

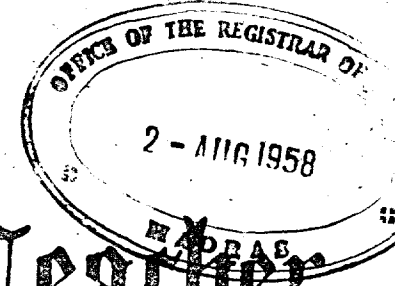
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The South Indian Teacher



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

Vol. XXXI

JULY 1958

No. 7

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Raise yourself by your own efforts

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The XLVIII Madras State Educational
Conference, Palayamkottai



A REPORT



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THE SOUTH INDIAN TEACHER

Vol. XXXI

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No. 7

THE XLVIII MADRAS STATE EDUCATIONAL CONFERENCE, PALAYAMKOTTAI.

(28th, 29th and 30th May 1958)

A REPORT

The 48th Madras State Educational Conference was held in the spacious and beautifully decorated Lebeau Auditorium of the St. Xavier's College, Palayamkottai, from 28th to 30th May 1958.

Punctually at 8 a.m. on the 28th May, 1958 the President-elect of the Conference, Sri G. R. Damodaran, arrived in the college premises. He, along with the distinguished guests was conducted to the Flag Post to the accompaniment of Nadaswaram music. The delegates assembled in front of the flag-post in semi-circle formation. Sri G. R. Damodaran hoisted the National Flag and the delegates with due solemnity saluted the flag. After the flag-song the entire gathering moved to the Hall which was packed to the full.

After prayer, Sri T. V. Arumugam, General Secretary of the Conference, welcomed the delegates.

A deviation from the usual procedure this year was the holding of the Elementary School Teachers' Conference in the morning before the formal opening of the General Conference.

1. Elementary School Teachers' Conference.

Chairman : Sri M. S. Selvaraj, M.L.A.

Convener : Sri S. R. Narayana Rao.

The Chairman in his opening speech said that the service of elementary school teachers should be highly appreciated in as much as they are working to eradicate illiteracy in the country. He remarked that the relation between teachers and the Government should be like that between the parent and his children. The teachers have every right to bring their grievances to the notice of the Government. The Government have taken various steps to raise the service condition of teachers. So teachers should co-operate with the Government and strengthen their hands. With the help of the Central Government our State Government is trying to give free elementary education to all children within at least 15 years. The per capita expenditure for a child in Madras is Rs. 24, which is much higher than what is spent in many other States. The President concluded

by appealing to teachers to keep aloof from politics, to shed their inferiority complex and take pride in their service.

Sri T. P. Srinivasavaradan, President of the S.I.T.U., then released the Conference Souvenir.

Sri S. R. Narayana Rao, Convener, initiated the discussion on the main topics of the day, viz., the salary of teachers, the new pupil teacher ratio and the syllabus.

Sri N. Venkatachalam of Kulasekharapatnam pleaded that the new pupil-teacher ratio, if insisted upon, would create unemployment and said that the ratio should not affect leave vacancies and bifurcation of standards.

Sri R. M. Ganapathy, President of the Tiruchendur Taluk Teachers' Union, pleaded for raising the scale of pay for Higher Grade Teachers and said that while the Government compared local board schools with aided schools in the matter of pupil-teacher ratio, it did not take the trouble to equalise the scales of pay.

Sri M. Subramaniam of Tuticorin said that the S.I.T.U. should strive to get franchise for elementary school teachers in the Teachers' Constituency.

Sri D. Sebastian of Karaikudi pleaded for better organisation among elementary school teachers.

Sri A. Sadagopan of Nanguneri said that teachers alone should not be saddled with the responsibility of enrolment of children, but parents and officers too should take their share of responsibility.

Sri G. J. Jayanathan of Nagapattinam spoke on the new syllabus and remarked that the work load on the teachers would be heavy. He said that seminars and refresher courses should be constantly held to make teaching more efficient.

Messrs. Sankaranarayanan and Parthasarathy Naidu of Tuticorin, Palani and Papanasam of Ambasamudram and Shanmugamuthu Pillai then spoke about professional problems.

Sri V. Anthoniswami of Tuticorin requested the teachers to get themselves enriched with knowledge through in-service training and refresher courses. He pleaded for an Education Act to enforce compulsion.

Sri T. P. Srinivasavaradan then spoke about the work of the S.I.T.U. towards the betterment of the lot of teachers. He said that they had asked the Government to introduce the pupil-teacher ratio in a graded manner, so that teachers may not lose employment on account of this ratio. They were pressing the Government to raise the scale of pay of the higher grade teachers and he hoped that justice would be done to them.

The President in his concluding remarks said that the Government had appointed a Legislative Education Advisory Committee to advise the Government on educational matters and any grievance or hardship brought to its notice would be sympathetically considered. In the end he requested the teachers to raise themselves by their work.

Sri S. R. Narayana Rao proposed a vote of thanks.

The General Conference

FIRST SESSION

More than a thousand delegates besides a large number of distinguished visitors assembled for the Conference at 3 p.m. on the 28th May 1958.

The Conference began with prayer by Sri Venkatachalam of the Hindu College High School, Tirunelveli.

Sri I. A. Chidambaram Pillai, Chairman of the Reception Committee, then delivered his welcome address.

WELCOME ADDRESS

Delegates to the Conference, Ladies & Gentlemen,

Let me at the outset thank the Reception Committee for the great honour they have done me in requesting me to be its Chairman and to deliver the Welcome Address. Although I am not happy under the burden of the responsibility

placed on my feeble shoulders, I yet feel it a proud privilege to be invited to welcome the delegates of the 48th State Educational Conference. This Conference is holding its sessions in the premier educational district of the Madras State, the only administrative district in our State which has been divided into three educational districts. We, the citizens of the Tirunelveli District feel a glow of pride that in our district, due to private philanthropy, nine colleges and hundreds of High Schools and Elementary Schools are catering to the educational needs of boys and girls from the elementary stage to the university level. Our district is not only important from point of view of educational facilities; it has obtained a celebrity in the history of our Freedom Struggle. Three great heroes of the Freedom Movement were natives of our district. First and foremost was Katta Bhomma Naicker, the hero of Panjalarurichi who fought against the British with a courage and determination which extorted the admiration of even his worst enemies. Secondly, there was Veera Chidambaranar, that great scholar patriot who demonstrated the possibilities of Indian maritime traffic and shipping industry, and who languished in prison for the sake of his cherished ideals. Last but not least was Mahakavi Subramanya Bharathi, the poet of the Tamil Renaissance and the bard of resurgent Indian nationalism. It is in such a historic district, that you are gathered to discuss the educational problems of the day and arrive at considered decisions. On behalf of the Reception Committee I extend to all of you, a very warm welcome.

Ladies and Gentlemen, You are meeting at a very important period in the history of our country and I may therefore say that the decisions of this Conference will be given that consideration and weight which they richly deserve, by the powers that be. We are on the eve of the inauguration of the educational set-up under the White Paper Plan and we have just finished two years of the introduction of the Reorganised Courses in the University. I dare say, that the eminent educationists who are gathered here

will be able to give the correct lead to the Government on the current educational problems. As one connected with the administration of one of the premier colleges in the Madras State, may I offer a few remarks on our educational problems so that you may consider them if they are worthwhile doing so and give your reasoned conclusions on them.

First, let me take up the question of elementary education. The White Paper on education envisages an integrated elementary education course for seven years and the finalised syllabi for the different subjects have been approved. But what I am not able to understand is that along with the introduction of the new syllabi in the elementary schools, there is the desire of the Government to introduce Basic Education. How Basic Education which is a craft dominated system can fit in with the Literary education of the White Paper Plan, passes my comprehension. Personally I am not very much in favour of Basic Education. We should certainly enable our pupils to learn a craft during their stay in schools, but to make the craft dominate education will impede the progress of the country. From the little that I have studied about Basic Education, I am inclined to think that it requires very able teachers who should unreservedly dedicate themselves to the progress and welfare of the pupils committed to their care. I do not know whether we have such a band of teachers to make Basic Education a great success in our country. I would therefore request you to consider whether all the schools in the Elementary Stage should be brought under the Basic System or whether the integrated Elementary Course of seven years with excellent syllabi for different subjects should be brought into force in all schools.

Coming to High School education, may I request the Conference to consider the position of High Schools and Higher Secondary Schools. The White Paper on Education lays down a phasing programme for the upgrading of High Schools into Higher Secondary Schools.

For some years there will be two types of Schools High Schools and Higher Secondary Schools. Pupils who pass the XI Standard examination will be allowed to go straight into the Three-year Degree Course, while those who pass the X Standard will have to pass the Pre-University examination before going into the Three-year Degree Course. The arrangement prepared by the White Paper is unfair to the X Standard pupils, for they will have to study the subjects through the medium of English in the Pre-University class, while the XIth Standard pupils of the Higher Secondary Schools will learn their subjects through the Tamil medium. May I request the Conference to bestow their attention to this aspect of the White Paper Plan and make useful suggestions to the Government and the University?

With regard to University education I have only one suggestion to offer. The changes in University education like the Pre-University, the Pre-Professional, the Three-year Degree Course and the Post-Graduate in the place of the Honours course have been brought about by the University authorities under the distinguished presidency of our illustrious Vice-Chancellor. They are all intended to increase the content and improve the quality of higher education. The controversy that is going on in our State is only about the medium of instruction in the College classes. Everyone will agree with me when I say that pupils who enter the portals of colleges find it difficult to follow the lectures as the medium of instruction is English, while in the High School classes it is Tamil. Demand is therefore made that in the College classes too, the medium should be Tamil. This demand is resisted by some Educationists on the ground that there are no books in the regional language for the different subjects in the college course. My own feeling in the matter is that to teach all non-language subjects in the College classes is a logical continuation of the practice in the High Schools and psychologically too it is a welcome measure. Students will understand the subjects better, think better and express their ideas

more clearly. It is said that the University is against the change of the medium from English to Tamil. I have a suggestion to offer. Those Managements of Colleges which feel very strongly in regard to the Tamil medium may make arrangements to give instruction in non-language subjects in Tamil, informing the University beforehand so as to enable it to prepare question papers in Tamil. If half a dozen colleges make a move in the matter, others will follow and in course of time, it will be possible to have many colleges offering instruction in non-language subjects through the medium of Tamil. If my suggestion is followed there will be two types of colleges, those offering the English medium and those offering the Tamil medium. Students who are strong in English can join the Colleges where the medium is English. This is not a fantastic suggestion, for in our Madras State where the medium of instruction in the High School classes is the regional languages, there are some institutions having English medium sections. The question of the medium of instruction has therefore to be solved by the managements of colleges and not by the University.

Ladies and Gentlemen, I take this opportunity to thank the Government of Madras for improving the lot of the teachers. They have introduced the pension scheme and they have offered full fee concession to the children of teachers. Regarding the College lecturers, the University Grants Commission has promised to pay 50% of the expenditure that may be incurred by giving effect to the new scale of salaries, provided the remaining matching grant is met partly by the State Government and partly by the Management. On your behalf I appeal to the Government of Madras to contribute its share in improving the material conditions of the University Teachers.

The Madras Government have decided upon the nationalisation of the publication of the text-books. It is for this Conference of experienced educationists to say whether the nationalisation move

is in the right direction. Many have been the objections put forward by educational associations but in spite of them the Government are going ahead with their plans for nationalisation. I do not want to repeat all the objections put forward against nationalisation; I only wish to reiterate that nationalisation will lead to indoctrination of ideology of the ruling party and mental regimentation. Culture has been defined by our Vice-President Sri S. Radhakrishnan as "hospitality of the mind, a new dimension of the mind." I would like the Government to say whether nationalisation of text-books would help the culture envisaged by our Vice-President?

