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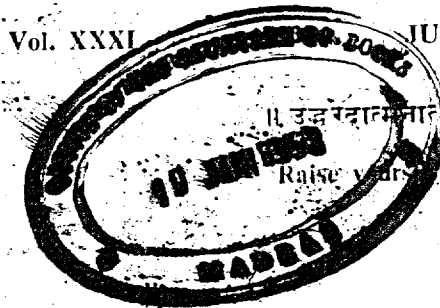
The South Indian Teacher

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

Vol. XXXI

JUNE 1958

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THE SOUTH INDIAN TEACHER

Vol. XXXI

JUNE 1958

No. 6

THE XLVIII MADRAS STATE EDUCATIONAL CONFERENCE, PALAYAMKOTTAI AND THE GOLDEN JUBILEE OF THE S. I. T. U.

Messages

The Vice-President, India, New Delhi.

Thank you for your letter.

I am glad to know that you will celebrate Golden Jubilee of your Union on the 28th May along with the 48th Madras State Educational Conference at Palayamkottai. I wish your function success and hope that you will be able to discuss important educational problems at the Conference.

SHRI K. L. SHRIMALI,
Minister for Education, Government of India, New Delhi.

I am happy to know that the South India Teachers' Union is celebrating its Golden Jubilee this year. I hope the Union will continue its efforts wholeheartedly to co-operate in building up the future of the country through the development of a better and more balanced educational pattern.

DR. U. KRISHNA RAO,
Speaker, Madras Legislative Assembly.

I am glad to learn that the Golden Jubilee of the South India Teachers' Union will be celebrated on the 28th May 1958 at Palayamkottai. As the State organisation of the teaching profession, your Association deserves all

praise for the good work you have been doing on behalf of the teachers. Fifty years is an event to be proud of in the life of any individual or institution, but much more so in the case of an institution like yours which will have to surmount many obstacles and difficulties in its progress. Please, therefore, accept my congratulations on the completion of fifty years of good work and accept my good wishes for the future.

His Excellency, the Governor of Madras.

I am happy to know that the Golden Jubilee of the South India Teachers' Union will be celebrated on the 28th May 1958 along with the 48th Madras State Educational Conference at Palayamkottai. I congratulate the Union on the useful work that they have been doing for the advancement of education.

The role of teachers in the modern set-up is both difficult and onerous. The teachers should be conscious of the fact that they are engaged in the great nation-building task of moulding the character of the students and the students should also be conscious of the fact that knowledge is power and that the teachers have dedicated themselves to the selfless task of imparting knowledge to them in order to make them useful citizens of the future. For a teacher no other reward gives greater pleasure than the fact that the children who have been trained by him, have gone forth into this world and occupy high positions of trust and responsibility.

I send my best wishes for the success of the Golden Jubilee celebration of the South India Teachers' Union and the 48th State Educational Conference.

SRI M. BHAKTHAVATSALAM,
Home Minister, Government of Madras.

I offer to the South India Teachers' Union my warmest felicitations on the occasion of their Golden Jubilee and wish the celebrations every success.

SRI R. VENKATARAMAN,
Minister for Industries and Labour, Government of Madras.

I am glad to note that the Golden Jubilee of the South India Teachers' Union will be celebrated on the 28th instant along with the 48th Madras State Educational Conference at Palayamkottai. Please accept my hearty felicitations on the occasion of the completion of fifty years of useful existence of the State Organization of the teaching profession. I send my best wishes for the success of the celebrations and the Conference.

MR. WILLIAM G. CARR,
*Secretary General, World Confederation of Organisations
of the Teaching Profession, Washington.*

I am delighted to have an opportunity to respond on behalf of the World Confederation of Organizations of the Teaching Profession to your announcement that the South India Teachers' Union will celebrate its Golden Jubilee on May 28th, 1958.

The Confederation always has been close to the teachers of India. Delegations from the All India Federation of Education Associations have been present at almost every meeting of WCOTP and its predecessor organisation since 1946. We have been greatly inspired by the services of the late Dr. Amaranatha Jha, a member of our Executive Committee for several years. More recently, we welcome, as a member of our Executive Committee and as Vice-President of the World Confederation, Mr. S. Natarajan, whose services to education, not only in your region but also throughout the whole of India, are well-known to you. We are glad that the World Confederation can provide an opportunity to extend these services to an even wider sphere of usefulness.

In wishing you every good fortune in the years ahead, may I bespeak your continued interest in cooperation with teachers of other lands.

MR. WILLIAM G. CARR,
*Executive Secretary, National Education Association,
Washington 6, D.C., U.S.A.*

On behalf of the officers of the National Education Association I extend greetings to the South India Teachers' Union for your Golden Jubilee on May 28, 1958. Your organisation has witnessed, during its 50 years of useful service, many profound changes in your country and in the world. The work of the teachers of South India has contributed to the achievement of independence and the responsible part in the world which India is now playing.

Just as the state of your country today reflects in considerable part the quality of education provided in the past, so the work you are doing now in the schools will come to its fruition in the future. As the theme selected by our National Education Association for the current year says: "Our Futures Goes To School Today."

I wish for the South India Teachers' Union yet another 50 years of distinguished service in defending the rights of teachers and in improving the quality of education provided for the people of India.

SIR RONALD GOULD,
General Secretary, National Union of Teachers, London W.C.1.

May I, on behalf of the members of the National Union of Teachers of England and Wales, offer our heartiest congratulations to the South India Teachers' Union on the occasion of its Golden Jubilee. We wish you every

success in the Jubilee Celebrations this month, and extend our hopes to your members that the Union will go from strength to strength in its work on behalf of the teachers of South India.

May I also extend my own personal good wishes to the officers and members of the Union.

*The General Secretary,
Educational Institute of Scotland, Edinburgh-3.*

The President, Council and Membership of the Educational Institute of Scotland send most cordial greetings to their colleagues in the South India Teachers' Union. Teachers all over the world are united by the common aim of serving the children and young people, and the Educational Institute is glad to emphasize this comradeship by congratulating the South India Teachers' Union on the celebration of its Golden Jubilee. It is the sincere hope of the Institute that the South India Teachers' Union will go from strength to strength, and that its members, even where difficulties may cause temporary frustration, may have their hearts uplifted by those satisfactions which come from life-long contact with young people.

*DR. SIR A. L. MUDALIAR,
Vice-Chancellor, Madras University.*

I am glad that the annual Education Conference will be held shortly. Such conferences have contributed greatly to clarify views on educational problems of the modern day and have helped not a little in educating the public regarding the correct appreciation of these problems. The Conference, over which my esteemed friend, Mr. Damodaran, will be presiding, is being held at a very critical stage in the evolution of educational reconstruction. Many changes are being introduced in the hope that in future, the education imparted to our children will meet the needs of the country while giving them an opportunity to play their role in this renaissance period of modern India. I wish the conference every success.

*SRI D. S. REDDI,
Vice-Chancellor, Osmania University, Hyderabad.*

I am greatly honoured by the request for a message on the occasion of the Golden Jubilee celebrations of the S.I.T.U.

I know how much this body has done to raise the status of the teachers and how helpful it was, at any rate in my time, to the Department of Public Instruction in formulating the educational policy of the State. It is my sincere hope that it will continue not only to fight for the just rights of the teachers but to co-operate with the Department in the equally important task of getting teachers to shoulder their great responsibilities loyally and cheerfully.

*SRI T. M. NARAYANASWAMY PILLAI,
Vice-Chancellor, Annamalai University, Annamalai Nagar.*

I rejoice to hear that the Golden Jubilee of the South India Teachers' Union is to be celebrated shortly. During all these years of confused thinking in matters educational the Union has done yeoman service in giving the right lead at the right moment and it surely deserves to be congratulated for this.

I wish the Jubilee celebration all success.

*SRI N. D. SUNDARAVADIVELU,
Director of Public Instruction, Madras.*

I am glad to hear that the Golden Jubilee of the South India Teachers' Union will be celebrated on the 28th May 1958 along with the 48th Madras State Educational Conference at Palayamkottai. The South India Teachers' Union has been championing the cause of the teaching profession for a fairly long period and it can feel legitimately proud of its good work. I wish the Golden Jubilee celebrations all success and the Union long and continued useful service.

*SHRI DEWAN CHAND SHARMA,
President of the All India Federation of Educational Associations.*

I am glad to hear that the South India Teachers' Union is going to celebrate its Golden Jubilee on the 28th of May 1958. I am also glad to hear that along with these celebrations will be held the 48th Madras State Educational Conference. I need not say that I send my best wishes for the success of both these functions. The South India Teachers' Union is an organisation of teachers which will do credit to any progressive country in this world. Its role in raising the status of teachers and in improving educational standards has been considerable. It has also done a good deal of work for the welfare of the teachers of India. For all these reasons I wish this Union many years of useful service. I hope the other States of India will also have similar Unions.

*SRI S. NATARAJAN,
Director, All India Council for Secondary Education, New Delhi.*

Fifty years have passed swiftly since the momentous decision taken in November 1908 to federate the various Teachers' Associations in South India into a single organisation, "The South India Teachers' Union". These years have witnessed various changes. The territorial jurisdiction of the Union has been reduced from the whole of South India to what is now known as the State of Madras or Tamil Nad, but nevertheless its membership reckoned in terms of District Guilds or Local Associations or Individual Members has been increasing and it is also gratifying to note that the Union has contributed its share to the strengthening of the teachers' movement in the whole of India. It has demonstrated that teachers organised in the spirit of Unity, service and high professional ideals can secure

for the teachers both economic status and professional status. Its motto 'Raise yourself by your own efforts' has enabled it to act with dignity, faith and hope.

The Golden Jubilee is only a milestone in the history of the organisation. Fifty years is too small a period in the long history of humanity and it is my earnest hope that this occasion will be used by the members of the Union for taking stock of achievements and of failures alike and planning for the future avoiding the pitfalls of the past and working towards the realisation of the highest ideals of the teaching profession.

SRI K. S. CHENGALROYA AYYAR,
Retired Teacher, Bangalore Road, Krishnagiri.

As one of the oldest members of the South India Teachers' Union, I am very happy to find that the Golden Jubilee of the Union is to be celebrated in May 1958 in Palamkottah in Thirunelvely District. The usefulness of the Union is not being realised by many a member of the teaching profession. There are a number of schools which are not in the district guilds. It is high time that the members of the profession realise that it is their bounden duty to get their associations affiliated to the guild and strengthen the Union. There is hardly an institution in India which can look back on its past record with such degree of satisfaction as the South India Teachers' Union. These fifty years have witnessed steady progress all along on sound and healthy lines. I am glad to have had very happy associations with the Union for the last four decades.

In conclusion let me congratulate all concerned and wish and pray that the Union may progress from strength to strength and continue to render noble service for teachers and celebrate its Diamond Jubilee and Centenary in the future.

REV. FR. T. N. SEQUEIRA, S.J.,
St. Joseph's College, Tiruchirapalli.

On this happy fiftieth anniversary of your Union, held in a place where I spent seven years of my teaching life amidst academic Oxford-like surroundings, what better message shall I give to my fellow-teachers than to remind them that, whatever others may think or say, whether society knows it or not, good teachers are the need of India today.

Money for five-year plans can be begged or borrowed from outside, but teachers have to be found from among ourselves. Money and goods are soon spent; teachers and their pupils are a permanent possession on which all other progress depends. India cannot prosper without hard work, honesty, justice, universal love in action, not only among the top few, but among the middle many, the lower most. And these qualities—immeasurably more precious than qualifications—cannot be acquired except by the example much more than the precept of innumerable teachers of every stage of education.

For what is a teacher but a parent of the mind and character of the child no less truly than the physical parent is of the body? But while the child's likeness to his parents is biological and (if I may be excused the

word) automatic, the pupil's resemblance to his teacher is based on admiration, which in turn is based on daily, hourly observation—there is no such thing as private life for a teacher when he need not be at his best—and in turn leads to imitation.

If we complain of our students today, have we not to lay the blame to a large extent on our own short comings? Are there among us teachers, of the calibre of P. C. Ray, Srinivasa Sastri, Swaminatha Iyer? Why do the best men and women in India not volunteer for this profession of complete self-sacrifice without earthly reward or even gratitude or appreciation? It is because we have not shown our pupils the best side of our calling—the hardest and therefore the most appealing to generous youth. If only the public at large knew what it means to be a teacher, the very cleverest and best men and women in India would beg to be admitted into our ranks where they can do most service to our country and to mankind.

PROF. A. RAMA IYER,
Principal, Sree Narayana College, Quilon.

As one of the surviving ex-Presidents of the Madras Provincial Educational Conference, I have the greatest pleasure in offering my respectful tribute to the South India Teachers' Union on the occasion of its Golden Jubilee. The Union, as the only professional organisation which champions the cause of teachers of all grades and denominations in the area of its jurisdiction, has grown from strength to strength by the loyalty of its members and by the vision, patience and persistence of its leaders. The 'South Indian Teacher' and 'The S.I.T.U. Protection Fund' stand out as two concrete examples of the practical idealism and constructive genius of its leadership. On this occasion, I wish to recollect in particular the matchless services of the late Prof. S. K. Yegnanarayana Iyer and Prof. M. S. Sabhesan, and of Sri S. Natarajan and Sri T. P. Srinivasavaradan.

Let us pray that the Union may continue to grow in strength and usefulness, and extend still further its beneficent influence over the members of the teaching profession in the State of Madras in the academic as well as the professional sphere.

SRI U. SRINIVASA KINI,
Headmaster, Canara High School, Mangalore-3.

I am very happy that the South India Teachers' Union, *our* Union, is celebrating its Golden Jubilee this month.

The Union can look back with pride on its fifty years of Golden Service to the teacher and to the children that it is his mission to educate. To appreciate the magnitude of the achievement one has to bring to mind the immense difficulties of the pioneering work against the inertia and indifference of the profession and the unfriendly attitude of the Education Department. The country has to be deeply grateful to the early stalwarts of our Union who, with perseverance and vision, brought concord and sympathetic one-ness of view to the teacher, the Management, and the Department, and made them realize that they are all co-workers in the service of the Child.

The Union, in its daily work, generates its own strength and good-will, and blesses those that serve and those that are served. My Greetings to the Union.

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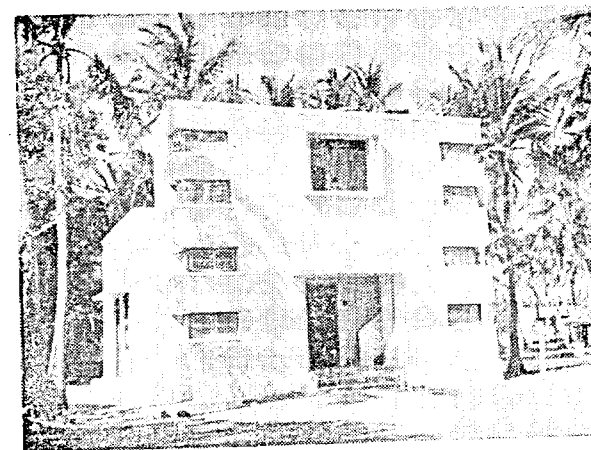
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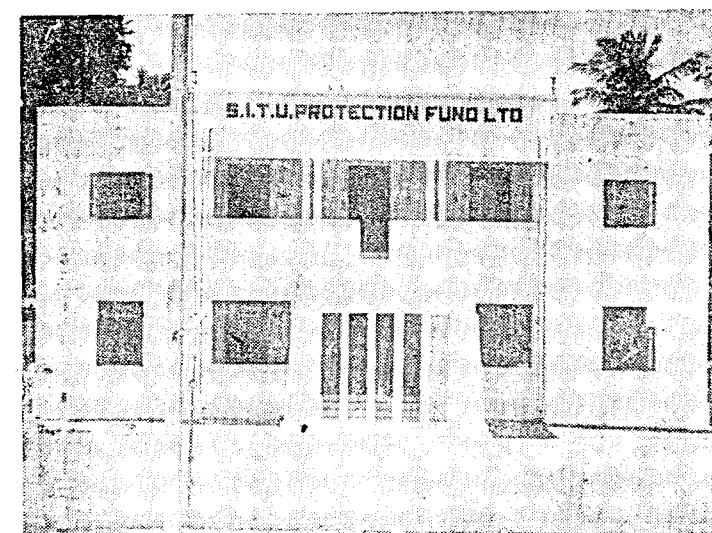
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THE 48th MADRAS STATE EDUCATIONAL
CONFERENCE, PALAYAMKOTTAI

Presidential Address

By

SRI G. R. DAMODARAN



SRI G. R. DAMODARAN, M.L.C.
*President-elect, the 48th Madras State Educational
Conference.*

Fellow delegates and friends,

It is with feelings of thankfulness that I rise and I am deeply sensible of the honour you have done to me by electing me as the President of the Forty-eighth Session of the State Educational Conference this year. I deem this to be a high privilege.

I was at the outset very hesitant to accept the invitation, particularly since stalwarts in the field of Education like Dr. A. L. Mudaliar, Dr. C. P. Ramaswamy Ayyar and others had occupied this distinguished office in the past and had guided the deliberations of seasoned and experienced veterans like you in the field of education. But my close association during the past decade with the Coimbatore District Teachers' Guild and the schools and colleges under the P. S. G. Management with which I am partly entrusted, emboldened me to accept the honour, more with a view to learn and draw inspiration from you than to deliver any sermon on education to you. I value this privilege very highly, particularly because I share this honour with a few of our own profession who have had this distinction.

This is the second occasion, I learn, that the South India Teachers' Union has chosen the Tirunelveli District as the venue for holding its Conference. I must confess that this is the first time I am visiting this ancient city of ours. The first acquaintance I am making now with this historical place under such august auspices, has filled me with a desire to cultivate my acquaintance with it more frequently and intimately in future.

Your district has its name printed in letters of gold in the annals of the struggle for freedom of our country since the first warrior who defied the foreign yoke was a ruler who belonged to this district; likewise the first ship that defied the authority of the British and sailed under its own flag was navigated from your shores. Your district has produced one of the greatest national bards whose songs have become immortal and a source of strength and inspiration to everyone in our State; your district has been the spiritual stronghold of different faiths. All this exercise an invigorating influence on us and it is stimulating to meet together at a place with such great traditions.

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I rejoice to have been further privileged to associate myself as President of this Conference at a time when you are celebrating the Golden Jubilee of the South India Teachers' Union. The Coimbatore District Teachers' Guild feels highly elated over this honour, particularly because, as some of you might know, the idea of constituting the Teachers' Union for Madras State had its origin at Coimbatore. It was the Rev. Theobald, the then Principal of Stanes' High School, Coimbatore, who first brought about the Coimbatore Teachers' Association into existence and suggested that a State-wide Union of Teachers should be organised in Madras on the lines of the National Union of Teachers in England. Taking the initiative with the help of the Coimbatore Association, he sent circulars from Coimbatore to all the teachers in the Madras Presidency and the result was the birth of the S.I.T.U. at Madras in 1908. The Rev. Theobald was its first Secretary. It was a happy tribute to his genius that he was invited to deliver the Silver Jubilee Commemoration Address in 1933. Great events have taken place in our country since then. We have travelled far from that date and we have now the Union Minister for Culture and Scientific Research, Government of India—Prof. Humayun Kabir, to deliver the commemoration address of our Golden Jubilee of the S.I.T.U. and to inspire us on our march to its Centenary!!! During the past fifty years the S.I.T.U. has laboured for the cause of education and for teachers with a pioneering zeal. We all look forward to the celebration of the Golden Jubilee with great anticipation and pleasure.

We meet during a period when great changes are taking place in all spheres in the world and in our country. Each year is significant in its own way. In the field of education which is a continuous process we seek to change our methods and content in order to implement our changing objectives.

These objectives are laid before us by the accredited leaders of our country who chalk out the goals towards which our Sovereign Republic should steer. In our endeavours in education to adjust the individual to this changing environment, we have to take into consideration the changing values that are stressed all the world over, though the eternal verities of life remain unaltered. In the modern world, Truth, Beauty and Goodness continue to remain the objectives of education. But the impact of modern science on society has made our approach to the achievement of these aims modified. Increasingly we have begun to stress the power of Society over the individual recognising the freedom of the individual. This is the natural corollary of the acceptance of democracy. Our chief aim now is to prepare citizens who would become functionally effective adopting the Socialistic pattern of life as their ideal and would articulate loyally within a sovereign Democratic Republic. Education has therefore become an extremely exciting adventure both for the teachers and for the students as well as for the people at large. It has now become more truly the concern of our people. Many more take active and lively interest in education to-day

than ever before. This tendency is likely to grow more vigorous in future. To evolve a Society of Socialistic pattern in our country is a new and responsible task entrusted to us. This objective has to be translated in terms of an educational philosophy which, in turn, has to be evolved into an educational curriculum and methodology. Already attempts have been made in our State to bring about this orientation. John Dewey said that "when the school introduces and trains each child of society into membership within such a little community saturating him with the spirit of service and providing him with the instruments of effective self direction we shall have the deepest and the best guarantee of a large society which is worthy, lively and harmonious". Expanding this concept further, the Mudaliar's Report has sought to formulate the re-oriented aims into more specific terms. The report has also stressed the need to be constantly vigilant of political, social and economic changes that take place in the country and to "re-examine carefully and restate clearly the objectives which Education at each definite stage should keep in view." It has given the highest priority to the training of character to equip the student to participate creatively as a citizen in the emerging democratic social order. It has also stressed the need of improvement in his practical and vocational efficiency so that he may play his part in building up the economic prosperity of the country and also of the development of his literary, artistic and cultural interests which are necessary for self-expression and for the full development of human personality. The report has discussed the meaning of these objectives as they apply to the learning situation within the class rooms through the adoption of "dynamic methods of teaching". It now behoves us to consider how far in our thinking and teaching we have kept these objectives and views before us in our duties every day. It is difficult to change our methods! It is even more difficult to adopt new methods!! If professional competence requires that, we should attune ourselves to the changing needs of the time and demands of our country.

As pointed by Dr. Kimball Wiles "an essential fact of creative improvement in our ways of working lies in our constant search for new ideas". It is however refreshing to know that in the field of education new experiments are being tried.

Seminars and conferences and workshops have been held in different subjects in different parts of the country in which several Headmasters, teachers and educational administrators have participated. They have discussed outstanding problems and have formulated several scholastic projects. They have carried back to their institutions their revitalised experiences and rejuvenated ideas. I hope, that they have succeeded in translating into practice the several ideas they had imbibed through these extension service programmes. Perhaps they might have found their enthusiasm stifled because of handicaps inherent in the administrative set-up due to reasons financial and otherwise. I think, we as teachers, should recognise and appreciate the efforts of the Central and State Governments

to do all they could to reorient the Secondary System as quickly and as effectively as they could afford. This is evidenced by the opening of several multi-purpose schools, improvement of library facilities, introduction of craft instruction, enrichment of laboratories and organisation of refresher courses etc., costing the National Exchequer during the First Five Year Plan, Rs. 169 crores and the Second Five Year Plan estimated to cost Rs. 309 crores. We do consider that this is modest for a vast country like ours. But taking into consideration its general poverty, it is our duty to make each rupee spent on education yield its maximum dividend.

In order to invest most profitably, I may suggest, that we should definitely set the highest value on the human raw material which it is our business to mould into something divine. As Swami Vivekananda says Man-making must be our primary concern.

Edwin Markham says :

We are all blind until we see
That in the human plan
Nothing is worth the making if
It does not make the man.
Why build these cities glorious
If man unbuilt goes ?
In vain we build work, unless
The builder also grows.

Building men is therefore our foremost task—Men, who would man our Sovereign Republic. Teachers are engineers working on human material, building men. It is the business of the State and Society to recognise this truth and treat its teachers as engineers of men ought to be treated.

It is true that the handi-works and the products of other professions are manifest to the eye for e.g., when an Engineer builds the Dam in an arid desert it stands out for everybody to see and appreciate its worth ; if he fails in his task he gets swept away by the floods ; likewise when a Doctor deals with a case, when he succeeds, it is obvious to the eye ; when he fails, it is also equally obvious to the eye ; when the businessman piles up profit his standard of living gives a clue to his success in his profession ; when the farmer brings in his harvest we can see that he has succeeded in his efforts. But unfortunately, when the teacher has done his best with his students it is seldom that we can relate with such directness the finished product, namely, the cultured and educated young man groomed in the Schools and Colleges to be a worthy citizen of our Republic, to the efforts of the teacher in the classroom. This is a natural handicap inherent in our task and that is the reason, why, society is unable to recognise the teacher as the exclusive maker of man. If the young men that pass through the portals of schools and colleges bear the stamp of greatness in character, integrity and

honesty the schools which produce them and the staff that make the school should get the credit.

Perhaps then, we should accept that when our products—young men, fail they reflect lack of high quality in our schools and teachers. But not until then.

But while we make this claim for our profession it is essential that we have to equip ourselves for becoming good builders of men of high quality. Generally, in practice, we find that education is equated to mean acquisition of a certain amount of knowledge. Most of the teaching we impart to the student consists of information which is not functionally operative in his life. This is a matter of challenge to us. It is possible to teach a great deal of "KURAL" and yet not practise the precept VALLUVAR has portrayed with such chiselled perfection ; it is possible to teach the life of Gandhiji and yet fail to inculcate his deep love for humanity and non-violence ; it is possible to teach passages from Shakespeare without experiencing ourselves his poetic excellence or communicating to our students his deep insight into human tragedy and comedy. It is our business as teachers to find out ways and means of making the pieces of valuable information operative functionally in the lives of our students so that they no longer remain fossilised loads of facts in their minds unrelated to life and action. The manner and method adopted should revitalise the subjects taught.

In fairness, we must confess that our standards have not improved to meet the growing needs of our children. We tend to be more concerned with examinations than with human beings. I do not say that you can afford to ignore the former. All that I want to suggest is that there is a disproportionate emphasis on examination which is proving to be a burden both for the teacher and the taught.

But the recent welcome trend in Indian Education indicates that new ground is being broken in the field of evaluation. That is as it should be. Dr. Ralph Tyler making his famous statement on evaluation says that evaluation can contribute to six purposes as it relates to the whole educational programme in the School. He says that it can provide a periodic check which gives direction to the continued improvement of the programme of the school ; can help to validate some of the important hypotheses upon which the programme operates ; can furnish data about individual students essential to wise guidance ; can give a more satisfactory foundation for the psychological security of staff, of parents and students ; can supply a sound basis for public relations ; and can help both teachers and pupils to clarify their goals." We have to examine and see how far our evaluative devices have succeeded in fulfilling their purpose. Our outlook towards evaluation has to undergo a change. E. J. Negroth and V. S. Washburne consider evaluation "to be an integral part of the learning process and even perhaps its essence." Arguing that the concept of evaluation assumed a compulsion and a necessity which demanded that it be seen as component

part of the learning process they say "what evidence is there whether the purposes of teaching programme are being carried out by the individual student into his independent thought, action and feeling? If the success of teaching is measured by the degree to which what is taught functions in the students' learning experience and in his living, then at this point evaluation and functional education coincide." They point out that the process of the individual seeing the significance of data he learns in terms of his needs, abilities and objectives is, as a matter of fact, evaluation. I submit to you that our evaluation programmes should have these principles as their basis.

