanasial.
- T.D.T.A. Ely. School, Dharmianagaram, Sundankottai Post—*
 844. Sri J. Koilpitchai. *Elliot Tuxford Ely. School, Satankulam Post—*
 858. Smt. Blandine Novamoni.
 859. „ A. G. Davamani.
- Higher Ely. School, Sundankottai P.O., (via) Satankulam Post—*
 845. Sri K. M. Francis.
 846. „ A. Thommai Arputham. *Ebrahim H.E. School, Satankulam—*
 860. Smt. Kamala Bai.
 861. „ Joy Ponnuthai.
 862. „ S. Gnanamoni.
 863. „ G. Gnanamariar.
 864. „ Retnam Bailraj.
 865. „ S. Glory Selliah.
 866. „ A. Grace Pushpathai.
- T.D.T.A. Ely. School, Nainoor, Sundankottai Post, Satankulam—*
 847. Sri J. Samuel Jesudason. *St. Stephen's H.E. School, Satankulam Post—*
 867. Sri Paul Samuel.
 868. Smt. P. Pauline.
 869. „ J. Rebecca.
- T.D.T.A. Ely. School, Pitchaivilai, Padukapattu Post—*
 848. Sri V. S. Iyadurai. *Sacred Heart Boys School, Satankulam—*
 870. Sri N. V. Johnson.
 871. „ D. James.
 872. „ R. Mathavadian.

TIRUCHIRAPALLI

Sri V.V. H.S., Tiruparathurai—

873. Sri R. Ramakrishnan.
 874. „ S. Ramamurthy.

875. Sri K. Vasudevan.
876. „ V. S. Sundararajan.
877. „ R. Balashanmukhasundaram.
878. „ S. Sundaram.
879. „ S. V. Swaminathan.
880. „ S. Chinnappa.
881. „ T. Rajagopalan.

S.M. H.S., Woraiyur—

882. Sri A. P. Raman.
883. „ A. Kuppuswamy Iyer.
884. „ S. Chakrapani Iyengar.
885. „ B. S. Srinivasa Iyer.
886. „ D. Athmanathan.
887. „ K. Mukundan.
888. „ T. K. Govinda Rao.
889. „ S. Sundararajan.

E.R. High School, Tiruchirapalli—

890. Sri V. Naganathan.
891. „ P. S. Ramaswamy.
892. „ T. R. Ramakrishnan.
893. „ K. K. Venkatraman.
894. „ T. M. Thiagarajan.
895. „ M. V. Venkatraman.
896. „ T. M. Narasimhan.
897. „ S. K. Siromani.
898. „ A. N. Chandrasekharan.
899. „ S. Ratnaswami.
900. „ G. Govinda Iyengar.

U.D.V. High School, Tiruchirapalli—

901. Sri S. Sundaresan.
902. „ G. Varadarajan.
903. „ S. Subramanyan.
904. „ M. N. Ramachandra Iyer.
905. „ K. V. Sethuraman.
906. „ N. Ramasubramanian.
907. „ V. S. Lakshminarasimhan.
908. „ S. Seshan.
909. „ A. V. Sethurathnam.
910. „ N. Lakshmana Rao.

*Bishop Heber High School, Teppakulam,
Tiruchirapalli—*

911. Sri M. P. H. Albert.
912. „ A. S. Kuppuswamy Iyengar.
913. „ J. G. Clement.
914. „ T. V. Samuel.
915. „ A. Krishnaswamy.
916. „ K. N. Venkatarama Iyer.
917. „ William Moses.
918. „ A. M. Ramalingam.

919. Sri T. M. Thirunavukkarasu.
920. „ G. J. Santhanathan.

Middle School, Tiruvanaikoil—

921. Sri G. Krishna Iyengar.
922. „ V. Annaji Rao.
923. „ S. Narayanan.
924. „ S. Thiruvenkatachari.
925. „ P. T. Sivasubramania Rao.
926. „ V. P. Ramaswamy Iyer.
927. „ C. Srinivasaraghavan.