Finally, I would appeal to the Government of Madras to be a little more liberal in the distribution of grants to private schools and colleges. The Private Sector is mainly responsible for providing educational facilities to our children in the Madras State. The upgrading of High Schools into Higher Secondary Schools, the starting of multi-purpose schools and the opening of different branches of study in the Three-year Degree Course involve a heavy outlay of capital and recurring expenditure and unless the government and the University Grants Commission come forward with timely and substantial grants, it will not be possible for private managements to implement the reforms envisaged in the White Paper on Education. I hope and trust that the Government of Madras and the University Grants Commission will help the private Managements of the Madras State to continue the good work they have been doing all these years in the cause of education.

Ladies and Gentlemen, once again on behalf of the Reception Committee I extend to you a warm welcome to our city. We have made all possible arrangements for your comfortable stay during the Conference Sessions, but if there be any inconvenience in spite of our best efforts, we would request you to excuse us and take the will for the deed. Jai Hind.

Inauguration of the Conference

Inaugurating the Conference Sri P. T. Thanu Pillai, M.P., said that the delegates were meeting at a time when momentous changes were taking place in the country. He hoped that the Conference would give proper guidance to Legislators and Administrators in matters educational. He was of opinion that the approach to educational problems should be in consonance with the new trends in the national life of the country.

He stated: "Teachers are the architects of the country's edifice and they have to mould human minds. The teachers' approach to and outlook on educational problems should be different from those of the economist or the layman, for teachers are specialists in the line. It is the duty of the administrators to find the money for education and for paying proper scales of salaries to teachers. Teachers should be careful of what they teach and how they teach; for it is only then that they can shape children into good citizens."

Referring to the problem of discipline Mr. Thanu Pillai stressed the need for proper relationship between the teacher and the student. He then dwelt on the question of medium of instruction in universities in a country like ours which has a multi-lingual set up and said that the proper thing would be to teach English better in the high school classes.

Next he wanted the Conference to consider carefully about the purpose of the XI standard and the achievement of the pupils of that class.

Referring to the study of languages he said that the pupils in their young age, say, between 7 and 11, would fare better than at a later stage.

He appealed to the teacher experts assembled to bring a new approach to bear in their discussion of all problems facing education.

He concluded by wishing the Conference success.

INSTALLATION OF THE PRESIDENT

Sri T. P. Srinivasavaradan, President of the S.I.T.U., proposing Sri G. R. Damodaran to the chair said that, as the Principal of a College, as the President of the Coimbatore District Teachers' Guild, as a member of the Syndicate of the Madras University and as a member of the managing body of several educational institutions, Sri G. R. Damodaran was well acquainted with educational problems at all levels. He added that Mr. Damodaran's keen desire to be in touch with teachers and his spirit of faithful service to the Union would be a great source of strength to teachers.

Sri M. V. Subramaniam seconding the proposal referred to the brilliant academic career of Sri G. R. Damodaran and said that teachers expected in him a champion of their cause.

Sri M. N. Vadivelu Mudaliar and Sri S. Subba Rao supported the proposition.

Sri G. R. Damodaran was then formally installed in the chair and Sri T. V. Arumugam invested him with the President's badge.

Sri G. R. Damodaran then delivered his Presidential Address in Tamil. (English version of the address was already published in the June 1958 issue of this journal.)

Sri T. V. Arumugam, General Secretary of the Conference, then read the messages received wishing the Conference success.

OPENING OF THE EDUCATIONAL EXHIBITION

Sri S. Srinivasa Iyengar, M.A., L.T., Lecturer in Science, St. Xavier's Training College and Convener of the Exhibition Committee, made the following report on the work of the Exhibition section:—

The Exhibition is here today, all thanks to the General Secretary of the Conference to whom the exhibition was one of the two 'musts', the other being the excursion. As a result of his inducement, an exhibition sub-committee was constituted with Sri S. Srinivasa Aiyen-

gar as Convener and Sri M. V. Rajendran, Professor of Zoology, St. Xavier's College, and Miss J. Stephen, Headmistress, Sarah Tucker Training School, and Sri Jeyados Asir of Bishop Sargent Basic Training School as members.

Letters requesting for exhibits were sent to the Government departments, foreign embassies, publishers and commercial firms and schools and colleges. The T.T.C. centre, Ten, the Natural Science department of St. Xavier's College and S.T.C. Palayamkottai, have contributed a lot to make the exhibition a success. Special mention must be made of Prof. Rajendran who is more than a snake charmer and his collection of the poisonous 'enticer' all of you would like to see. Some original paintings of Sri R. Bhagavat Prasad, Art Master of V.O.C. Training College also find a place among the exhibits. The film show is a side attraction of our exhibition. Quite a good number of films have been received and these will be screened in this hall."

Rev. Fr. K. A. Susai, S.J., Principal and Rector, St. Xavier's College, in declaring the Exhibition open said that industrial and commercial exhibitions help to promote trade and industry. Just as people in trade and industry exhibit their wares, teachers must display their goods including books. He said, "An Exhibition is twice blessed. It blesses those that prepare the exhibits and those that see them. It promotes artistic talents in pupils in addition to infusing in them team spirit. Education through the eye is an important educational principle which is satisfied by exhibitions."

Sri T. V. Arumugam, General Secretary of the Conference, proposed a hearty vote of thanks. He thanked Sri Thanu Pillai for drawing the attention of teachers to many of the important educational problems. He thanked Sri G. R. Damodaran for the illuminating address given in sweet Tamil. He thanked Rev. Fr. Susai, S.J., for all the help given in organising and holding the Conference in the premises of the College.

With a few announcements by the Secretary of the S.I.T.U. and by the Secretary of the Conference the afternoon session came to an end.

Sabhesan Memorial Lecture

At 6 P.M. on 28th May 1958 the delegates assembled in the Conference Hall to hear the Sabhesan Memorial Lecture by Prof. S. David Michael.

Sri T. P. Srinivasavaradan in introducing the lecturer to the audience said that he was one of the oldest members of the Tirunelveli District Teachers' Guild and one who had intimately moved with the late Sabhesan of revered memory.

Prof. Michael then delivered his lecture.

Mr. President, Fellow Delegates, Ladies and Gentlemen,

I deem it a great honour to have been called upon to deliver the Prof. M. S. Sabhesan Lecture and I sincerely thank the Office-bearers of the S.I.T.U. who have given me this singular privilege.

"Prof. Sabhesan was a wonderful success as a teacher, an author, a journalist and president of the S.I.T.U. and allied organisations. . . . If today, the S.I.T.U. has come to be a powerful organisation, commanding the allegiance of the vast body of teachers in the province, the credit is in no small measure due to the untiring and selfless work of its president, Prof. Sabhesan"—So wrote the late lamented Sri E. H. Parameswaran on the occasion of the Shasthibdapurthy of the late Sri Sabhesan. With the two ideals of the progress of education and the betterment of the teaching profession, Sri Sabhesan has devoted his life time as the architect of the South India Teachers' Union working out the federal idea. It behoves us to emulate him in the pursuit of those noble ideals and carry the federal frame work from South India to the whole Indian Union—to transform the S.I.T.U. into the all India Teachers' Union.

Our Environment

In the new environment of India, we teachers, have an important part to play. Our great country is in the grips of a veritable revolution. The dawn of independence has brought in its wake revolutionary experiments in politics, economics and education. Plans and Projects have created a mental stir. The change is most welcome as a process of emancipation. Is it not a matter for pleasure to see the common man, the Indian peasant, drink daily at the sweet fountain of freedom and liberty? Our leaders have not laboured in vain in the arduous freedom struggle. Yet we cannot but note without concern the new environment in India saturated with new forces which are to be studied and sublimated from the standpoint of pedagogy. One is well aware of one's fundamental rights but only half-conscious or unconscious of its corollary-duties and responsibilities. The gospel of non-violence for which India had become internationally proverbial is threatening to disappear. Young and old have become hypercritical. Political ambitions and objectives try to undermine systems of religion, education and social order. Sacred characters of religion are held up for ridicule. Not liberty but licence is put up on the altar for adoration. Virtues like moderation, obedience and discipline are considered medieval. It looks as if the history of the India of the 6th century B.C. is re-enacted in our own times. We witness good things and forces of evil. Great must therefore be the pleasure and responsibility of the Indian Teachers who are placed in the present set-up of Indian conditions. At the very outset, I appeal to Brother and Sister Delegates to gauge our environment and equip ourselves suitably to our onerous profession.

The Teacher in India

In the confraternity of world teachers, the teacher in India in all stages—Primary, Secondary and University—is a specimen of backwardness in many respects. Whatever be his high stature, moral and intellectual, when he is underpaid, under-fed and under-clad, from the

status, he occupies today in society, the Indian teacher certainly cannot cope with the Himalayan task of the re-birth of the nation in which his place is fundamental. However wise be the system of education, practical, national and even spiritual; if the teacher is hollow, a shadow and a skeleton, with a gloomy outlook of life, even that wonderful system will be a tragedy of good intentions. In all ages, all over the world, the teacher has been the pivot of the educational system. So are we and shall be in our own country. Do not you and I long to see an educational resurgence in our Motherland and to usher in a generation of pupils—boys and girls, future fathers and mothers, of pattern of the Pater-familias and Roman Matrons, with moral calibre, sense of service, self-respect, ambition, heroism and enterprise whose impact will be beneficially felt all over the world. To implement this vision of a glorious future India, I should like to place before you two requisites and earnestly emphasise them—one is what we ourselves must do to us and the other is what society and government are expected to do to the teaching profession. Regarding the first, I have only to recall to you the qualities of head and heart so abundantly possessed by our ancient teachers. They were first and foremost men of God and men of religion. Within the sacred fold of gurus—I shudder to think of the connotation of this term which applies to us—an atheist and an agnostic have no place. Unblemished purity of private life was the hall-mark of our ancient teachers. If they erred, they never glorified vices. In thought, word and deed, in communion with God, they treated an atmosphere and an environment which richly conduced to formation of the youths who squatted about them. Prince and peasant looked up to them as living monuments of intellectual and even physical culture. Having no material needs which patronage and endowments lavished on them, they lived as apostles of learning and wisdom, and died as martyrs of education. Out of love and gratitude to them, their beneficiaries ascribed to them qualities of

divinity. Alive or dead, they were enshrined in the hearts of men and society honoured them with a place on the top rung in its ladder. We will do well to keep before the eye of our mind the qualities of an ideal teacher and live up to that model in spite of the complicated modern society in which we are placed.

The other requisite is the realisation of the responsibility of society and government to the teaching profession. It is often pathetically said, "The teaching profession is the noblest but poorest of professions". This state of affairs should not continue long in the interest of the nation. A timely warning in telling words was sounded only the other day by no less a personage than Acharya Vinoba Bhave. Addressing a prayer meeting on May 17, 1958 at Miraj, the Acharya remarked,

"The profession of teaching attracted only those who had failed to get a job in any other field. This has led to the deterioration of the standard of students. I wonder how the moulding of character of the future citizens be entrusted to those.....who had a gloomy outlook on life."

The last part of this pronouncement is a painful truth. If, as he impartially observes, the great army of teachers are discontented because of service conditions, inadequate salary, insecurity of tenure, dubious promotion, and inappropriate amenities, there, not only will they fail to mould the character of the pupils but what modern history has taught us, they will constitute the disturbing, even undermining factors of democracy in the long run.

Our Educational System

In Free India, earnest endeavours are being made to better the status of the teachers and to build up a system of education suitable to the needs and aspirations of the country. What has been hitherto Primary Education has been made *Junior Basic* whose curriculum has been enriched with creative activities

like crafts. As the following chart will show, quantitative progress has been made :

	1950-51	1955-56
Basic	Schools 17,51	10,000
	Students 1,85,000	11,00,000
	Training Schools 114	440

The importance of *Secondary Education* can hardly be exaggerated. The High Schools have to produce teachers to the Basic Schools and pupils to the University courses of study. There has been marked quantitative increase in the number of High Schools during the last ten years. In 1953, the total number of High Schools was 18,497 as against 12,693 in 1948 showing a 50% increase. A similar percentage of increase is expected by 1958. The qualitative progress was doubted and the two criticisms levelled against the system were, declining standards and over-literary type of education. But a silent revolution has been introduced by the implementation of the Report of the All India Secondary Education Commission ably piloted by our erudite and versatile Vice-Chancellor, Dr. A. L. Mudaliar. Medium of the regional language, diversified courses, multi-purpose schools, agricultural and technical courses, the Junior Cadet Corps, Social Service League: these, amongst others, constitute the chief features of the reorganisation of Secondary Education as indicated by that Report.