For some time now, languages have been in a state of ferment both in the country and within the curriculum in the schools. Uncertainty of clearly defined objectives of the relative places of English, Hindi and the Regional language and their values, perhaps natural to the transitional situation in the country, has produced a linguistic tension among languages. As educationists it is our business to approach this problem dispassionately with utmost clarity of thought giving no room for heat or bias. To me it appears that our main concern in education is the young men and women who enter the portals of our schools and colleges. In order that we may equip them to be functionally effective in a free and Sovereign Republic, as equals among citizens of the different nations of the world, we should devise ways and means to equip them with upto-date knowledge in all fields of study. If this view is accepted the corollary would be that language is just a tool. It is a medium of communication and a vehicle of thought. As educators, it is our duty to keep this medium as transparent as possible so that no student feels it difficult to get that knowledge. Language should never be allowed to be a barrier between the student and the knowledge he seeks.

Experience has shown that more meaningful and effective learning takes place at present among the students than before because of the adoption of regional language as the medium of instruction in Secondary Schools. But as I have pointed out earlier, education is a continuous process and therefore, man is a continuous student. That at any rate is, what as educationists, we should prepare our students to be. This would mean that he should be having with him at the end of the secondary stage the necessary equipment in the English language, i.e. in the skill of its use, for gathering further knowledge.

In order to enable our young men and women to take their place of pride alongside with scientists and inventors of the world we should train them quite intensively in the proper use of the international language English, which is functioning as the key to-day to the mysteries of modern science and technology for us. I plead therefore for a greater emphasis on the teaching of English in Secondary schools and colleges as well. But when I say this, I am not making any reference to the medium of instruc-

tion in the Universities. That is a different matter. Let me make a reference to it later. All that I am emphasising at present is that there is unanimity of opinion that every student should learn English as a means of acquiring knowledge in the area of his specialisation. We should turn to English for its utilitarian value and should pattern the teaching of English so as to make it yield its maximum benefit to its learners in our country. This means that English should be taught efficiently by competent teachers working on a syllabus improvised with this objective in view and using text books prepared specifically for this purpose. I am constrained to stress this because, of late, there has been a drastic fall in the standard of English due to apathy, indifference and animosity cultivated against this most useful tool.

At present, controversy centres round the medium of instruction to be adopted in Colleges. I am firmly of opinion that creative thinking is possible only in one's own mother tongue and the level of a nation's civilisation may be measured in terms of its creative thought and creative work. Therefore I am firmly convinced that Tamil should be the medium of instruction in Colleges in our State. As a consequence, we as teachers have a great task before us viz. that of producing in our own mother tongue text books in all the subjects with which the University is concerned. But practically, in doing this we are meeting with severe handicaps and serious delays. I can testify to this from my own personal experience. With the help of linguistic experts I have been labouring to discover equivalents for Scientific and Technological terms in Tamil wherever possible; at the same time we have also coined some terms taking into consideration the etymology of words and their connotation. For some scientific terms these methods did not prove effective and tended to be time-consuming. Under these circumstances we have not hesitated to transliterate the terms to convey the idea.

At the moment we should set priority on the acquisition of knowledge with greatest economy of time and therefore we need not insist on purity of language while translating scientific books into Tamil. Let us preserve the sanctity of Tamil language; but let us not restrain its growth as it seeks to enrich itself with vitality and vigour. Wherever our own language could provide the concept and terminology in its pure form let us adopt it. But when this is proving to be too difficult and too time-consuming let us not hesitate to transliterate words for the time being. After a while, as and when new words are coined, which are true to the genius of the language, it is common knowledge that imported words would fall out of use. But what is important at the moment, is that when time makes a call we should respond with speed and resourcefulness so that our young men and women meet with least difficulty as they attempt to climb up the academic ladder or delve into the depths of research.

We have been hearing a great deal about the nobility of our profession. We have been constantly reminded about this lest we should forget. We are

very grateful to our well-wishers who are so concerned about our welfare and our well-being. Let us among ourselves think how far professionally we have been rated by society which we set to serve so nobly. The status and salary scales of any occupation interact in a complex and subtle way. The esteem in which the occupation is generally held is an important factor in determining the salary scale which those who follow that occupation can secure ; on the other hand, once a salary scale is established, it is itself a fact in determining the degree of esteem in which the occupation is held. This circular inter-action proceeds in combination with, though in part, independently of the normal laws of supply and demand. With this in the background, let us consider the status and prestige enjoyed by members of our profession in other countries and in ours. A research study was made to find the prestige of teachers as compared with 17 other occupations in Indiana University, U.S.A. and the elementary school teacher was ranked the 7th in the list. A similar research was made in India with 1,200 school leavers. Only 7.5% opted for teaching as a profession. This indirectly proves the esteem in which this profession is held. In another investigation college students were asked to rank in order of preference eight of the occupations they would like to take up out of a list of 25. Not a single male student voted for school teaching as the first choice. This helps us to be objective in our approach and to rate our own profession according as our society has actually rated it 'here and now'.

Having drawn your attention to the status of teachers, I would like to place before you a comparative picture of the living conditions of teachers obtaining in different parts of the world. The report of the International Team on 'Teachers and Curriculum' states, "We find startling disparities if we compare Indian and Western teacher salary needs. In Western Europe and the United States the teacher receives enough to supply him and his family with the necessities of life ; teachers are adequately nourished, clothed and housed and they generally have provision both for sickness and old age. Their economic status is, in short, equal to or not far below that of other public employees with similar qualifications". In France, the primary teacher from the salary point of view, is on a level with Secretaries of Administration of Ministry or Army Officers of the rank of Sub-Lt. to Captain. Prof. Humayun Kabir, the Chairman of the Indian Delegation which visited Soviet Russia commenting on conditions of teachers in U.S.S.R. says, "Salaries of teachers are more or less equal to those offered in other professions to persons of comparable qualifications". In U.S.A. the average earnings of a worker in over-alls who lives in rented quarters, employs no domestic servants but is normally clothed and fed amounts to an average which exceeds the income of the average teacher by more than 4th. This is the reason why most of the teachers have now gone into other services. It is good to undertake a similar research to find out how many teachers in our State are compelled to desert the ranks of the profession for a similar cause.

However, it is heartening to find that our Government are endeavouring to elevate the conditions of the teacher. We ought to welcome most heartily the recent statement by the Hon'ble Minister, Sri C. Subramaniam, extending the pension scheme to all teachers in the High Schools including Oriental, Anglo-Indian and special schools with effect from 1st April, 1958. We pay our unqualified tribute to the Government for being the first State in the whole of India to institute the pension scheme. But it is strange that even among teachers caste is being created. It is observed that teachers of affiliated colleges who also belong to the profession should be singled out as being not worthy to enjoy this privilege. The benefits of Pension schemes may also be extended to the teachers in colleges.

I would like to draw your attention to the basic fact that all teachers belong to the same profession whether they belong to the Elementary school, Secondary school, College or the University. I therefore plead that we ought to work on a common platform more integrally knit than ever before. It is true that at these different stages we have our separate problems. But those apart, we must have opportunities of pooling our own experiences together so that we could evolve a pattern of education which would be a composite whole. Ours is a National Service and we have to get together as a national army like our Defence Services which consist of 3 wings, the Army, the Navy and the Air Force. Our creative national service of education has also likewise three wings, primary, secondary and collegiate.

The S.I.T.U. has been the champion of the teachers for 50 years now ; we are now celebrating its Golden Jubilee. No other association has done so much for teachers as the S.I.T.U. It is the duty of the teaching fraternity to rally round the banner of the S.I.T.U. with single-minded loyalty. I therefore take this occasion to invite and exhort all the teachers, no matter where they teach—in the Elementary, Secondary or Collegiate levels—to join the S.I.T.U. in large numbers and strengthen its rank through their respective District Teachers' Guilds. I may suggest that during this Celebration of the Golden Jubilee let us take a solemn pledge to launch on a membership campaign to bring within the fold of the S.I.T.U. everyone who is recognised as a teacher in the State. 'Let each one reach one'. Getting together thus will provide an important source of strength to our profession in order that the country may be reminded of our purpose in life. We ought to function in larger numbers. In this, the democratic States of the world have shown us the way. The National Union of Teachers in England has over 2 lakhs of members consisting of teachers from Nursery schools to Universities. It has no political affiliations ; but at the same time exerts a powerful influence in Parliament. There is a similar Association in U.S.A. which also wields tremendous influence in the country. We could make a beginning in South India by getting together the various Associations of different kinds of teachers and incidentally pave the way for greater collaboration throughout the country.

In recent past glaring instances of the lack of security of tenure of teachers have been brought to light. It is particularly true of those employed under private agencies. As pointed out by the Mudaliar Report, "many managements have abused their position and treated teachers shabbily"; "complaints have been received that teachers have been subjected to humiliating treatment by the authorities concerned in the matter of transfer, termination of services and punishments". The S.I.T.U. should take up this matter urgently with the Government. We ought to plead for Arbitration Boards or Committees in which responsible representatives of the S.I.T.U. should be included along with representatives of the Management and the Government. This would be satisfactory both for the management and for the teachers and would bring about amicable relationship between the two instead of allowing wholly external authority to arbitrate between them. Further it would ensure justice for both as they endeavour together for the same cause, not as servants and master but as partners and colleagues. I am only reiterating the plea voiced forth by the S.I.T.U. ever since its inception. This should no longer be a mere cry in the wilderness.

In comparison with other countries it is unfortunate that we are made to retire at the young age of 55. We may note that in Australia retirement age is 65 and in England teachers retire after 60. In U.S.S.R. the most interesting fact is that men teachers who desire to continue service after 60, and women teachers after 55 draw the salary due at the time of retirement in addition to the whole pension which amounts to 40% of the original salary. This he can continue to do even upto a very advanced stage. As Prof. Humayun Kabir states, "few Governments in the world provide similar security at old age to their teachers". While such recognition exists for teachers in other parts of the world, when our teachers retire at 55, if they wish to be reappointed, very often they are placed on the initial salary in the grade.

I am not unaware of the sincere and commendable efforts taken by the Ministry of Education at the Centre and at Madras to improve the lot of teachers in some direction or other. Only a fortnight ago an announcement was made by our State Ministry extending to children of Secondary School teachers full remission of school fees in Forms IV to VI along with children of Non-gazetted Officers. This recognition of parity between N.G.Os. and the teachers of Secondary and Primary schools is a significant step in the right direction for which we heartily applaud our Minister for Education. I hope that this parity would be extended in other spheres also like free medical aid, house rent allowance, etc. Our Minister has been of late making such welcome gift announcements now and then. We hope that these would grow more frequent in days to come!

Tagore has said, "A lamp can never light another lamp unless it continues to burn its own flame". It must keep a perennial supply of oil for this purpose. The fact that once the lamp had oil in it does not mean

that it would not run dry. There is a need for constant refilling so that it might burn with unabated brilliance. This underscores the need for first equipping ourselves more and more day by day and for confronting new and challenging problems in educational thought and practice with a view to solve them.

As Prof. Humayun Kabir has rightly pointed out, "the most perfect system of educational reforms will remain a dead letter unless there are competent and devoted teachers to carry them out". We have had the most outstanding report on Secondary Education which has become the basis for several educational reforms in our country. Fresh ground has been broken in several fields of education in its content, duration, in its stratification and evaluation. The integrated curriculum recently published by the Government of Madras throws abundant light on the vigour of thinking that characterises our educational thinkers and planners. Multi-purpose schools have opened up new opportunities for young men and women with different aptitudes and abilities to grow according to their potentialities. But yet, "all the most carefully devised system will prove disappointing if the teachers are ill-equipped". It is not my intention to indicate a formula to instruct experienced and successful teachers like you how to teach; rather it should be construed as an attempt on my part to distil from the success of great teachers those principles which have a recognized soundness and set them down before you as a starting point for further development and improvement. The teacher must have the elasticity of mind and breadth of vision to translate into effective practice the new educational programmes that are being devised for the country. He must have an enthusiastic mind to work out new experiments and design new ones for observation and study. He should not be a blind follower of the text book or course of study. Teaching is not a mechanical operation or routine job. It calls for a high order of originality and initiative. He must have a love for his students as well as for his subject. He needs to be fresh in his approach to his work battling against monotony that sometimes overtakes some of his fellow workers. He must be able to say: "My class room to me, a Kingdom is".

Every teacher should try to teach his students to 'think' which includes organization and correlation of ideas and reasoning and analysis. He should stimulate creative thinking. The highest type of teaching involves the direction of the student in requiring the ability to apply his knowledge to new situations—that is to think. Sir Graham Balfour says that the purpose of educational administration in a democratic nation is to enable the right pupils to receive the right education from the right teachers; at a cost within the means of the State under conditions which will enable the pupils to profit by their training.

The Universities have extended the privilege to the teachers to avail themselves of the higher education and have exempted them from attend-

ance in colleges. Very few have availed themselves of this benefit. This is an index of the comparative apathy that prevails in the profession, for academic advancement. I would like to exhort all teachers to be concerned about their academic progress so that they may become more and more professionally competent. It would be well, if it is possible for the University to organise for teachers evening classes, to help them in their attempt to progress in this direction at different centres wherever colleges offer post-graduate instruction. This is all the more necessary because the present schools are soon to be upgraded as Higher Secondary Schools with an additional 11th Standard requiring men and women on the staff with higher qualifications. I am of opinion, and I hope you will all agree with me, that when the need arises for the recruitment of qualified teachers to handle higher standards in the Higher Secondary schools, many amongst you should have qualified for these posts, creating no opportunity for any new appointments affecting adversely your seniority and promotion.

We are living in an age of Science. Science has acquired a great prestige in this world and in this country and its effect on ordinary everyday lives of ordinary people becomes more and more pronounced. Under these circumstances it is necessary that the content of science in our curriculum must be increased to keep pace with the advance science is making everyday. But is storing up of scientific information enough? Is accumulation of knowledge of scientific facts our goal? The stuff out of which a scientist is moulded is not merely the substance of science. It is rather the scientific attitude that he has developed within himself towards life and his environs. We tend too much at teaching pupils the content of other men's minds rather than training them to discover the capacity of their own. The root of all science is the quest for truth. Our students should be encouraged to ask questions—to seek after truth in nature, in man and in values. The kind of question a man asks reveals the kind of mind he has. We should increase in our students their self-confidence, so that they could produce original thoughts. We should inculcate in them clarity of thinking. Our first task is to devise ways and means to create this scientific attitude in our students. Re-examining our objectives and methods constantly we may be able to produce in course of time young men and women who will not only know the subject matter of science but will also become scientists themselves. Though they may not all become Newtons and Einsteins, they must be able to say to themselves in the words of Newton: "I do not know what I may appear to the world; but to myself I seem to have been only like a boy, playing by the seashore and diverting myself, in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me".

I said earlier that modern man must live in the modern age. What is the peculiarity of our age? All the other ages have been identified by historians in retrospect. Our awareness of living in a new era means that atomic energy is recognised as a major change many times more significant

than previous research discoveries or political upheavals. Perhaps the release of nuclear energy, demonstrated to the unsuspecting layman in the form of funeral pyre of Hiroshima, is the symbol of an era in which science has become so important in our lives that all decisions, including political ones, must be made with scientific considerations in mind. This is the broader meaning of the phrase, "living in the atomic age".

We have not been educated for it academically or politically. Like the sword of Damocles it hangs delicately suspended over the destiny of modern man and it is our business as teachers to gear our thinking to meet this new challenge. Our answers to this challenge must reflect the queries of our people and the heritage of our country. We ought to train our men and women to this new awareness of Science—give them the knowledge and know-how of Science so that we might not be caught napping. At the same time we should apply the corrective to the science which seems to grow to be a grotesque monster. General Omar Bradley once said: "We have too many men of science; too few men of God. We have grasped the mystery of the atom and rejected the Sermon on the Mount. The world has achieved brilliance without wisdom, power without conscience. Ours is a world of nuclear giants and ethical infants. We know more about war than we do about peace, more about killing than we do about living". The message of Gandhiji must be made a meaningful answer to this problem to-day. We ought to produce first rate scientists who would refuse to be monsters; first rate statesmen who would refuse to massacre; first rate technicians who would not long to play with the trigger; and first rate physicists who would not be toying with bombs. In creating this type of synthesis by blending up-to-date scientific knowledge on the one hand with philosophic poise on the other, we might produce a Nation that has the best of both the East and the West. To fashion this kind of Nation is a fine and noble privilege. It demands from teachers the most exacting and dedicated devotion to duty. None others can perform this task for the future generations of India. This is our exclusive prerogative and privilege. With unstinted faith in our vocation and unquestioned loyalty to our task let us address ourselves to the education of the youth of our land with a spirit of love and dedicated service.

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A BRIEF HISTORY OF THE SOUTH INDIA TEACHERS' UNION

By

SRI T. P. SRINIVASAVARADAN,
President, South India Teachers' Union.

On an occasion like this it will not be out of place if the history of the Union is briefly narrated. The history of the South India Teachers' Union is really the history of the Teaching Profession in our State. It reflects the tendencies, the aspirations and the sacrifices of the Teaching Profession. How the Union came to be formed is an interesting story.

On 2nd November 1895 Rev. E. T. Davis, Principal, Doveton College, wrote in the press the need for forming a Teachers' Association. The late Rt. Hon'ble V. S. Srinivasa Sastri who was then a teacher in the City of Madras heartily approved of the idea. About 150 teachers ranging from the principals and professors of the first grade colleges to primary school teachers attended a meeting at the Senate House and considered the question of starting a Guild. Among those who attended that meeting were persons well known in the history of Education in South India—Mr. J. H. Stone, Mr. H. S. Duncan, Mr. A. A. Hall, Mr. Sathianathan, Mr. Hanumantha Rao, Rev. F. W. Kellett, Miss Arnold and Miss Keily. There was opposition from an influential section on the formation of this Teachers' Guild. But the majority decided otherwise. In the succeeding years the late S. Vasudevachariar, P. Lakshminarasu Naidu, V. S. Srinivasa Sastri, Rev. James Cooling, C. Manicka Chetty and K. B. Ramanatha Iyer, played no insignificant part. This Teachers' Guild founded in Madras functioned from its inception as a Provincial Organisation though the bulk of the members happened to be in Madras. It consisted only of individual members coming from different parts of Madras Presidency. It was gradually felt that instead of individual members the central organisation should be a federation of teachers' associations. So in 1908, steps were vigorously taken to start teachers' associations in various parts of the presidency. In 1908 the South India Teachers' Union came to function as a provincial organisation, though the foundation was laid in the previous year. The first Secretary of the Union was the late W. M. Theobald. He was alive when the Union celebrated the Silver Jubilee in Trichy twenty-five years ago and he delivered the Jubilee address. The first President of the Union was Mr. J. H. Stone (Dr. and later Sir). Some of the succeeding presidents were Rao Bahadur M. Rangachariar, K. B. Ramanatha Aiyer, P. Lakshminarasu, Rev. A. F. Gardiner, J. B. Cotelingam, P. T. Srinivasa Iyengar, Prof. K. Ramanujachariar, P. A. Subramania Iyer, S. K. Yegnanarayana Iyer, Mr. M. S. Sabhesan and Sri S. Natarajan.

The Union is the Madras State Organisation, to which are affiliated the District Teachers' Guilds which are recognised by the Union as district constituents. Each District Teachers' Guild has got affiliated to itself a number of local teachers' associations scattered throughout the district. Thus a District Teachers' Guild serves as the connecting link between the

Union on the one hand and the local teachers' association on the other. The Executive of the South India Teachers' Union consists of representatives from the District Teachers' Guilds and this has enabled the Union to represent the opinion of the teaching profession throughout the State.

Till Andhra State was formed the Union had 26 District Teachers' Guilds affiliated to it. Now with the merger of Malabar with Kerala State and South Kanara with Mysore, just like the present Madras State, the South India Teachers' Union has shrunk in size. Of late teachers in Andhra, Malabar and South Kanara have urged the Union to start an Education Association for the Southern States, to meet at least once in two years if not every year, so that the cultural ties which have existed so long may be continued to the advantage of this part of India. Steps have already been taken towards the achievement of this aim.

Just like any other organisation, the Union also has had its critical times. It was no doubt ushered in with all pomp and show and publicity. For some years it was dominated by officers of the Department of Education occupying very high places. But they had to leave the Union when its annual Educational Conferences were tagged on to the Provincial, Political, and Social Reform Conferences. This resulted in the Educational Conferences occupying a place of minor importance. By 1918 a new set of workers came into the field of the S.I.T. Union who did not like this subordinate position occupied by the Provincial Educational Conference. In 1919 at Trichinopoly the first Educational Conference, independent of the Provincial Political Conference, was held. From that year onwards the Provincial Educational Conference has been run absolutely independent of all non-educational activities.

To focus the opinion of the public on educational matters and to improve the status, pay and prospects of teachers were some of the aims with which the pioneers started the Union. Many were the educational questions and reforms which the Union considered from time to time. As early as 1897, the question of the use of the mother tongue in teaching in the schools up to the lower secondary standard was considered at a conference of teachers and a resolution in favour of using the mother tongue was thrown out by a small majority of votes. At a subsequent conference, the question was again referred to by His Excellency Sir Arthur Havelock in his opening address and His Excellency suggested the use of the mother-tongue in the lower forms. Eventually the question was satisfactorily solved. In the high school stage, English remained the medium of instruction for many years. When option to use the mother tongue was given, very few schools availed of it. Teachers at the annual conferences resolved that the mother tongue should be the medium in the secondary school stage. The Department saw the reasonableness of the demand and gave effect to it. Today the mother tongue is the medium in all the high schools.

Whenever there was any proposal for the reorganisation of Education, the Union earnestly took it up, formulated its views in consultation with its affiliated District Teachers' Guilds and sent them to the Government. Certainly the past three years witnessed a stir and it is difficult to imagine any other period in which so much was written and spoken concerning education and the pattern of secondary and university education.

The Union has always maintained professional dignity and solidarity. Teachers' salaries have never been high, not even adequate enough to make both ends meet. Fifty years back they were still lower than the existing ones and reports show that men with a sense of vocation entered the profession out of love for it. They had a high sense of duty and tried to maintain the dignity of the profession. The teaching profession has realised that if it is to command respect and esteem at the hands of the public, it must endeavour to maintain a high level of efficiency and its conduct should be above reproach. The motto of the Union is "Raise Yourself by your own efforts"

(உத்தரேதாத்மஞ்ஞத்மானம்) उद्धरेदात्मनात्मानं।

Besides the annual educational conferences where problems educational and professional are discussed, it has regularly conducted refresher courses in various subjects for the benefit of teachers. The Union was the first in South India to hold a Seminar on Social Studies in 1950. Last December it held a Seminar on Science. For the past 26 years it has been celebrating Education Week, when an important topic—Educational—is chosen as the central theme and this has been affording both to the public and to the teaching profession an opportunity to come closer and discuss modern educational trends and improve the schools.

When the Union began to hold its annual educational conferences and when its activities increased, it felt the need to start educational magazines. In 1928 the first issue of the "South Indian Teacher" appeared. In 1936 the Union started the publication of "Balar Kalvi", a Tamil monthly for the benefit of the primary school teachers. These two are the official organs of the Union.

The Union started, as one of its activities for the benefit of teachers, the S.I.T.U. Protection Fund, a mutual Life Insurance Company. It was taken over by the Government when they nationalised the Life Insurance Companies. The other activities of the Union are the S.I.T.U. Benevolent Fund, the S.I.T.U. Publications Limited, the S.I.T.U. Council of Educational Research and the Library.

Since the inception of the Union it had its office for a long time with the Madras Teachers' Guild. When the S.I.T.U. Protection Fund moved to its own building in Triplicane High Road, the Union also moved as a tenant. Again when the S.I.T.U. Protection Fund Ltd. came to this place, the Union also followed. The idea that the Central Government would take over its Fund and its assets never struck us. The S.I.T.U. thought that it could have its office and carry on its activities, increasing them as and when necessity arose, in the premises of the S.I.T.U. Protection Fund, Ltd. As a result of the representation made to the Central Government pointing out the important role played by the Union in the founding and the growth of the S.I.T.U. Protection Fund Ltd. and the sacrifices it made the Central Government have agreed to give the S.I.T.U. Protection Fund building on lease for ten years. The present building of the Union cannot house all the departments of the Union and does not give any scope to expand its activities. A full account of how the present building has come to be constructed will be given by Sri C. Ranganatha Ayengar, Convener of the Building Committee. But for his single-minded devotion this Golden Jubilee Building could not have come into existence. The Union is deeply indebted to him.

The existing constitution of the Union is based on the principle of federation. Any member of the local teachers' association affiliated to the Guild or to the Union is treated as a member of the Union without his or her being called upon to pay any extra fee and he or she is entitled to all the rights and privileges as a member. The Union seeks to bring the humblest teacher in the remotest corner into touch with the latest developments in Education going on in and outside India. Through its affiliation to the All India Federation of Educational Associations a teacher in South India enjoys the unique privilege of being able to meet his comrades elsewhere and to keep abreast of the times. The constitution of the Union is flexible enough to take on hand new lines of activity.

The teachers not only in this State but in other States of India have come to recognise the useful part which the Union has been playing all these years in the field of Education. Let us pay our homage in a spirit of humility to all those, known and unknown, who have steadily built up this great organisation to its present position. Today the Union is recognised by Government as the accredited organ of the teaching profession.

During these fifty years the teaching profession has grown steadily. The Union has been inculcating in the teachers the spirit that it is their duty and privilege to do their best for Education and it feels proud that the ideals it has placed before the teachers have been followed both in spirit and letter.

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THE S. I. T. U. GOLDEN JUBILEE BUILDING

OPENING FUNCTION

The Golden Jubilee Building of the South India Teachers' Union was declared open on the 20th July 1957 by Sri C. Subramaniam, Minister for Education and Finance, Government of Madras. Many members of the Union from the city and the districts were present in response to invitations which were widely circulated to all the affiliated and other teachers' associations in the schools of the State. Sri T. P. Srinivasavaradan welcomed the distinguished guests.

Sri C. Subramaniam declared open the Building by cutting the tape. In his speech he suggested that it should become the responsibility of the teaching profession to see that the schools were managed properly and said that the question of associating teachers in the management of schools was engaging his attention. He hoped that it would be possible for him to do something in this regard before he laid down his office as Education Minister.

He further said that unless the status of teachers was raised they could not have a proper system of education, and assured them that it would be the Government's endeavour to do their best in the matter.

Mr. Subramaniam said that whenever the office-bearers of the Union approached him with requests, it had always given him great satisfaction to meet their wishes, and whenever it had not been possible, it was with great reluctance, not as Education Minister but as the Minister for Finance, that he had told them that they had to wait. He had never brushed aside their requests, as they had always been reasonable. He was sure that as teachers they would realise the difficulties not only of themselves, but also of the Government. In spite of the financial difficulties, he said, the Government were trying to raise the status of teachers apart from raising their emoluments.

The problems of education had been manifold, said Mr. Subramaniam, and in solving them, Government had always received great assistance from the Union. The Minister referred to the White Paper on education recently issued by the Government and said that while discussing the problems arising out of the reorganisation of education, the representatives of the Union gave "very useful assistance" to the Legislature Committee and it greatly helped them to take "correct and wise" decisions. Stating that the Government were now considering the various proposals made by the Legislature Committee, the Minister said, "ere long I am hoping it will be possible for us to reorganise education in such a way that the roots become stronger and the tree also will be properly nourished and become healthier and serve a useful purpose." He hoped that teachers would play an important role in evolving a more useful system of education in India.