Zamindar's High School, Turaiyur—

928. Sri N. R. Jayaraman.
929. „ V. J. Avadhani.

High School for Boys, Srirangam—

930. Sri T. S. Tirumalai.
931. „ M. N. Mahadevan.
932. „ K. Parthasarathi.
933. „ A. K. Rangarajan.
934. „ Sethumanickam.
935. „ S. Srinivasan.
936. „ A. J. Ramaswamy.
937. „ R. Bhashyam.
938. „ K. K. V. Prasanna Venkatachari.
939. „ R. S. Ranganatha Dhane.
940. „ K. Kasturirengan.

Nehru High School, Puthanampatti—

941. Sri S. Somasundaram.
942. „ G. P. Balasubramanian.

THE NILGIRIS

Board H. S., Manjoor, Kundah Bridge P.O.—

943. Sri K. B. Nandhi.
944. „ M. Joghee Gowder.
945. „ N. B. Nandhi.

MADRAS

Hindu High School, Triplicane—

946. Sri T. S. Rajagopalan.
947. „ V. Varadachariar.
948. „ D. Ramanujam.
949. „ S. Mahadevan.
950. „ T. S. Vaidyanathan.
951. „ S. Ramaswamy Iyer.
952. „ M. C. Krishnaswamy Iyengar.
953. „ S. Ramadoss Rao.
954. „ S. Pichumani.
955. „ R. Krishnamurthy.

956. Sri C. S. Narayana Rao.
957. „ G. Ramachandra Rao.
958. „ S. R. Kothandarama Iyengar.
959. „ V. G. Seshadri.
960. „ R. Venkatesa Sarma.
961. „ R. Bhashyam.
962. „ P. S. Krishna Rao.
963. „ A. B. Vasudevan.
964. „ K. Gopalachari.
965. „ K. S. Varadachary.
966. „ V. Janakiraman.
967. „ T. A. Narasimhachariar.
968. „ V. N. Raghavachari.
969. „ T. M. Kuppu Rao.
970. „ A. Vedesa Rao.
971. „ S. D. Krishnamurthi Rao.
972. „ J. Balasubramanian.
973. „ G. Sundararaman.
974. „ T. P. Raghothama Rao.
975. „ S. Raja Rao.
976. „ S. T. Bhashyam Iyengar.
977. „ G. Krishnamachari.
978. „ N. D. Subramaniam.
979. „ M. Srinivasa Iyengar.
980. „ R. Krishna Rao.
981. „ P. S. Jayarama Iyengar.
982. „ P. R. Venkataraman.
983. „ N. S. Thyagaraja Sarma.
984. „ R. Jagannathan.
985. „ V. G. Rangachari.
986. „ K. Venkatasubbiah.
987. „ V. S. Seshadri.
988. „ S. Nagarajan.
989. „ T. S. Dandapani Iyer.
990. „ S. Rajagopala Iyer.
991. „ R. Srinivasan.
992. „ P. S. Sundararaman.
993. „ A. L. Subramania Iyer.
994. „ V. Subramania Iyer.
995. „ T. V. Subramania Iyer.
996. „ P. Sridharan.
997. „ C. Ranga Rao.
998. „ C. Krishnaswami Rao.
999. „ S. Swaminatha Iyer.
1000. „ T. P. Srinivasavaradan.
1001. „ R. Krishnamoorthi.
1002. „ V. K. Souriraja Iyengar.
1003. „ S. T. Mahadeva Iyer.
1004. „ K. V. S. Sarma.
1005. „ V. Narayanaswamy Iyer.
1006. „ S. Venkatesa Iyer.
1007. „ R. V. Vaidyalingham.
1008. „ K. Venkatasubba Rao.
1009. „ K. A. Manavalan.
1010. „ G. S. Rangaswami.