In a free country, one rightly looks up to the *Universities* for the supply of leaders and topmen in all sectors. More so, in a country under a Plan, they can best subserve the government objective with Engineers, Mechanics and Doctors in the schemes of development or promotion of national health and wealth. During the years of freedom, there has been increase in the number of Universities so that every important linguistic area has its own University. Falling standards, examination mania and lack of coordination induced the government to set up an All India University Commission under Dr. S. Radhakrishnan as Chairman. The Commission laid particular

stress on agricultural and technical education and suggested scientific methods of educational testing. On its recommendation, the government has set up the University Grants Commission as in Great Britain to advise grants from public revenues to Universities with its enlarged powers and functions. This body is expected to stimulate by its indirect influence and grants better progress in the Indian Universities and ensure higher status for college teachers.

Some Trends in our Educational Policy

I have very briefly set forth the overall structure of our educational system in all stages. I may now be permitted to make a few observations. Of the two theories "Smile and study" and "Weep and work" obviously, the former is better. Yet, we must not banish the idea of seriousness in toto. We will do well to examine the Basic system in the light of this remark.

Though indiscipline of students cannot be charged against most institutions in South India, is it not lifting up its ugly head here and there, now and then? If so, is it not our duty as a body of teachers to wipe out the causes of disorder, rather than smash the victims who have been often the pawns in some non-educational games?

In our secular state, education rests on the natural and not supernatural order. No system of education which ignores the spiritual basis of life, will really meet the needs of the country. Cannot heads of institutions and individual teachers fill up this gap by suitable devices?

There is one trend in our educational policy which ought to be carefully examined. It amounts to unnecessary intervention into and encroachment upon the autonomy of Universities and aided private agencies in education. Standardisation in education will lead to totalitarianism and regimentation. It will spell disaster. We are in the days of democracy. The old Secondary Educa-

tion Board, an elected body, has become a thing of the past. The Text Book Committee of the State has become a nominated body. Recently, a University Senate debated whether the Vice-Chancellor of that University must be elected or nominated outright by the Chancellor. On the eve of elections, there is tall talk of democracy. Subsequently, the Legislature tries to arrogate to itself, if possible, the powers of the executive. It is ludicrous that Educational Selection Committees must be manned by local M.L.A.'s to the exclusion of eminent heads of institutions. The forthcoming increase of term days in the College to 180 is an unpractical and reactionary measure. Surely, it is bound to accelerate the already existing deterioration of standards. Often we have heard the remark of surprise that a college teacher has only two hours of work every day, when others work eight hours! A friend of mine, now Joint Registrar of Co-operative Societies, had the same view and believed that college teachers were under-worked. He was appointed Principal of the Hood's Training Institute and had to lecture one hour a day. He found that one hour lecture so taxing, he has now changed his view!

Our Task Ahead

Amidst odds, we must take a higher view of our profession. A teacher is a servant of mankind. In this God-given mission, he is in *loco parentis* with moral obligations in the formation of the pupils. He can best discharge his task only when he realises this great mission of his. He is to approach the child without prejudice of caste or creed. This is all the more important in a country like India, a museum of races, castes, creeds and tongues. The task of the Indian teacher is a responsibility and an opportunity. Free India is being reconstructed politically, economically and socially. In this reconstruction, all have a share and obligation. Negatively, dishonesty and corruption must be wiped out and therein sense of service and sacrifice ought to be instilled. We must take a keen interest in the spread of Adult Education. "Each

one, Teach one" must be our motto. Our literacy stands at 20% only and we pride ourselves in adult franchise. The endeavours of the government to spread adult education through the Educational Department, Community Projects and National Extension Schemes have not succeeded. In a land of rural indebtedness, success is possible only if the villagers are given the opportunities to "earn and learn". There is again Social Education so necessary in our country under democracy. National reconstruction implies the teaching of civic rights and duties, principles of health and sanitation and social fellowship. In this new set-up and in a wider sense, the teacher's duty does not end within the class-room but only begins there and expands to society at large.

History tells us that the dawn of national independence has been followed by golden ages. The battle of Marathon produced the Periclean Age in ancient Athens. Writers like Fichte and Hegel held out the vision of a Pan-Germania and created modern Germany. Though invaluable are the services of Tagore, Barathiar and others, it is for us, teachers to lead the "innocent angels" entrusted to us on paths hitherto untrodden by men, to see visions hitherto unseen and to rise to heights hitherto undreamt of by men. These things take place in a golden age. To build up an age of idealism, the teacher's task is great. The work of creation is God's. When we mould mind and soul, we do God's work. For that, God alone can give adequate recompense.

Conclusion

Let me now conclude by asking you to emulate late Prof. M. S. Sabhesan. An authority in Botany, a loyal servant of the Institution where he was employed, a promoter of the status of the teaching profession and a good man in private and public, Mr. Sabhesan will be a shining example and model to teachers of all times. Writing under the caption "*Prof. Sabhesan and the Madras Christian College*", Dr. Rev. A. G. Boyd, who tem-

peramentally does not exaggerate or eulogise, pays a glowing tribute to Mr. Sabhesan who was 34 years a member of the staff of that College. He uses the following terms in praise:—"Mr. Sabhesan was loved and admired"; "was a trusted adviser of a succession of Principals"; "was a wise and generous colleague". I give below a verbatim quotation of the last paragraph of Dr. Boyd:—

"Looking back on Mr. Sabhesan's career among us, it seems to me that two outstanding qualities were his loyalty and his disinterestedness. He belongs to a generation of teachers who were notable for their loyalty to the institutions which they served, and he was himself a fine representative of the type; it would have been impossible to conceive of him accepting low standards of duty, or treating lightly his obligations to the institutions to which he was pledged. And he never played for his own hand. I remember well the remark of a colleague who was a very shrewd judge of men, that 'Sabhesan never asks for things for himself'—and it was true. With many opportunities of pushing his own

interests, or pressing the interest of his department, he consistently took a higher line and set an admirable example to all of us who were privileged to serve along with him, of broad-minded and unselfish devotion to the interests of the college as a whole."

The S.I.T.U. deserves the thanks of all teachers for perpetuating the memory of an illustrious leader and benefactor by instituting this Memorial Lecture in his honour.

I once again thank the Office-bearers of the S.I.T.U. for asking me to deliver this lecture and thank you all for the patience with which you have listened to me."

Sri V. Arunajati, Secretary of the S.I.T.U., thanked the Lecturer for his inspiring address and his impassioned plea for teachers discharging their duties realising the nobility and dignity of the profession.

At 9 P.M. the Subjects Committee met and considered the draft resolutions.

The delegates were treated to a film show and an entertainment both of which were greatly appreciated.

SECOND DAY'S PROCEEDINGS

(29th May 1958)

2. Secondary and Technical Education Sectional Conference

Chairman: Sri M. N. Vadivelu Mudaliar, B.A., L.T., Headmaster, Board High School, Arni.

Convener: Sri E. Venkatesalu, B.A., L.T., Headmaster, Rajalakshmi Mills High School, Singanallur.

The sectional conference commenced its session at 8 A.M. on the 29th May 1958 in the Conference Hall under the Chairmanship of Sri M. N. Vadivelu Mudaliar.

CHAIRMAN'S ADDRESS

The proper organisation of Secondary Schools is the most important and urgent task in the entire field of education, because upon it depends the quality of education as a whole. Secondary schools have to provide teachers for elementary education, prepare pupils for the University career, and train the youth of the country to play the role of junior leaders in our villages. Besides these, the vast ranks of subordinate services under Government and technical posts in workshops and factories have to be filled up from the products of our Secondary

schools. Further, secondary school education is deemed to be the minimum training for any one to be an effective citizen in a democracy. So it can be easily seen that Secondary Education must receive our most earnest and thoughtful attention.

We have now, as teachers, passed the stage of discussion and debate on the several blue-prints for education in free India and have arrived at a stage when we should wrestle with the task of adjusting ourselves to the new set-up. The syllabi for secondary education have been finalised and they are now in our hands. That does not mean that all teachers and parents have a clear view of the whole picture. In fact the picture as most of us see it, is really a confusing one. Many questions arise in our minds and these have to be answered. There seem to be many loose ends that have to be tied up. It is my main purpose as President of this sectional conference to pose these doubts and questions before you so as to focus your attention on them while you are here.

In the first place we don't have sufficient literature placed in our hands, which can be understood by the average parent and teacher. I should like to see every secondary school teacher supplied with a copy of the new syllabus and a copy of the booklet explaining the aim and scope of the new secondary education. The foremost question that anyone is tempted to ask is: "How will the new set-up of secondary schools improve our secondary education? Is it merely a change of names? Is it a mere polishing of an old leaky vessel? Or, is it the making of an altogether new product?" It is easy to condemn anything new but we, as teachers, should not indulge in such cheap criticism. There must however be a genuine attempt to understand our educational problems; and it is in that sense we gather annually at conferences like this. I, for one, have bestowed some thought to understand how a seven year course of integrated elementary education and a four year course of secondary edu-

cation will make any marked difference to our present standard. The Secondary Education Commission emphasizes that a pupil should stay in the secondary school till he completes his 17th year. If that be so, does the new system ensure it? If it does not, all the changes that have been made at so much cost and labour lose their significance.

The one thing that we have regrettably lacked all these years is a comprehensive Educational Act laying down in precise terms the aim and scope of secondary education, the limits and spheres of Governmental control and interference, and the conditions of service of teachers. It is not in the best interests of education that such an important thing as national education should be left to be moulded and directed solely by a departmental code. The teaching profession has been wanting an Education Act all these years and I earnestly appeal to the Government to enact such a legislation without further delay.

The question how Secondary education is related to elementary education on the one hand and to higher education on the other is yet to be clearly defined. The Basic Education syllabus treats that stage of education as a unit by itself and will, in all probability, replace the elementary education syllabus in due course. Children who complete a basic course of education can only be fit for a post-basic school. But the scheme, as now drawn up, directs the elementary education stream into the secondary education stream. I am rather at a loss to understand how the problem of admitting those children to a secondary course is going to be solved unless it be by an arbitrary fiat of the department under which we are even now admitting Elementary School children to Secondary Schools. My own frank opinion is that an examination at the end of the elementary course is inevitable. That will help us to direct such of the pupils as have a vocational bent to trade schools. Now else, I ask, are we to avoid at the school level the wastage which we are now deploring at the College level? The

aim of Secondary education, as we now conceive it, is threefold; (1) to fit the youth for a gainful employment, (2) to prepare him for a college career, (3) to equip the country's youth for leadership in the junior level and for citizenship. Under the new scheme all these three purposes are sought to be achieved in a single school under the same roof. That we have named a multi-purpose school. But I strongly doubt if every higher secondary school can be a multi-purpose school. The question also arises as to how the pupils in a higher secondary school are to be diverted to a multi-purpose course at the close of the 8th standard. Either we must have some definite vocational guidance mechanism or we must fix the choice even during the elementary course. Thus the problem of vocational guidance assumes great importance under the new set-up. The Government and the professional organisations should immediately form such guidance bureaux in every important centre.

The question of language study in schools presents its own difficulties. We are being constantly reminded of the importance of English as an International language. I think you will readily admit that the present arrangement for the teaching of English is far from satisfactory. The only way to improve the knowledge of English is to entrust its teaching to experts. There must be English (Pandits) Specialists for all English classes. No one who has not specialised in English both in the degree course as well as in the training course should be given English teaching in Secondary Schools. In brief all possible steps must be taken to raise the standard of English teaching.

The 3 periods allotted for Hindi as compared to 7 periods for English is rather inadequate. The position which English now occupies in our national affairs may ultimately be taken up by Hindi. A knowledge of Hindi gained by 3 periods of study will not meet the object as set forth in the syllabus itself. It will certainly handicap the pupils when they

enter upon their different careers. Hence Hindi must be made compulsory and treated at the annual examination subject on a par with the other two languages.