CENTRE TO BE CONSULTED :

Stating that the question of teachers and the management of schools, particularly secondary schools, was engaging the attention of the Government, Mr. Subramaniam said : "I have been thinking that even in the management of schools run by the Government or local bodies, it would be necessary to associate the teaching profession. I hope it would be possible for me before I lay down this office to associate the teaching profession in the management of the various schools. Because, I have no doubt that they will be able to give a proper direction in the proper management of these educational institutions." However, the Minister assured them that before taking a final decision on the scheme, he would consult the Union Government. He had no doubt that if there were any defects in any scheme put forward by the Government, they would be pointed out, and remarked that the Government would not be slow to take advantage of their advice.

In conclusion, Mr. Subramaniam felt that any progress in the field of education should be reflected in the teachers, in their status and in their way of living and thinking, and said that it was the endeavour of the Government to see that the status of the teachers was raised, their quality became better and consequently the teaching also attained a very high standard. Pointing out that the teachers were the real builders of the nation, as it was under them the younger generations were now 'undergoing training,' the Minister said that while teachers realised that responsibility, it was necessary for the community also to realise this fact and see that the "reasonable" requirements of the teaching profession were squarely met, to come to its help and give donations generously to provide certain essential amenities in the building and to discharge the loans.

Dr. Cherian, who presided, congratulated the Union on its useful work during the last 50 years and wished it all success in the future. He felt that nowhere in the world teachers were properly paid; but only in a few places they complained of their poor pay. In countries, where people were keenly interested in developing the intellect of their children, the teaching profession came to them as a calling to do some service. But in certain other countries, particularly in India, lot of people took to teaching, when they could not get anything else. This was very bad, he said and added that still it was found that many of them turned out to be very good teachers. In a poor country like India, he said, they should have very good teachers and it had been agreed that teachers had also got to live and look after their families. He felt that they in this State were fortunate to have a Minister who was in charge of both Education and Finance and expressed his satisfaction that he was taking a keen interest in the condition of teachers.

Mr. V. Antoniswamy, Vice-President of the Union, proposed a vote of thanks.

THE GOLDEN JUBILEE BUILDING AT RAJA ANNAMALAIPURAM, MADRAS-28

By

SRI C. RANGANATHA AYENGAR,
Convener, Building Committee.

The South India Teachers' Union which was started as a provincial organisation of teachers in 1907 is to celebrate its Golden Jubilee soon. It started a number of activities, notably the S.I.T.U. Protection Fund, a mutual life insurance fund for teachers. All these years it had no permanent habitation of its own. It had its office along with the Madras Teachers' Guild in a rented building. When the S.I.T.U. Protection Fund purchased a building in the Triplicane High Road, it shifted its office as a tenant there. Again when the S.I.T.U. Protection Fund moved to its newly built big office building at Raja Annamalaipuram, the Union also followed it.

So the South India Teachers' Union had been accommodated in the office building of the S.I.T.U. Protection Fund for over twenty years. Consequent on the nationalisation of Life Insurance Companies, the S.I.T.U. Protection Fund also has been taken over by the Life Insurance Corporation of India from 20th January 1956. The then custodian of the S.I.T.U. Protection Fund gave notice to the Union to vacate the portion occupied by it. This created a problem and the Union had to face the difficult situation of finding elsewhere a place for its office big enough to accommodate not only the office of the Union, but also its several departments, viz., the Journals, Publications, Council of Educational Research and the Library. Before the reorganisation of the States 26 District Guilds were affiliated to it. Consequent on the reorganisation of States, the income of the Union by way of affiliation fee had decreased and its resources were not adequate to pay rent for a suitable office elsewhere. It therefore became necessary for the Union to put up a small building of its own on the plot of land purchased by it adjacent to the S.I.T.U. Protection Fund premises, at least to accommodate the office of the Union, though not its several departments.

In May 1956, at the time of the State Educational Conference held at Chingleput, it was resolved to appeal to the members of the Union for a contribution of Rs. 40,000 to construct a building befitting the status and size of the Union and also to commemorate its Golden Jubilee to be celebrated in 1958. In the course of the fourteen months, in response to repeated appeals, contributions from teachers, teachers' associations and other sympathisers individually have amounted only to Rs. 3,200. At this slow rate it was felt that the original idea of constructing a building sufficient to accommodate all its branch activities, could not be realised soon, and hence, it was resolved at the meeting of the Executive Board of the Union held on the 16th March 1957, to put up a modest building at a cost of Rs. 12,000. Still a sum of Rs. 9,000 had to be found immediately. This was borrowed from certain funds held by the Union and the construction of the building was completed within four months from the date of its commencement. It may be pointed out here that the Foundation stone was laid by Sri S. Balakrishna Joshi on 10th February 1957.

We are also thankful to Mr. R. Ganapathy, the Contractor, for quoting the lowest estimate and for accepting payments for his bills in small

instalments. The plan of the building was designed by Mr. K. S. Madhava Raju, a Licensed Architect, who also frequently supervised the construction in an honorary capacity.

In the meanwhile, the Union made representations both to the Life Insurance Corporation of India and to the Government of India, Ministry of Finance, requesting them either to make over the building absolutely to the Union or to give it on long lease, in consideration of the part played by the Union in the founding and development of the S.I.T.U. Protection Fund and also since the newly constructed office building would not be large enough to accommodate all the departments of the Union.

We are glad to announce that the Life Insurance Corporation of India has sympathetically considered our representation and has resolved to lease out the entire premises of the Protection Fund office for a period of ten years at the present nominal rent of Rs. 200 per annum. We offer our thanks to the Life Insurance Corporation and to the Ministry of Finance, Government of India.

It is hoped that the Life Insurance Corporation of India will also assign to us the piece of open land of about 7/8th of a ground in extent lying just in front of the new building of the Union for which application has already been made.

There are still certain indispensable amenities, such as lighting, water supply, drainage, etc., besides telephone connection, to be provided. All these will cost a further sum of Rs. 5,000.

It is the earnest appeal of the Union to all its members and others in sympathy with its cause, to come to its help and give donations generously and promptly to provide the amenities indicated above and to discharge the loans.



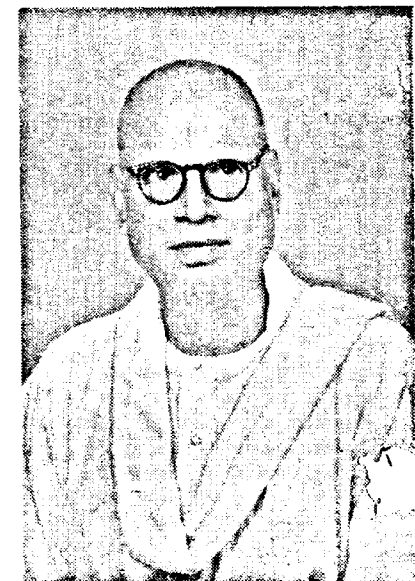
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President, S.I.T.U., 1924-1940.



Sri M. S. Sabhesan
Secretary, S.I.T.U.—1923-1940.
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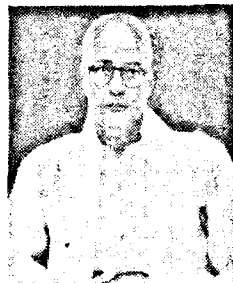
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1922-1923	P. A. Subramania Iyer.
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1940-1947	T. P. Srinivasavaradan.
1947-1949	S. Natarajan.
1949-1950	V. Arunajatai.
1950-1956	T. P. Srinivasavaradan.
1956-	V. Arunajatai.

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1947-	C. Ranganatha Aiyengar.

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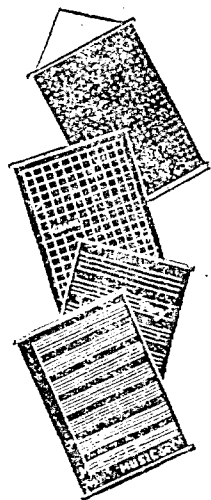
GOLDEN JUBILEE

FORMER PRESIDENTS OF THE STATE EDUCATIONAL
CONFERENCES

Year	Place	President
1908	Madras	Dr. Sir J. H. Stone
1909	Madras	Prof. M. Rangacharya
1910	Madras	K. B. Ramanatha Iyer
1912	Madurai	Prof. P. Lakshminarasu
1913	Tiruchirapalli	Rev. A. F. Gardiner
1915 (Jan.)	Madras	J. P. Cotelingam
1915 (May)	Nellore	Prof. P. Lakshminarasu
1916	Madurai	P. T. Srinivasa Iyengar
1917	Cuddalore	K. B. Ramanatha Iyer
1918	Kancheepuram	K. Ramanujachariar
1919	Tiruchirapalli	K. V. Rangaswamy Iyengar
1920	Salem	C. R. Reddy
1921	Palghat	S. Srinivasa Iyengar
1922	Kumbakonam	P. A. Subramania Iyer
1923	Madras	P. T. Srinivasa Iyengar
1924	Tirunelveli	S. Satyamurthi Iyer
1926 (May)	Srivilliputtur	S. K. Yegnanarayana Iyer
1926 (Dec.)	Mahanandi	K. A. Nilakanta Sastri
1927	Vellore	S. K. Yegnanarayana Iyer
1928	Chidambaram	P. T. Srinivasa Iyengar
1929	Madras	S. K. Yegnanarayana Iyer
1930	Coimbatore	S. K. Devasikamani
1931	Palghat	M. Venkatarangiah
		P. V. Seshu Iyer
1932	Madurai	V. Saranathan
1933	Tiruchirapalli	N. S. Subba Rao
1934	Anantapur	Dr. James H. Cousins
1936	Salem	S. E. Ranganathan
1937	Tanjore	C. Rajagopalachariar
1938	Mangalore	M. S. Sabhesan
1939	Madras	V. P. Audiseshiah
1940	Ambasamudram	Dr. Sir A. Lakshmanaswamy
		Mudaliar

Year	Place	President
1941	Rishi Valley	Prof. A. Rama Iyer
1943	Vellore	K. Rangaswamy Iyengar
1944	Annamalainagar	Sir N. Gopalaswamy Iyengar
1945	Calicut	Dr. B. V. Narayanaswamy Naidu
1946	Bellary	M. S. Ekambara Rao
1947	Madras	T. T. Krishnamachari
1948	Tiruchirapalli	R. Suryanarayana Rao
1949	Kurnool	Rev. Fr. Jerome D'Sousa, S.J.
1950	Devakottai	Dr. R. M. Alagappa Chettiar
1951	Madurai	Rev. Fr. T. N. Sequeira, S.J.
1952	Coimbatore	R. K. Shanmugam Chettiar
1953	Mangalore	K. Kuruvila Jacob
1954	Tanjore	Dr. A. Lakshmanaswamy Mudaliar
1955	Cuddalore	E. H. Parameswaran
1956	Chingleput	S. Natarajan
1957	Tiruvannamalai	T. S. Avinashilingam Chettiar
1958	Palayamkottai	G. R. Damodaran

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A BRIEF HISTORY AND ACTIVITIES OF DISTRICT TEACHERS' GUILDS

1. COIMBATORE

The Coimbatore District Teachers Guild was ushered into existence on the 9th of October, 1926, at the initiative of the Mahajana High School Teachers' Association under the Presidentship of Sri C. V. Venkataramana Iyengar, B.A., B.L., M.L.C., with the representatives of 18 out of 22 Secondary Schools then existing in the district. Its useful work under able and eminent presidents and enthusiastic secretaries naturally attracted the attention of the teachers of the sister district of Ootacamund, who also became the members of the guild in 1928 and remained with us till 1955, when they formed a guild of their own after having grown in strength and having gained sufficient experience. There are, at present, seventy-two associations affiliated to the guild both from the Secondary schools and from the Colleges of the district, thus showing the indivisible oneness of teachers of all grades. It had the honour of conducting the State Educational Conference once in 1930 and again in 1952 on a grand scale under the able presidentship of late R. K. Shanmugam Chettiar. After meritorious service to the cause of education and teachers, the guild celebrated its silver jubilee in 1950. Ever since its affiliation to the South India Teachers' Union in 1928-29, it has been working shoulder to shoulder with the Union in its untiring efforts to the betterment of the standards of education and educators in all spheres.

Every year conferences are held, in which various problems relating to education are discussed and useful suggestions given to the Government and the public. On the academic side, it has been organising refresher courses on the teaching of various subjects (to enable the teachers to appreciate the modern trends in the field of education). Thanks to the keen interest and unstinted support of our present president Sri G. R. Damodaran, M.L.C. and Principal of the P. S. G. College of Technology, the guild will be soon having a building of its own to house its office and a good library of choice books for the teachers.

The guild awards Gold medals to pupils who score the highest aggregate marks and to those who score the highest marks in the various subjects in the S.S.L.C. Public Examination every year and thus helps the raising of educational standards. It also draws out the imaginative and creative talents of the pupils by conducting competitions in elocution, music, painting and writing essays, original poems and short stories. From 1957-58 it awards a rolling shield to the best one act play enacted by the pupils of the district schools.

The unique feature of this guild is that it works in close co-operation with the Headmasters' Association of the district. During its thirty two years of useful existence, it has been bringing home to authorities by its resolutions in conferences by memorandums and deputations to the Ministers and Director of Public Instruction and by appeals through press and platform that education should be organised on sound lines to suit the needs of the changing times with the changes and experiments introduced slowly and cautiously. It is really very proud that one of its members and ex-

presidents Sri K. M. Ramaswamy Gownder, B.A., L.T., has been elected to the State Legislative Council from the teachers' constituency. Inaugurated by an M.L.C., the guild now finds its present president also elected to the State Legislative Assembly from the teachers' constituency as their accredited representative. What more do we want to get the teachers' cause properly and effectively represented with redress of grievances quickly to follow and the status of teachers in the economic, political and social field surely raised.

Present Office-bearers of the Guild :

- | | |
|-------------------------|---|
| <i>President.</i> | 1. Sri G. R. Damodaran, Principal, P. S. G. College of Technology, Peelamedu. |
| <i>Vice-Presidents.</i> | 2. Sri M. Aram, Principal, Rural College of Higher Education, Periyanaickenpalayam. |
| | 3. Sri N. K. Choudappa Chettiar, B.A., L.T., Headmaster, Board High School, Dhara-puram. |
| <i>Secretary.</i> | 4. Sri T. R. Radhakrishnan, Headmaster, Suburban High School, Coimbatore. |
| <i>Joint Secretary.</i> | 5. Sri T. M. Venkatasubramania Iyer, Asst. Headmaster, St. Michael's High School, Coimbatore. |
| <i>Treasurer.</i> | 6. Sri S. Venkataraman, Headmaster, Sarva-jana High School, Peelamedu. |

2. MADRAS

Among the various district guilds in the State, the Madras Teachers' Guild holds a unique place as being the parent of the parent organisation, The South India Teachers' Union. From its inception it began to function as a provincial organisation though the majority of the members were residents in Madras. It organised every year an educational conference which was attended by city and mofussil members. The first educational conference was attended by 400 educationists from all parts of the State. Papers on the teaching of English, Science, Examinations and Teachers' Associations were read and educational problems were discussed on the occasion. One definite task assigned by the conference to the Guild was to frame for circulation among the educational associations in the State a draft scheme of federation or affiliation. After a period of strenuous work the representatives of the teachers' associations met at the Wesley College, Royapettah, on the 14th of November 1908 and framed the draft rules of the South India Teachers' Union. The first State Educational Conference was held in December 1908, The Madras Teachers' Guild, it is found, had remitted a sum of Rs. 66-4-0 as affiliation fee to the Union.

The Guild is very lucky to have at the helm since its birth such great educationists as the Rt. Hon'ble Dr. V. S. Srinivasa Sastri, F. W. Kellet, Prof. M. Rutnaswami, M. S. Sabhesan, S. K. Yegnanarayana Iyer, Sri S. Natarajan and Sri T. P. Srinivasavaradan. M. S. Sabhesan worked as the Secretary of the Guild for well nigh 17 years and was the President for 2 years. This was the golden age in the history of the Guild ; he organised

Office-Bearers of Coimbatore District Teachers' Guild



Sri G. R. Damodaran
President.



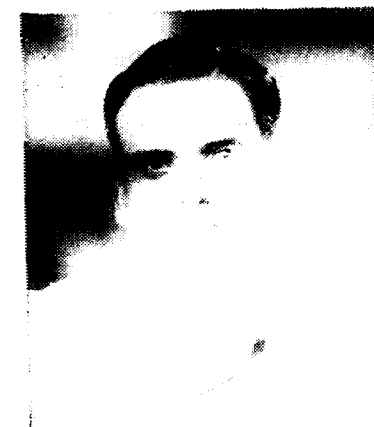
Sri N. K. Choudappa Chettiar
Vice-President.



Sri T. R. Radhakrishnan
Secretary.



Sri S. Venkataraman
Treasurer.



Sri E. Venkatesalu
S.I.T.U. Representative.



S.I.T.U. Golden Jubilee Souvenir Committee.



Office-Bearers of Madurai District Teachers' Guild.

the Guild in an admirable manner and worked strenuously for the betterment of the status of the teachers and brought together all grades of teachers. His work was successfully carried on by Sri S. Natarajan and Sri T. P. Srinivasavaradan and owing to the selfless exertions of such noble souls we are able to retain even today the high traditions of the glorious past.

It is highly gratifying to note that the Madras Teachers' Guild and the South India Teachers' Union are functioning as sister organisations, both standing together always. Some of the workers of the one are workers of the other also and many meetings are organised under the joint auspices of the Guild and the Union.

The affairs of the Guild are conducted by a council of representatives from city schools. There are now over 1,400 members on rolls and 60 members on the Council. The council meets regularly every month and besides transacting routine business, considers problems professional and academic. The Guild has a Co-operative Credit Society for the benefit of the members. It is one of the A class societies in this city. The Guild and its off-spring are housed in the same premises, both living and growing together. The Guild celebrated its Diamond Jubilee in 1955 and the Co-operative Society its Silver Jubilee in 1953.

Office-bearers for the year :

President : Rev. D. Thambusami.

Vice-Presidents : (1) Sri K. M. Koshy, (2) Sri T. Krishnamachariar, (3) Sri T. V. Subramania Iyer, (4) Sri N. Shanmugam, (5) Sri A. N. Samaraj, (6) L. Mariapragasam, (7) Miss B. Hemavathy.

Secretaries : Sri T. S. Rajagopalan, Sri V. S. Saravanam.

Treasurer : Sri R. Jagannathan.

3. MADURAI.

The Madura Dt. Teachers' Guild was started in April, 1924, its nucleus being the Teachers' Association, Madura, started in 1900, in the Setupati High School, Madurai. It was inaugurated in the Setupati High School by Sri P. T. Srinivasa Ayyangar, M.A., L.T. Its first president was Sri G. S. Abraham, B.A., Headmaster, U. C. High School, Madurai and its first Secretary Sri V. Aravamuda Ayyangar, B.A., L.T. Rev. Father M. Amalorpavam, S.J., Sri V. R. Venkataraman, M.A., Rev. G. P. James, B.A., L.T., Sri M. R. Rengasami Ayyangar, M.A., L.T., Sri V. Jambunatha Ayyar, B.A., L.T., Sri K. R. Chandrasekara Ayyar, M.A., L.T. and Sri M. R. Srinivasan, B.A., L.T. have been successively presidents from 1924 to 1955. Sri V. Aravamuda Ayyangar, was the Secretary of the Guild from 1924 to 1949 with a short break of a year and a half when Sri M. Somasundaram, B.A., L.T., Pasumalai and Sri M. Ramasamy Iyer, B.A., L.T., Madurai were Secretaries. Sri V. Mariaratnam, B.A., L.T., was the Secretary from 1950 to 1955. The present office bearers are Sri S. Krishnaiyengar, B.A., L.T., President, Sri S. K. Kuppuswamy Iyer, B.A., L.T. and Sri I. Rajaram Pandian B.A., L.T., Vice Presidents ; Sri K. S. Krishnan, M.A., B.T., Secretary ; and Sri M. Ganesan, Melur and V. Gopalan, B.A., L.T., Joint Secretaries.

Sri V. Mariaratnam, B.A., L.T. and Sri P. S. Subramanian, B.A., L.T., Periakulam are at present the representatives of the Guild on the Executive Board of the S.I.T.U.

Ever since its inception, the Guild has been holding three meetings in a year in the different centres in the district and problems of education and of the teaching profession have been discussed. The Guild has on its list 45 associations with a strength of 1000 members besides the Municipal Ele. Teachers' Federation and a few individual members.

Conference and Excursions

At the invitation of the Guild the Madras State Conference was held in 1932 under the presidentship of Sri V. Saranathan, M.A. in the American College, Madurai. In 1951 another State conference was held under the Presidentship of Rev. Fr. T. N. Sequiera, S.J. and the conference was a remarkable success. The Guild got a new life from 1955. Since the office bearers took charge in 1955, more than 10 conferences have been organised and many excursions were arranged. The representatives of the Guild went in deputation to the President of the Dt. Board, Madurai and to the Director of Public Instruction and made representation regarding the grievances of the Dt. Board teachers and other aided school teachers. In recent years due to the efforts of the Guild and of the sister Guilds and of the parent organisation S.I.T.U., Insurance-cum Provident Fund, Pension benefits for all categories of teachers have been achieved and revision of scales, medical aid and security of tenure are still to be achieved. The Guild is now putting up a building at Somasundarapuram Colony, at a cost of Rs. 12,500 in conjunction with the Madura Teachers' Association. We expect the building to be finished before next July. Attempts to affiliate to the Guild all Ele. Teachers' Unions have not so far been successful. It is hoped that the need for a strong united association of teachers of all categories including of the University teachers, will be realised and achieved in the not distant future.

4. TIRUNELVELI

The Guild was started in the year 1924.

There are a large number of Teachers' Associations affiliated to it. It is holding the half yearly conferences regularly.

This is the third time that the State Educational Conference is being held in Tirunelveli district, first being at Tirunelveli in 1924 and the second being at Ambasamudram in 1940.

Office-bearers :

President : Sri T. V. Arumugam, B.A., L.T.

Secretary : Sri P. Sornapandian, B.A., L.T.

5. TIRUCHIRAPALLI

President :

Sri M. P. H. Albert, M.A., L.T.,

Principal, B. H. H. School, Teppakulam, Tiruchy.

Vice-Presidents :

Rev. Fr. A. J. Tamby, S.J.,
Headmaster, St. Joseph's School, Tiruchy.

Sri A. D. M. Prakasam, B.A., L.T.,
Headmaster, Board High School, Thathaiengarpettai.

Sri R. Kandaswamy,
Headmaster, Municipal Elementary School, Tiruchirapalli.

Janab Abdul Hameed,
Headmaster, Elementary School, Tiruchirapalli.

Town Secretary :

Sri R. Bhuvarahan, M.A., L.T.,
Headmaster, S. M. High School, Worur.

Other Secretaries :

Sri C. Srinivasa Raghavan,
Middle School, Thiruvanaikoil.

Sri D. Lazar,
Headmaster, Bala Vidyalaya, Tennur.

Srimathi Janaki Tayar,
Elementary School, Tiruchirapalli.

Second Representative :

Sri B. Srinivasa Iyengar, B.A., L.T.,
N. C. High School, Tiruchirapalli.

The roots of the Tiruchirapalli District Teachers' Guild go back into the nineteenth century, when in 1890, the teachers of local colleges and schools formed the Tiruchirapalli Teachers' Association, with the late Sri G. Sesha Iyengar as its first Secretary. Though the name District Guild came only in 1921, it functioned as a District organization from the first, the first District Educational Conference being held on 28th November 1903. Thus it had the honour along with the Madras Teachers' Association, of having been active before the birth of the S.I.T.U., in the formation of which the members of this Association had taken an important part.

This Guild has always been a staunch supporter of the policies and principles of the S.I.T.U., having had the privilege of conducting five Provincial Educational Conferences (in 1909, 1913, 1919, 1933 and 1948). Among the Presidents who had contributed to the strength of organization must be mentioned the Rev. T. H. Dodson, the Rev. A. F. Gardiner, Professor S. S. Vyasa Rao, Professor P. T. Srinivasa Iyengar, Principal V. Saranathan and A. Rama Iyer. The services of the late Sri S. T. Ramanujam, Sri S. K. Devasikamani, Sri M. M. Balakrishna Iyer and Sri G. Krishnamurthy, M.L.C., have all strengthened and consolidated the Guild.

The History of the Guild falls into five periods the first from 1890 to 1921 was mainly a formative period, when the activities were mainly cultural and organizational. From 1921 to roughly 1940, the Guild's activities were dominated by the late Sri S. T. Ramanujam and Sri V. Saranathan. This period witnessed, among others the holding of refresher courses, the

organization of educational tours of the members, and the construction of a Guild House. The third period of five years 1940-1945 was one of comparative calm to be followed by a period of intense agitation, when the banner of the battle for revision of salaries was held aloft, not only for this Guild, but for the whole State by G. Krishnamurthy—the then Town Secretary. After 1947, again, the activities of the Guild have taken a sober, unexciting course, with the major discussions and activities being in connection with schemes of Reorganization of education.

The Diamond Jubilee of the Guild was celebrated in March 1951 with Sri S. Natarajan as President of the celebrations. In 1952, the Guild successfully set up a candidate, Sri G. Krishnamurthy, M.L.C., as its Official candidate to the State Legislative Council. He won the subsequent election too, and continues to voice forth the grievances of the teachers in the Legislature. The Guild continues to enjoy the support of all sections of teachers in Schools, the College teachers alone staying out after the formation of the College Teachers' Union.

May the Guild live long and may God help it to continue its service to education and to teachers.

6. TANJORE

The Tanjore Dist. Teachers' Guild has been all along an important limb of the S.I.T.U. It was started in 1909 and its own Golden Jubilee will be celebrated in the coming year. Men who have won distinction as eminent teachers have been responsible for organising the guild. Sri A. G. Pichamuthu, Sri V. Mahadevan, Sri V. Guruswami Sastri, Sri V. Raghava Ayyangar, Sri N. R. Subramania Iyer and others have been important office bearers of the guild at one or other and have given the guild a very sober guidance. Not only aided schools, but also schools under Local Boards and Municipalities and even Government schools have all got themselves affiliated to it and have contributed considerably to its healthy growth.

In the year 1955 the constitution of the guild was so amended as to take in a large number of Ele. School Teachers' Associations within its fold and at present the guild council, as its executive is called, has Secondary Schools' Branch and an Elementary Schools' Branch. So much so there are now ten Ele. Schools Teachers' Unions or Associations affiliated to it in addition to sixty Secondary School Teachers' Associations.

During the past three or four years the guild has been making ceaseless effort to get the pension scheme introduced for teachers of all categories and grades and now the guild feels happy that its efforts have borne fruit and offers its grateful thanks to the Education Minister. Sri J. G. Koil Pillai, Principal of the St. Peter's High School, Tanjore, is now its President and Sri K. M. Sundaram, Headmaster of the Umamaheswara High School, Tanjore, is its Secretary.

The Constitution of the guild is so framed that every two years alternately, the Tanjore East and Tanjore West takes up the management of the guild.

The guild has managed to save a sum of Rs. 3,000 and is seeking ways and means to enlarge that amount to an extent sufficient to provide a permanent building at Tanjore for its office.