1011. Sri T. G. Srinivasan.
1012. „ M. G. Ramachandran.
1013. „ B. Krishnan.
1014. „ K. Rajagopalan.
1015. „ B. Subbachar.
1016. „ T. V. Rajagopalan.
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Kellett High School, Triplicane—

1026. Rev. D. Thambusami.
1027. Sri A. S. Ponnuswami.
1028. „ C. R. Soundararajan.
1029. „ T. K. V. K. Sarma.
1030. „ M. Deivasigamani.
1031. „ G. C. Lionel.
1032. „ R. Srinivasan.
1033. „ D. E. William Clarke.
1034. „ S. Kalyanaraman.
1035. „ G. K. S. Balasubramanian.
1036. „ D. David Sahayam.
1037. „ C. Narahari Rao.
1038. „ P. S. Ahobilam.
1039. „ G. Venkatasubbiah.
1040. „ C. V. Ramadurai.
1041. „ S. Venkatesan.
1042. „ V. Shanmugasundaram.
1043. „ H. S. Ananta Padmanabha Sastri.
1044. „ P. V. Kasi Rao.
1045. „ T. N. Venugopal.
1046. „ J. D. Muthiah.
1047. „ K. N. Doraiswamy.
1048. „ S. Panchapakesan.
1049. „ T. Augustine Diaz.
1050. „ P. A. Dawson.
1051. „ T. Samuel Jayaraj.

P. S. High School, Mylapore—

1052. Sri A. K. Sitarama Iyer.
1053. „ V. G. Gokulapala Sarma.
1054. „ P. V. Ramaswamy Iyer.
1055. „ C. S. Ramanatha Iyer.
1056. „ V. Bhuvaramurthi Rao.
1057. „ V. S. Veeraraghava Iyer.
1058. „ U. Krishnamurthi.
1059. „ R. Sitarama Iyer.
1060. „ S. T. Srinivasa Iyengar.

1061. Sri C. Krishnaswami.
 1062. „ G. K. Narayanan.
 1063. „ A. V. Subramanian.
 1064. „ P. S. Ramasubban.
 1065. „ K. S. Manickaratnam.
 1066. „ P. A. Ramachandra Iyer.
 1067. „ E. Ramabhadrachari.
 1068. „ B. L. Chari.
 1069. „ T. R. Srinivasa Iyer.
 1070. „ C. Soundararaja Iyengar.
 1071. „ M. R. Shanmugasundaram.
 1072. „ J. Santhanakrishnan.
 1073. „ R. Krishna Rao.
 1074. „ K. S. Gopalaratnam.
 1075. „ C. Ekambara Iyer.
 1076. „ V. Ramakrishna Sarma.
 1077. „ G. Swaminathan.
 1078. „ A. Vijayaraghavan.
 1079. „ N. Devaraja Iyer.
 1080. „ S. Koldaivelu.
 1081. „ P. V. Ganesamurthi.
 1082. „ H. Mohanakrishnan.
 1083. „ D. Girirajan.
 1084. „ S. Venkataraman.
 1085. „ G. Krishnamurthi.

E.L.M.F. High School, Purasawalkam—

1086. Sri D. S. P. John.
 1087. „ S. Paul Amirthados.
 1088. „ J. Bhagyanathan.
 1089. „ S. Seshadri.
 1090. „ G. N. Dorairaj.
 1091. „ D. Jeevanandam.
 1092. „ S. Norman Devaraj.
 1093. „ T. S. Tholosingam.
 1094. „ Narasimhamurthi.
 1095. „ Felix Christian.
 1096. „ J. E. Prasad.
 1097. „ C. S. Jonatham.
 1098. „ J. Gnanasundaram.
 1099. „ A. Vibhishan.
 1100. „ C. R. Devasahayam.
 1101. „ S. Daniel Ratniah.
 1102. „ M. Doraiswamy.

R.B.C.C.C. High School, Perambur—

1103. Sri A. Venugopal Iyer.
 1104. „ R. Sankaranarayanan.
 1105. „ V. Narasimhan.
 1106. „ K. S. Ramiah.
 1107. „ C. Srinivasavaradan.
 1108. „ V. G. Kannan.
 1109. „ A. S. Prakasam.
 1110. „ R. Nagarajan.