The question of management of Secondary Schools hitherto managed by District Boards is yet undecided. I am sure you all agree that these schools should not be handed over to the Panchayat Unions or any other body taking the place of Dt. Boards. These unions cannot be considered competent to look after Secondary Education. Further they will not have the necessary resources and the schools will be starved. A statutory Local Edn. authority for each District, similar to those in Gr. Britain and consisting of men and women of the highest character and learning in the area, must be set up. A panel of these must be formed by Teachers' Associations, from which the Government should select the required number to serve for a period of 5 years, retirement of the members being by rotation. Such a body alone can ensure complete freedom for headmasters in their internal administration, the power of interference such as may be necessary being vested in the D.E.O. as at present.

There is bound to be a fall in the standard of education with its rapid expansion under the democratic ideal—"Education for all". I think to a certain extent it is incurable and we have to face that fact. But there must be a constant vigilance to keep the fall within a limit. It would have been much better if the Government had paid attention to the essential recommendations of the Secondary Education Commission and left the frame-work of education as it was. One of these recommendations was regarding Inspection of schools. Inspection as at present does not help much to improve education. The system of Inspection has to be thoroughly overhauled, enlarging and deepening the D.E.O.'s work on the teaching side. He should have less of auditing and scrutiny of school and special fee accounts as these are done by the departmental

auditors. The inspecting officer must be able to meet and know each individual teacher with a view to understanding the peculiar and special methods adopted by each. The Inspecting Officer must not only have the right to see things, but he must have the insight as well to understand the deeper currents of school life as changing from day to day. The number of schools for his inspection must not be unmanageable and it would be good if he has some subject experts with him for help during inspections.

I shall now come to the hardest nut which we have been trying all these years to crack, without success. In spite of seminars, workshops, extension services, refresher courses, research units and pilot projects, there has not come into being a single school where the examinations have been replaced by cumulative records for purposes of promotion from class to class. The chief obstacle to progress in this direction is the unduly harsh stress on the production of good results arithmetically measurable. This is a painful contradiction in our present educational set-up, especially at the secondary stage, which must be resolved if the teacher-pupil relationship on the one hand and teacher-headmaster relationship on the other should conduce to discipline and character formation. The headmaster should be the sole judge of the examination results with reference to any particular teacher. Any action that may ultimately be taken should be only on his recommendation, which should be respected. The position and authority of the headmaster may well be defined clearly in the very Education Act which I have urged earlier in this address. As for the reform of the examination system I am afraid it requires a separate conference for discussion. I shall only say that the present system of examinations is the result of careful evolution during the past several decades; and any light-hearted reform, will only make our educational standards decline to some extent at least.

A word now about extra-curricular activities. Too much stress on them,

to the detriment of regular class-room teaching, has largely contributed to the present-day poor results. Very often the preparation and training of pupils for any spectacular school function seriously dislocates normal school-work; and the time in this kind of work can in no way be made up. So let us keep these activities only to the extent they serve real education."

With these words, Mr. Vadivelu Mudaliar concluded his presidential address.

Mr. T. P. Srinivasavaradan, initiating the discussion explained the set up of the 7 year integrated Elementary course and the four year Higher Secondary course. He brought to the notice of the Conference how under the new set up, a pupil who wants to study Sanskrit will have to study 4 languages namely Regional language, Hindi, English and Sanskrit (which of course will have to be studied outside the school hours). The 8th standard is an exploratory stage and in the 9th standard diversified courses begin with a provision for a change over from the diversified course to the academic in the initial stages without much loss of time; and in our State pupils taking to diversified courses are not shut out from pursuing higher studies. The phased programme of upgrading Secondary schools will be carried out in 7 or 8 years; meanwhile Laboratory and Library will have to be adequately equipped. The Universities may be expected to help the teachers to qualify themselves to teach higher standards of the Higher Secondary course. The difficulties that may crop up during the Transition period must be faced with courage and vision and solved by us.

Mr. S. Venkataramanan of Coimbatore laid stress on tests for finding out the aptitudes of the pupils and advising the parents and the pupils. He suggested that the multi-purpose schools should first be upgraded into Higher Secondary schools to enable those pupils who have opted for Engineering and other diversified courses to continue their education without any break. Attractive scales of

pay will certainly draw good teachers to the profession and the Government must bestow attention on this question without any delay. He pleaded for more effective training for the teachers of the bifurcated courses.

Mr. P. R. Radhakrishnan of Coimbatore explained how, with the coming into force of the new system, teachers will be thrown out of employment and requested the authorities to give up the new type questions in English to arrest the deterioration of standards.

Mr. V. Arunajatai wanted the authorities to investigate the results of the introduction on the various diversified courses in schools. He pointed out that only one school had chosen to have Teaching practice in our State according to the Report of 1955. It might be that many more such subjects are not found to be popular. He suggested that to increase the quantity of material taught and improve the quality of teaching, tutors and demonstrators may be appointed in Higher Secondary Schools.

With the chairman's concluding remarks and vote of thanks by the convenor, the Sectional Conference came to an end.

3. Primary and Basic Education Sectional Conference

Chairman : Mrs. Sarasvathy Srinivasan, B.A., L.T., Headmistress, Avvai Home Senior Basic Trg. School, Adyar, Madras.

Sri V. Arunajatai, Secretary of the South India Teachers' Union welcomed the gathering and requested Mrs. Sarasvathy Srinivasan to preside over the Sectional Conference.

The Chairman in her opening remarks said, "The problems confronting the present day Elementary Education are the same as those confronting Basic Education also. In Basic Schools there are at present Standards 1 to 8. But the Government while fixing the duration of the integrated course of Elementary Educa-

tion to 7 years have not so far taken any decision about the duration for the Basic Standards—whether it should be for 8 years or should be reduced to 7 years. This question has to be solved satisfactorily. Unless the foundation of Elementary Education is well laid, the Secondary and other higher Education will not have a strong structure. In the syllabus for the 7 years of integrated course of Elementary Education to be introduced, suggestions have been given by the Assessment Committee on Basic Education for the improvement of Elementary Education, such as introduction of principles of Health and Hygiene, formation of children's parliament, introduction of cultural and recreational activities, Extension work to enable children to have contacts with the community, and introduction of easy, useful and productive handicraft. This in a way will surely pave the way for the introduction of Basic Education in all schools without any difficulty as some of the ideals and fundamentals of Basic Education have been included in the Elementary Education syllabus. Co-operation between parents and teachers will improve the Standard of Education and make schools real community centres."

About text books, the president said that once it was thought that no text books were needed for Basic Education, but now steps are being taken to print Reading Books, Guide Books and Activity Books for Basic schools and the Government are also taking steps to publish text books for Elementary School classes. Here she gave a note of warning about the nationalisation of text books. Nationalisation will result in the publication of stereotyped text books and the influence of the party in power will definitely be noticed in the publications. Hence she was of the opinion that Nationalisation of text-books should be given up and the publication should be left to healthy competition to ensure good standard. Those well trained and experienced in Basic methods should be encouraged and given facilities for writing suitable Guide Books on Basic Education.

One point put forward for the slow progress in the development of Basic Education is lack of Basic trained teachers. She pointed out that many Basic Trained teachers were without any job and non-Basic schools were reluctant to absorb them. One main point she stressed was that the Officers of the Educational Department should have faith in Basic Education and work sincerely for the spread of Basic Education. Moreover the idea of Dignity of Labour should be inculcated in pupils. She suggested that the Government should give grant to Elementary Schools for their excursion programmes. She concluded by saying that Madras State should set an example for the development of Basic Education in our country.

Mr. Victor Dare of Palayamkottai then addressed the gathering. He said that there will be minor difficulties during the transition period and when once all schools are converted into Basic schools these difficulties would disappear. He explained the objectives laid down by the Zakir Hussain Committee on Basic Education. He pointed out that during his retraining in Basic Education, he found out that there was Religious tolerance emphasised and practised in the Basic system.

Mr. Anthony Pichai, Lecturer in St. Xavier's College, said that any system of education should fulfil the basic needs of the child namely, activities and the Basic needs of the community. Project as a creative activity cannot give a good grounding in the fundamentals of the three R's.

Mr. N. Venkatachallam of Kula-sekharapatnam said that the question before them was not whether Basic Education was to be introduced or not, but how to bring about the change over. He explained that during the course of the year he received an order that the first three standards should be converted as Basic classes simultaneously. He explained the difficulties he experienced without any Basic trained teachers in his school. He also added that he had received the equipment for the Basic School

but there were no teachers to handle them nor teach the students in the Basic methods. But the authorities were insisting on converting the classes into Basic ones. Though his ambition was to run a Basic School on good lines he did not know how to do it in the absence of basic trained teachers in his school. He wanted guidance in the matter.

Mr. Kuppuswamy of Coimbatore pointed out that he was in charge of a Basic school for over twelve years and that his school was doing efficient work. He pointed out that the teachers should have ample faith in the system if Basic Education was to develop. He explained that efficiency in the three R's could be achieved through the Basic system and that students of the Basic schools could fare well in higher studies.

Mr. G. J. Javanathan of Negapatam said that there should be proper teachers who have faith in Basic system and spirit of service to handle Basic schools. He was of the opinion that text books should be published for the Basic schools.

Mr. Satagopan said that schools with 2 or 3 teachers could be converted as Basic Schools without any difficulty.

Mr. Subramanian of Tuticorin pointed out that the three R's should be given importance in Basic schools.

Mrs. Thamman of Palayamkottai said that in the course of her work, students of Basic Training Schools were found to possess better knowledge than those of other training schools.

Mr. V. Arunajatai said that the problem before them was how to effect the change over from Elementary to Basic schools. He said that the question was no longer one of debating whether Elementary schools of the existing type should be converted into Basic schools, but of how best to bring about the change in spite of difficulties. For the transition period, idealistic approach towards converting the existing schools into Basic ones should not be insisted upon. The need of giving thorough drilling in the 3 R's for Elementary school children could

never be lost sight of, particularly in Basic Schools. About 18,000 schools might have to be changed and this should be done in a period of 10 years according to a phased programme with the help of a team of good teachers chosen from the present Basic school staff. Guide Books and text books prepared by expert teachers actually working in Basic schools must be prepared.

The Chairman in her concluding speech pointed out that the change over should be gradual. Step by step the classes of the Elementary schools should be converted as Basic standards. There was no meaning in issuing orders at the stroke of a pen to convert more than one class to the basic pattern in a particular year. The success of Basic Education largely depends upon the teacher who should bear in mind that they will have to impart education for life to the future citizens of the country.

With a vote of thanks by Sri V. Arunajatai, the Sectional Conference came to a close.

4. University Education Sectional Conference

President: Sri J. Vedasiromani, M.A., B.L., Principal, St. John's College.

Convener: Sri M. V. Subramaniam, St. John's College, Palayamkottai.

The Sectional Conference on University Education took place at 10-30 with Sri J. Vedasiromani, M.A., B.L., Principal, St. John's College, Palayamkottai in the chair. The topic for discussion was 'Difficulties experienced in Pre-University and Pre-Professional Courses'. The Chairman in the course of his introductory remarks made a survey of the changes introduced in the University stage of education, such as the Pre-University, the Pre-Professional, the Three Year Degree Course and the Post-Graduate and Research courses. He declared that changes had been introduced by our illustrious Vice-Chancellor only after consulting all the University authorities and after having a full and frank discus-

sion with the Principals of all Colleges within the University area. He was therefore of opinion that the experiences of educationists gathered at the Conference might make useful suggestions to adjust the system here and there, though the main structure would have to remain as planned by the University. In regard to the Pre-University course, the Chairman was of opinion that it should always remain a part of the College, as the College atmosphere, library facilities and the University training of making the students work for themselves, would be absent at least in many schools, should they have the XI standard. The Chairman put forward a plea for the continuance of the English medium for a long time to come in the interests of the Tamil Nadu. He declared that as one who was anxious for the welfare and progress of Tamilians and Tamil Nadu, English should be the medium in the College classes until Tamil qualified itself to take over. He also said that if the Education Minister was convinced of the advantages of the Tamil medium, he could straightaway introduce it in all Government Colleges. The Chairman in conclusion put forward a vigorous plea for the inclusion of College teachers in the Pension Scheme benefits and at the same time appealed to teachers of all grades to give their best to the pupils committed to their care.