For the past three years, the Tanjore Dist. Guild has been doing its very best to secure relief to Sri V. Sarangapani Naidu, the former Headmaster of the Kalyanasundaram High School, Tanjore, who has had to suffer a great deal and it is hoped that its efforts will not go in vain.

7. RAMANATHAPURAM

The year 1923, was the year of the formation of the Ramanathapuram District Teachers' Guild. To put it in the words of one of the founders—"the poor salary paid to the teachers and the insecurity of tenure of service, added to be the burden of a turban on their heads which they were compelled to wear, even though they were too poor to afford to have one and a coat too costly for their poor income weighed so heavily on some poor teachers of Srivilliputtur that they thought, that through constitutional agitation they should seek some remedy." Messrs. N. Srinivasachari, T. Alagarachari, G. Rengaswami Iyengar, K. Rajam Iyengar, C. Sundararaja Iyengar and Komandhur Srinivasachari of the Hindu High School, Srivilliputtur and Sri C. Solomon of the C. M. S. High School sat on an open ground near Ponnangani after their daily evening walk and they resolved to form the Ramnad District Teachers' Guild. Three days later, readers of the "Hindu" read that at a meeting of the teachers of Srivilliputtur presided over by Sri N. Srinivasachari, it was resolved to form a Teachers' Guild for the Ramnad District. Sri C. Sundararaja Iyengar was elected its first President and Messrs. T. Alagarachari and K. Rajam Iyengar its first Secretaries. The clarion call of these stalwarts to the teachers of the district to promote professional solidarity had the desired result and eight associations co-operated in the course of the year and joined the Guild.

When barely a year of its career had passed, the Guild's office-bearers considered the question of inviting the South India Teachers' Union to hold the Provincial Conference in Ramnad District in December 1925. Sri C. Sundararaja Iyengar the first president of the Guild attended the XVI Provincial Educational Conference held at Tinnevely and he boldly invited the Conference to meet at Srivilliputtur the following year. Sri C. Sundararaja Iyengar was the Chairman of the Reception Committee of the XVII Provincial Educational Conference held at Srivilliputtur and Messrs. T. Alagarachari and K. Rajam Iyengar were the secretaries. Some of the resolutions moved in the conference related to graded salary for teachers, a shirt and an Angavastaram as suitable dress for teachers, selection of 50% of the D.E.O.'s from teachers of private schools, a higher rate of interest for P. F. deposits and a Protection Fund for teachers.

So the Guild placed on record its indebtedness to Rajah Sir Annamalai Chettiar for his munificent donation of Rs. 100 and recorded its deep sense of gratitude to the Rajah Saheb for having kindly consented to become the first patron of the Guild. The Guild resolved to endow the above-mentioned sum of Rs. 100 for the award of a prize in the name of Rajah Sir Annamalai Chettiar (to be named "The Annamalai Prize") to the pupil securing the highest total number of marks in the S.S.L.C. Public examination from among the High Schools whose teachers' associations have been affiliated to the Guild. We are under a deep debt of gratitude to Dr. Rajah Sir Annamalai Chettiar for his spontaneous additional gift of Rs. 400 to the Annamalai Prize Fund, thus making the endowment a total of Rs. 500.

The rise from a membership roll of about 50 in 1923 to district membership roll of more than 1,000 representing all grades of educational institutions and as many as 45 associations, consisting of one college (Dr. Alagappa Chettiar College, Karaikudi), 34 High Schools, 3 Middle Schools, 3 Elementary Schools, 4 Range Associations of Elementary Schools was no mean achievement.

The most outstanding event was the holding of the 40th Madras State Educational Conference at Devakottai in May 1950, under the auspices of Dr. RM. Alagappa Chettiar, M.A., Bar-at-Law. Sri AL. AR. Somanathan Chettiar was the Chairman of the Reception Committee. The Honourable Sri K. Madhava Menon, Minister for Education opened the Conference. An Educational Exhibition was also organised. Mrs. Kuttiammalu Ammal, M.L.A., opened the Exhibition.

Since the last two years the Guild is having the Dr. A. C. Training College Model High School as its headquarters. Sri P. Doraikanoo Mudaliar, Principal, Dr. Alagappa Chettiar Training College, who has been the President of the Madras Teachers' Guild for so long is guiding the teachers of the Ramanathapuram District as the President of the Guild.

Sri S. M. Ganapathy, Headmaster of the Dr. A. C. T. C. Model High School is the Secretary-Treasurer.

8. NILGIRIS

Till very recently only one Guild was functioning for both Coimbatore and Nilgiris Dist. The Coimbatore and Nilgiris Teachers' Guild had played an important part in South India and had been a very active limb of the South India Teachers' Union. As the number of schools in Coimbatore and Nilgiris Dist. increased it was felt that the Joint Guild should be bifurcated and that the Nilgiris Teachers' Guild should be formed.

Accordingly a meeting of the teachers from various schools in Nilgiris was convened with a view to form our own Guild. Those who attended the meeting unanimously felt that we should have an organisation of our own to look after our welfare and interests in these days of rapid and radical changes in the mode and content of education in our schools. The resultant sharing of our thoughts and experiences would naturally help us to be dynamic comrades in this truly important field of education. Further we could have welcome opportunities for meeting our brethren in the profession at regular intervals. It was decided at the meeting to take necessary steps to form the Guild at an early date and thus the Nilgiris District Teachers' Guild was born. Mr. S. Sivasubramaniam's efforts in forming the Guild deserve our appreciation and the Guild is much indebted to him.

The Inaugural Function of the Guild was held at Gita Mandir, Dasaprakash, Ooty, along with the 30th Annual Conference of the combined Coimbatore and Nilgiris Teachers' Guild on 21-1-1956. Mr. G. R. Damodharan, Principal, P. S. G. College of Technology, Coimbatore, presided over the function. After prayer Mr. A. J. John, M.A., Commissioner, Ootacamund Municipality, and President of the Reception Committee welcomed the gathering. Then Mr. Damodharan delivered the Presidential Address in which he stressed the necessity of a Teachers' Charter, ensuring their rights and privileges. He also pointed out that no scheme of Educational Reorganisation could be successful without the active co-

operation of the Teaching Profession. The State, he said, should lay down a basic minimum salary of Rs. 100 for the lowest grade of teachers in Elementary Schools and correspondingly increase the scales of pay of other categories of teachers according to their qualifications and experience. It is fervently hoped that Mr. Damodharan shall leave no stone unturned in trying to implement this in his new capacity as a representative of teachers in the Legislative Council of our State.

Office-bearers :

President : Mr. George Gnanaratnam, B.A., L.T.

Secretary : Mr. S. Albert Gnanadurai, B.A., B.T. (in the place of Mr. S. Sivasubramaniam, B.Sc., B.T., who has left the district for the United States).

9. NORTH ARCOT.

The Guild was started in 1926.

The State Educational Conferences were held in the district at Vellore and Tiruvannamalai in 1943 and 1957 respectively.

Office-bearers :

President : Sri J. J. Dorairaj, B.A., L.T.

Secretary : Sri S. Y. Raj, B.A., L.T.

10. SOUTH ARCOT.

The Guild was started in 1921.

The State Educational Conferences were held in this district in 1917, 1928, 1944 and 1955 at Cuddalore, Chidambaram, Annamalai Nagar and Cuddalore N. T., respectively.

Office-bearers :

President :

Secretary : Sri P. Kolandaivelu Pillai, M.A., B.T.

11. CHINGLEPUT

The Guild was founded in 1933 and revived in 1948.

The Guild held the 46th Madras State Educational Conference in Chingleput in 1956 under the Presidentship of Sri S. Natarajan.

Office-bearers :

President : Sri A. S. Johnson, M.A., L.T.

Secretary : Sri T. E. Santhanam, B.A., B.T.

12. SALEM

The Guild was started in 1922.

The Provincial Educational Conferences were held in Salem in 1920 and 1936.

*Office-bearers :**President :* Sri E. Shanmugam, B.A., L.T.*Secretary :* Sri N. Nanjappa, M.A., L.T., B.O.L.

13. SOUTH KANARA.

The South Kanara District Teachers' Guild was started as a result of the advice of Sri S. K. Yegnanarayana Aiyer who came to Mangalore specially for the purpose.

The inaugural meeting was held (1933) under the Presidentship of Sri A. B. Shetty, the then President of the District Board.

The Guild was affiliated to the S.I.T.U. soon after and continued to be an active member till the re-organization of States. The Guild played host to the State Educational Conference twice. It has undertaken educational work such as an Exhibition of Children's Art, an Educational Exhibition, Study Circles, Refresher Courses or Lectures on the Revised Syllabi. The Guild has represented the district problems through the S.I.T.U. and also by leading deputations to Ministers when they came to South Kanara.

The Guild is now recognized by the Mysore Government as the accredited organization of South Kanara Teachers. The Guild is taking steps to organize a State organization in Mysore on the lines of the S.I.T.U.

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REMINISCENCES

By

SRI C. RANGANATHA AIYENGAR, M.A., L.T.,

Journal Secretary, S.I.T.U.

My association with the South India Teachers' Union began in 1919 just three years after I joined the teaching profession. It was at the Palghat Conference, when I moved a resolution on the inspection of secondary schools. My criticism of the kind of inspection then prevalent in the high school was featured in the *Hindu* as "Inspection of Secondary Schools—A case for abolition." Since then my tie with the Union has been unbroken—rather it has strengthened with the years, so that even twelve years after my retirement that bond has only grown closer and more loving. The reasons for this unceasing association may be summarised thus :

1. A feeling of affectionate brotherhood with the members of the profession.
2. A sense of freshness and widening of outlook consequent on coming into contact with teachers and educationists from different places.
3. Opportunity for understanding the various problems of education through conferences and discussions.
4. Social contact and the spiritual elevation arising from that.
5. Opportunity for visiting different places of interest—historical, geographical, religious and ethnic.
6. A feeling that service in the Union is service to the entire brotherhood of teachers.

If now I think of severing my connection with the Union, I should only feel like fish out of water. So for the very sake of my healthy living I have been maintaining my membership in the Union and participating in its activities though I stand to gain nothing personally.

During these years very many of my close associates have departed leaving me to be mourning for their loss. I cannot but remember in this connection such selfless workers as S. T. Ramanuja Iyengar, A. Sundaresan, T. Ramanujachari, A. Nagaraja Iyer, S. K. Yegnanarayana Iyer, M. S. Sabhesan and E. H. Parameswaran. I mention these names because till their death these members maintained their connection with the Union. There are others who are alive and with whom I worked till they chose to keep away from active association with the Union. These are : C. S. Rangaswamy Iyengar, R. Srinivasa Iyengar, S. Srinivasa Iyer of Bombay, S. Srinivasan of Katpadi, C. A. Samuel of Vellore, K. S. Chengalroya Iyer, E. N. Subramaniam, K. Rangaswamy Iyengar and many others. To meet these occasionally and at least once a year at the annual conference gives me great joy and a feeling of spiritual uplift.

There are still others who have broken their connection completely with the Union after a short period of association simply because their personal interests could not be served by the Union or their ideas could

not seek identification with the policy of the Union. To these I can only point out the six reasons which have kept me so long with the Union.

May the S.I.T.U. grow from strength to strength overcoming all obstacles so as to be of more effective service to the teaching profession!

By

SRI K. M. SUNDARAM,

Secretary, Tanjore District Teachers' Guild.

I am happy to find that the one organization which binds together hundreds of thousands of the teaching fraternity in the State of Madras is completing fifty years of valuable service. On this day my memory runs back to the many annual conferences which our Union has been holding in several regions of Madras State. The journeys I happened to make in the company of stalwart educationists like Sri S. K. Yagnanarayana Iyer, Sri M. S. Sabesan and others to the distant south as Mangalore and Calicut and to the far off north as Kurnool, Anantapur and Bellary, come back to my mind and renew the joys I felt then when I was able to form life-long friendship with many eminent members of the teaching profession. Such occasions, when Sri S. T. Ramanujam, one of the fearless advocates of the Teachers cause, put forth his eloquent protests against remarks, derogatory to the teaching profession made by some men in power, I can never forget. Nor can I ignore how Sri M. S. Sabesan felt deeply concerned when our South India Teachers' Union was on the verge of turning out into a Trade Union, and what strenuous efforts he made to avert it. It is the sincere and selfless devotion of such great organisers that has gained for our Union an abiding love and regard from its teacher members and a well-deserved recognition from administrative powers. Let us always remember that it is more by fearlessness than by fawning that one attains dignity and that by standing together alone we can get strong. Let us all feel that the South India Teachers' Union is our only professional organisation and that all other groupings that we form to further our isolated interests are but subsidiary to it. The greater the importance our Union attains, the greater is the dignity which every teacher acquires.

By

SRI V. S. VENKATANARAYANA, M.A., B.Ed.,

Headmaster, M.H.School, Tirupati, and Secretary, Chittoor District Headmasters' Association.

I am happy to record the reminiscences of my association with the South India Teachers' Union, Madras, on this happy occasion of its Golden Jubilee celebrations. Words cannot adequately describe how deeply we, the members of the teacher fraternity, are indebted to the Union for its selfless and untiring efforts in improving the lot of the down-trodden teachers. My association with the S.I.T.U. dates from 1941 when I entered this indeed noble profession. I found the experience exhilarating and inspiring. I had the extreme good fortune of being on the Executive Board of the S.I.T.U. from 1943 to 1950 as the representative of the Nellore District Teachers' Guild of which I was the Secretary all those years. During that period I was able to improve the conditions of service of teachers in labour schools and District Board teachers who were not paid their salaries regularly as well as aided school teachers who were made to sign the acquittance for

a higher amount of salary and dearness allowance while actually being in receipt of a lower amount. I was also able to achieve good position for teachers of R.V.M. High School, Venkatagiri, in 1948 by successfully negotiating with the department and interviewing the then Education Minister Sri T. S. Avinashilingam Chettiar. All this could be done because I wore the mantle of membership of the S.I.T.U. Executive Board which had given me a stature in the educational world. It was an 'open sesame' recipe. In all these efforts our veteran leaders had helped me.

At this juncture I deem it my proud privilege to pay my tributes to them. I cannot forget my association with that architect of the S.I.T.U., Mr. M. S. Sabhesan, whose endearing personality charmed one and all and put every one under his magic spell. I learnt a good deal about organisation and passion for work from him. I cannot forget even to this day how he had the good of the teachers always near to his heart and how he strove for it. He knew the weakness of teachers. Teachers as a class are by nature singularly shy of organised united action and are incapable of such action generally. So in 1947 at the Madras session of the Provincial Educational Conference when the ill-conceived strike decision was brought up Mr. Sabhesan spoke feelingly to all about its folly and when the decision was taken by a very narrow margin of majority, tears came into his eyes. He spoke to me about it and I cannot forget it. He was a prophet. The strike did not materialise. I had been attending the provincial educational conferences from 1941 to 1953 when the Andhra State was separated. I had never found a more turbulent session than this one. These State conferences organised ably by the S.I.T.U. every year formed the effective forum for all teachers and enabled them to know every part of South India where the venues were selected.

The State Educational Conference at Madras also became memorable to me inasmuch as I was elected a director of the South India Teachers' Union Protection Fund, the ancillary organisation of the Union, doing splendid work for the teachers. This gave me the golden opportunity of serving the teachers and coming into contact with the Nestor of the Union, Mr. C. Ranganatha Ayyangar and with the genial Mr. V. B. Murthy. They toured Nellore District along with me and enrolled members for the Fund.

The Union had become powerful due to the selfless and sterling work of my esteemed friend Mr. S. Natarajan, now deservingly at the helm of affairs in the All India Secondary Education Council. I can never forget his speeches full of scholarship and analytical exposition. His speeches were pleasant poems driven home rhythmically and all conferences owed their success to his domineering personality. I cannot also forget my contact with Mr. T. P. Srinivasavaradan who has the Patel tendency in making the organisation perfect. In fact the S.I.T.U. was consolidated and set up as a forceful structure to be reckoned with only due to the unsparing trials and self-sacrificing endeavours of this trinity, Messrs. Sabhesan, Natarajan and Sreenivasavaradan. On this august and blessed occasion I salute these stalwarts of the Union. I here acknowledge that my aspirations in the profession were after theirs and they had received impetus by an intimate study of the activities of the S.I.T.U. all these years.

I have only one regret and that is, being in another state, I am precluded from taking active part in the Union. I make a humble suggestion here for all it is worth. The name 'South India Teachers' Union' embraces the whole of South India. Why not include associations and individuals

from other States of South India also and work for the uplift of all the teachers of South India instead of circumscribing its activities to only Madras State? This aspect may kindly be considered. My heart is with the S.I.T.U. and I do not find its counterpart in my State. May the Union grow from strength to strength and render effective service to the teachers all over South India!

SRI R. SRINIVASA IYENGAR,

By

Principal, Srinivasa Tutorial, Coimbatore.

Very few, perhaps none, of the workers survive today who could claim to have such long periods of association with the South India Teachers' Union and of dynamic activity in the cause of education. Memories of happy moments come to me.

My association with the S.I.T.U. began at the Provincial Educational Conference held at Trichinopoly in May 1919 under the Presidentship of Prof. K. V. Rangaswamy Iyengar of Trivandrum whose comprehensive address on all aspects and stages of education delivered in mellifluous language with inspiring eloquence is still ringing in my ears and evoked my loyal devotion to the organisation of the S.I.T.U.

The next memorable event was the Provincial Conference held at Palghat in 1921 under the Presidentship of Sri S. Srinivasa Iyengar at which a scheme of national education was formulated by the S.I.T.U., under his inspiring guidance. All through my educational career, I was trying to analyse and formulate the fundamentals of national education; and the deliberations of this conference contributed not a little to my quest after national education. Again, at this conference, I cultivated the acquaintance of the masterful personality of Mr. V. V. Parameswara Iyer, Chairman of the Reception Committee whose remarkable statement that the Inspectorate should go was greeted with applause. He was a man who never minced matters, and was not afraid to call a spade a spade. Perhaps I imbibed from him the straightforward way of expressing my views. Again, at this Conference I made friendship with Prof. S. K. Yegnanarayana Iyer who would call me without mentioning my caste-suffix.

The next landmark in the history of my association with the S.I.T.U. was the Conference held at Tinnevely under the Presidentship of Mr. S. Satyamurthy who urged headmasters to present pupils for the S.S.L.C. examination for answering the non-language subjects in the mother-tongue. I started vernacularisation in June 1923, with the Fourth Form and presented pupils for the S.S.L.C. in March 1926; mine was the first institution in the Province to launch the experiment. At this Conference, I made acquaintance with Prof. M. S. Sabesan who never failed to exchange his views with me. I had developed an individuality of mine, and would express my views in the press, ignoring even the sanctity of personal friendship. I criticised his views on the G.O. on Discipline, in 1938; and he took great pains to convince me of his apprehensions regarding the effects of the G.O.¹

¹ Prof. Sabhesan was the shaper and moulder of the policy of the Union for nearly two decades; and he had trained a band of workers like Sri S. Natarajan, to take charge of the Union's activities. The Union owes a lot to his self-less service. I cherish highly his testimonial regarding my educational activities.

When I came from Papanasam in 1926 to Coimbatore district the district guild was not functioning; and at the suggestion of Prof. S. K. Yegnanarayana Iyer, President of the Union, I, along with Mr. G. Vaidyanathaswamy of Erode, organised the District Teachers' Guild in October, 1926.

At the Conference held at Chidambaram in 1928, I submitted brochures on Primary and Secondary Education, and took an active part, along with the dynamic worker Mr. S. T. Ramanuja Iyengar, in drafting amendments to section after section of the Grant-in-aid Code.

In 1930, I was the Secretary of the Reception Committee of the Provincial Educational Conference held at the Agricultural College, Coimbatore which was declared by the editorial in the "Hindu" as an epoch-making event in the annals of the S.I.T.U.; a science section was formed, and the Vigilance Committee was constituted to watch over the service conditions of teachers and report to the executive for necessary action.²

I participated in the Silver Jubilee of the S.I.T.U. at Trichinopoly in 1933, and took part in the general deliberations at the special English section of the Conference.

In 1952, I associated myself with the State Educational Conference held at Peelamedu, by reading papers on "Teachers and Discipline", "Democracy in Educational Administration", "Basic English", and speaking at the University section.

In 1954, I was honoured with the Presidentship of the Basic and Primary section of the Conference held at Tanjore in 1954.

Through the kindness of the office-bearers of the S.I.T.U., I was enabled to participate in the proceedings of all All-India Educational Conferences, held in Madras. In the session held in 1929, I seconded the resolution on the better reorganisation of the Inspectorate. In 1945, I was Secretary of the Examination Section. I had the privilege of reading papers in other sections of the Conference, viz., "Evaluation of Physical Literacy", "Religious Education in Schools". I am glad to have participated in the Conference held in 1957, by making a short speech on Secondary Education. I am glad to have taken part in all the All-India Educational Conferences held in Madras State.

I have always kept myself in touch with the activities of the S.I.T.U., not only by attending as many conferences as possible, but also by subscribing for "South Indian Teacher", the official organ of the Union, and contributing articles to the journal up-to-date.

Before closing, let me congratulate the present President of the S.I.T.U. Sri T. P. Srinivasa Varadan on his forethought, vision, persistent efforts and the success he won for the cause of teachers in securing the triple benefits of Insurance-cum-Provident Fund-cum-Pension. I had felt that we were asking for the impracticable. Teachers are under a deep debt of gratitude to him and to the Minister for Education for the grant of pension for all categories of teachers.

² The President-elect of this Jubilee Conference was a student-volunteer at this Conference.

In fine, how elated I feel at the fact that the celebration of the Golden Jubilee of the Union synchronises with the Conference under the presidentship of Sri G. R. Damodaran, M.L.C., an old pupil of mine at the Sarva Jana High School, Peelamedu, who has vowed to champion the cause of teachers and to further the interests of true education in the State of Madras. A teacher has inspired a pupil in this noble work! I am richly rewarded for my intense educational activity of over four decades.

By

SRI K. N. PASUPATHI, Kurnool.

I feel delighted to hear of the Golden Jubilee of the Union to be celebrated at Palamcottah along with the Annual Conference, and deem it a privilege to pay my homage to the leaders and workers who have contributed by their unremitting toil, unstinted devotion and ardent zeal, to the making of our South India Teachers' Union and its growth and progress into a mighty organisation that is today, functioning actively in the cause of education and the teaching profession.

My earliest thought goes back to the year 1924 when I had the pleasure of personal contact with our late esteemed leader Sri M. S. Sabhesan, at Trichinopoly, while he was on his way to attend the Tirunelveli Educational Conference. Since then, my enthusiasm in the cause of teachers' organisations has steadily grown and for about three decades I felt myself to be closely associated with the great teaching fraternity, the S.I.T.U. Sri M. S. Sabhesan's long connection as Secretary of the Union gave strength and solidity to it and ably assisted by Sri S. K. Yegnanarayana Iyer, President, it became possible for him to infuse a new life and energy into the Union. These two great teachers inspired every one who came in contact with them. Their simplicity and gentlemanliness, their high ideals and noble outlook and their wise guidance and leadership, truly raised teachers, at all levels, to the present status and dignity of the teaching profession.

Another ardent soul who, among others, zealously worked for the cause of the Union, was late S. T. Ramanuja Iyengar, a friend and classmate of mine. Ever since he passed his B.A., he began to work for the uplift of teachers and the teaching profession, caring little for his own material prospects in life. A sturdy, fearless fighter in the professional cause, he proved a pillar of strength to the Union till the last moments of his life.

When Sri M. S. Sabhesan, the Father of the Union, passed away, Sri S. Natarajan who had put in long years of devoted service in the cause of the Union, stepped in as President, and ably filled the void caused by Sri Sabhesan. It was lucky he had in Sri T. P. Srinivasa Varadan, a brilliant worker, who became Secretary. These two leaders made the Union a real force in South India, and their hard work enabled the Union to be recognised by the State as the accredited mouthpiece of teachers. When Sri Natarajan's opportunity to serve in another sphere in Delhi came, Sri T. P. S. Varadan became President, a post which he ably fills. His election as M.L.C. has been a fitting tribute to his devoted labours for the teachers' cause.

Another personality of the Union who has brilliantly contributed to the Union's present position is my esteemed friend Sri C. Renganatha

Iyengar, Journal Secretary. A sincere worker who shuns the limelight, he has been connected with the Union for about forty years. His labours to promote the cause of the Protection Fund were admirable. His loyalty to the Union is deep.

I extend my hearty felicitations to all these leaders and to all the members of the Union on the occasion of its attainment of the Golden Jubilee.

By

SRI G. SRINIVASACHARI,
P.S. High School, Mylapore.

I am glad to be in request by the Secretary of the S.I.T.U. to write out my reminiscences for the Golden Jubilee Souvenir.

My connection with the Union through the Madras Teachers' Guild has been for over 40 years now. The very first Provincial Educational Conference that I attended was the one held at Conjeevaram in 1918. It was then an appendage to the Provincial Political and Social Reform Conference. Politics took such a turn that it became necessary to have a separate venue for the Educational Conference from 1920 on.

I remember the late C. S. Ramachandran whose untimely demise created a vacancy in the secretary's post. It was the good fortune of the Union to have secured Professor M. S. Sabhesan of hallowed memory for its secretary. In spite of differences in points of view S. K. Y. and Sabhesan will for ever remain an incomparable pair of disinterested workers for the cause of education and educators. The period from 1924 to 1941, when Yegnanarayana Iyer retired from the Presidentship, giving place to Sabhesan, is characterised by strenuous effort to build up the Union and popularise it in various districts. In this task the two great leaders were ably assisted by Sundaresan of Tuticorin, E. H. Parameswaran of Malabar, Aravamudan of Madurai, S. T. Ramanujam of Trichy, Guruswami Sastri of Thirukkattupalli, Raghava Iyengar of Mayavaram, Ranganaswami Iyengar and Jayarama Iyer of Villupuram, Chengalroyan of Salem district, Ranganatha Iyengar of Gooty and S. Srinivasan of Vellore. I have had the good fortune of moving with a certain degree of intimacy with every one of the veterans mentioned above. If the Union can now be justly proud of its strength and influence, it is in no small measure due to the whole-hearted cooperation given by such persons and a host of others not so prominent to S. K. Y. and Sabhesan, in their noble endeavour.

Who can forget the benignant smile with which S. K. Y. used to greet all those that came to him? His one aim was to do away with casteism among the various grades of teachers. To every one in distress he had a comforting assurance.

Sabhesan's accession to the Presidentship was a turning point in the history of the Union. By his untiring energy, deep study, enviable clarity of thought, strong memory for facts and his unerring instinct to choose the right type of co-workers, he was able to make the Union the force that it is today. Sabhesan had the foresight to train a band of devoted workers who could take any office in the Union in an emergency. Prominent among them are Sri S. Natarajan and Sri T. P. Srinivasa Varadan. Natarajan was Sabhesan's confidant in Union affairs.

One of the few joys of my life is that I was able to retain a certain measure of the confidence and esteem of S. K. Y. and Sabhesan. I am happy to state that I have been enjoying the loving regard and active sympathy of Natarajan and T. P. S. in spite of my differences with them on some aspects of organisational matters.