1111. Sri S. Venkat Rao.
 1112. „ K. N. Jayaraman.
 1113. „ A. R. Subramania Iyer.
 1114. „ A. C. Rangaswami Iyengar.
 1115. „ N. Venkatanarayana.
 1116. „ T. K. Ramanathan.
 1117. „ N. Simachalam.
 1118. „ G. Loganathan.
 1119. „ R. Appasami.
 1120. „ V. D. Arjunan.
 1121. „ S. Sampath.
 1122. „ A. Krishnamurthy.
 1123. „ M. Dandapani.
 1124. „ P. Sundaramurthy.
 1125. „ T. R. Sivasankaran.
 1126. „ V. Devenrudu.

San Thome High School, Mylapore—

1127. Sri T. M. Panchapakesan.
 1128. „ L. Mariapragasam.
 1129. „ T. S. Jayaraman.

Sri A. G. Jain High School, Sowcarpet—

1130. Sri T. Krishnamachari.
 1131. „ K. S. Sukavanam.
 1132. „ V. Ramachandra.
 1133. „ A. V. Sundaresan.
 1134. „ P. R. Vijayarangam.
 1135. „ T. Ramakrishna Sastri.
 1136. „ A. Narayana.

Sri R.K.M. High School (Main), T'Nagar—

1137. Sri P. M. Venkatavaradan.
 1138. „ K. Ramachandra Sastry.
 1139. „ V. R. Subramaniam.
 1140. „ N. Srinivasan.
 1141. „ M. S. Balasubramanian.
 1142. „ J. Vaidyanathan.
 1143. „ A. R. Pattabhiraman.
 1144. „ S. Narayanan.
 1145. „ S. Annaji Rao.
 1146. „ K. Subramaniam.
 1147. „ M. Krishnamachari.
 1148. „ R. Sethuraman.
 1149. „ V. Srinivasaraghavan.
 1150. „ K. S. Venkatesa Iyer.
 1151. „ K. Sowmyavaradan.
 1152. „ K. Kumaraswamy Ayya.

Sri R.K.M. High School (North), T'Nagar—

1153. Sri R. Srinivasan.
 1154. „ M. V. Raghavan.
 1155. „ A. R. Raman.

1156. Sri M. S. Kasthuri.
 1157. „ V. S. Ramachandra Dikshitulu.
 1158. „ K. N. Sambamurthi.
 1159. „ G. Srinivasan.
 1160. „ M. K. Narasimhan.
 1161. „ P. T. Srinivasachariar.
 1162. „ N. Rajamani.
 1163. „ V. Venkataraman.
 1164. „ S. Srinivasan.
 1165. „ V. Ramamurthi.
 1166. „ S. Rajagopalan.

Sri R.K.M. High School (South), T'Nagar—

1167. Sri T. Seshachalam.
 1168. „ D. Ganesan.
 1169. „ R. M. Krishnan.

Progressive Union High School, G.T.—

1170. Sri T. S. Kasinathan.

P.S. Secondary School, Mylapore—

1171. Sri S. Lakshmikanthan.

Vivekananda College, Mylapore—

1172. Sri C. Jagannathachari.

Dr. G.M.T.T.V. High School, G.T., Madras—

1173. Sri K. Govindasami Pillai.

M.M. Ely. School, Madras-28—

1174. Sri D. Earnest Jacob.

St. Paul's High School, Vepery—

1175. Sri G. Gnanasundaram.
 1176. „ W. Michael Selvaraj.
 1177. „ R. J. Sadanandam.
 1178. „ J. Immanuel.
 1179. „ J. D. William.
 1180. „ E. Paul Augustine.
 1181. „ G. J. A. Augustine.
 1182. „ A. G. Stephen.
 1183. „ J. B. Balaganesan.
 1184. „ S. D. Chandrapaul.
 1185. „ S. Sundaram.
 1186. „ James Plycarp.
 1187. „ A. Anandaraj.
 1188. „ A. Dharmaseelan.
 1189. „ T. Rufus.
 1190. „ M. P. Janakiraman.
 1191. „ J. George.
 1192. „ D. A. Lazarus.