After the Chairman had finished his introductory speech, half a dozen delegates participated in the discussion. The chief difficulty experienced in the University and the Pre-Professional courses being the English medium of instruction, naturally the question of the medium was taken up by the participating delegates. Sri V. Sankaranarayanan of Sri Vaikuntam and Sri R. Mahadevan of Melapalayam spoke vigorously in favour of the Tamil medium, while Sri Radhakrishnan of Coimbatore supported the continuance of the English medium. Intervening in the debate, Sri Srinivasavaradan, President of the S.I.T.U., declared that those who were in favour of the English medium were not less patriotic and no less lovers of Tamil than their

opposites and that they supported English only for the advancement of the Tamilians and the Tamil land in every field of education. He pointed out the difficulties in the introduction of the Tamil medium, particularly in Sciences and Technology, difficulties such as the absence of a common understanding in regard to the use of collateral Tamil terms, the Tamil purists rejecting internationally accepted terms and wanting uncontaminated Tamil terms, absence of reference books and text books in Tamil and so on. Mr. Srinivasavaradan declared that for at least twenty-five years to come English medium should continue, but during that period tremendous efforts should be made to make Tamil get into the place of English as the medium of instruction in Universities.

Sri Avadhani of Coimbatore, and Sri V. Anthoniswamy of Tuticorin exhorted the University teachers to join the S.I.T.U. in large numbers and strengthen the organisation. Sri Anthoniswamy also suggested the retention of the Pre-University Course in the Colleges, as several High Schools could not afford the expenditure consequent on the introduction of the XI Standard.

After the Chairman had answered the points raised by the speakers in the course of the discussion and after a vote of thanks by the convener, the Sectional Conference came to a close.

5. Administration, Organisation and Teacher-Education Sectional Conference

Mr. V. Anthoniswamy, Headmaster, S.V.B. Model High School, Tuticorin, was the Chairman of this Conference. In his introductory remarks, he pointed to the twin problems of Administration of Local Body schools under reorganisation and Selection to and Courses in Training schools.

Mr. T. P. Srinivasavaradan, President of the S.I.T.U., explained the main features of the White Paper on Local Administration. Mr. Angappan, Headmaster, Board High School, Satyamangalam,

explained that District Boards like Coimbatore had administered schools very efficiently. In the proposed new set up coming in the place of the District Board, it was hoped that Headmasters would find a place. In smaller units like Panchayat Unions, teachers would have to face the risk of getting involved in local politics and interferences in schools might increase. So he was of the opinion that transfer of schools under the present District Boards to the Panchayat was not quite safe in the interest of teachers. The Panchayat Unions might not have sufficient finance to run schools properly. The Committee to be set up for the administration of schools should consist of representatives of the Education Department along with the Chairman of the Panchayat Union and the Headmaster. He pleaded for the provincialisation of the service of L.T. assistants.

Mr. S. Ramiah, Retd. Headmaster, Tanjore Dist. Board, speaking next, advised the taking over of schools by the Government or the extension of the Special Officers regime.

Mr. Avadani pleaded for the selection of teachers by experienced teachers and not by people unconnected with education.

Mr. Jayanathan of Nagapattinam deprecated the practice of forming Selection Committees with local M.L.As. and letting them select teachers. He said such Committees should largely consist of educationists.

Mr. J. Ramaswamy, T. A. High School, Kulasekharapattanam, speaking next suggested the reduction of admission of teachers in Training schools.

Mr. S. Srinivasan, Lecturer, St. Xavier's Training College, Palayamkottai, was the next speaker. He felt that training in B.T. College must be extended to two years and stipends must be paid to teachers. In the first year emphasis must be laid on acquisition of additional knowledge in class subjects and greater proficiency in Art and Craft. He also proposed that the inspectorate should see to it

that the methods taught in Training Colleges were employed in schools.

Mr. Narayanaswamy of Devakottai said that students in B.T. Colleges must be permitted to take subjects which would be useful to them in their professional life.

With a vote of thanks by Mr. Arunatai, Secretary of the S.I.T.U., the meeting terminated.

General Conference

SECOND SESSION

The General Conference assembled at 4 P.M. on 29th May 1958 in the premises of the St. Xavier's College. Sri T. P. Srinivasavaradan presided.

The proceedings of the undermentioned sectional conferences were presented by their respective conveners before the General Conference and adopted :—

1. Elementary School Teachers' Conference—by Sri S. R. Narayana Rao.
2. Primary and Basic Education Sectional Conference—by Smt. Saraswathi Srinivasan.
3. Secondary and Technical Education Sectional Conference—by Sri E. Venkatesalu.
4. University Education Sectional Conference—by Sri M. V. Subramaniam.
5. Administration, Organisation and Teacher-Education Sectional Conference—by Sri V. Anthoniswamy.

Then Resolutions were taken up.

Moved from the Chair :

This Conference places on record its deep sense of sorrow at the demise of Maulana Abul Kalam Azad who rendered invaluable service to the country throughout his life time and to the cause of education during the time he was Minister of Education.

This Conference resolves to send its condolences to the members of the bereaved family.

The resolution was passed, all members standing.

The following resolutions were then taken up and passed unanimously.

1. This Conference resolves that the Government of Madras be requested not to hand over the management of Secondary Schools and Elementary Schools of Local Bodies to the Panchayat Unions, as it apprehends that it will greatly affect the efficiency of the Institutions. Therefore it urges on the Government that in the event of abolition of the District Boards, the Government be pleased to appoint a Committee for each District to take up the Management of the District Board Secondary and Elementary Schools.
Moved by : Sri S. Ramiah of Auduthurai.
Seconded by : Sri S. Krishna Iyengar of Madurai.
2. This Conference resolves to request the Government to be pleased to afford liberal grants towards Educational trips of staff and students especially for long tours visiting places of historical, geographical and cultural and educational importance.
Moved by : Sri S. Krishna Iyengar.
Seconded by : Smt. Saraswathi Srinivasan.
3. This Conference resolves to request the Government to sanction weightage in the revised scales of pay for teachers in Elementary Schools.
Moved by : Sri S. R. Narayana Rao of Cheranmahadevi.
Seconded by : Sri P. S. Subramaniam of Periakulam.
4. This Conference resolves to request the Government to include all Elementary School Trained Teachers in the Teachers' Constituency of the Madras Legislative Council.

Moved by : Sri G. J. Jayanathan of Nagapattinam.

Seconded by : Sri S. Ramaswamy of Pattamadai.

5. This Conference resolves to request the Government to revise the scales of pay of the Drawing Masters according to their qualifications and the classes they are handling as in the case of Tamil Pandits and Commercial Instructors.

Moved by : Sri V. Anthoniswamy of Tuticorin.

Seconded by : Sri V. Narayanaswamy of Madras.

6. This Conference resolves to request the Government to grant Dearness Allowance at the Central Government rates and House Rent Allowance at rates granted to N.G.Os. to those that are eligible but not enjoying the same.

Moved by : Sri M. K. Ramamurthi of Nattarasankottai.

Seconded by : Sri N. Ramasubramanian of Tiruchy.

7. This Conference resolves to request the Government to adopt a Building scheme for teachers to build their own houses at the places where they serve and also to help managements to build residential quarters for teachers and clerical staff.

Moved from the Chair.

8. This Conference resolves to request the Government to introduce an Education Act to safeguard the interests of teachers.

Moved from the Chair.

9. This Conference resolves to thank the Government for extending the fee concession to children of teachers in Secondary Schools upto VI Form.

Moved from the Chair.

10. This Conference resolves to request the Government to extend the educational fee concession to the end of college stage to the children of

teachers in Elementary and Secondary schools and Colleges, professional and arts, and special schools.

Moved from the Chair.

14. This Conference resolves to request the Government that the fee concession at present given to N.G.Os. and teachers be extended to the non-teaching staff.

Moved from the Chair.

Then the Conference adjourned.

6. Classroom Teachers' Conference

Chairman : Sri S. S. Narayanaswamy Iyer, B.A., L.T., N.S.M.V.P.S. High School, Devakottai, Ramnad.

Convener : Sri S. Subba Rao, B.A., L.T., Little Flower High School, Salem.

In his presidential address, Sri S. S. Narayanaswamy gave a succinct review of the conditions obtaining nowadays in the classroom and suggested ways and means of making the classroom not only a place of acquiring book knowledge but also a place for acquiring right attitudes and skills and worthy aptitudes. He said, "The teacher must be kept above want. Whatever other kinds of facilities are made available to him, there would not be any efficiency that could be expected of him unless his salary conditions are improved. The size of the class also has a lot to do with efficient teaching. Classes with large number of pupils always tend to take away much of the initiative and interest of even the most honest teacher. Individual attention to students that is the ambition of educationists and parents is well nigh made impossible by the unwieldy classes that have become the order of the day. Audio-visual aids, lightening of the teaching load of teachers with a view to enabling them to devote greater attention to the needs of pupils, high standards of discipline which, could come into play only when the teacher is well equipped with the knowledge of the subject are necessary for improving efficiency. A good and honest teacher thorough in his

knowledge and methods of teaching will not only be able to command respect from the boys but also continue to enjoy it for all times. So teachers should take greater interest in their work and study and apply wherever possible the results and findings of the literary workshops and seminars.

Sri A. S. B. Philip of Palamcottah read a paper on "Handling of large classes". He complained that the teachers have fallen into a rut and should try to get out of it by acquiring and trying to keep themselves up to date in their knowledge. The teacher's personality and his eagerness to know facts about the pupils will enable him to manage large classes efficiently. A teacher can succeed in managing a large class by keeping it lively. Here he should have the freedom to act and this will be possible only if the syllabus is flexible.

Sri T. V. Krishnamurthy of Madras in his paper on the Teaching of Social Studies stressed the great need for having subject rooms with libraries attached to them and with audio-visual aids, and facilities for radio programmes, which, if well planned, could be coordinated with the school time table. He also stressed the need for arranging outings and excursions which would go a long way in making classroom instruction highly useful and interesting.

Sri T. S. Rajagopalan of Madras read a paper on the facilities for making teaching of mathematics effective. In a very interesting way he gave the history of the teaching of mathematics from the good old days when it was considered a horror and headache for the learners and parents and showed how today mathematics has been very well received by the pupils. Everything depended upon the methods adopted and the extent to which the teacher was able to bring out close relationship with day to day life and its needs. With easy examples he showed how difficult portions in Algebra and Geometry could be correlated to other subjects and taught with application to the daily life familiar to the pupils. He stressed the need for the

teachers applying different methods to different types of pupils, by showing models, pictures, diagrams in lower classes, by reasoning and inference in the higher classes and by making them do some practical work, and attempting at correlating them with other subjects. He also stressed the importance of outings and excursions and annual exhibitions. Organising mathematical clubs, he said, would make the pupils take real and sustained interest in the subject.

Sri V. Arunajatai, Secretary of the S.I.T.U., in his well received speech made some bold suggestions, particularly regarding promotions at the end of the year. He said that boys who fail in one or two subjects should be given facilities and opportunities to work up during the holidays and pass a test at the time of the reopening of the school. Another suggestion made by him was that the boys should be classified on the basis of their achievements and grouped together to devote concentrated attention to the subjects in which they were found wanting. He suggested that the teacher should devote about ten minutes each period in making pupils do some assignment based on the lesson done in that period. In fine he said that tests should be made use of to assess the ability of the pupils as also to discover the aptitudes and failings of the boys so that the teacher would be in a position to correct them where they were wanting and to encourage them in their special aptitudes. Only thus, he said, could the teacher prove to be a real guide to the pupils and efficiency of teaching improve.