Although I have missed several annual Conferences, I may be regarded as one of the so-called Conference birds. I cannot forget the lilt of Madanapalli Srinivasan's language nor the inspiring torrential eloquence and depth of thought of Professor E. N. Subrahmaniam. The sweet silvery tones of Principal A. Srinivasaraghavan will ever be fresh in my mind. The late E. H. Parameswaran was an institution by himself and whenever he allowed himself to speak, he was serious, deliberate and impressive. S. T. Ramanujam was an orator who won the admiration of all those that heard him. He was no respecter of persons and demanded prompt action from the executive. He was justly proud of the fact that he never missed any Conference in his life time. He was a man to be reckoned with in educational politics. Sri G. Krishnamurthy, M.L.C., is his close associate. I have always admired Krishnamurthy's vigour of thought, debating skill and sincerity of purpose.

The accession of Sri S. Natarajan to the Presidentship of the Union is worth recording. I remember the Working Committee meeting that was held (1949) in the Christian College High School (old buildings). Owing to failing health, Sabhesan had made up his mind to retire from the Presidentship and nominate his successor. He sounded a few in utmost secrecy about the fitness of S. Natarajan for the post. At the disagreement of a certain gentleman on whose support he counted, he was shocked. But Sabhesan firmly stuck to his decision. To the best of my recollection Natarajan was told nothing of the move. He was simply directed to keep perfect silence whatever might be said and done at the Working Committee meeting. I then happened to be the Assistant Journal Secretary in charge of *Balar Kalvi*. I had no place in the Working Committee by virtue of my office. However, I was specially invited to attend that meeting. Sabhesan formally tendered his resignation and proposed Natarajan for the Presidentship. Natarajan knew that Sabhesan took that course of action because he had a premonition that his end was drawing near, otherwise he would not have thought of retiring from an office which he had been valuing as his very life. In fact the work of the Union had been a salutary diversion for some time during the period of his protracted illness. Natarajan was overwhelmed with feelings at the thought of Sabhesan's premonition. Burying his head in his stretched-out arms, he burst into tears like a child. I do not know if others understood the depth of Natarajan's feelings. I understood why he wept and felt with him. Sabhesan forbade any speech calculated to persuade him to continue in office. The situation was tense. There was absolute silence for a few minutes except for the sighs of S. N. Each looked at the other and almost all were inclined to beg Sabhesan to continue in office. I made bold to break the silence. I said that Sabhesan needed relief from the strain of work and that his resignation should be accepted. This was done. I knew that it was Natarajan that required to be persuaded to accept the offer of the President's post. I impressed upon him that he should take up the post as an order from his *guru*. Sabhesan's nominee was unanimously accepted and Natarajan became the President of the Union.

From 1949 to 1955 Natarajan held the President's post with remarkable success. In him, the Union had for the first time a humble teacher, who, by dint of hard work and selfless devotion to the profession rose step by step to the highest office in the Union. His versatility, persuasive eloquence, capacity for friendship and dignified bearing are too well known to need mention.

That Natarajan might be called away to Delhi was a secret among a few friends. But at a select gathering in the Union hall Sri Humayan Kabir openly announced that he was going to take Natarajan away to Delhi for the post of the Director of Field Services in the reorganized scheme of Secondary Education. All felt that it was fitting reward for his merits.

Natarajan in his turn nominated T. P. S. who had been his secretary for the President's post. T. P. S. entered the active service of the Madras Teachers' Guild as its secretary in 1938. From that time on he has marched from success to success till today he is the undisputed leader of the organized teaching profession in the State of Madras. His connection with the All India Federation of Educational Associations has given him wider contacts. His trusted leadership is a matter of common knowledge. His speeches may lack embellishment but they have always been simple, direct and effective. He has a marvellous capacity for the retention and recollection of facts and figures. He is unbending in the application of rules and regulations. Above all he has a giant's energy for work and travel.

In Sri Arunajatai the Union is having a quiet and unassuming secretary. He is primarily a man of action. The placid stillness of his face hides his restless but resolute will. He is by no means a 'yes-man'.

In fine, I would be failing in my duty if, from my experience and knowledge of the Union, I did not place before the well-wishers of the Union the following points for their earnest consideration :

(1) *The South Indian Teacher* I understand is self-supporting. The *Balar Kalvi* seems to have an anaemic existence. Is it not necessary to plan and do something to make both these journals paying concerns? (This is no reflection on Sri Ranganatha Iyengar who after his retirement, has dedicated his life to the service of the Union as its Journal Secretary, nor is there any implied reflection on the Additional Journal Secretary, Sri V. B. Murthy.)

(2) The College Teachers' Union, the Headmasters' Conference, the Elementary Teachers' Association and the Physical Training Instructors' Association and such others have come to stay. Is it possible to have all these federated with the S.I.T.U. without making any lose its individuality? Is any purpose served by duplicating their work on the ground that the S.I.T.U. is the mouth-piece of all grades and cadres of teachers?

(3) Are conditions favourable to help the common run of members to draw a definite line of demarcation between personal loyalty and institutional loyalty and choose the latter in the event of a clash between the two loyalties?

(4) Has everything been done to ensure adequate if not proportional representation to the large number of Assistant Masters who form the Union, in the executive?

(5) The manager of the Union office reminds one of the station-master of a small railway station, who in his person combines all offices connected with the station with none to help him. The manager has no peon to carry the packages to the post office. This speaks of the low financial resources of the Union. Should not something be immediately done to augment the financial resources of the Union?

These are some of the problems that should engage the attention of the members of the Union.

I do hope and believe that the Golden Jubilee will mark the beginning of a new era for the S.I.T.U.

By

SRI K. S. CHENGALROYA AYYAR,

*Retired Teacher and Ex-Secretary, Salem District Teachers' Guild,
Krishnagiri, Salem District.*

On the occasion of the Golden Jubilee Celebrations of the South India Teachers' Union, I gladly respond to the suggestion that I should reminisce about my association with the Union.

I am connected with the Union since 1920 when the XII Provincial Educational Conference was held at Salem under the Presidency of Mr. C. R. Reddy, M.A. Mr. S. K. Yegnanarayana Ayyar, M.A., Principal of the Salem College was the Chairman of the Reception Committee. The Conference was held under the auspices of the Salem Teachers' Association of which I was a member as there were no Teachers' Associations in Secondary Schools in those days. After Mr. S. K. Yegnanarayana Ayyar left Salem for Madras I was made a member of the South India Teachers' Union Executive Board for the circle consisting of the Districts of Coimbatore, Salem and the Nilgiris. After my return from the Conference I started the Teachers' Association in the Krishnagiri Board Middle School and had it affiliated to the South India Teachers' Union. Then Mr. P. A. Subramania Ayyar, B.A., L.T., Headmaster, Hindu High School was the Secretary.

The Salem District Teachers' Guild was started in 1922. The membership was open only to teachers employed in the Secondary Schools under the management of the Salem District Board. In 1924 membership was open to all the Secondary Schools and the Guild was affiliated to the Union and I was elected to the S.I.T.U. Executive Board and I continued to be in the Board till 1945. I have served as a member of the Working Committee for a number of years. I have attended all the Provincial Conferences from 1926 and thus served the Union in my own humble way. I am proud to be still an active member of the Union.

Today we miss many of the illustrious leaders with whom I had the honour and privilege to work. Mr. P. A. Subramania Iyer, Secretary—1919-21 and then President—1921-23—when there were only Associations affiliated to the Union was responsible for the steady growth. Prof. S. K. Yegnanarayana Iyer, President for a number of years and Mr. M. S. Sabhe-

san, Secretary and then President were the two important persons who were responsible for the successful working of the Union. Though they were employed in Colleges they took an active part in the working of the Union. Messrs. S. K. Devasikamani and S. T. Ramanuja Ayyengar of Tiruchi, Mr. A. Sundaresan of Thirunelvely, Mr. E. H. Parameswaran of Malabar, Mr. A. Nagaraja Ayyar of South Arcot were some of the District Figures, with whom I worked in the Union.

Mr. C. Ranganatha Ayyangar of Gooty now at Madras who is in charge of the Union Journals and Propaganda, with whom I toured many Districts to enroll members for the Protection Fund is devoting his whole leisure time for the Union. But for his labour which is purely for love the Union Buildings would not have come into existence. Mr. S. Natarajan who is now an international figure has got a parental affection for the Union.

The South Indian Teacher with its thirty years of existence and *Balar Kalvi* the Tamil journal specially for Elementary School teachers are the two official organs of the Union and they are appreciated by the Profession and the Department.

The S.I.T.U. Protection Fund now a unit in the Life Insurance Corporation was successfully worked as an adjunct to the Union activities. I was connected with the Fund from the very beginning. I was a Director from 1928 to 1936, 1942 to 1946 and from 1949 to 1952.

The S.I.T.U. Publication Ltd., is slowly coming up and it is hoped many useful books for children and teachers will be published and soon it will become a profitable concern.

The success of the Union these fifty years, is due, in no small measure for the honorary services of several non-official gentlemen of capacity, honesty and integrity.

On this happy occasion of the celebrations of our Union I sincerely invoke the blessings of the Almighty for the growing of the operations of our Union from strength to strength to serve the needs of the teaching profession in general and of the teachers in particular of the Madras State and I wish the Union and its band of honorary workers all success.

LOOKING BACK

E. N. S.

As one who had been actively and intimately connected with the S.I.T.U. from 1930 to 1955, either indirectly or directly, indirectly as the Secretary of the Chittoor District Teachers' Guild, and directly as the Joint Secretary or as a member of the Working Committee or as Convener of the Vigilance Committee or as Vice-President or as a member of the Board of Directors of the Protection Fund, I am delighted to hear that the Union is celebrating its Golden Jubilee along with the State Educational Conference to be held at Palayamkottai towards the end of May.

Looking back over this period, stretching over quarter of a century, many memories come crowding together in my mind but I should like to record here only some of them which stand out prominently. Of the 25 conferences held between 1930 and 1955, I missed only three and that because of circumstances beyond my control. The annual Conference was eagerly looked forward to because that was an occasion when the teaching

fraternity in South India, of all grades, collegiate, secondary and primary came together when one could meet old friends and form new friendships. The college teachers who were a respectably large number at the beginning, with the formation of a separate organization for them, began to dwindle until at one conference I found myself as their solitary representative and if I remember right, even the convener of the University section conference was one from the High School.

I remember very well the very first conference I attended, the one at Coimbatore in 1930 under the presidentship of Mr. S. K. Devasikhamani of Trichy. The problem that agitated the profession then as it does even to-day, was "Security of Tenure". At the open air meeting held at night on the lawns of the Agricultural College, Sri S. T. Ramanujam of Trichy and S. Srinivasan of Madanapalle spoke with great emotion on the subject. Sri S. Srinivasan had earlier distributed copies of an article he had written on the subject in the special conference number of *The Scholar*, a monthly edited by E. H. P. and myself.

At the next conference held at Palghat we were confronted with an unexpected difficulty on the eve of the conference as the president-elect, Prof. M. Venkatarangayya wired regretting his inability to preside as he was entering a nursing home for an operation. Sri P. V. Seshu Aiyar kindly agreed to fill the gap and thanks to the Scholar Press, his presidential address, dictated in evening, was set up and copies got ready before the conference commenced. I had to sit up the whole night at the press correcting proofs. E. H. P. was the Secretary of the conference and I happened to be the Publicity Officer.

The 1934 conference held at Anantapur was of particular interest to us, of the Madanapalle College, because Dr. Cousins, our Principal, had been elected to preside over the conference. He also presided over the Geographical Conference which used to be held along with the Educational Conference as long as Sri N. Subrahmanyam was alive. Our joy knew no bounds when the working committee at a special session decided to confer to title of Kulapathy on Dr. Cousins. I had the honour of seconding the resolution moved by Sri Sabhesan conferring the title. Dr. Cousins prized the title even more than his Doctorate.

It was at the Ambalamudram Conference held in 1945 that Dr. A. L. Mudaliar declared in his presidential address that the teaching profession was well within their rights in claiming a Teachers' Charter, conceding among other things, security of tenure, minimum living wage, academic freedom and the right of appeal to an independent and impartial Tribunal in case of unjust victimisation. The A.I.F.E.A. in its conference held at Nagpur in 1935 had finalised a Teachers' Charter. I had the honour of moving the resolution demanding the implementation of the Charter by provincial and central Governments, at the All India Educational Conference held at Trivandrum in 1946 presided over by Dr. A. L. Mudaliar.

For over ten years we had gone round attending conferences held in different districts and enjoying the hospitality offered by our friends. But in 1941 it became our responsibility to organize and hold the conference in Chittoor District. The Conference was held at Rishi Valley and presided over by Principal A. Rama Aiyar of Trichy. Far from the maddening crowd, Rishi Valley, with its picturesque rural setting and its salubrious climate, was an ideal place for a conference and delegates enjoyed a real *Gurukula* life for four days.

Stormy scenes were witnessed at the Madras Conference in 1947. The Conference had to decide the question of direct action proposed by some Teachers' Unions. After many noisy and provocative speeches, when the house divided, the resolution for a general strike was thrown out by the majority of a single vote. One memory of that conference remains imperishable, i.e., the way Prof. Sabhesan reacted. Under great provocation he kept his head cool and when any other would have left the scene in disgust and despair, he stuck to his post like a true leader and his election as the President of the S.I.T.U. was a re-affirmation of the profession's confidence in his leadership.

The last conference I attended was the one held at Cuddalore in 1955 over which E. H. P. presided. I presided over the University section. At Cuddalore we had a sense of fulfilment but it did not last long. The sad and sudden demise of E. H. P. while addressing the Madras Guild Conference held at the P.S. High School, Mylapore, on April 6, 1956, came as a bolt from the blue and created a void in my life which could never be filled.

In the foregoing paragraphs I have listed mostly memory of events and left out personalities. In my long association with the S.I.T.U. I had the good fortune to enjoy the fine fellowship of top-ranking teachers in Madras City and in the Districts. It was a privilege and a pleasure to work under the banner of the S.I.T.U. presided over successively by S.K.Y., M.S.S., S. N., and T. P. S.

May the S.I.T.U. move onwards to its Centenary in peace and in power, serving the cause of the teaching profession and the true ideals of education.

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FIFTY YEARS OF TEACHING PROFESSION

By

T. P. SRINIVASAVARADAN,

President, The South India Teachers' Union.

The history of the Teaching Profession during the last fifty years is closely bound up with that of the South India Teachers' Union from its inception in 1908 and with that of the Madras Teachers' Guild from its inception. Many of the problems which confronted the teaching profession in the early years still remain unsolved. The Grant-in-aid code with all its defects is still the guiding principle for the Government as regards the extent of aid to be given to aided institutions; the problem of security of tenure has yet to be solved satisfactorily; leave rules leave much to be desired; training given to pupil teachers in training institutions does not keep pace with the new developments; amenities which other professions enjoy are denied to teachers. But one thing has been achieved. The teaching profession has slowly and steadily organised itself. Today it voices forth boldly the views of the profession on matters educational, pedagogic, professional and administrative and its voice now is given due respect and consideration.

THE GROWTH OF THE ORGANISATION OF THE PROFESSION

Records show that there were some Teachers' Associations scattered throughout our province before 1895. The Associations at Trichinopoly and at Cocanada figured prominently in those days for they took active interest in problems connected with education and the profession. But all those associations have not felt the necessity to come together to exchange notes. The reason is obvious. In those days many who entered the profession used it as a stepping-stone for more lucrative ones. Those that remained could not organise themselves in sufficient strength. But in 1895 things took a different turn. The teachers in Madras came to realise that a strong organisation was necessary to give expression to their views on matters concerning their profession. The Madras Teachers' Guild was ushered into existence as a provincial organisation by eminent educationists of those days in and outside Madras. The first President was the late Sir J. H. Stone. Teachers' Associations outside the City of Madras sought affiliation to it and the aim of the Guild from the beginning was to make the organisation more representative through local associations, district guilds and central organisation.

By 1908 more Teachers' Associations had been formed in the presidency and the need for a central organisation was strongly felt. The South India Teachers' Union was the central organisation that was formed. In the course of 50 years of its existence the message of the Union has slowly but steadily reached the remote corners of the province. The Union has been trying to do for the teaching profession what the National Union of Teachers in England and the National Educational Association of America have been able to do in their respective countries. To bring the primary school teachers who form the largest number into the fold of the Union, the rate of subscription was considerably reduced.

EDUCATIONAL QUESTIONS

Many were the educational questions and reforms which the profession considered from time to time. As early as 1897, the question of the use of mother-tongue in teaching in the schools up to the lower secondary standard was considered by the Madras Teachers' Guild at its annual conference and a resolution in favour of using the mother-tongue was thrown out by an extremely small number of adverse votes. At a subsequent conference, the question was again referred to by His Excellency Sir Arthur Havelock in his opening address and His Excellency suggested the use of the mother-tongue in the lower forms. Eventually this question was satisfactorily solved. In the High School stage, English remained the medium of instruction for very many years. When option to use mother-tongue as the medium of instruction was given, only a few schools availed of it. The teachers at their conferences resolved that mother-tongue medium should be made compulsory. The Department of Education saw the reasonableness of the demand and gave effect to it. Today the regional language is the medium and exemption is granted only to schools in bilingual and multi-lingual areas to run parallel sections in English, for linguistic minorities. Further very recently Tamil has been made the official language.

Whenever there was any proposal for the reorganisation of education, the teaching profession earnestly took it up, studied it, formulated its views on it and sent them to the Government. When the new pattern of secondary Education was recommended by the Secondary Education Commission, the Union considered it carefully and accepted the reorganized scheme of secondary education. Again when the Madras scheme of secondary education was considered by the legislature committee the Union gave its views. The Elementary Education Committee presided over by the late Dr. Alagappa Chettiar invited the Union to give its opinion.

Certainly the past ten years witnessed a stir and it is difficult to imagine any other period when so much has been written and spoken concerning education. The Reports of the Central Advisory Board of Education and the Secondary Education Commission have set men and women thinking seriously about the problems of education. So far the Teaching Profession through its Central Organisation has not allowed any proposal to pass without expressing its views.

The Wardha scheme revolutionized our ideas of education. This scheme was carefully studied by the Union and its affiliated Associations and the Madras Teachers' Guild appointed a committee to go into it very carefully and report to the annual conference. The idea that institutions should be self-supporting was not acceptable to the profession. The scheme was accepted by the profession with slight modifications. When the need for a national language was felt, the teaching profession expressed the desirability of having instruction in Hindustani. In 1937 the Government issued a long *communiqué* on the reorganisation of Education in our province. There were criticisms against certain proposals contemplated in that *communiqué*. The Union and the three universities objected to the proposal to reduce the degree course from four to three years. The former pointed out further how difficult it was to increase the high school course by one more year. As public pressure was brought to bear on the government, it gave up some of the proposals contained in that *communiqué*. The Union suggested alternative courses of studies in secondary education.

Again in 1941, the Government issued a G.O. on the reorganisation of secondary education. It advocated diversified courses at the end of the fourth form and sought to introduce in the first instance a secretarial course in some select institutions. The scheme contemplated the restriction of employment in Government services only to those who had undergone this course. It contained other unsatisfactory features. The Union put up a strong agitation against the scheme and the Government ultimately dropped it.

PROFESSIONAL DIGNITY AND SOLIDARITY

Teachers' salaries have never been high, not even adequate to make both ends meet. Forty years back they were still lower than the existing ones, and reports show that men with a sense of vocation entered the profession out of love for it. They had a high sense of duty and tried to maintain the dignity of the profession. The teaching profession has realised that if it is to command respect and esteem at the hands of the public, it must endeavour to maintain a high level of efficiency and its conduct should be above reproach.

PUBLICITY

In the early stages, as the profession was not well-organised its needs and achievements were not sufficiently made known to the public. It seems that the press in those days was not so well acquainted with the problems as it is today. The proceedings of the meetings of Teachers' Organisations found publication only in some magazines. The Educational Review published from the inception of the Guild the proceedings of the Guild. In 1905 the late Mr. Glyn Barlow offered space in his journal 'The Journal of Education' for the publication of the proceedings of the Madras Teachers' Guild. Again in 1909 the late Mr. P. V. Seshu Iyer suggested the printing and publishing of a magazine by the Guild itself. The Guild could not take it up as its finances did not permit it. So long as the South India Teachers' Union held its annual educational conferences along with the provincial political conferences, the press gave publicity to its activities. When the Union began to hold separately its conferences and when its activities increased, it felt the need for a magazine of its own. In 1927, it resolved to start a magazine under the name "The South Indian Teacher". Its attempts succeeded only in February 1928 when the first issue of the 'South Indian Teacher' appeared. Again in 1936 the Union started the publication of 'Balar Kalvi'—a Tamil monthly for the benefit of Teachers in Elementary schools. These two are now the official organs of the Teaching Profession and they contain articles on education and pedagogy, besides those concerning professional interests. In 1941, the South Kanara District Teachers' Guild began the publication of a monthly in Kanarese for the benefit of the elementary school teachers in that district. The Malabar District Elementary Teachers' Union has been publishing a monthly 'The Adhyapakan' in Malayalam. The continuous support which the press has been giving for the past forty years has been very great and the profession is grateful to it.

Publicity work regarding educational problems has not been given the attention it deserves by the authorities and the importance of educational reform could not be properly understood by the public. The South India Teachers' Union saw in the Education Week Programme of the National

Education Association of America a good and effective method of publicity. The first Education Week celebrations were organised in 1931 and the Union has been celebrating the week ever since. A central theme is chosen and leaders and public men interested in education participate in the celebrations and this gives an opportunity to the teaching profession to know the views of the public. Today, if there is a fair knowledge of educational problems among the teachers and the public, it may not be a little due to the Education Week celebrations conducted year after year. A noteworthy feature about Education Week celebrations is the willing co-operation of a number of public bodies with the Union in regard to the programme of the week.

SALARY AND OLD AGE PROVISION

From the proceedings of the conferences held between 1895 and 1910, one learns that the question of raising the salary did not loom large. It was because the purchasing power of the rupee then was many times higher. The teachers then were concerned with old age provision. Notable persons who took interest in the institution of a Provident Fund scheme were the late Sir J. H. Stone, C. K. Govind Rao, Bilderbeck, Hoare and Theobald. As a result of the strenuous efforts made by teachers' organisations to have some form of old age provision, the Government appointed the late Sir J. H. Stone in 1908 as a special officer to work out a Provident Fund scheme and submit a report to the Government. The scheme as modified was accepted by the Government, but it was not a compulsory scheme. Only a few institutions introduced it. As a result of persistent demand by the teaching profession to make the scheme obligatory on all managements the Government in 1923 took definite action. This is an important step. Even in 1923, the teaching profession urged the Government to treat their deposits as long term ones and to give a higher rate of interest. As the Government could not do so, it allowed the teachers to invest their deposits in post office cash certificates which then fetched a higher rate of interest. But with the reduction in the rate of interest on those certificates later on, and owing to administrative delays in the purchase of those certificates, the teachers could not derive as much benefit as they thought possible. Hence the South India Teachers' Union has been suggesting that the Government's share of contribution should be raised from one-third to one half so that teachers may derive appreciable benefit from the scheme. It is a pity that the Government has yet to see its way to accept the suggestion and the arguments advanced against it are not quite convincing. It would be good if Government should take teachers into its confidence when any rule is to be changed or a new procedure is to be adopted.

The request of the teaching profession made many years ago to Government to introduce a scheme of compulsory life insurance since the benefits of the Provident Fund scheme can be enjoyed only by those who contribute for a long period has been conceded. In the case of premature death, the dependents do not derive much benefit from the P. F. scheme. The Union started the useful and well known South India Teachers' Union Protection Fund which has been growing in its utility since its inception in 1928. Two years back it was taken over by the Government when it nationalized all Life Insurance Companies.

As years rolled on and as the cost of living grew higher and higher, the Teaching profession began to press for higher salaries. The South

India Teachers' Union, years back, appointed a committee of seven members to consider this question. A special conference was held to consider the pay and prospects of teachers in secondary schools. At more than one conference the Union has suggested scales of salaries for different grades of teachers for adoption by all agencies. In 1934, the Rajah of Bobbili, the then Chief Minister, issued the G. O. 4619, reducing the scales of salaries of teachers in Board and Municipal schools. The old entrants were affected by this G. O. and there was a big agitation. A deputation of the members of the Union waited on the Chief Minister. As a result, partial justice was done to those immediately affected by allowing them to draw as personal pay the difference between the pay they were then drawing and the maximum fixed. The salaries of pandits and physical instructors were raised, but to other classes of teachers no justice was meted out. While one may be impressed with the uniformity of the scales of salaries in schools under public management, one will note with regret that there is neither uniformity nor adequacy in the scales of salaries in aided schools even though the Union has been pressing since 1923 this point. The Union has been pressing parity of conditions of service for teachers serving under various agencies.

The Sargent Committee has drawn pointed attention to the low salaries given to teachers and has deplored the apathy of the local governments towards this class of people doing useful work. It has clearly pointed out that low salaries will not attract the right type of men to the profession. The present government has recognized that the salaries given are very low and that to attract best men to the profession, conditions of service must be bettered. Pension, in addition to Provident Fund, has been granted to teachers working in elementary, secondary, training, special and Anglo-Indian schools. The teachers are given the same rates of dearness allowance as are given to N.G.O.'s.

SECURITY OF TENURE

Teachers in schools under public management have always enjoyed security of tenure, whereas in the case of those in aided institutions it has been somewhat of an acute problem in respect of certain managements.

In 1922, when a number of teachers were sent out on flimsy and irrelevant grounds, a representation by the Union was made to the Government on the question of security of tenure, absence of any provision for sickness and the illiberal provisions of the grant-in-aid Code. The policy of the Government then was not to interfere with private managements. The Union pointed out again and again that such an attitude on the part of the Government was not justified. Things came to a crisis in 1930, when, at Coimbatore, at the time of the Conference, a Vigilance Committee was appointed, as a result of the growing insecurity of tenure. Cases of unjust termination of service were published in the South Indian Teacher. The Government then made it a condition of recognition and aid that managements should enter into a contract with its teachers. The model contract is a defective one. The erroneous interpretation of para 6 of the model contract without regard to its other provisions is still the source of trouble. Some of the affected teachers sought justice in courts of law and they obtained it, after a long delay. The Union has suggested times without number how the contract can be easily modified giving protection to the teacher. The Union formulated the Teachers' Service Conditions Bill

which opened the eyes of the public to the true state of affairs in aided institutions. When some of the managements entered into a contract with their employees for definite periods and at the expiry of those periods entered into fresh ones starting the latter again on initial salaries, the Union brought this glaring injustice to the notice of the Director of Public Instruction who immediately issued orders to the managements that the contract should be for indefinite period. Temporary teachers who were not getting vacation salary, are now entitled to get proportionate vacation salary. The agreement, in spite of the modifications made in recent years, does not afford protection to teachers.

The service conditions of teachers in aided elementary schools some years back were unhappy. The All-Malabar Aided Elementary Teachers' Union that resorted to direct action when in despair gave it up on an appeal from the S.I.T.U. The helplessness of the elementary school teachers and the indifference of the Department of Education to them were exploited by some of the managements who dispensed with their services on flimsy grounds and who did not pay them regularly. As a result of continuous representation to the Department, the Government have instituted a service register. Much yet remains to be done to this class of teachers whose importance in the educational rung of the ladder is recognised by every one.