1193. Sri D. W. Selvaraj.
 1194. „ A. D. Kothandaramanujam.
 1195. „ S. Arul Chelliah.
 1196. „ R. C. Manavalan.
 1197. „ R. Mayandi.
 1198. „ K. A. Gangadharan.
 1199. „ V. Arthur Jesudian.
 1200. „ V. M. Guruswamy.
 1201. „ A. George Jayasingh.
 1202. „ A. Antony.
 1203. „ G. Margabandhu.
 1204. „ Alexander Pushparaj.
 1205. „ Arthur Moses.
 1206. „ G. Sivaprakasam.

Rajah Muthiah High School, Madras-28—

1207. Sri V. Arunajatai.
 1208. „ T. V. Krishnamurthy.
 1209. Sri C. Ranganatha Aiyengar,
 39, Fourth Main Road,
 Gandhinagar, Madras-20.
 1210. Sri S. Natarajan,
 4/19, Asaf Ali Road, New Delhi.
 1211. Sri T. Veeraswamy, Headmaster,
 Singaram Pillai Ely. School,
 Villivakkam, Chingleput Dt.
 1212. Sri V. S. Saravanan, 2, Upstairs,
 Singanna Chetty St.,
 Chintadripet, Madras-2.
 1213. Mr. A. N. Schwartz,
 Christian Literature Society,
 P.T., Madras-3.
 1214. Sri T. N. Sundaram, Headmaster,
 T'Nagar High School,
 Madras-17.
 1215. Sri T. Ramanujam,
 No. 8, Aziznagar First Street,
 Kodambakkam, Madras-24.
 1216. Sri K. Prabhakar Rao,
 No. 43, Nachiappa Chetty Street,
 Mylapore, Madras-4.

Hindu Theological High School, Sowcarpet—

1217. Sri T. R. Natarajan.
 1218. „ T. B. Chakrapani Chetti.
 1219. „ V. S. Raghavachari.
 1220. „ N. Krishnamurthy.
 1221. „ A. R. Srinivasa Iyer.
 1222. „ V. Gopalan.
 1223. „ K. Ramamurthi.
 1224. „ S. Ramiah.
 1225. „ V. Natesa Iyer.
 1226. „ C. T. Doraiswamy Iyer.

1227. Sri M. Venugopalan, Teacher,
Corporation Boys School,
29-A, Rama Naicken Street,
Nungambakkam, Madras-6.

Ramakrishna Mission Boys H. S., Chingleput—

1228. Sri T. E. V. Sarma.
1229. „ T. E. Santhanam.
1230. „ K. C. Venkataraman.

Tilak Vidyalaya, Kallidaikurichi, Tirunelveli Dt.—

1231. Sri R. Narayanan.

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

1232. Sri T. V. Arumugam.
1233. „ R. Sankaranarayana Pillai.
1234. „ S. Padmanabhan.
1235. „ S. Venkatachalam.
1236. „ K. P. Subramaniam.
1237. „ P. Arumugaperumal.
1238. „ M. Muthanainthaperumal.
1239. „ P. Natarajan.
1240. „ K. S. Easwara Iyer.
1241. „ V. Kumaravel.
1242. „ M. Satagopan.
1243. „ S. Ramakrishnan.
1244. „ S. Venkatachala Doss.
1245. „ R. E. Gopalakrishnan.
1246. „ T. Subramaniam.
1247. „ C. V. Jeerswamy.
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*Tiruchendur Taluk Teachers' Union, Kula-
sekharapatnam, Tinnevely Dt.—*