Mrs. Saraswathy Srinivasan of Madras gave a vivid picture of what she had seen in American schools during her recent tour. America, being a country of great resources filled the classroom with innumerable, useful aids which the pupils of all grades were encouraged to use freely and fully. She said that there was no 'Do not touch' board anywhere there. On the other hand, everyone of the aids was to be perceived fully and studied. "The teacher is a guide in the true sense of the word and the children study and learn by their own efforts.

The teacher always tries to make the information to the pupils complete, and oftentimes study by comparison is encouraged. There is perfect discipline during school hours and the children are trained to work with concentration. The syllabus is quite elastic and the teacher does his work with a sense of freedom. Teachers are well looked after by the community. There is a sense of freedom about everything, be it the pupils, the teacher, the syllabus or the methods of teaching. Some schools reach very near the ideal school in most respects."

Sri C. Ranganatha Aiyengar of Madras gave the advice that the teacher, in order to make his teaching effective, should enter his class only after a thorough preparation of the subject to be taught. He also pleaded for the abolition of punishment particularly caning. He said there should be no place for fear or punishment in the school which tended to take away the interest of the boys.

Sri Ramasubramaniam pleaded for support for the teaching and study of Sanskrit. Sri P. Chandrasekharan requested the teachers of Tamil to teach the boys to comprehend passages particularly in poetry by giving the pupils the minimum help necessary.

The Chairman in his concluding speech appealed to the teachers to follow as much as possible the ways and means suggested by the participants in the discussion so that they could make teaching a real art and enable the pupils to take in the best that they could offer.

The Convener thanked the Chairman for his valuable address and expressed gratitude to the speakers for their suggestions.

At 9 P.M. on 29th May 1958 the Workers met and discussed organisational problems and measures for strengthening the Union, particularly in relation to elementary schools.

At 9 P.M. the delegates witnessed a variety entertainment by the girls of the Thayaammi Ammal Basic School.

General Conference

THIRD SESSION

The Conference assembled at 3 P.M. on Friday the 30th May 1958 in the Conference Hall with Sri T. P. Srinivasavaradan in the chair.

The Convener of the Classroom Teachers' Conference presented his report which was adopted by the Conference.

Further resolutions were taken up, considered and passed unanimously.

11. This Conference reiterates its request to Government to grant free medical aid to teachers under aided agencies.

Moved by : Sri B. Srinivasa Iyengar.

Seconded by : Sri N. Ramasubramaniam.

12. This Conference reiterates its request to Government to adopt the scales of pay as recommended by the South India Teachers' Union thereby removing the disparities in the scales of pay that exist now among teachers serving under various agencies.

Moved by : Sri S. Subba Rao of Salem.

Seconded by : Sri Ganesan of Melur.

13. Pending revision of the scales of pay as recommended by the S.I.T.U., this Conference resolves to request the Government to grant the scale of Rs. 45-2-85 to all secondary grade teachers, and that of Rs. 40-2-70 to Higher Grade teachers, in Elementary Schools under whatever agencies they may serve.

Moved by : Sri N. Venkatachalam Iyengar.

Seconded by : Sri R. M. Ganapathy.

15. This Conference reiterates its resolution that the age of retirement of teachers be fixed at 60.

Moved by : Sri Ramasubban.

Seconded by : Sri P. R. Subramanian.

16. This Conference resolves to request the Government to adopt the pupil-teacher ratio in a graded manner to suit the percentage of enrolment every year instead of 35 : 1.

Moved by : Sri S. R. Narayana Rao.

Seconded by : Sri R. M. Ganapathy.

17. This Conference requests the Government to give effect to the pension scheme to all teachers from 1-4-1955.

Moved by : Sri A. S. B. Philip.

Seconded by : Sri Kalyanasundaram (Madras).

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

Moved from the Chair.

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

Moved from the Chair.

20. This Conference resolves to request the Government to extend pension scheme to the non-teaching staff and to teachers in Colleges of all categories under aided managements.

Moved from the Chair.

21. This Conference resolves to request the Government to sanction special scales of pay to Headmasters of Elementary Schools which have 5 standards and also to supervisors of elementary schools.

Moved by : Sri M. Subramaniam.

Seconded by : Sri Appadurai Iyer.

22. This Conference is definitely of opinion that the move for nationalisation of text books will produce unhealthy influence and affect greatly the quality and efficiency of education by stifling initiative and healthy competition in the production of text books by private agencies and by giving scope for indoctrination and regimentation of ideas amongst school pupils.

Moved from the Chair.

CONCLUDING SESSION

Sri T. P. Srinivasavaradan gave a brief survey of the work of the Conference and thanked the delegates for their kind co-operation. He referred to the unavoidable absence of Sri G. R. Damodaran whose great interest in the Union, he said, was not a little responsible for the unique success of the Conference.

Sri T. V. Arumugam, General Secretary of the Conference, thanked all those who had helped to make the Conference a great success. In particular he mentioned the authorities of the St. Xavier's College and his band of workers.

Sri V. Arunajatai, Secretary of the S.I.T.U., expressed sincere thanks to the Chairman and Members of the Reception Committee for the excellent arrangements made for the holding of the Conference. He also expressed his thanks to the Presidents and Conveners of the sectional conferences for their help in contributing to the success of the Conference.

Sri S. S. Narayanaswamy of Devakottai thanked the Reception Committee on behalf of the delegates.

With the singing of the National Anthem the Conference concluded.

THE SOUTH INDIA TEACHERS' UNION

Golden Jubilee Address

By Prof. HUMAYUN KABIR

The highlight of the State Educational Conference this year was the celebration of the Golden Jubilee of the S.I.T.U. The celebration was held in the spacious hall of the St. Xavier's College at Palayamkottai. Prof. Humayun Kabir, Minister for Scientific Research and Cultural Affairs, Government of India, delivered the Commemoration Address.

Sri T. P. Srinivasavaradan, President of the S.I.T.U., extended a cordial welcome to the distinguished guest and referred to his role as a great educationist and original thinker and writer. He then briefly narrated the history of the Union and its services to the teaching profession during the past 50 years. (Published in the June 1958 issue). He then requested Prof. Humayun Kabir to deliver the Commemoration Address.

Prof. Humayun Kabir began his address by referring to his pleasantest memories of his school days. He said that he had the highest regard for the teaching profession which deserved every kind of help from the Society and the State. He continued: "The country's future ultimately depends on the personnel of the teaching profession. Indiscipline and unrest in educational institutions before India became free were due to political tension. It is one thing to work for the emancipation of the country, but quite another to disturb the even tenor of social life in the country today. Children in the hands of ill-paid elementary school teachers cannot be expected to be disciplined. Salaries in other professions are more attractive and hence efficient men take to other walks of life. When it is almost a disqualification to be a teacher and when children are trained by such low paid people, how can we expect discipline?"

Education of the best type is the birth-right of every child in these days. So long as education is confined to a small number of pupils, it is possible to get a set of teachers dedicated to their work. But when we want to adopt a system of education for the millions of our country, it is utopian to expect millions of people to take to teaching with a missionary zeal and spirit. But it is the supreme task of the teacher to do his work with a due sense of duty. Side by side it is the obligation of the State and the Legislators to see that teachers are kept above want. A body of teachers, able and satisfied, is as necessary for the improvement of the country as a State alive to the obligations to teachers. These two are, as it were, the two sides of the picture of Education."

He concluded with the following words: "I am glad to know that the membership of the S.I.T.U. is open to all categories of teachers and that it has been trying to elevate the dignity of the teacher and improve educational standards and efficiency. I have great pleasure in having this opportunity to participate in the Golden Jubilee of the Union. Let your greatest credit be that you have served the country through ability."

The Secretary, Sri V. Arunajatai, read the messages received wishing the function success. He also thanked Prof. Humayun Kabir for his illuminating address and said that the Union had always placed before the teachers the highest ideals of the profession and the need for teachers deserving the support of the community through efficient and sincere discharge of their duties.

The Golden Jubilee Souvenir was released on the occasion.

THE SOUTH INDIA TEACHERS' UNION

Annual General Body Meeting

The Annual General Body Meeting of the South India Teachers' Union was held at 8 A.M. on Friday the 30th May 1958 in the St. Xavier's College at Palayamkottai. Sri T. P. Srinivasavaradan, President of the Union was in the chair.

The meeting notice together with the agenda was read by the Secretary.

The report of the last General Body meeting held at Tiruvannamalai was adopted.

The Annual Report together with the audited statements of accounts for the year 1957-58 was then presented to the General Body by the Secretary.

Sri S. Ramiah of Auduthurai moved that the Report be adopted and Sri M. K. Ramamurthi seconded. The Report was then thrown open for discussion.

Sri M. K. Ramamurthi of Nattarasankottai congratulated the Executive of the Union on the excellent work done during the year under report. He suggested that the S.I.T.U. might serve as an agency for organising in-service training of teachers and that it might take up house building scheme and some sort of medical or health insurance for teachers.

Sri N. Ramasubramaniam of Tiruchy wanted that the M.L.C's. representing Teachers' Constituency should be in constant touch with the Union and its members. He appealed for unity and for increasing the resources of the Union.

Sri S. S. Avadhaniyar of Tanjore pointed out the need for the Vigilance Committee doing useful work.

Sri M. Subramaniam of Tuticorin was of opinion that the Union should work to a greater extent on behalf of elementary school teachers. Government Orders, departmental proceedings and rules and regulations relating to elementary schools, he said, might be printed and supplied to elementary school teachers.

Sri G. J. Jayanathan of Nagapattinam suggested that every district must have a target of at least 500 elementary school teachers for enrolment as members of the S.I.T.U. He pleaded for the "Balar Kalvi" being used more and more by elementary school teachers as a medium for expressing their views and needs.

Sri T. Sadagopan of Nanguneri also appealed for support to "Balar Kalvi" which, he said, must contain more useful articles on Teaching.

Sri J. Ramaswamy of Kulasekharapattinam quoted the example of the Tirunelveli District Teachers' Guild in the matter of organising elementary school teachers and appealed to other Guilds to follow the example.

Sri K. Shanmugamuthu of Sundarapandiapuram also stressed the need for greater coordination between the Union and the elementary school teachers and desired that the office-bearers of the S.I.T.U. should take all possible steps to make elementary school teachers more professional and Union-minded.

Sri V. G. Rangachari of Triplicane wanted the Union to see that all benefits given to teachers are also given to the non-teaching staff of schools.

Sri S. S. Narayanaswamy of Devakottai suggested the incorporation in the annual report of statistical information relating to the number of elementary, secondary and collegiate teachers' associations affiliated, and the number of members in each.

Sri S. N. Adinathan of Srivaikuntam commended the work of the Council of Educational Research however small it might be and wanted the Union to give guidance to teachers on testing, etc.

Sri V. Anthoniswamy of Tuticorin appealed to teachers to whatever category or grade they may belong, to feel that the S.I.T.U. is their own organisa-

tion. He wanted the office-bearers to be in constant touch with the teachers all over the State and appealed for augmenting the resources of the Union to enable the Union to do greater work.

Sri T. P. Srinivasavaradan, President of the Union, replied suitably to the points raised and assured the members that their suggestions would be borne in mind.

The Annual Report together with the statement of accounts was unanimously passed.

ELECTION OF OFFICE-BEARERS FOR 1958-59 :

The Secretary read the rules relating to the election of office-bearers and the President called for nominations.

Proposed by Sri M. K. Ramamurthi and seconded by Sri V. Narayanaswamy Sri T. P. Srinivasavaradan was unanimously elected President.

The following names were proposed for the two Vice-Presidentships of the Union :

1. Sri V. Anthoniswamy—Proposer Sri A. Jagannathan and seconder Sri Parthasarathi Naidu.
2. Sri P. P. Angappan—Proposer Sri M. Kuppuswamy and seconder Sri T. R. Radhakrishnan.
3. Sri N. Venkatachalam Iyengar—Proposer Sri S. R. Narayana Rao and seconder Sri A. S. B. Philip.
4. Mrs. Saraswathi Srinivasan—Proposer Sri P. V. Ramaswami and seconder Sri S. Seshadri.
5. Sri S. Krishna Iyengar—Proposer Sri P. S. Subramanian and seconder Sri Gopalan.
6. Sri S. S. Avadhaniyar—Proposer Sri Krishnamurthi and seconder Sri Parthasarathi.