GRANT-IN-AID CODE

Many of the ills from which the private schools are suffering are due to the illiberal provision and narrow interpretation of the grant-in-aid code. In 1899 a deputation of the members of the Madras Teachers' Guild waited on His Excellency the Governor to voice the disapproval felt by the teaching profession on the new changes in the grant-in-aid code and the Madras Educational Rules. Various attempts were made to induce the Government to liberalise the code. The Rt. Hon'ble V. S. Srinivasa Sastri when he was a member of the Local Legislative Council raised the question of the revision of the grant-in-aid code on the floor of the House. In 1931, at the instance of the Union, a conference of managers of aided institutions was held under the Presidentship of Sir P. S. Sivaswamy Iyer to consider the ill-advised recruitment proposals and cuts in the teaching and equipment grants. The experience of aided schools all these years has left no room for doubt that efficiency of aided schools cannot be maintained so long as the grant-in-aid code is interpreted in a mechanical manner, irrespective of the educational needs of schools. No doubt the Government raised its aid from one-half to two-thirds, but this does not help as many items of legitimate expenditure are disallowed for purposes of grant.

INTEREST IN PUBLIC AFFAIRS

The teaching profession as a whole has ever observed neutrality in politics but it has extended its co-operation to public organisations in respect of specific educational and professional issues. It has desired direct representation on legislative and academic bodies to express its views. In the legislative council it has now six representatives, though it has no representation in the Assembly.

CONCLUSION

During these fifty years the teaching profession has grown steadily. Whether it has achieved its objects, it is not for the teachers to say. They deem it their duty and privilege to do their best for education. The Government has been gradually recognising the desirability and necessity of consulting teachers' organisations on educational questions and enlisting their co-operation. Some of the teachers' demands have been conceded. Teachers' children are given education free up to the end of the secondary stage. Teachers are given pension, besides provident fund contribution. Hereafter insurance has become compulsory. The only just demands that have not so far been conceded are revision of the scales of salaries, house rent allowance and medical relief.

The seed which the South India Teachers' Union sowed in 1908 has grown into a big tree giving shade to all classes of teachers. It can look back upon its serice during the last 50 years with some satisfaction. On this occasion we must also thank the present Government and its Education Minister Sri C. Subramaniam, for the many benefits they have conferred on teachers within the last three or four years. Such granting of benefits raises hope in the teaching profession that their other just demands will also be conceded soon. On this day of the Golden Jubilee celebration the teaching profession remembers with gratitude, the pioneers of the Union and pays its homage to all those who laid its foundation and to those who have steadily built it up.

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3. As a thorough understanding of the various aspects of grammar dealt with in the book can be acquired only by sound practice, a very large number of exercises has been provided under each topic. The teacher of grammar will thus have ample material to choose from for giving adequate practice to his pupils. A novel feature of these exercises is that many of them form part of a continuous narrative such as stories or anecdotes. This will no doubt help to make the practical work in grammar more interesting to the pupils.

Part II of the book is concerned with composition. It contains lessons on letter-writing, story-writing from outlines, descriptive or narrative composition, comprehension, précis-writing, translation and paraphrasing. Here also the explanatory matter is written in simple language; and the exercises, which again are copious, deal with situations within the experience of high school pupils.

The aim of both the grammar and the composition sections has throughout been practical, namely, to develop in senior pupils, who have only a limited vocabulary at their command, the ability to express themselves in speech and writing in simple but correct English.

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THE WORLD CONFEDERATION OF ORGANISATIONS OF THE TEACHING PROFESSION

AFRO-ASIAN EDUCATIONAL CONFERENCE, CEYLON.

(At the Afro-Asian Educational Conference held in Ceylon from the 22nd to 30th April 1958 under the auspices of the W.C.O.T.P., thirtyone countries were represented through fifty organisations of the Teaching Profession. The Prime Minister of Ceylon inaugurated the Conference and the gathering was addressed by the Education Minister. Sri S. Natarajan, Vice-President of the W.C.O.T.P., delivered the Presidential Address. The following is the text of the address.)

This Conference marks a significant event in the history of the World Confederation of the Organisations of the Teaching Profession, in as much as it is responsible for bringing together teachers representing countries in Asia and Africa in an effort toward building a new world of peace and fellowship. The UNESCO at its session held in India in 1956 took a major decision in regard to launching a project for East-West understanding; East and West representing two ideals which can be made to appear antithetical, but in reality, having much the same purposes. Lack of appreciation of the cultures and the civilization of each of these two groups of people by the other has made it necessary for a conscious effort to be made to bring about an understanding if both groups are to work for the ideal of a world where people can live in peace, fellowship and harmony.

It is gratifying to note that a large number of teachers' organisations of the Afro-Asian region have responded to the call of the W.C.O.T.P. for this regional conference. We should have been happier, naturally, with a more complete representation of this region; but it must be remembered that the W.C.O.T.P. has to limit its invitations to those organisations that have collaborated in the past with it, actively or otherwise.

History has shown that efforts of mighty rulers to bring about amity have failed. It has also shown that diplomacy and statesmanship have not succeeded, at least to the extent many of us have hoped, in building a one world and a world of peace. The League of Nations, after the First World War, did some meritorious work for a while in bringing about greater cooperation amongst the nations of the world and in arresting or retarding the tendency of nations to ensure their own peace and security by building up their armed forces. The United Nations, set up soon after the second global war, has set before itself the ideal of world unity and international understanding. Through its many agencies such as the International Labour Organisation, the World Health Organisation, the Food and Agricultural Organisation, the UNISEF and UNESCO, the statesmen of the world have been trying their best to bring about that understanding.

The UN and its agencies by their work in helping to improve the standard of living of the people of its member States, by their active programme of bringing about an understanding of the way of life of the

people of other lands, have contributed a great deal towards developing a faith, that it is through such understanding that we can banish fear and hatred from the minds of the people. There is a growing realization amongst the members of the UN and its specialised agencies that the need of the hour is to encourage adventures in the world of spirit, the tradition of tolerance, the instinct of live and let live which are deeply ingrained in man. This love of humanity as such has not yet become a habit of mind or a pattern of behaviour though there is some evidence of a growing desire that allegiance to the good of the world as a whole should be preferred to a nationalism which permits men to think of their own countries. It is the task of education to create in us the love for a new world of peace and fellowship. That the member States whose representatives met at the New Delhi Assembly of the UNESCO have felt that it is through education these ideals of the UN and its specialised agencies such as UNESCO could be achieved is reflected in their expressed desire to make use of the teachers of the world and to secure their support. We are happy our World Confederation enjoys the active support, assistance and interest of the UN and its specialised agencies in the organisation of this Conference.

The region which is represented at this Conference is passing through a significant phase in its history. Historians are not agreed whether Asia or Africa deserves to be called "the cradle of human civilization" but there are no other contenders for that honour. We may be sure that civilization began in the Afro-Asian region, which has a history several thousand years old. Its population is nearly three-fourths of the total population of the world. But the countries of this region have during the last 15 or 20 years shown a remarkable activity. There is a new spirit animating the people of this region. Their traditional lethargy has been thrown off. There is excitement, vigorous action and a strong determination to free themselves from those forces that have militated against their playing an independent role. There is a great impatience among them to make up for the lag of centuries to catch up with the other more advanced countries. They see the colossal problems before them, but the spirit of independence has rendered them fearless in approaching these problems.

The vastness of their population, the great natural resources mostly underdeveloped, which they possess, the appalling conditions under which they live, give rise to problems whose dimensions might well shatter the nerve of the most determined and resolute persons; but they are approaching these problems with hope and with confidence in their own ability to succeed. The Afro-Asian countries are convinced that in the long run the only way out of their difficulties is to provide adequate education to all the people. In this task they have to contend against such problems as an acute shortage of teachers, changing emphasis on the effective use of education, lack of such facilities as school buildings and equipment, and inadequate national resources providing the means for education. They have also to face other more apparent problems demanding immediate attention, so that the priority given to education cannot be as they would like it to be.

A major obstacle to the spread of education in these regions is the great cost involved in proportion to the underdeveloped economic resources and inadequate national revenues. The public consciousness of the urgency of the problem will have to be aroused, and public support to education

must be greatly stimulated. While tax supported public education will be the best ultimate solution of this problem, in the early stages community interests and community resources of every kind have to be pressed into service in the shortest possible time. This has been a problem even in the economically advanced countries, notwithstanding the greater desire of the people to provide the best education for their children. It will require all our ingenuity to secure adequate public support, and it is hoped that the delegates of this Conference will give careful attention to this problem and make their recommendations.

A study of the history of this region would show that in the past these regions developed systems of education suited to their conditions then. These systems emphasised learning through associations and living with a master mind. In their institutes of learning the students assembled around a Guru or a Master-Teacher and lived with him until such time as the Master was satisfied that his pupil had acquired what he would need. It was largely through the impact of the Master-Teacher's personality, listening to his wise sayings and observing him in action that the pupil developed his own capacities. In short, education relied upon learning through the spoken word and placed emphasis upon memory, greatly supported by the living experience of the pupils. But, by and large, the majority of the people had their education only in their homes by practising the daily routine of duties of the family. Such a system could not be continued when society greatly expanded. Then came a period when they were subject to foreign influence. This necessarily created a conflict, and even though the glamour of the new system attracted people to educational institutions, the educational results were not very happy. It created a conflict in the minds of the people, it created dissatisfaction with their existing order but could not give them the means either to change the order or to think constructively. In the countries that were under foreign rule, education was subordinated to the needs of the rulers for the production of clerks and administrators and ceased to be concerned with widening the mind and the personality of the people. With independence and with freedom the resurgent renaissance has taken them by surprise but they are evolving a new pattern suited to the needs of their people. Emphasis is now being placed on technical education and on science, but the means of providing such education are lacking. Furthermore, this problem is accentuated by the large number seeking education even though it is the *dearest desire of the nation* that they all be provided with education. The nations are anxious along with other steps to bring about quantitative improvement. They are striving to provide a better education and they are trying to profit by the experiences of the educationally more advanced countries and the results of research in educational methods and techniques. The increase in number is also bringing into schools large groups of children who cannot learn in their traditional way and who can learn only through experiences more concrete and less abstract. Educated leaders are giving thought to this problem of adopting methods and using aids which will make education effective and also improve standards of achievement of the pupils. Basic education as formulated in India, the community centred schools as in the Philippines, are but two of these efforts to indicate how the countries in this region are trying to grapple with the problem. This is a field in which the teachers have to make a distinctive contribution. The teachers' organisations have to think very seriously on the courses of studies, methods of teaching and the use of audio-visual and other aids

and they should also bear in mind that while developing the personality of the child to his full stature they should also enable him to appreciate and understand the people of other lands and give him that spirit of tolerance and of friendship of cooperation, so necessary to those who are expected to bring about international understanding and love for their fellowmen wherever they may live.

In one of his letters to his daughter Pandit Jawaharlal Nehru, the distinguished Prime Minister of India, traces the stories of the countries and civilizations. He observes, 'In Europe we see the end of a civilization and the early beginnings of another which was to develop slowly into what it is today. . . . In India there is no sudden break. Certainly there are bad times and good. . . . But civilization continued after a fashion. It spreads from India to other countries of the East. It absorbs and teaches even the barbarians who came to plunder'.

Wherein lies the strength of this typical culture of the East that has enabled them to continue, to absorb and to spread? The late Rabindranath Tagore in his analysis of the causes of this strength pertinently observes that the ancient civilization of India did not seek to attain power over Nature. According to him it has always sought a union, a cooperation, a harmony with nature and the universe.

'The fundamental unity of creation was not simply a philosophical speculation for India; it was her life object to realise this great harmony in feeling and in action. With meditation and service, with regulation of her life, she cultivated her consciousness in such a way that everything had a spiritual meaning to her. . . . India intuitively felt that the essential fact of this world has a vital meaning for us; we have to be fully alive to it and establish conscious relation with it, not merely impelled scientific curiosity or greed of material advantage but realizing it in a spirit of sympathy, with a large feeling of joy and peace'.

Civilization is a kind of mould that each nation is busy making for itself to shape its men and women according to its best ideal. It will be an utter waste of opportunities if history were to repeat itself exactly in the same manner in several places. It is best for the progress of the world that people differently situated should bring their different products into the market of humanity each of which is complementary and necessary to the others. If this is to be realized then the responsibility of the teachers in this modern world to help the rising generation to understand the cultures of the different people and synthesise them to evolve the culture of peace, harmony and concord, is great indeed. Teachers of the east should be in a position to present to the rest of the world those elements of the culture and civilization which have contributed to their greatness. So the teachers of the other regions should help in making the teachers of the East understand those elements in their cultures. It is a great task, a task which only teachers can perform. In this atomic age, when the whole world is gripped in fear, the teachers have a special role to play to free man from fear and to make him live in unison with the rest of humanity and the physical world around him.

This really calls for teachers with vision, courage and imagination being placed in conditions where they can discharge their responsibilities effectively without fear or favour.

Traditionally a teacher in this region has been held in high esteem. He has been respected both for his learning and for his good influence on the people around him. But during the dark period immediately preceding our present situation the teacher has lost his place in public regard, quite possibly because he has not been able to play his role. It is true that the importance of the teacher is today increasingly realised and that efforts are being made to enable him to acquire this status that is vital to his effectiveness, but much more has to be done. Everywhere in this region the salaries of teachers are very low compared to those of similar competence and responsibility. The conditions under which they have to work are frustrating and disheartening and what is more they have no part or share in determining the content and courses of study.

Legislative measures guaranteeing the rights and responsibilities of teachers and effecting improvement of his economic status will not alone give the teacher that status which rightly belongs to him. It has to be built up by himself, by his professional competence, by his eligibility to illumine the minds of pupils around him and by the extent of his usefulness in ushering a new society. In other words he has to earn his position and not merely demand it. Over 23 years ago the All India Federation of Educational Associations realised this position and formulated a charter for the teacher setting forth his rights and responsibilities and urging him to play his proper role. This charter was modified five or six years ago in the light of the new situation that has arisen with the independence of India and the Teachers' Charter Day has been observed annually since that day. This Charter stresses the importance of the teacher and his being assured of adequate remuneration and service conditions to enable him to discharge his responsibilities as laid down in this Charter which I am sure, will be acceptable to all of you.

RIGHTS :

1. Every teacher is a nation builder and must be regarded as such by the society and the State.
2. Every teacher has a right to the remuneration that is compatible with decent livelihood.
3. Every teacher has a right of security of tenure in service.
4. Every teacher has a right to adequate protection against sickness, accident and old age.
5. Teachers must have an effective voice in the shaping of the educational policy and in the administration and control of any institution or institutions run by the educational department of any local, provincial or central government or even private bodies or universities through their accredited and elected representatives.

RESPONSIBILITIES :

1. Every teacher must be a lover of peace and an internationalist, and, therefore, above communalism or narrow nationalism.
2. Every teacher must be a learner throughout his life and must strive to equip himself more and more for his nobler mission by acquiring the requisite academic or technical knowledge and skill, and by vigorously participating in all activities that are likely to make his life rich and full in all respects.

3. Every teacher must be a champion of human liberty and human dignity, and must always try by legitimate and peaceful means to promote the interests of children and backward classes.

4. Every teacher must be an advocate of freedom of thought and expression and must be prepared to allow freedom of thought and expression to others also.

5. Every teacher must try to preserve and nourish all that is best in the various race-cultures, that have mingled in the country and must strive to evolve from his ancient heritage, a new synthesis of Indian culture with an enheartening message to the whole of humanity.

Annual observation of such a day has focussed public attention upon the vital role of the teacher and has resulted in some improvement in his economic and social status. It has also contributed to the development, though slowly in the teacher, of a consciousness of his own importance. The Conference may examine this question of the status of the teacher, both economic and social, and recommend measures that may be taken in order to consolidate the present gains on this front and to plan new advances.

Under the auspices of the W.C.O.T.P. it should be possible for the teachers of the world to unite in this common purpose and through education usher in a new world where all can live in peace, security and happiness. May I conclude with the words, *Jai Jagat*, which means success for the world.

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U. S. TEACHER OF THE YEAR TEACHES PARENTS TOO

Parents of children in Miss Jean Listebarger's second grade at the Edwards School in Ames, Iowa, are never at a loss to know what goes on in class. Several times a year, at evening meeting with mothers and fathers, she explains her program—and at the same time gives them the opportunity to ask questions about the school's philosophy and methods.

Miss Listebarger, McCall's (magazine) National Teacher of the Year for 1958, employs other interesting techniques. For example, she teaches Spanish to the 27 members of her class. She works closely with each child's family to help develop special talents. In the same classroom she is able to challenge her superior students with more assignments while she is encouraging and working overtime with those who are more backward—often with startlingly successful results. Never in her second grade are there "forgotten" children.

Each of the meetings with parents is devoted to a different phase of the second-grade program. Generally, the first is devoted to language arts, and Miss Listebarger says, "I try to help parents understand that children grow and develop at different rates, that reading is more than merely word calling. Parents who are tense about a child's reading ability begin to relax when they hear about our second-grade phonics program."

At a second meeting parents actually participate in a number game played by their children. This time they are shown the value of developing number concepts and understandings as a basis for more abstract number thinking. At a third meeting Miss Listebarger suggests solutions to such complex problems as comic books, regulation of television viewing, the amount of responsibility a second grader should be able to accept at home.

Again and again she has found that mothers and fathers become more patient about their child's progress as a result of these meetings. Parents and teacher learn to become co-workers in enriching the lives of their seven-year-olds.

Each parent is furnished a booklet—written and typed by Miss Listebarger and decorated by the children—describing characteristics unique among second graders, outlining her program of studies, her goals and the ways in which she plans to achieve them.

The booklet underlines Miss Listebarger's ruling conviction: Children will read if they learn to *want* to read. Second grade, she points out, is the critical time in reading—this is when a child decides whether it is fun or a bore. Clues are listed for parents to watch in evaluating a youngster's growing skill.

The second-grade arithmetic program calls for understanding numbers up to 200 and a concept of hundreds, ten and ones; addition with sums of ten or less; subtraction of combinations with an answer of ten or less; the initial use of fractions; measurements of time and money, weights and

lengths. Her class, she says, does simple story problems involving addition and subtraction, and often masters numbers through games.

In her language program Miss Listebarger wants her pupils to become adept at reporting facts that add to the information of the group, and to develop good listening habits as well.

After a trip to the fire station or the post office the boys and girls write their reactions—and in the process improve their spelling and their sentence structure. As the year goes on some of the second graders will begin to organize their thinking into paragraphs concerned with one central thought. The last fire-station trip, incidentally, also inspired two murals made by six boys and girls, who were thus provided an opportunity to express themselves and also to plan and work together. New words too—such as axe, ladder, boots, siren, helmet—were adapted from the trip to the spelling lesson.

Miss Listebarger makes periodic walks through the woods a normal part of the curriculum. For days afterward the boys and girls study the specimens they bring back, review the trip in prepared talks, make drawings that tell the story of what they have seen, and even write accounts of something unusual that might have happened or been observed.

Great stress is placed on science, for as Miss Listebarger explains to the parents, it is natural for young children to be inquisitive. Everything in their world is new and fresh and wonderful, and therefore at their age they are most receptive to the facts of science. Her children begin building an orderly understanding of the world around them: how seeds are distributed and take root, the place of water and light in our lives, the classification of animals, the relation of temperature to weather and of weather to our daily lives. Young scientists of the future have been vastly encouraged in this class.

Certainly the fine school system at Ames is in part responsible for Miss Listebarger's success. The Edwards School is a source of community pride, with its roomy, airy classrooms, well equipped for today's new methods and demands. Counter space, bookcases on wheels and a wood-working bench, for example, provide space to study specimens, display collections, dramatize stories, read in small groups, paint and draw. The room is attractive, with healthy green plants, gaily bound books and exhibits of the children's own handicraft. What E. C. Aurand, the principal of Edwards calls a "permissively controlled atmosphere" pervades this room.

A native of Fairfax, Iowa, Miss Listebarger graduated from Carnell College in Mount Vernon, Iowa, in 1951, the year she started teaching. In addition to her schoolwork, she is actively interested in various Methodist youth movements. She is eager to earn a master's degree, and the chances are that she will soon take a year's leave of absence from teaching if she can arrange a scholarship.

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XXXII ALL INDIA EDUCATIONAL CONFERENCE LIBRARY SECTION

Presidential Address by DR. S. R. RANGANATHAN

"The theme of my address is a 'NEW BABY COMES INTO THE SCHOOL'. It is a twin baby like the Siamese twin. You cannot sever them. If you neglect one, the other also famishes and both die. This new baby was helped into coming by one of the greatest thinkers of our days, John Dewey. This twin baby was born in the River Side Drive in New York. Its birth was first recognised, quite unexpectedly, not by those who had tried to nurture it but by a carpenter in New York. John Dewey who helped the baby to come out could not find for his Experimental Elementary School in the Department of Education of the Columbia University chairs and desks suited to the new baby. This carpenter was the first one to assess the difficulty of John Dewey and he showed his correct assessment with the remark "Oh! I now understand. You want chairs and desks for children to work with, but we only have chairs and desks for children to sit on and listen passively."

One of the members of this Siamese twin came to be known as New Education. It was born in 1896. It has been entertained and allowed to grow in a few schools in the world. It has come to be known by different names such as "Play Way", "Project Method", "Individual Pedagogy", and so on. The essence of this New Education was individual instruction. Each child is helped to develop his personality in his own way along his own lines, at his own speed, and to its fulness. This new baby is like Markandeya who is said to be always 16. This new baby continues to be a baby even now after 70 years of its first appearance, in countries which have not yet recognised it or accepted it. It is struggling hard to permeate into every land. I remember its attempt to permeate into India about 25 years ago. Unfortunately, it entered India through the Educational Bureaucracy in Delhi and *via* the Educational Bureaucracies in the various constituent states; with the result, it was strangled by red-tape and we did not hear about it any longer. Even in a country like Great Britain where it has had some growth, there are many schools which deny this baby. For example, 30 years ago I happened to visit some of the schools in England along with an Inspector of Schools. We found the children assembled in front of a school, to welcome us. The Headmaster came to me in an exultant mood and said "I do not admit this new-fangled idea of Dewey to enter my school. I believe that the wisest and the most effective way of teaching is to make the children learn everything with the aid of rote memory—the time-honoured method of education which we owe to your ancient country." I was surprised and I did not want to accept this honour attributed to India. I told him "The principle of individual instruction which you now refuse to admit into your school, was really an Indian baby." Centuries ago, a poet gave a graphic picture of the individual instruction in the then schools of India. Valmiki was maintaining a school in North India. Some youths from South India went to this school and they were within a few miles of that school. They found the school-boys coming away. They felt distressed that the school had begun its vacation. But they learnt that it was not a vacation time. Valmiki taught the individuals and not the classes. It happened that two precocious children had come to the school and Valmiki was hard put to it to handle

simultaneously these two precocious individuals and the other normal children. He therefore hit upon the plan of giving holidays to the normal children so that they may commune with nature and learn by direct experience for some time and he might devote himself entirely to the precocious children, Kusa and Lava. This method of individual instruction had been persisting in India even as late as early 19th century. We get an account of it in the delightful biography of the poet-teacher Meenakshisundaram Pillai, written by Dr. U. V. Swaminatha Aiyar, whose statue decorates the premises of the Presidency College on the beach.

Let me next tell you something about the second member of the twin baby. Perhaps the best way of knowing about it is to look into the pages of the book "School and Society" in which Dewey described the advent of the twin baby even in 1896. The heart of that book gives a schematic representation of the school building which had to be adapted to the needs of the twin baby, even as we have to adapt our houses and furniture, when the first baby is born in the house. In that schematic representation, the teachers of India would be surprised to find that there is no classroom at all. It has only a museum, a laboratory, an art room and a kitchen, with a library in the heart of the building. You can now guess, who the second baby of that twin was, and what importance Dewey gave it. Because this basic book on New Education is not available easily in India, I have reproduced that schematic diagram in my books "School and College Libraries" and "Organisation of Libraries in India". John Dewey's interest in this New Baby being adopted in every country is matched only by the thoroughness with which he watched the reception given to it, in every land. My having reproduced his schematic diagram acted as a passport, which gave me easy access to John Dewey in 1950, when he was still living, bearing lightly the weight of 93 years. We spent together two delightful hours, which were turned on the Siamese twin baby and India's cultural heritage.

If both the babies of the twin are recognised, the teacher's role is totally transformed and he is no longer to pour into the passive memory of the children all kinds of facts. On the other hand, his business is only to rouse the curiosity of the children—their divine curiosity as Albert Einstein called it. If the children are charged with curiosity and let go, it will not be possible for them to satisfy their curiosity solely by direct experience in the streets or the fields in these crowded days of ours. It is only possible for exceptional children like the one described in the Bhagavatha to learn everything directly from nature—the wasp, the birds, the vast trees, the hills, and the stars. Therefore it is necessary that the school should have a well-equipped library with well-illustrated books written in a style which can appeal to the children and carry the various pieces of information and knowledge which are necessary to satisfy the curiosity roused in each child in the class room. The librarian should be there to welcome the children with a genial smile and the library should be bright and beautiful, where the children will find joy in working with books. Children should be allowed to wander freely among the books and pick out what would be of use to them. An occasional library hour is no longer sufficient if New Education is accepted. It is particularly of no value if the library hour is conducted in the way in which one of my colleagues conducted it some years ago in one of the local colleges. I found my colleague sitting in his class room, and his students were all sitting at their tables with their heads bent and supported by their hands.

I wondered why they were in mourning. When I asked my colleague later about it, he said that it was library hour! According to him, the library-hour had been thrust on the institution by the authorities. The students began to pull out all sorts of books from the almyrah and left them behind, scattered on the tables; and it was a job for him to restore them to their resting places. He had therefore decided to insist upon every student sitting silently throughout the library hour! You can easily see how New Education shrivels up both in the class room and in the library, if its spirit is not properly understood and lived from day to day. In our new democracy, we want to give education to every child—from the most precocious to the most dull. We cannot achieve this by the old lecturing method. The teachers should realise how painful it is to sit passively and listen from 10 a.m. to 5 p.m. from day to day. 25 years ago the District Board of Malabar conducted a refresher course for the teachers, at Palghat. About a hundred teachers attended it. I was invited to tell them about this twin baby. I went there after the course had gone on for nearly two weeks. Although I began to address them at 8 a.m. I was depressed to see the faded faces of the teachers. When I asked for the reason, they said "We have been sitting and listening to lectures every day for about six or seven hours. Our mind refuses to receive any idea." I told them that the greatest benefit of the refresher course was that experience of theirs and that they should no longer inflict such continuous lectures on their own students. I hope that teachers will no longer be under the illusion that their old method of lecturing had been successful in the past, and that a Raman, a Bose, or a Ramanujam was taught by the teachers and made great. I hope that the teachers will remember that they became great in spite of the schools of their days. To educate the democracy, we should adopt individual instruction as described by John Dewey. To make individual instruction achieve its purpose, it should be backed by a properly conducted library which should be the real heart of the school from which every activity and learning of the children radiates and gets irradiated. The teachers of new India have a great responsibility. They have to make our people truly informed and more than that capable of ever-growing in their personality. They should really prepare them for perpetual self-education through the public library system which should cover the whole of the country.