*St. Mark's Senior Basic School, Mookuperi
(via) Nazareth—*

1258. Sri J. Simon.
1259. „ D. Samuel.
1260. „ J. Rajamani.
1261. „ S. David.

1262. Sri A. Wilson.
1263. „ P. Sathiyavel.
1264. „ J. Samuel.

*T.D.T.A. Ely. School, Prakasapuram, Muku-
peri Post—*

1265. Sri J. Chinnappa Isaac.
1266. Mrs. Flora Stephen.

St. Joseph's H. E. School, Punnakayal—

1267. Sri N. S. Zacharias.
1268. „ T. William Lobo.
1269. „ Antony Fernando.
1270. Smt. Annathai.

*T.D.T.A. Ely. School, Udayarkulam, Nazareth
Post—*

1271. Sri M. Appadurai.
1272. Smt. Leela Appadurai.

T.D.T.A. Ely. School, Kaspa Nazareth—

1273. Sri P. Visuvasamani.

*Ely. School, Sinnamadankudiyiruppu, Nazareth
Post—*

1274. Sri Samuel Tucker.
1275. Smt. Jebamani S. Tucker.

*T.D.T.A. Ely. School, Kurippankulam,
Nazareth Post—*

1276. Sri S. P. Muthiah.

R.C. School, Thailapuram, Nazareth P.O.—

1277. Sri A. Maria Carlus.

*T.D.T.A. Ely. School, Udayarkulam, Nazareth
Post—*

1278. Sri A. Samuel.

*T.D.T.A. Ely. School, Pillaiyanmanal, Naza-
reth Post—*

1279. Sri D. Rajasingh.

*Hindu Christian H. E. School, Mukuperi,
Nazareth Post—*

1280. Sri A. John.

*T.D.T.A. Ely. School, Kuppapuram, Nazareth
Post—*

1281. Sri D. Thangapandian.

*T.D.T.A. Ely. School, Valaiyadi, Nazareth
Post—*

1282. Smt. Sellakani.
1283. „ Mary Elizabeth.

*T.D.T.A. Ely. School, Vellamadam, Nazareth
Post—*

1284. Sri K. Ratnam.
1285. Smt. Joy Grace.

*T.D.T.A. Ely. School, Mudalaimoli, Nazareth
Post—*

1286. Smt. B. Chandra Raj.

*T.D.T.A. Ely. School, Muthukrishnapuram,
(via) Nazareth—*

1287. Smt. P. Gnanapackiam.
1288. „ J. Elizabeth Mary.
1289. „ S. Jeyseeli.

*Sri Pandi Ely. School, Velanputhukulam,
(via) Nazareth—*

1290. Smt. A. Mary Victoria.
1291. „ Thayammal Koilpillai.
1292. „ S. Gnanamoni.

*T.D.T.A. Ely. School, Nedungulam, (via)
Nazareth—*

1293. Sri Vedamuthu.

T.D.T.A. Ely. School, Palaniappapuram, P.O.—

1294. Sri J. Soundararaj.

T.D.T.A. Ely. School, Meerankulam P.O.—

1295. Sri V. Ratnaswamy.

T.D.T.A. Ely. School, Asirvathapuram—

1296. Sri S. Devadoss.
1297. „ J. Christopher.

Bharathi Ely. School, Elemelkulam P.O.—

1298. Sri P. Appadurai.

T.D.T.A. H. E. School, Paramankurichi P.O.—

1299. Sri K. Jacob Vedanayagam.

*T.D.T.A. H. E. School, Potharakkavilai,
Paramankurichi Post—*

1300. Sri Y. Raja Pandian.
1301. „ D. Moses.
1302. Smt. J. Emily Alice.

*T.D.T.A. H. E. School, Vellalanvilai Theri,
Vellalanvilai Post—*

1303. Smt. A. Christi Mary.
1304. Sri Y. Samuel David.
1305. „ K. Retna Raj.
1306. „ G. Thangiah.

*V.V.P. Ely. School, Vettanvilai, Paraman-
kurichi Post—*

1307. Sri A. Solomon.
1308. Smt. J. Mary Ammal.
1309. „ D. Chellakani.
1310. „ Mary Rajammal.

T.D.T.A. H. E. School, Vellalanvilai P.O.—

1311. Sri J. S. Thangiah.
1312. „ A. Samuel.
1313. „ S. J. Williams.
1314. Smt. Janaki Azariah.
1315. „ K. Esther.
1316. „ T. Chellathai.
1317. „ A. Stella Saroja.
1318. Sri P. Thangaraj.
1319. „ D. Solomon Gnanaraj.