Sri S. Krishna Iyengar withdrew.

Sri M. K. Ramamurthi and Sri S. Krishna Iyengar were appointed polling officers and voting by ballot resulted in the election of Sri N. Venkatachalam

Iyengar and Mrs. Saraswathi Srinivasan as Vice-Presidents.

For the place of secretary, Sri S. S. Narayanaswamy proposed Sri V. Arunajatai and Sri S. Ramiah seconded. There being no other nomination, Sri V. Arunajatai was declared elected Secretary.

Proposed by Sri Swaminathan and seconded by Sri K. Krishna Iyer of Tuticorin, Sri T. V. Arumugam was unanimously declared elected as Joint Secretary.

Sri V. G. Rangachari proposed Sri P. V. Ramaswamy for the place of Treasurer of the Union and Sri Venkataramanujam seconded the proposal. He was declared elected Treasurer of the Union.

Sri T. S. Rajagopalan proposed Sri K. Krishna Iyer of Tuticorin as Convener of the Vigilance Committee and Sri M. Subramanian seconded it. There being no other nomination, Sri K. Krishna Iyer was declared elected Convener of the Vigilance Committee. The following were elected members of the Vigilance Committee :—

1. Sri S. S. Narayanaswamy.
2. Sri V. Mariarathnam.
3. Sri S. R. Narayana Rao.
4. Sri G. J. Jayanathan.

AMENDMENT TO THE RULES OF THE UNION :

The following official amendment to the Rules of the Union was moved by the President :

Rule 9-C. Delegates and Visitors :

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

The amendment was put to vote and unanimously carried.

A resolution was passed thanking the retiring office-bearers for their valuable services to the Union.

With a vote of thanks by the Secretary the General Body meeting came to an end.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 5 p.m. on Tuesday the 27th May 1958, in the St. Xavier's College, Palayamkottai, with Sri T. P. Srinivasavaradan, President of the Union, in the chair.

The Secretary presented the Annual Report for the year 1957-58. The members suggested the following modification regarding the report of the Vigilance Committee :

The following members were present :

Mrs. Saraswathi Srinivasan (Vice-President), and Messrs. C. Ranganatha Aiyengar (Journal Secretary), R. Bhuvavarahan (Tiruchirapalli), B. Srinivasa Aiyengar (Tiruchirapalli), A. S. B. Philip (Tirunelveli), D. Sebastian (Ramanad), H. Visweswaran (Tirunelveli), V. Arunajatai (Secretary), K. M. Sundaram (Tanjore), John Wilson (Chingleput), S. Ramiah (Tanjore), S. Subba Rao (Salem), and V. Anthonisami (Vice-President).

"The Committee has taken steps to safeguard the interests of the teachers."

The Report was then approved by the Executive Board to be presented to the General Body.

The Board resolved that all those who had enrolled themselves as delegates up to the evening of 27th May 1958 could be included in the approved list of delegates.

The President requested the Board to ratify the expenditure of Rs. 100 in connection with Tea to Mr. G. R. Damodaran and the contribution of Rs. 100 to Sri V. Sarangapani Naidu to defend his case. The Board approved the expenditure.

Letter expressing inability to attend the meeting was received from Sri N. Shanmugam (Madras).

The minutes of the last meeting were taken as read and approved.

The President stated that the Government were kind enough to extend the pension scheme to all categories of teachers from 1st April 1958. He hoped

With a vote of thanks the meeting terminated.

1st June, 1958.

V. ARUNAJATAI,
Secretary.

NEWS AND NOTES

Access of Women to the Teaching Profession

(From ECHO—WCOTP)

WCOTP, in co-operation with the Department of Education of UNESCO, has undertaken a global survey of the access of women to the teaching profession. This study will attempt to ascertain where, and to what extent, discrimination still exists, and what the real causes are.

A preliminary study prepared by UNESCO early in 1957 pointed out the need for a world-wide survey on the general shortage of teachers, collecting data on facts, trends, and possible remedy through the employment of more women. The World Confederation was asked to co-operate in this project as it was felt that the precise reasons could not always be found by sending questionnaires to governments only.

Dr. Ida Bobula, who has done much work in the field of women's rights, has joined the Secretariat of WCOTP to research and prepare this report which will be forwarded to UNESCO for printing and presentation to the United Nations Commission on the Status of Women during the Spring of 1959. A questionnaire was sent to member associations of WCOTP requesting their assistance in gathering information on this subject and many interesting replies have already come in. When the survey is completed it will be made available to all member organizations.

Bibliography for Use in Teaching about the United Nations

A bibliography of materials for use in teaching about the aims and activities of the United Nations and the Specialized Agencies has been prepared in draft form by the United Nations and UNESCO. The bibliography is presented in two parts. Part I lists materials issued by the UN and its specialized agencies and Part II those published in Member States. It is a selected list and it is aimed at being a practical aid to elementary and secondary school teachers who wish to know which books, pamphlets, journals or audio-visual aids are most likely to be useful for study and teaching this subject. The list is also designed to meet the needs of leaders of adult education groups and other non-governmental organizations.

In its present mimeographed form only a limited supply of copies is available. Those interested in establishing reference collections on the United Nations may write directly to the Education Section, Department of Public Information, United Nations, New York, 17, N.Y., U.S.A.

(From ECHO—Vol. I, No. 4.)

Dalmiapuram

The fifth Annual Scout Camp of the Dalmia Scout Group of Dalmia High School, was held from 19-4-58 to 21-4-58 at Koodapalli near Uttamarkoil, Tiruchirapalli District. 33 Scouts and five scouters availed themselves of this fine opportunity of camp life.

FROM OUR ASSOCIATION

Ramanathapuram Dt. Teachers' Guild

The half-yearly conference of the Ramanathapuram District Teachers' Guild was held on Saturday 5th April 1958 at S.R.M. High School, Nattarasankottai. Sri R. Narayanan Servai, M.A., L.T., Headmaster, Rajah's High School, Sivaganga, presided over the conference.

The National Flag was hoisted by Sri S. Somasundaram, a veteran teacher of the Rajah's High School, Sivaganga.

Sri M. K. Ramamoorthy, B.A., M.Ed., Headmaster, S.R.M. High School, Nattarasankottai welcomed the delegates to Nattarasankottai.

Sri Servai was then proposed to the chair formally by Sri S. M. Ganapathy, Headmaster, Dr. A.C.T.C. Model High School and Secretary of the Guild.

Sri Narayanan Servai in his presidential address exhorted the teachers to stand by the mother body and wished the S.I.T.U. to give the proper lead to

the teachers in matters like election to the Council from the teachers' constituency etc. Speaking on the language problem Sri Servai expressed the view that Hindi may be taught side by side with English. He felt that the Government must consult the teachers on all matters educational.

In the afternoon there were symposia on (1) The implementation of the re-organised scheme of Secondary Education and (2) Fit the School for the Change. Sri S. S. Narayanaswamy, Sri S. Somasundaram, Sri K. Narayanaswamy, Sri M. K. Ramamoorthy, Sri S. M. Ganapathy, Sri D. Sabastian and others took part.

A number of resolutions were passed.

With a vote of thanks by Sri S. M. Ganapathy, Secretary of the Guild, the conference came to a close. The Teachers' Association of the S.R.M. High School, Nattarasankottai played the host to the delegates.

OUR BOOKSHELF

Historical Playlets (in Tamil) : by K. Sankaranarayanan and P. Rungaswamy Iyengar. (Orient Longmans, Ltd. Price 75 nP.)

The four playlets included in this book are, Alexander and Porus, Chandragupta Maurya, The Kalinga War, Akbar's Rule and Shivaji's Strategy. Each play can be enacted in 10 to 15 minutes. The events relating to historical portion of social studies can be better remembered by the pupils through acting. The book is suitable for middle school pupils.

McKee Platform Readers, Books A-1 to A-4 and B-1 to B-4 : by Dorà Castley, Kathleen Fowler and

Sheila Carstairs and illustrated by Edward R. (Thomas Nelson & Sons, Ltd. Price 1 sh. 9 d. each)

These books have been carefully planned to provide a wide range of constructive additional reading using the vocabulary of the basic books. The books are designed for Primary classes of English schools.

Guide to Careers : (Price 6 nP. each) issued by the Occupational Information Unit of the Directorate General of Resettlement and Employment, Ministry of Labour, Government of India, New Delhi.

Forty-two pamphlets out of the total of 53 issued by the Department, have been received. These present to the school leavers information regarding occupational opportunities available in the country to young men and women, qualification and training required for the same and the scales of salaries attached to each. Young school leavers will find these very useful before they think of drifting aimlessly towards degree courses.

Organising a Basic School : by K. L. Shrimali. (Vidya Bhavan Society, Udaipur, Rajasthan. Price Re. 1-25 nP.)

This small brochure discusses some of the practical aspects of organising a basic school. It will be useful to students of education, teachers and educational administrators.

The United Nations : What you should know about it. (Published by the United Nations. Price 1 sh. 9 d.)

Illustrated with diagrams, this neat little book tells us all the work done by

this World Organisation and how that work is done.

List of publications received and acknowledged with thanks :—

1. The Hindu High School Magazine, April 1958. (Contains specially an account of the pupils' excursion to several places in Tanjore and Tiruchi districts, an autobiography of the Naya Paisa, a Scout's experiences of his camp life at Adyar and an imaginary letter from Hillary.

2. The Government Museum and Connemara Public Library—Administration Report for 1955-56.

3. Education and Educational Workers in People's China.

4. Eighth All China Congress of the Trade Unions—A Report.

5. The Chinese Trade Unions.

6. Children of China—Spring 1958.

(Nos. 3 to 6 published by the Chinese Government.)

C. R.

GOVERNMENT ORDERS

GOVERNMENT OF MADRAS HEALTH, EDUCATION AND LOCAL ADMINISTRATION DEPARTMENT

G.O. Ms. (P) No. 966, Education,
dated the 14th May 1958.

ABSTRACT

Education—Educational concession—Full fee concessions in Forms IV to VI to children of N.G.O.'s, employees of Local Bodies and Teachers in Secondary Schools—Orders passed.

Read :

G.O. Ms. No. 1250, Education, dated 31-5-1952.

G.O. Ms. No. 836, Education, dated 1-5-1956.

From the Director of Public Instruction, No. 1178 E-5/56, dated 5-10-1957.

Order :

The Government direct that with effect from the school year 1958-59, children of N.G.O.s of the Madras State Government, employees of local bodies drawing a pay not exceeding Rs. 300 per mensem and teachers in aided secondary schools be given full fee concession, instead of the present half fee concession, in Forms IV to VI of Secondary Schools. Pensioners or casual workers who are paid wages at current market rates and who are not employed regularly will not be included in the scope of this concession.

2. The orders in para 3, 4, 5, 6, 7 and 8 of G.O. Ms. No. 1250, Education, dated 31st March 1952 will apply to this concession also.

3. The expenditure should be debited to the heads "37—Education—Sec-

dary—g. Direct grant to non-Government Secondary Schools—A.—General—(i) Ordinary—5. Miscellaneous grant—Grants for fee concession to children of Non-Gazetted Officers and others" and "37. Education—Secondary—h. Grants to local bodies for Secondary Education—(i) Ordinary—4. Other grants—Grants towards fee concession to the children of Non-Gazetted Officers and others" according as the grants are for private managements or local boards.

(By Order of the Governor)

V. KANNAIYAN,

Deputy Secretary to Government.

RULES SUPPLEMENT TO PART I-B OF

The Fort. St. George Gazette,
dated 14th May 1958.

Department of Health, Education and
Local Administration.
(Education)

Draft amendments to rules relating to
establishments under local bodies.

(G.O. Ms. No. 779, Education,
dated 23rd April 1958)

S.R.O. No. C-88 of 1958.