In regard to public library system also, we should not take it to be a ritual something. It should throb with life; and it should become the real centre of the intellectual life of each community. We cannot have a public library system, if it is going to be shaped and dictated by distant Delhi. We should not perpetuate the travesty of public library provision, which has been brought into being in the Second Five-Year Plan. You know what has been done. Six States have been promised as much as thirty-five lakhs for developing their library system. In the first year, the Centre has begun this development with the supply of about 150 jeeps. In the first year some money was given to each district for buying books. In the second year, each district was given a sum of thousand rupees for buying petrol to run the jeeps and the provision of money for buying books had been forgotten. Of course, these ugly jeeps cannot function as travelling libraries. But when petrol is there and jeeps are there, these have to be used for some purpose or other. That is what has happened. I hope public opinion will be created to stop this travesty of spending lakhs of rupees of public money in the name of public library service with nothing more than jeep running in the roads leading to villages and with few books and little light reaching any member of the public.

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MOBILE LIBRARIES FOR COMMUNITY DEVELOPMENT WORK

V. S. MUTHIAH,

Assistant Librarian, Madras University.

If India is mainly in her villages, what have we done, and what can we do for the education of the villagers? This question gains in significance in the context of the first and second Five-Year Plans which lay stress on Community Development. To attain some of the objectives of the Community Development Programme—such as, making agriculture more productive, developing cottage and small-scale industries, promoting better housing conditions, improving village communications, encouraging co-operative activities, fostering education, health and recreation, establishing panchayats, offering employment opportunities—a network of libraries in the rural areas of India is essential. The importance of rural library service for this purpose, however, has not been fully realised. An official publication of the Ministry of Information and Broadcasting does not, while listing the achievements of the Community Development work under the First Five-Year Plan, make mention of the establishment of rural libraries specially geared to this Programme.

It is said that the most attractive thing about our two Five-Year Plans is not so much their objectives as their methods. The Community Development Work and the National Extension Service, for example, aim at stimulating voluntary leadership in villages. In implementing the Plans, India has been democratic at the village level. A constant supply of books and visual aids to our villages will most effectively assist in the attainment of this desired end. Mobile libraries, collecting and distributing “the fruits of human experience”, gained in other parts of our country or of the outside world, in the form of either books or audio visual materials, could encourage this voluntary leadership in our villages.

Dr. S. R. Ranganathan looks forward to the time when rural India will have “14,000 Travelling Library Units serving the 80,000 villages and 600,000 hamlets once a fortnight, 2,500 Rural Branch Libraries serving the towns with population between 5,000 and 50,000 (and) 360 Rural Central Libraries in the headquarters of the Districts”. What he envisages here is but minimal library service for the benefit of our rural areas. After all, with literacy still hovering in the neighbourhood of 20% and with 82% of the total population still living in rural areas, we have a long way yet to go before we can call our rural library service adequate to the needs of our country. It is true that the Second Plan has set apart Rs. 10,00,000 for the training of librarians. But with talks already of giving top priority to the core of the Second Plan, minimal rural library service wished for by Dr. Ranganathan will not receive fulfilment. But at least the areas selected for intensive development under the Community Development Programme from the National Extension Service Blocks may be covered by mobile library service. External assistance for this provision may be forthcoming.

Is mobile library service the only solution to our problem? Alternative to this will be the establishment of village libraries. A village library may satisfy local pride, but, in order to function effectively, it must have an ample selection of books, a trained librarian and suitable accommodation. A dead collection of books in a village library breaks the second, third and fifth laws of Library Science enunciated by Dr. Ranganathan—"Every reader his book", "Every book its reader" and "The Library is a growing organism". In the present economic context of our country, everyone of our 5,58,089 villages is not going to be provided with a trained librarian; nor is it going to be suitably housed. Money set apart for ill-housed, ill-provided village libraries with untrained staff may be diverted for establishing mobile libraries.

A "bibliobus", if it carries about 1,500 books of interest to our rural populations, and if it has a trained librarian, does not suffer from the disadvantages of a village library poorly accommodated, and offering a kind of static service. Mobile libraries can render in villages an active form of service throughout the year. Being a library on wheels, it can serve a number of villages in the district. It will save the time of the village reader, thereby satisfying the fourth law of Library Science. The villager is brought into direct contact with a wide selection of books and with a knowledgeable librarian who, alive to the villager's likes and dislikes, can guide him in his reading, as well as provide him with quick reference service, if he needs it. The bibliobus can deliver him specially requested books. In addition to carrying a large stock of books, it can take audio-visual aids, which will include a film projector, a record-player, a radio for specific campaigns. The number of people using the book mobile at a time will be greater than that of those using a village library at the same time. It can provide library service to even isolated farmsteads, to invalids and old people. It will afford excellent publicity to the Rural Central Library operating it. The town will have lost its fascination for the villager, if some of its facilities, such as medical relief, listening pleasures of the Community Radio set and library service, are offered in villages as well. The mobile library service, therefore, to some extent can prevent the drift of our village population to urban areas.

The advantages of mobile library service outweigh its disadvantages. It is said that its worst enemy is bad weather, hampering its peregrinations. But our climate during most parts of the year and in most places of the country is not so inhospitable to this means of transport. It is also said that narrow roads, rough terrain and over-hanging trees impede the service of book-mobiles. But where villages are thus rendered inaccessible to the mobile van, the travelling library can halt in a place central to a group of villages and render its service without having to thread its way along uneven ways. A rural mobile dispensary, operating in North Arcot District, has thus overcome obstacles of this type, and is taking medical relief to ailing children, men and women living in inaccessible, isolated villages. Again, the operational costs of running a book-mobile for the benefit of villagers who are free only in the evenings (but have enforced leisure for two months during summer), and the rapid depreciation of the vehicle itself, make this kind of service expensive. A bibliobus with inside-outside shelving arrangements and replete with audio-visual equipment and materials would cost about Rs. 35,000. The budget, in addition to making provision for the salaries of a driver, a cleaner and a trained librarian, should also make provision for the replacement of the van when it is rendered unfit

for use. And according to the evaluation made by the Delhi Public Library, whereas, in terms of issues, a Children's Library costs per reader Rs. 3 7-3 and an adult's Library costs per reader Rs. 8-6-9, a mobile library costs per reader Rs. 23-8-9. But relative to the great benefit that accrues from a service of this kind to Community Development work, its high cost of service need not be a deterrent to its establishment.

If it is the intention of the two Plans to usher in a Welfare State, then the country must have a literate electorate. We know how wooden our educational methods are at the village level. The best that is being attempted there is to give learners a kind of mechanical literacy. An enlightened electorate needs more than a mere ability to perform some 'alphabetical acrobatics'. Our villagers need to be given functional literacy to wage a war against ignorance, poverty and disease, which are so closely interconnected. The book-mobile, carrying a well-rounded collection of chatty books and pamphlets of varied interests—recreational, economic, vocational, social and religious—will have a stimulating effect on rural standards of living. The villager will be helped thereby to see a need and be aware of his own problems. From books and pamphlets and films and rural forums the villagers can most effectively see for themselves how they can grow more food, clean up their own villages and improve their health; they will feel the need for having co-operative societies and stores; they will learn the importance of child care and nutrition; and they will cultivate a civic and social sense. This way lies education for the villager. The book-mobile can also follow up adult education programmes in villages by providing for the villager a variety of books; this will not only help the late-learner to remember and build upon what he has learnt in adult education classes, but also prevent the young boy or girl, who has had a dash of elementary education, from lapsing into illiteracy. And children of the villages, in addition to having books, could look forward to an out-door story hour arranged by the book-mobile.

In the past religious discourses and kalakshepams provided the villager entertainment and edification. Has anything taken their place? The village dweller has the desire, and the talent to do better what he is doing already, to learn new things and to follow current events intelligently. The standard of reading in rural areas will be higher provided the book-mobile carries a wide selection of books, offering a variety of choice, and from time to time assembles special subject collections to make their forceful impact upon the minds of villagers who have not been used to seeing so many books on each subject. The villager's reading thereby gets revolutionized; he gets more discriminating and voracious in his reading. This has already been the experience of the book-mobile operated by the Delhi Public Library. The book-mobile, to render effective service, must make a preliminary survey of the area to be covered by it, noting the area's special physical and social features. And in offering its service, it must travel on a fixed time-table. If it does all this, its weekly or fortnightly visit to the village will be an event in the lives of its dwellers.

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TAMIL MEDIUM AT UNIVERSITY LEVEL

By

SRI K. M. RAMASWAMI, B.A., L.T., M.L.C.

It is now over twenty years since Tamil has been the medium of instruction in all non-language subjects in almost all our High school classes. To meet the requirements of the new entrants and to fulfil the needs of all the people of the land instruction at the University level should also be in Tamil in Tamil Nad. The powers that be in the Universities should not and cannot fight shy of the reform. It is quite feasible to have it introduced for all non-language subjects in the Pre-University class in the year 1958-'59, progressively adopting the language medium to the particular set of students in all University classes (professional colleges included) in the succeeding years.

So let us examine the impediments that are alleged to be standing in the way of effecting this reform. They say it is not at all feasible to introduce Tamil medium even in respect of subjects under Humanities, leave alone those of Science, for some more years to come.

The reasons given by them are :—

Adequate and suitable text-books as well as general books in Tamil are not available and professors with adequate knowledge in Tamil to handle the subjects with ease and profit are few and far between. So they want us to wait another twenty years. If this argument is allowed to hold water, we must have to simply wait and we cannot make any effort to create these conditions. Success shuns those that wait and wail; it woos those that will and work. Can we afford to wait any longer? It is for us to face the difficulty and overcome it even if it involves personal sacrifice. There is nothing which human will, supported by terrific earnestness, cannot conquer; nothing which human effort, backed up by faith in God, cannot achieve. If in stray and isolated cases the reform has been found unsuccessful, it is not due to any inherent defect in the reform, but due to want of faith on the part of those that worked it. After all, we are our worst enemies.

The effort to convey or assimilate knowledge through the medium of a foreign tongue is as grotesquely unnatural, as the attempt to breathe with the borrowed lungs of another individual. That system of instruction alone is fruitful and effective which enables the teacher to produce the *maximum* effect with the *minimum* effort and which enables the pupils to derive the *utmost* benefit with the *least* difficulty. Again the argument that we should wait for suitable text-books and competent hands can be compared to learning the art of swimming by all sorts of theorizing without actually getting into water and thereby not knowing swimming at all.

Now it is for the Universities to constitute Boards of College Teachers and prepare glossaries of terms. Even apart from that, what harm is there if we bodily incorporate in Tamil intelligible terms prevalent in foreign languages? After all, a living language must and does grow by the addition of new expressions and words. If we sincerely work the Tamil medium, very shortly text-books are bound to come. It is a well known economic law that if there is a keen demand, there is bound to be supply. Take for example the case of Russia. We are told by no less an authority than J. B. S. Haldane that better text-books in the Russian than in the English language, in several branches of science are now available and they are very much cheaper too, though the Russians took to this in all earnestness only some years ago. Ten years hence the lead is likely to be increased.

I have had the good fortune of meeting in recent times men of eminence in the fields of medicine, technology and other sciences. They are men with foreign degrees having spent several years abroad and they agree with me that this salutary reform can brook no further delay. A few short term courses, manned by the right type of men, will make the University teachers, perhaps with a few exceptions, fit to handle any subject in Tamil with ease. And the few exceptions, if any, are to be transferred from the seats of learning to the fields of administration or they are to be placed in charge of classes with English medium for non-Tamils. After all it is a provision to be made during the transitory period.

They say that multiplicity of languages in our State makes the adoption of the reform difficult. No doubt in some areas several languages are spoken, but we cannot be making mountains out of mole-hills. 'Each thing in its place and a place for each thing' is a sound maxim, applicable most to education. What prevails now in high school classes can be applied with ease and profit in the University also, giving option to non-Tamils to have some other medium or media. In the telling words of Mahatma Gandhi, it is tragic that such an obvious truth requires arguing. The mother tongue, he says, is as natural for the development of man's mind, as mother's milk is for the development of the infant body. Learning through the medium of a foreign language is like learning to walk with the help of crutches; or in the expressive and humorous phraseology of Mr. Jayakar, wooing one's sweet-heart with the help of a *Vakil*.

It is freely stated that the standard of English would go down, if Tamil medium is adopted in the colleges also. That there is progressive deterioration in the standard of English is an acknowledged fact. But it is wrong to ascribe it to the Tamil medium. Even before the adoption of the reform, the rot set in. The causes seem to lie more in the absence of a well-defined and clear-cut policy in regard to the medium of instruction at all levels than in anything else. Those who learn and understand things in their mother tongue would be in a far better position to express things, whether in their own language or any other. To improve the standard it is necessary first to understand clearly what is to be expressed. It is content that is important, the form follows the content. The University Grants Commission and others interested in the subject are already at it and ways and means of improving the standard of English in our Universities are receiving their constant attention. Are we not missing the essential point, by talking of improvement in the standard of

English, when the basic and more urgent task is the improvement of our own mother tongue? Clarity of thought and understanding is the basic requirement of good expression and style.

So let us not be deluded by false values, miss the important task before us and go on talking about the problem of Tamil medium any more without doing much. Rabindranath Tagore, than whom we cannot expect a greater lover of English language in which he attained such proficiency, was the first to raise his protest against the foreign medium of instruction. Well-meaning English friends of India have criticised strongly this abnormal and unnatural practice of imparting instructions through a foreign medium. Now what is required of those in power is some sort of courage in giving effect to the reform; and success comes to those who dare and act; it seldom goes to the timid. When the history of educational endeavour in our State comes to be written, let it be stated that we were men with vision and imagination; dynamic teachers, abreast of the times; live wires, afire with enthusiasm; practical idealists who took courage in both hands and introduced the reform they were convinced as essential, and who worked it successfully with a determination and a will and thus accelerated the phase of the country's progress.

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M. S. சுப்ரமணிய அய்யர்

EDUCATION IN THE UNITED STATES OF AMERICA

By

SRIMATHI SARASWATHI SRINIVASAN.

Education in the United States has played a vital role in the growth of the Nation. It has become a vast co-operative enterprise founded upon faith in freedom and self Government. Freedom in the matter of Education and freedom in the matter of religion are permanent principles in the States. A child's right to Education has come to be regarded as an inalienable right which should be available to all children regardless of economic or social status of the family.

Education is guided by a clear conception of the meaning of democracy. Consequently both within and without, the school tries to develop in each individual the knowledge, interests, ideals, habits and powers whereby he will find his place to shape both himself and society towards ever nobler ends. Accordingly their main objectives of education are:

- Health.
- Command of fundamental processes.
- Worthy home-membership.
- Vocation.
- Citizenship.
- Worthy use of leisure and
- Ethical character.

Individual instruction and individualised goals based on the individual needs and differences of children and adults are of central importance in the development of the educational program.

More than 97 per cent of the population of the United States over the age of 13 can read and write. Illiteracy has been virtually eliminated through compulsory education and a system of free public schools supported by general taxation. No part of the United States however isolated, is without a Public School of some kind where boys and girls share the same educational opportunities.

In the States, Education is not only free but compulsory. 41 States and the District of Columbia require school attendance to age 16, three States to age 17 and four States to age 18. The majority of States begin compulsory education at age 7, eight States at age 6 and a few States at age 8. Almost 90 per cent of all children begin the first grade at age 6. Even books are supplied free to children. Parents are free to send their children to either publicly supported or privately supported schools.

Education is a State function and it is the responsibility of each of the 48 individual States. Each State has placed a few provisions in its constitution about education and these provisions are of course supreme.

But most of the laws, which determine the State Program of Education are enacted by the State Legislatures. Through the authority of their legislature each State has been divided into geographical areas for the purpose of providing Elementary and Secondary Education. These geographical units are called local districts. Each district is governed by a local school board. Most of the local School Boards are elected by the people who live in the particular local school district. School Legislatures have given local Boards of Education considerable authority. School Boards are the legally constituted bodies that govern the activities of local School Districts, determine in large measure what is to be taught and how. They have power to shape the program of education.

The Board of Education employs a professional Superintendent and staff to carry out the policies adopted by the Board. Every State has created a State Department of Education to perform certain duties like establishment of Standards, rules and regulations and improvement of local Educational program through provisions of Statewide leadership and service. They establish Standards in most areas of the Educational program and establish standards for the certification and licensing of teachers for the Public Schools. With well qualified professional staff, State Department provide advisory services to local schools.

The educational system in the United States is as varied as American life itself. On visiting one school we cannot conclude that education in the States is the same all over. It varies from locality to locality, from State to State and everything is flexible. It depends upon the locality, its people, their resources and their wants. Their educational policy or the needs of the town are decided by the Community represented by the School Committee. Decentralised Educational System of the country permits different kinds of schools. Each school has a large measure of autonomy and is free to interpret the curriculum in terms of the children and constantly try to fall in line with the aspirations and possibilities of the people. The Standard of attainment also varies from school to school.

Many three and four year old children go either to Public or Private Nursery schools. A majority of four and five year old children attend Public kindergarten. After that there are three plans of school organisation.

- (i) 8 - 4 plan, meaning that after kindergarten, 8 years of Elementary school and 4 years of High School ;
- (ii) 6 - 3 - 3 plan, meaning that after kindergarten pupils spend 6 years in the Elementary school, 3 years in the Junior High school and 3 years in the Senior High school ; and
- (iii) 6 - 6 plan, meaning 6 years in Elementary school and 6 years in High school.

All 3 plans lead to High School Graduation at the age of 17 or 18 years. The second plan is the most common type now.

In the Elementary School, the fundamental skills of reading, writing, and arithmetic are taught from the outset and instructions are given in History, Geography and even in the lower grades they learn about Elementary Science, Nature Study and current events. When the children come to the High School, they are given opportunities to select the subjects in which they are interested. Few subjects like Language, Social

Studies, Music and Physical Education are required to be studied by all and others are electives. They can choose from the different subjects offered, like Fine Arts, Foreign Language, Algebra, Geometry and so on. Facilities are offered for gifted average and backward students. In most of the schools there is regular guidance and counselling by specialists who guide the students to select the subjects as well as to plan for the future. This program also enables the emotionally maladjusted children to effect a healthy readjustment.

There is a regular testing program in every school. Student achievements in subjects like English, Mathematics and History is usually evaluated by daily class-work, test results, project or community work. Tests are prepared and given by the teachers of the subject. No special examination given by the State or outside agency is taken as a pre-requisite to High School Graduation. To enter College or University, the Graduate must usually show evidence of having completed a certain number of High School courses with a satisfactory scholastic record. Standardised tests are administered at regular intervals to rate their intelligence, skill in reading, writing and so on, their interests and tastes etc. All the scores of their achievements are entered in their cumulative record. These records form a basic part of the schools' Administrative and Educational Program as they contain the data regarding the home background achievements and skills, school progress, Physical health and Social adjustments, aptitudes and special needs. The records are cumulative and essential to the continuing guidance needed throughout a child's school career and they furnish necessary information as the students leave school to enter employment, College or Special type of service.

An extremely important part of the Educational curriculum of most schools is that which is called extra-curricular or co-curricular or student activities. The most common of those activities are athletics, school paper, annual year book, school band, plays, orchestra, debate, special interest clubs and student government.

Text books play a very important role in improving the quality of instruction in American Schools. Extensive resources in content and teaching suggestions are present in the many richly illustrated text books available to American High School. Many text books include ideas for student activities and recommendations for extensive reading which are useful to the teacher. In addition school libraries with their extensive stock of literary, scientific and historic periodicals, pamphlets and books are being used more and more by the students. Every school has ample facilities for audio visual education and completely equipped with Radio, Television, Projector, Tape recorder, Cameras etc., and they are successfully made use of in imparting instruction to the students.

In the States, vocational Education is an integral part of the Public school system. Its purpose is to help people to prepare for useful employment. Through various types of schools and classes training is provided which assists people in acquiring or developing the skills, knowledge, understanding, working habits, attitudes and appreciations which will enable them to become intelligent and capable workers. It is not offered as a substitute for other kinds of education but is intended to supplement them. It is not restricted to persons of the usual school age but made available to all people over the age of 14 who are preparing for or have entered

upon the work of certain occupational fields and the classes are conducted in the evenings or anytime convenient to the students.

A noteworthy development in the supervision of education in the United States has been the growth of Parent Teacher Associations which work with the school officials in determining educational goals and in providing recreational facilities for the children. They help the school in various ways assisting in kindergarten, noon-hour supervision, in the library, school publicity, excursion and so on. By these the school is made a part of the Community and real co-operation is created between the school and the parents and that goes a long way to further the interests of the children.

A CORRECTION

On page 136 of the May 1958 issue of the *South Indian Teacher* under "2. Secondary and Technical Education Section,"

FOR

Chairman : Sri T. P. Srinivasavaradan

Convener : Sri P. R. Swaminathan

READ :

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VOCATIONAL GUIDANCE

By

DR. G. D. BOAZ, M.A., D.Phil. (Oxon),
Madras University.

The need for giving vocational guidance and counselling has now been well recognised. Complete education must help the pupils in the choice of a career. In past, our educational system did not have such an objective. Students were not helped in any way to find out their own talents and abilities, and much less to develop them. The better ones drifted into professional colleges or government services through competitive examinations leaving the rest to drift in an aimless search for jobs.

Giving vocational guidance is not a simple and easy undertaking. In its full form, it is the task of a specialist. The ordinary teacher can only become acquainted with the general purpose and plan of such a programme so that he can play an intelligent part in the whole programme. Vocational guidance may be defined "as the process which helps the individual student appraise his potentialities, choose a vocation in keeping with them, plan a course of action to realise the objective and make the transition from school to the world of work." Vocational guidance, if properly done, will be a great service to both society and the individual. Vocational guidance does not necessarily mean that each student has only one particular job to which he is suited. There may be several jobs for which one may have the aptitude. But the most important fact is that there are also jobs to which he will not be fitted. The primary task of a vocational guidance programme must be to keep the individual away from the jobs to which he is not suited. When an individual finds his right place he becomes efficient and happy and as a consequence strives towards greater fulfilment and self-development. Naturally, society also greatly benefits from this. Otherwise failure and frustration set in affecting the total quality of one's life.

Because of the rapid industrialisation of our country there is at present a much greater variety of jobs to choose from than in the past. Most of these jobs are also highly specialised, requiring special skill and training. These changes in the industrial field naturally have their effects on the social and economic conditions of our life. A few years ago, a programme of vocational guidance could not have had any success. In our country, different jobs are associated with different grades of social status. The structure and conditions of our social life present very serious problems to any vocational guidance programme. But conditions are changing rapidly, though not to the complete disappearance of social and economic obstacles that may stand in the way of vocational guidance. The vocational counsellor even now will have serious problems in convincing and getting the co-operation of the parents of most children.

WHERE TO BEGIN

Vocational guidance, as a planned programme and as a part of the educational system *does not mean*, as is understood by some, giving some aptitude tests towards the end of the high school (or even earlier) and labelling the individual as fit for such and such a job. On the contrary, it

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மலர் நிலையம்

133, பிராட்டேவ :: சென்னை-1

must be a part of the educational structure right from the beginning. The interests of children will rapidly change from year to year. Hence, nothing of a rigid type must be attempted at the primary stage. The children in the primary school must be encouraged to use their hands with as many jobs as possible, mainly with a view to learn to use their hands and to develop motor dexterity. Many jobs which they may take up later will require such motor skills, agility and even finger dexterity. In any case, at this young age; children must learn to appreciate the dignity of work and manual labour. When they finish their school they should not find themselves incapable of using their hands. The primary school children must also be encouraged to observe work on farms and in places of other work like factories or industrial concerns. They could then be asked to write stories and give oral reports of such places of work. They could also be encouraged to find out the details of the work done by their parents and other members of their families. Such a programme will help in getting a general acquaintance with various types of work and also in the development of a desire to work and a proper attitude to the functioning of work in later life. It may not be advisable to undertake anything more than this at this level.

At the middle school level, the above mentioned programme should be carried on, but in a more intensive and planned manner. Exploratory activities by way of study, observation and actual work experience should be made possible in a more serious manner. More of what is called 'job information' may be given to these pupils. The success of any vocational guidance programme depends on the amount of job information that is given to the students. By the time pupils reach the high schools and certainly before they leave it they should have knowledge of various types of jobs available in the community with all the details pertaining to them. Some of the important details regarding these jobs which the students must know are :—(1) The nature of the work. (2) General qualifications necessary. (3) Special training and skills, if any. (4) Economic returns. (5) Possibilities of promotions and further opportunities, etc. Testing programmes to find out the interest and aptitudes of the students in the middle school may also be started. It must be clearly understood that a test for vocational interest has no meaning at all unless the students have had experience or knowledge of different types of jobs.

In high schools, by which time vocational interests may settle down fairly steadily, aptitude testing programmes should be undertaken more seriously. Aptitude tests are of varying kinds. We can have tests for scholastic aptitude, aesthetic aptitude, etc. (We may not have standardised tests suitable for our country, but they can be and should be constructed).

Any programme of vocational guidance should also take into account the various factors that influence the vocational choice of the young pupil. It is true that the actual choice is not made before early adulthood or late adolescence.* It is rightly so. The vocational interest of pupils should also be studied as part of the guidance programme in order to assess the factors operating behind such choices and ambitions. Quite often, the factors may be unscientific and hence undesirable. The choice should mainly be based on two conditions : (1) Their insight into their own abilities and (2) their knowledge of available opportunities and the requirements of various occupations. The vocational interest of the pupils can be studied

* We are aware that in our country many boys of the pre-adolescent stage get pushed into jobs because of economic necessity, etc.

by the simple questionnaire method and one can use the technique suggested by Strong. Data collected in such investigations can often be used to good advantage in a guidance programme. Such investigations made at different ages of the same pupil can also throw light on the problem of the stability of vocational interests. Values like social prestige will usually play a large part in determining the interests of pupils. While social prestige is an important factor, the counsellor should not give undue importance to this factor in his final evaluation. The trained vocational guidance expert will know to construct an effective psychograph for each of the pupils based on all the different kinds of data that we have mentioned above.