*Durai-Sivan Ely. School, Paramankurichi
Post—*

1320. Sri Vijayarama Pandian.
1321. „ R. Kusalavan.
1322. „ S. Jothilingam.
1323. Smt. A. Jebabai.
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1325. „ V. Salatchi.
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1329. Sri A. Moses.
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1333. „ M. Christi Kany.
1334. „ M. Zysia Hephsibah.
1335. „ D. Mary.
1336. „ A. Daisy Rajarathnam.
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1338. „ K. Gnanabaranam.

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1340. Smt. D. K. Rajammal.

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1341. Sri J. Benjamin Manickam.
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 1343. „ Packiam David.
 1344. „ S. John.
 1345. Smt. E. Nesammal.
 1346. „ Elizabeth Bauliah.
 1347. „ Salome Manickam.
 1348. „ K. Thangiah.
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1349. Sri J. Bauliah.
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 1351. „ D. Israel.
 1352. Smt. S. Grace Poomani.
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1355. Sri G. George Moni.
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1357. Smt. R. Jessie Hepzibah.
 1358. „ Hepzibah Manickavasagam.
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 1424. „ P. P. George.
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1428. Sri M. N. Vadivelu Mudaliar.
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EDITORIAL

Pension Scheme

Well done Madras Government !

At long last the Government of Madras have been kind enough to extend the pension scheme to other categories of teachers, such as, L.T.'s, First Grade Pandits and Physical Directors. This is to take effect from 1st April 1958. We are extremely grateful to the Government, particularly to the Minister for Education, for this extension of the pension scheme.

There is one anomaly which the Government should try to remove. For certain categories of teachers the pension scheme has effect from 1st April '55 and for others it has effect from 1st April '58. The South India Teachers' Union has been representing all along that 1st October 1953 may be fixed as the date from which the pension scheme may be given effect to, for on that date the Andhra Province was formed. If that is not possible, the Government should reconsider their decision and fix 1st April 1955 for all categories of teachers. The number of teachers belonging to L.T. cadre, First Grade Pandits and Physical Directors, that might have retired between 1st April 1955 and 1st April 1958 might be a few and the financial commitment by way of pension to them would be very small. It is hoped that the Government which have been so far generous will consider this small matter sympathetically and mete out justice to teachers who have put in long years of service.

Our Government deserve our hearty congratulations, for, it is the first State in the whole of India to institute pension scheme to all teachers serving in elementary schools, high schools, training schools, special schools and Anglo-Indian schools. There is every hope that in the next few years they will extend this scheme to teachers serving in colleges also.

On the 21st April 1958, at the State Elementary School Teachers' Conference

held at Villupuram, over which Sri T. P. Srinivasavaradan, President of the S.I.T.U. presided, Sri C. Subramaniam in inaugurating the Conference made an announcement that the Government have decided to condone all breaks for the purpose of granting pension. This will enable a good number of teachers to get their pension quickly and without unnecessary trouble. This step is a welcome one and it will remove delay in the disposal of pension papers.

The 48th Madras State Educational Conference

This year, the 48th Madras State Educational Conference will be held at Palayamkottai, Tirunelveli district, from the 28th to 30th May. Elsewhere is published the provisional programme of the Conference. The last Conference held in Tinnevely district was in 1940 at Ambasamudram. So after an interval of 18 years the teachers meet again in that district. One noticeable feature this year is that a large number of elementary school teachers have registered themselves as delegates. One day has been set apart for them to discuss their problems, educational as well as professional. The doors of the S.I.T.U. are open to all categories of teachers. For some time in certain places the elementary school teachers were under the unhealthy influence of certain political parties. In many places the teachers have realised that only by non-alignment with political parties or leaders, can they achieve their aims. The proper forum for them is the Teachers' Organisation. The Minister for Education, Sri C. Subramaniam, did well at the State elementary school teachers' conference held at Villupuram, in emphasising that teachers should keep aloof from politics.