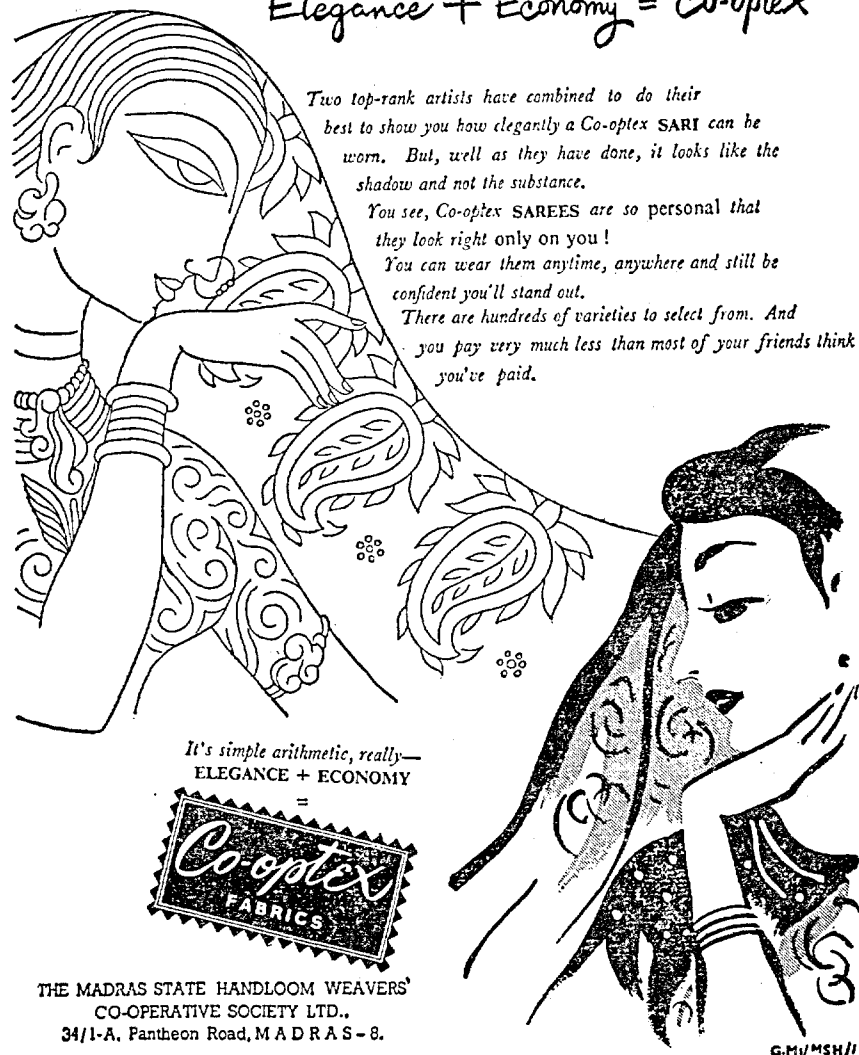
Finally, an adequate programme of vocational guidance would also include the inculcation in adolescent boys and girls, of a sense of social responsibility and a desire to serve mankind. The guidance expert is mostly concerned with tests and investigations regarding the abilities of the pupil. But the ordinary teacher could do more through all his contacts to develop in the pupils this desire to be of service to mankind. This will not be a difficult task since by nature the adolescent is interested in serving and helping others. It has been observed in many studies that the desire to help others is particularly strong in early adolescence. This fact should be made use of in the teaching programme of the school. But here again, the emphasis need not be on service to others but on one's own fuller development through such service.

FINAL PROGRAMME

The vocational counsellor must have before him a complete record of each pupil in this particular aspect. Records must be kept from the primary school years of the type of activities that were mentioned earlier. Vocational interests that were noticed during the middle school years, activities the child has taken part in, remarks and estimates of the teacher, etc., should all be made available to the counsellor. In addition to these, he takes the pupils through a testing programme. The testing programme aims at finding out not only the vocational aptitude but also the general level of intelligence and some important personality traits. Different jobs will require different levels of intelligence and different personality traits. The records must also include information on the physical health of the pupil. Further, the counsellor has intense interviews not only with the pupil concerned but also with his parents. As mentioned earlier, the co-operation of the parents is an important factor for the success of such a programme. Finally, the pupil and his parents are advised of certain directions or jobs along which the pupil might develop himself most successfully.

An important aspect of such a programme will be to develop a proper attitude in the pupil to obtain general acceptance of the service that is rendered by the counsellor. He should be helped to have a proper attitude to life in general and to the world of work in particular. The necessity for understanding oneself and to plan one's future career in relation to one's abilities and limitations, the need to train oneself in an all round manner towards a career, etc., should all be inculcated into the minds of the pupils. A serious problem to the counsellor may arise in some cases to make the pupils accept their limitations. This has to be done with great care and tact and with the help of the parents. The whole programme should be arranged in such a convincing manner that parents and pupils alike will seek the help of school authorities.

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What we have said so far refers particularly to boys and only in a general way to girls. The problems of girls are of course different from those of boys. In the present state of our society, it is very difficult to lay down any definite principle for guiding the girl student in this particular aspect. It must be recognised that girls can contribute to the enrichment of society as much as boys can. It is also true that there are many common areas of life where both men and women can work with equal efficiency. But one must also keep in mind the ideals that our society has developed for itself. Education should have a bearing on the highest social and cultural values that a society adopts for itself.

While it is true that many women can successfully take to various careers, it must be accepted that the majority of them should be trained to look forward to the privileges and duties of being a wife and a mother. Guidance on this matter will mean to a large extent a reconsideration of the curriculum for women's education. It is not possible to consider the problem in any detail in this particular context, perhaps one observation can be made. There are both married and unmarried women teachers. Some of the unmarried ones might have been forced to be so, because of various circumstances. Some of the available studies in other countries show that such teachers develop a sense of frustration and as a result have an undesirable and unhealthy influence over the girls under their care. Such teachers should take all care not to inculcate any wrong ideas to the young adolescent girls under their charge.

Modern psychology emphasises the fact of individual differences. We have already seen that children differ from one another in their temperament, intelligence, aptitudes, learning ability, personality traits, etc. The fact of individual differences need not and should not be taken as an unpleasant fact to be reckoned with or to be sorry for. The beauty and richness of social life depends on this fact of individual differences. Education is not meant to wipe out individual differences and to make all people qualified equally and in the same manner. On the other hand, real education should emphasise individual differences with a view to bring out the final fulfilment of the development process in different individuals. Education should help in the process of self-development and self-fulfilment and achieving the highest possible expression of one's own abilities. The programme of vocational guidance should be viewed from this angle and accepted as a means for achieving the ultimate aim of education. Hence, any programme of vocational counselling will be successful only if the pupils and the parents have a real understanding of the purpose and nature of education.

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EXAMINATION SYSTEMS IN THE UNITED STATES

By

HARRINGTON E. MANVILLE,
Assistant Cultural Officer, U.S.I.S., Madras.

The system of education in universities in the United States varies in many ways from that of many other countries. Perhaps the most striking difference is that in the United States there are both governmental and private colleges and universities which, although responsible for maintaining a high standard of instruction, may use very different educational and testing methods.

Every State of the 48 States maintains at least one State university. These are primarily for residents of the particular State but all accept students from other States and countries. The private colleges generally prefer to select students from different areas so as to enable the students to gain a wider acquaintance with people from many sections.

Universities in the United States differ from those in India and many other countries by being organized on a semester system. The school year starts in September and the first semester ends about the end of January. The second semester begins about the first of February and lasts until the end of May or the first part of June. Most colleges have a three-months vacation between June and September; however, the larger universities frequently give a summer course to enable students to complete their degree in a shorter time or to give educators a chance to take graduate and refresher courses outside of the regular school year.

In general the educational program in American universities also varies in some respects. Many, if not most, of the American colleges or universities emphasize the development of a broad cultural background for at least the first two years of university study. Frequently the subjects required will be divided into three broad categories. For example, these might be (1) the humanities (philosophy, arts, languages), (2) social studies (economics, history, political science), (3) mathematics and the natural sciences (calculus, physics, biology, etc.). A pre-graduate student often would be required to take at least one course from each of these fields for his first two years of study and concentrate on his particular field only during the last two years. During these years of specialization he probably would take at least one subject outside of his chosen field each semester.

Under the American educational system a university student may fail a final examination and the course and still continue progressing in his education. The fact that he has failed one course usually means that he cannot graduate until that course is successfully passed, but if he has passed courses in other subjects he may continue in those fields at a higher level. Naturally all required work must be completed before graduation. Occasionally students return to their college for a summer session or for one more semester after the rest of their class has graduated in order to complete one or two outstanding requirements.

On the other hand, for a variety of reasons, many students fail to complete their college work—as in any other country. Some universities may have as few as 10% of the original entering class complete the work for their degree in the four years. Of course many students drop their studies for reasons other than scholastic—such as the necessity of earning a living or to get married. These problems are not insuperable, however. All American colleges and universities offer scholarships and the United States Government has assisted millions of veterans of the armed forces to continue their education even though they may have families and be considerably older than the average pre-graduate student.

Pre-graduate students continually take a wide variety of tests. These may be short quizzes of five or ten minutes occurring weekly, hour tests given two or three times during a semester, written reports completed outside of the class-room and a final examination given at the end of the semester's work. A final grade given for a particular course is dependent upon the marks obtained in all of these examinations. Thus the student gains credit for a course throughout the entire semester and his final course mark is a cumulative result. Comprehensive examinations covering a large area of work are seldom given at the pre-graduate level. Most educational institutions do require that the student must pass his final examination in order to get credit for the course work, but if he has done better in his previous reports and tests than he does in the final examination, his overall course grade may be somewhat higher than his examination grade.

Methods of testing in American universities take two general forms. The subjective test, the old system in which a question is asked and the student provides the answer, is still extensively used. At the same time in recent years the objective method of testing has been increasing. The objective question asks the student to make a decision between two or more possible answers. This may be in the form of a multiple choice answer (where four or five answers are provided and the student chooses the most correct), true-false questions or the like. In one sense this type of question tests the student on two things at once. An incorrect choice shows that the student not only did not know the answer to the question itself but also did not know the true meaning of the answer he chose. The use of a statistical pattern eliminates the benefit a student might hope to gain by blind guessing. As the name implies this type of test provides for complete objectivity in relationship to the others. Objective testing is also particularly useful when an extremely large group of students must be examined. The use of carefully printed forms and special black mechanical pencils enables the objective test to be graded by a machine. The black mark left by these pencils is a conductor of electricity and a correcting machine can be adjusted to determine automatically which answers are correct.

Objective tests naturally are only applicable to certain subjects, but in the United States almost all examinations are written solely for the purpose of testing the student's knowledge in a particular field. Normally a paper in history, for example, would not be graded on the grammar used by the student, but solely on his knowledge of the historical era under consideration.

Particularly in the social sciences and arts subjects a student's grade is also affected by his classroom contributions. Many courses include periods which are set aside at regular intervals for class discussion. The students learn to present their own ideas and frequently must defend these views in an informal argument. By listening to the statements a professor can get a better idea of how much a student has really thought about the subject, rather than merely memorizing.

For advanced students a comprehensive examination in the chosen field of specialization is frequently required very early in the student's post-graduate work. This comprehensive examination is used by the department as a basis to determine the number of subjects which the student should take in order to qualify for the degree. In addition, a post-graduate student usually is required to take an oral examination in defence of his thesis. For all doctorate degrees and for many master's degrees an examination demonstrating the ability of the student to read at least two foreign languages is also required.

Thus we can see that under the American system of examinations the emphasis is not placed entirely upon a final examination at the end of the course work. The pressure upon a student is diversified over his entire 4 years and the final examination, although important in his course of studies, usually does not have the extreme emphasis placed on it which exists in many other countries.

எமது புதிய வெளியீடுகள்

மறைமலையடிகள் நூல்கள்

	ரூ.	காசு		ரூ.	காசு
திருக்குறள் ஆராய்ச்சி	1	75	மறைமலையடிகளார்		
அறிவுரைக் கொத்து	3	50	கடிதங்கள்	1	00
அம்பிகாபதி அமராவதி	4	00	தமிழின் தனிச் சிறப்பு	0	37

வ. உ. சிதம்பரனார் நூல்கள்

மெய்யறிவு	1	25	அகமே புறம்	1	00
சாந்திக்கு மார்க்கம்	1	75	மனம்போல வாழ்வு	1	00
வலிமைக்கு மார்க்கம்	1	50	திருக்குறள்—உரை		அச்சில்

புரட்சிக் கவிஞர் பாரதிதாசன்

இளைஞர் இலக்கியம்	2	25	குடும்ப விளக்கு (முழுமை)	3	50
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மயிலை சீனி வெங்கிடசாமி

மூன்றாம் நந்திவர்மன்				4	00
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விபுலாநந்த அடிகள்

விபுலாநந்தத் தேன்				2	50
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பாரி நிலையம் :: 59, பிராட்வே, சென்னை-1

The mice that ate iron

(A TALE FROM THE PANCHATANTRA)

NATUKA was a merchant who lost all his money and left home to do business in a foreign country. Before he left, he went to his friend Lakshman and said: "Please keep this pair of scales for me until I return. I do not wish to sell it, because it has been in the family for many years." Then he departed.

In a short time, Natuka made a lot of money and returned to his native city. Going to Lakshman, he said: "Thank you for keeping my scales. May I have them back now?"

"Your scales have been eaten up by mice," replied his friend.

"How can mice devour such a huge pair of scales?" cried Natuka angrily. "It weighed 250 seers."

"There are a great many mice in my house. Surely 250 seers are not too much for so many of them," said Lakshman.

Natuka began to think. "Well," he said with a smile, "it's not your fault. It's just my bad luck. Now, I want to go and bathe in the river. Will you please send your son with me to carry my bathing things?" Lakshman could not refuse this simple request.

DL. 445-758

On their way back from the river, Natuka thrust the boy into a cave and blocked the entrance with a great rock. He then returned to Lakshman's house. "Where is my boy?" asked Lakshman.

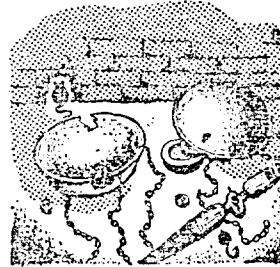
"A great hawk swooped down and carried him off from the river bank," explained Natuka.

"You liar! How can a hawk carry off a fifteen-year old boy?"

"If mice can eat iron scales weighing 250 seers, surely a hawk can carry off a boy of fifteen. Listen to me, Lakshman! If you want your son, give me my scales".

Natuka got his scales.

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SUBJECT BOOKS

General Science

புதுமுறைப் பொது விஞ்ஞானம்

- முதற் புத்தகம் (முதல் பாரம்)
- இரண்டாம் ,, (இரண்டாம் பாரம்)
- மூன்றாம் புத்தகம் (மூன்றாம் பாரம்)
- நான்காம் புத்தகம் (நான்காம் பாரம்)
- பௌதிகம் (5ம், 6ம் பாரங்களுக்கு)
- ரசாயனம் (5ம், 6ம் பாரங்களுக்கு)
- ஜீவசாஸ்திரம் (5ம், 6ம் பாரங்களுக்கு)

Social Studies

புதுமுறைச் சமூக நூல்

- முதற் புத்தகம் (முதல் பாரம்)
- இரண்டாம் ,, (இரண்டாம் பாரம்)
- மூன்றாம் புத்தகம் (மூன்றாம் பாரம்)

சமூகநூல் பயிற்சி புத்தகம்

- முதற் புத்தகம் (முதல் பாரம்)
- இரண்டாம் ,, (இரண்டாம் பாரம்)
- மூன்றாம் புத்தகம் (மூன்றாம் பாரம்)
- நான்காம் ,, (நான்காம் பாரம்)
- ஐந்தாம் புத்தகம் (ஐந்தாம் பாரம்)
- ஆறாம் புத்தகம் (ஆறாம் பாரம்)

Mathematics

தீர்மானக் கணக்கு

- முதற் புத்தகம் (முதல் பாரம்)
- இரண்டாம் ,, (இரண்டாம் பாரம்)
- மூன்றாம் புத்தகம் (மூன்றாம் பாரம்)
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- ஐந்தாம் புத்தகம் (General Mathematics) (ஐந்தாம் பாரம்)
- ஆறாம் புத்தகம் (General Mathematics) (ஆறாம் பாரம்)

Citizenship Training

குடிமைப் பயிற்சி நூல்

- முதற் புத்தகம் (முதல் பாரம்)
- இரண்டாம் ,, (இரண்டாம் பாரம்)
- மூன்றாம் புத்தகம் (மூன்றாம் பாரம்)

Domestic Science

குடும்ப நிர்வாகக் கலை

(பெண் பாடசாலைகளுக்கு)

- முதற் புத்தகம் (முதல் பாரம்)
- இரண்டாம் ,, (இரண்டாம் பாரம்)
- மூன்றாம் புத்தகம் (மூன்றாம் பாரம்)

J. G. PAUL & CO., Publishers, Madras-1

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1. Mr. S. S. Avadhaniyar, 449, East Main Road, Tanjore ..	3
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8. Sri K. S. Chengalroya Iyer, Bangalore Road, Krishnagiri, Salem ..	3
9. The Secretary, T.A., Goudie High School, Trivellore, Chingleput District ..	5
	41

சிறந்த தமிழ் நூல்கள்

	ரூ.	பை.
மானுடத்தின் வெற்றி—எஸ். இராமகிருஷ்ணன்	4	0
கோயில்—சுரத்சந்திரர்	2	5
மாலதி ..	3	5
சிலப்பதிகாரத் தமிழகம்—சாமி சிதம்பரனார்	3	7
மருது பாண்டியன்—ரகுநாதன்	2	0
இலக்கிய அமுதம்—கு. அளகிரிசாமி	2	2
அஞ்சிறைத்தும்பி—மயிலை சீனி வெங்கடசாமி	1	7

ஸ்டார் பிரசுரம்

திரு வல்லிக்கேணி, சென்னை-5



மேலக்கோபுரத் தெரு, மதுரை

THE SOUTH INDIA TEACHERS' UNION

Statement of Receipts and Charges for the year ended 31st March 1958

Receipts	Rs. nP.	Charges	Rs. nP.
balances on 1-4-1957 :		Salary ..	1,380 00
Building site ..	1,101 25	Postage ..	291 27
Shares in S.I.T.U. Publications, Ltd. ..	200 00	Office stationery ..	31 57
Cash with the Indian Bank, Ltd., Mylapore :		Reception to Guests ..	39 70
Current Account ..	2,325 88	Executive Board Meeting Expenses ..	88 98
Savings Bank Account ..	787 50	Contingencies including garden expenses ..	158 21
Cash and Cheques on hand ..	557 73	Repairs to :	
Stamps on hand ..	2 61	Building ..	71 58
With Balar Kalvi ..	502 25	Electric and other fittings ..	27 45
With S.I.T.U. Publications, Ltd. ..	9 50	Barbed wire fencing to the Building ..	162 50
	5,486 72	Conveyance charges ..	103 43
Affiliation fee from District Guilds ..	1,148 00	Travelling allowances ..	266 65
Individual subscriptions ..	31 50	Bank charges ..	7 25
Delegation fee :		Mis. Printing ..	92 04
47th Edl. Conference ..	202 50	Rent and lighting charges ..	200 00
48th Edl. Conference ..	585 50	Books & Publications ..	35 03
Conference Report :		Audit fee ..	125 00
47th Conference ..	19 50	Affiliation fee to A.I.F.E.A. (1958) ..	25 00
48th Conference ..	72 00	Delegation fee paid to A.I.E. Conference ..	16 00
Interest from Bank ..	6 20	Education Week ..	82 26
Educational Week ..	40 00	Sabhesan Thanksgiving Fund ..	20 00
Sabhesan Thanksgiving Fund ..	19 00	Golden Jubilee Building :	
Contributions towards salary account from :		Transfer from Building site ..	1,101 25
South Indian Teacher ..	600 00	Paid to contractor for construction ..	12,419 25
Balar Kalvi ..	100 00	Reception Committee, 32nd A.I. Edl. Conference ..	814 00
S.I.T.U. Publications ..	105 00	Science Seminar :	
Reception Committee, 32nd A.I.E. Conference ..	250 00	Preliminary expenses incurred on printing and postage recovered ..	38 71
Building Fund :		Expenses during the year ..	2,004 06
Collections ..	1,702 97	Mis. Payments :	
Loan from S.I.T.U. Benevolent Fund ..	3,500 00	Income-tax deducted on interest on N.P. Loan ..	1 81
Loan from S.I.T.U. Profession Trust Fund ..	3,187 50	Enlargement of the portrait of the late E. H. Parameswaran ..	60 00
Golden Jubilee Membership ..	10 00	Interest on loan paid to S.I.T.U. Benevolent Fund ..	128 33
Reception Committee of the 32nd All India Educational Conference ..	814 00	Balances on 31-3-1958 :	
Science Seminar :		Shares in S.I.T.U. Publications, Ltd. ..	200 00
Receipts ..	1,370 00	Cash with the Indian Bank, Ltd., Mylapore :	
Preliminary expenses of 1956 recovered ..	38 71	Current Account ..	578 61
Miscellaneous Receipts :		Savings Bank account ..	15 09
Royalty from Messrs. Macmillan & Co., Ltd. ..	60 30	Do. (B) a/c. ..	700 00
Receipts from the 32nd All India Educational Conference for rent, hire of furniture and Typewriter, supply of stationery, etc. ..	1,325 00	Cash on hand ..	155 78
Donation ..	550 00	Stamps on hand ..	1 15
Other items ..	61 00	With Balar Kalvi ..	464 85
From South Indian Teacher ..	621 41		
Total ..	21,906 81	Total ..	21,906 81

Note :—The Silver Jubilee Fund of Rs. 2,778.53 remains invested in the Golden Jubilee Building.

THE SOUTH INDIAN TEACHER

Statement of Receipts and Charges for the year ended 31st March 1958

Receipts		Charges	
	Rs. nP.		Rs. nP.
Balances on 1-4-1957 :		Due to S.I.T. Union on 1-4-1957	766 69
Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd., Triplicane ..	500 00	Journal Printing ..	2,353 47
Shares in S.I.T.U. Publications, Ltd. ..	200 00	Paper ..	1,535 56
Cash with the Indian Bank, Ltd., Mylapore :		Salary ..	600 00
Current Account ..	67 06	Postage ..	427 17
Savings Bank a/c. ..	84 38	Contingencies and Stationery ..	28 76
Cash on hand ..	19 86	Conveyance charges ..	32 79
Stamps on hand ..	0 39	Conveyance allowance to Journal Secretary ..	54 00
With Balar Kalvi ..	2,010 87	Travelling allowance ..	14 75
		Misc. Printing ..	11 17
		Special envelopes ..	155 08
		Bank and M.O. Commissions ..	13 38
		Balances on 31-3-1958 :	
		Shares in S.I.T.U. Publications, Ltd. ..	200 00
Subscriptions ..	3,388 98	Cash with the Indian Bank, Ltd., Mylapore :	
Advertisements ..	2,206 42	Current Account ..	315 19
Sale of publications ..	670 00	Savings Bank a/c. ..	11 46
Interest from Bank ..	1 08	Cash on hand ..	0 80
Subscription paid in suspense realised ..	5 00	Stamps on hand ..	0 93
Due to S.I.T.U. on 31-3-1958 ..	145 28	With Balar Kalvi ..	2,778 12
Total ..	9,299 32	Total ..	9,299 32

BALAR KALVI

Statement of Receipts and Charges for the year ended 31st March 1958

Receipts		Charges	
	Rs. nP.		Rs. nP.
Balances on 1-4-1957 :		Journal Printing ..	704 90
Cash with the Indo-Commercial Bank, Ltd., Mylapore :		Paper ..	300 00
Savings Bank account ..	60 58	Salary ..	100 00
Cash on hand ..	3 42	Postage ..	137 82
Stamps on hand ..	0 56	Contingencies ..	9 00
		Conveyance charges ..	6 99
		Travelling allowance ..	3 00
		Mis. Printing ..	5 00
Subscription ..	539 12	Bank Commission ..	0 40
Advertisement ..	100 00	Special envelopes ..	141 82
Sale of publications ..	0 50	By S.I.T. Union ..	37 40
Interest from Bank ..	1 55	Balances on 31-3-1958 :	
From the South Indian Teacher	767 25	Cash with the Indo-Commercial Bank, Ltd., Mylapore :	
Subscription paid in suspense realised ..	5 00	Savings Bank account ..	28 73
		Cash on hand ..	2 02
		Stamps on hand ..	0 90
Total ..	1,477 98	Total ..	1,477 98

THE XXVII SOUTH INDIAN EDUCATION WEEK

(24th to 30th October 1957)

Statement of Receipts and Charges

Receipts		Charges	
	Rs. nP.		Rs. nP.
Donations received ..	40 00	Contingencies and stationery. ..	15 45
From S.I.T. Union ..	42 26	Conveyance charges ..	5 87
		Postage ..	60 94
Total ..	82 26	Total ..	82 26

THE SABHESAN THANKSGIVING FUND

(as on 31st March 1958)

Receipts		Charges	
	Rs. nP.		Rs. nP.
Balance as on 1-4-1957 ..	672 34	Memorial Lecture by Sri S. Natarajan ..	20 00
Add interest on Fixed Deposits ..	19 00	Balance on 31-3-1958 :	
		F.D. with the M.T.G. Co-operative Society, Ltd. ..	650 00
		Due from S.I.T. Union ..	21 34
Total ..	691 34	Total ..	691 34

THE S. I. T. U. BENEVOLENT FUND

Statement of Receipts and Charges for the year ended 31st March 1958

Receipts		Charges	
	Rs. nP.		Rs. nP.
Balances on 1-4-1957 :		Bank Commission ..	0 30
Madras Loan, 1963 (f.v. Rs. 2,000) ..	1,993 75	Conveyance charges ..	0 14
Cash with the Indian Bank, Ltd., Mylapore :		Postage ..	11 40
Savings Bank account ..	1,618 85	Benevolence paid ..	20 00
Cash on hand ..	3 58	Loan to S.I.T. Union for Construction of Building ..	3,500 00
Stamps on hand ..	1 08	Loss on sale of Madras Loan, 1963 ..	34 75
		Balances on 31-3-1958 :	
	3,617 26	Cash with the Indian Bank, Ltd., Mylapore :	
Subscriptions received ..	105 75	Savings Bank account ..	330 93
Interest from Bank, Loan accounts and G.P. Notes ..	160 08	Cash on hand ..	5 89
Incometax refund received ..	21 00	Stamps on hand ..	0 68
Total ..	3,904 09	Total ..	3,904 09

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

Statement of Receipts and Charges for the year 1957

Receipts		Charges	
	Rs. nP.		Rs. nP.
Balance on 1-1-1957 :		Contingencies ..	12 25
F.D. with the M.T.G. Co-op. Society, Ltd., Triplicane ..	430 00	Conveyance ..	0 81
Cash with the Indian Bank, Ltd., Mylapore : Savings Bank account ..	323 45	Postage ..	16 92
Cash on hand ..	3 33	Mis. Printing ..	40 31
	756 78	Balances on 31-12-1957 :	
Subscriptions :		F.D. with the M.T.G. Co-op. Society, Ltd., Triplicane ..	430 00
Life Member ..	100 00	Cash with the Indian Bank, Ltd., Mylapore :	
Ordinary Members ..	33 00	Savings Bank account ..	446 80
Sale of publications ..	5 00	Cash on hand ..	1 22
Interest from Bank and F.D. accounts ..	25 53		
Donation ..	10 00		
Advance from S.I.T.Union ..	18 00		
Total ..	948 31	Total ..	948 31

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

Balance Sheet as on 31st December, 1957

Liabilities		Assets	
	Rs. nP.		Rs. nP.
Profession Trust Fund :		Cash with the Indian Bank, Ltd., Triplicane :	
Balance on 1-1-1957 ..	3,319 14	Savings Bank account ..	122 73
Add interest earned ..	89 71	Due from S.I.T. Union ..	3,286 12
Total ..	3,408 85	Total ..	3,408 85

V. ARUNAJATAL,
Secretary.

S. D. KRISHNAMURTHI RAO,
Treasurer.

Examined and found correct.

V. SOUNDARARAJAN & CO.,
Chartered Accountants.

Madras,
7th May 1958.)

THE SOUTH INDIA TEACHERS' UNION

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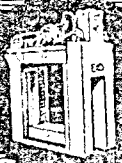
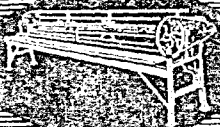
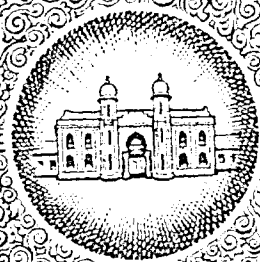
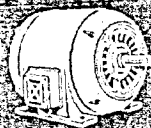
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