Many important problems will come up for discussion at the various sectional conferences. Delegates are requested to participate in those discussions and help in solving the difficulties.

The President-elect of the Conference

Sri G. R. Damodaran is the President-elect of the 48th Madras State Educational Conference. He has been the President of the Coimbatore District Teachers' Guild for the past six years. His long association with the Guild should have acquainted him fairly with the teachers' immediate problems in the field of education and the profession. He is the Principal of the College of Technology at Peelamedu, besides being actively associated with the management of two high schools, one for girls and the other for boys, an Arts College, a School of Polytechnics and a number of elementary schools. He is a member of the Syndicate of the Madras University. With his rich and varied experience in matters educational at various levels, he can be expected to give a correct lead at the ensuing conference.

Election to the Madras Legislative Council

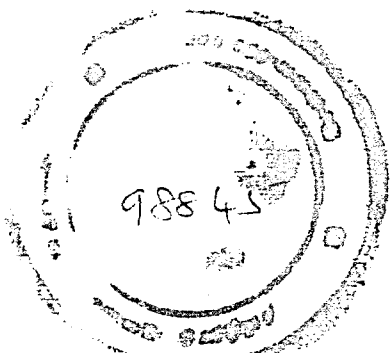
The Union offers its congratulations to Sri G. R. Damodaran, President elect of the 48th Madras State Educational Conference and to Sri A. Chidambaramathan Chettiar on their election to the Legislative Council from the Teachers' Constituency. There are now six representatives from the Teachers' Constituency out of 63 members in the Council. It is fervently hoped that the representatives of the teachers will contribute much to the discussions that take place in the

Council and their wise counsel will be listened to.

The S. I. T. U. Golden Jubilee

The South India Teachers' Union, the foundation for which was so well and truly laid by brother and sister teachers of revered memory in 1907, will be celebrating its Golden Jubilee along with the 48th Madras State Educational Conference at Palayamkottai from 28th to 30th May 1958. It is an occasion for us to look back and to look forward. Today the various branches of work of the South India Teachers' Union will stand as a symbol of the struggle, the effort, the vision and the achievements of teachers of all grades who have had the privilege of being associated with this great organisation. The extension of the pension scheme to all teachers in secondary schools is a gesture that has come in at the right moment.

The organisation needs the solid support of all grades of teachers and of all shades of opinion among them, so that with the strength of members many more things which teachers have been claiming as a matter of right, may be brought within reach. If all elementary school teachers can join the Union, their strength will be the greatest offering to the South India Teachers' Union on this happy and glorious occasion. We have no doubt that this appeal will meet with generous response, so that the South India Teachers' Union may serve better the Teaching Profession.



A way to the moon

(AN ANCIENT INDIAN TALE)

"Our parents are always saying that we are too young to know anything," complained the young monkeys as they met in a forest. "We are *not* too young," they cried. "And we shall prove that," said their leader. "We will form ourselves into a band, and then we can do just what we like."

When the meeting was over, they all went home. That night, they didn't sleep beside their parents; they slept all by themselves, in groups, on the topmost branches of the trees by a lake.

Around midnight, one of the young monkeys woke up. Looking down from where he sat, he saw the bright moon shining on the lake below.

"Get up, get up, my friends!" he shouted. "The moon has fallen into the lake. Let us go and pull it out before anyone else does so."

"Oh! What a splendid idea!" cried his friends. "How very famous we shall be!"

"The only way to reach that moon," said the leader, "is for us to form a chain."

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So a long monkey-chain was formed, each monkey firmly grasping the tail of another. With a splash that resounded throughout the forest, the whole band, leader foremost, jumped plump! into the water—and there they died!

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