It is proposed in exercise of the powers conferred by Sections 73, 74 and 303(2)(a) of the Madras District Municipalities Act, 1920 (Madras Act V of 1920), to make the following amendment to the rules relating to establishments under municipal councils.

* * *

The draft amendment will be further considered after six weeks from the date of publication of this notification in the light of such objections or suggestions as may be received with respect thereto before the expiry of that period. Objections or suggestions should be addressed to the Secretary to the Government, Health, Education and Local Administration Department, Madras.

மாண்புமிகு !

மலிவுப் பதிப்பு !!

1959 S. S. L. C. தமிழ் கோடல்

இரட்டையர் தமிழ் உரை நூல்

S. S. L. C. தமிழ் பாடம் முழுவதற்கும் பதவுரை, இலக்கணக்குறிப்பு, விரிவான விளக்கம், வினாவிடை, துணைப்பாடக் கட்டுரைகள், செய்யுள் நலம் பாராட்டல், மொழிபெயர்ப்பு மாதிரிகள், பொதுக் கட்டுரைகள், மாதிரி வினாக்கள் முதலிய அனைத்தும் உள்ளன. எளிதாகப் படித்து நல்ல வெற்றியை அடையலாம்.

விலை ரூ. 1.50 நான்.

தபாலில் வேண்டுமோர் ரூ. 1.75 M. O. அனுப்பவும். 10 பிரதிகளோ, அதற்கு மேலோ வேண்டுமோர் பிரதி ஒன்றுக்கு ரூ. 1.50 வீதம் M. O. அனுப்பினால் செலவு இலவசமாக அனுப்பப்பெறும்.

வியாபாரிக்கு ஏற்ற கமிஷன் உண்டு

செல்வி பதிப்பகம்

::

காரைக்குடி

சென்னையில் : P. T. BELL & CO., MADRAS-1

DRAFT AMENDMENT

In the said rules, to rule 8, the following proviso shall be added, namely :—

“Provided that a teacher shall not be entertained on the municipal staff except with the previous sanction of Government, if he was dismissed or removed from Government service or from the service of any other local authority for any reason including insolvency.”

S.R.O. No. C-89 of 1958.

It is proposed in exercise of the powers conferred by Sections 70, 71 and 199(2)(a) of the Madras District Boards Act, 1920 (Madras Act XIV of 1920) to make the following amendment to the rules relating to establishment under district boards.....

DRAFT AMENDMENT

In the said rules, to rule 9, the following proviso shall be added, namely :—

“Provided that a teacher shall not be entertained on the District Board staff except with the previous sanction of Government, if he was dismissed or removed from Government service or from the service of any other local authority for any reason including insolvency.”

Amendments to Teachers' Provident Fund Rules

(G.O. Ms. No. 821, Education, 22nd April 1958.)

S.R.O. No. C-90 of 1958.

The following amendments to the rules relating to the Provident Fund for teachers in non-pensionable service is published :—

AMENDMENTS

In the said rules—

(i) in rule 6(d), the words “for periods not exceeding three years”, occurring in the sub-paragraph, shall be deleted.

(ii) in rule 13(a), after the note, the following shall be inserted as a sub-paragraph :—

“In exceptional circumstances, where it is not possible to forward to the Accountant-General along with the records in support of the claim for the Government contribution, one or more of the following, viz., the subscriber's original application for admission to the Fund, the certificate of eligibility granted by the controlling authority under these rules and the used up Savings Bank Pass Books or Post Office Ledger entries in the place of used up Pass Books, because of the non-availability of any one or more of these records, the Director of Public Instruction may waive their production and authorize the Accountant-General, Madras, to investigate the claim for Government contribution.”

C. D. JANAKIRAMAN,
Deputy Secretary to Government.

GOVERNMENT OF MADRAS

Abstract.

Education — Reorganisation — Revision of the Grant-in-aid Rules—*Ad hoc* Committee—Appointed.

HEALTH, EDUCATION AND
LOCAL ADMINISTRATION
DEPARTMENT.

G.O. Ms. No. 1276, Education, dated the 24th June, 1958.

Read :

G.O. Ms. No. 1976, Education, dated 30th November, 1957.

Order :

In pursuance of one of the recommendations made by the Legislature Committee on Education, the Government hereby appoint an *ad hoc* committee for the purpose of examining the Grant-in-Aid Code and all other rules and orders governing Grants-in-aid payable to schools for general education.

The question of Grant-in-aid payable to Colleges, Polytechnics, Teacher-Training-Schools and other schools for professional and special education will be considered separately and falls outside the scope of this order.

2. The composition of the Committee will be as set out below :—

Chairman :

1. Secretary to Government, Health, Education and Local Administration Department.

Members :

2. Secretary to Government, Finance Department.

3. Director of Public Instruction.

4. Sri V. R. Ranganatha Mudaliar, M.L.C., Retired Director of Public Instruction of Madras State.

5. Sri T. P. Srinivasavaradan, M.L.C., President, South India Teachers' Union, Madras.

6. Sri K. Kuruvilla Jacob, President, City Headmasters' Conference, Madras.

7. Sri Chinnaswami Naidu, Headmaster, Mani's High School, Coimbatore.

The committee will begin its work immediately.

3. The Legislature Committee on Education has stated that the main objective of the revision of Grant-in-aid Rules should be “to enable the two ten-year programmes of reorganisation and development to be carried out as planned, to maintain cost-control, and to give effect to priorities” as recommended. The *Ad hoc* Committee is requested to consider the Targets, Limits of Cost and relative priorities in the development of school facilities which are set out in paragraph 40 of Part III of the Report of the Legislature Committee on Education; and formulate its views regarding the machinery and procedure best calculated to ensure that cost-control is maintained

and relative priorities strictly adhered to. The *Ad hoc* Committee's proposals regarding changes to be made in existing rules and orders governing the assessment and payment of grants should be formulated in consonance with these views.

4. The Legislature Committee on Local Administration has provisionally taken the view that Panchayat Unions should not be entrusted with the management of High Schools; and that District Board High Schools in every district should be brought together in a limited number of High School Groups. A statutory authority to be created under an Education Act as an *ad hoc* Committee should be entrusted with the management of each High School Group.

The *Ad hoc* Committee is requested to take this proposal into consideration and formulate its own proposals under paragraph 3 above consistently with the foregoing proposal regarding the future of District Board High Schools.

5. The Local Finance Sub-Committee of the Legislature Committee on Local Administration has made recommendations regarding the arrangements to be made upon transfer of management of District Board Elementary schools to Panchayat Unions constituted at Block Level. The *Ad hoc* Committee is requested to consider the views expressed by the Local Finance Sub-Committee in paragraphs 18 and 41 of its Report in respect of Grants-in-aid of private elementary schools and the Financial Scheme recommended in Section V of their Report in respect of the entire system of financing Elementary Education. The proposals of the *Ad hoc* Committee in respect of Elementary Schools should be framed so as to be consistent with the views and recommendations of the Local Finance Sub-Committee.

6. The Legislature Committee on Education has drawn attention to the need for ensuring that private managements of aided secondary schools are not hampered by restrictions which limit their power to take decisions for day-to-

day management of school affairs'; and at the same time, the Legislature Committee has expressed the view that the "Government should have adequate powers for ensuring that the private managements are properly constituted".

The *Ad hoc* Committee is requested specially to consider how best these views may be given effect to.

7. The Government desire that adequate notice should be given to all managements of aided private schools in respect of all important changes in existing rules and orders relating to payment of grants-in-aid. It is necessary, at the same time, that necessary changes should be brought into effect in secondary schools concurrently with the reorganisation of curricula of secondary education.

The assessment of grants-in-aid in respect of the current year 1958-59, which will be payable during 1959-1960 will be effected in accordance with rules and orders at present in force.

The decisions to be taken by Government on the basis of proposals called for from the *Ad hoc* Committee will be notified before the end of the current financial year; and will be made applicable to the assessment of grants in respect of the year 1959-60, which will be payable during 1960-61.

8. The Secretary to the Committee will be a full time Officer.

9. Sri S. Muhammad Usman is appointed Secretary to the Committee in the post created in paragraph 8 above.

EDITORIAL

STATE EDUCATIONAL CONFERENCE

At the last State Educational Conference held at Palayamcottah under the Presidentship of Sri G. R. Damodaran, the President in his address pointed out the need for the study of English, while emphasising that the medium of instruction should be in the regional language. There is a growing recognition that light-heartedly English should not be thrown away and that the study of it is very essential for the progress of our country. English is the channel thro' which we can see the world and learn from it. The controversy whether the official language of the Union should be Hindi or English need not be dragged in. Whatever may be the official language, English has a place and since it has been with us for the past 150 years and more, we should not throw away considering its advantage. Any hasty step to replace English is fraught with serious consequences, in the present set-up of our administration.

A number of resolutions have been passed. They are all published elsewhere. One of the important resolutions is that the Pension scheme which has been extended to L.T.s, First Grade Pandits and Physical Instructors should be given effect to from 1-4-1955. The Union is receiving a number of letters from the affected teachers who retired since 1-4-1955 from which date the other categories of the teachers got pension. It is a well-known fact that teachers who retire have very little to fall back upon in their old age. The principle, that teachers should get pension was recognized long long ago; when that is so, we are unable to understand what difficulties there are in giving effect to it from the same date, i.e., 1-4-55. After all the extra financial commitment would be round about Rs. 70,000 per year. This is not a great amount. We request the Government to carefully think over this and do justice to those teachers who

have retired after 1-4-55 after long periods of service ranging from 25 to 30 years.

Another resolution was about the house-rent allowance. Teachers have been requesting the Government to sanction this. It will help a large number of teachers whose salaries are very low. In these days of soaring prices any little help to low-paid teachers is a great thing. What is asked is a legitimate thing. Without minding the cost, which we are sure will not be enormous, this house-rent allowance should be granted.

Another important resolution that was passed was that the average strength in the elementary schools should be graded gradually to 35. There is a fear among the elementary school teachers that if the average strength of 35 is insisted upon immediately, many teachers will be thrown out of employment. We are of opinion that it is not so. No doubt the rise in the average strength will cause hardship but it will not entail in the retrenchment of teachers. But certainly it will not allow employment of more teachers. To obviate this, it has been suggested that the average strength may be slowly raised from 25 to 35, in the course of six or seven years. We hope the Government will pay heed to this modest request.

REVISION OF THE GRANT-IN-AID CODE

The Government have done well in appointing an *ad hoc* Committee to revise the Grant-in-aid and other rules and regulations relating to grants to schools. The present Grant-in-aid Code has been in existence for over 60 to 70 years and more than once the managements and the S.I.T.U. have been pressing the Government to revise the Grant-in-aid Code to suit the changing circumstances. We feel sure that the *ad hoc* Committee will thoroughly examine and

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make suitable proposals to the Government which will give due encouragement to aided Managements for initiative, for running their institutions efficiently and for payment of adequate salaries to teachers.

GOLDEN JUBILEE OF THE UNION

Along with the State Educational Conference held at Palayamcottah, the Golden Jubilee of the Union was celebrated on the last day of the Conference. Mr. Humayun Kabir delivered an instruc-

tive and stirring address on that occasion. He pleaded for a high standard for the teaching profession and he exhorted the members of the profession to give their best to the pupils. He paid a fitting tribute to the work of the S.I.T.U. in the State of Madras for maintaining the dignity of the profession. With the co-operation of the teachers, the Union hopes not only to maintain that standard but also do such other useful activities as may be necessary both in the field of education and in the field of the teaching profession.

AN OMISSION

In the May 1958 issue of this journal under the article "Museums in Schools" the following footnote may be added:—

"Abstract of a talk delivered to the Regional Science Teachers' Seminar at Komarapalayam on 5-1-1958."

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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.

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?"

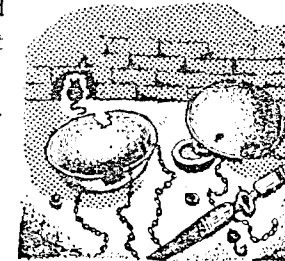
"If mice can eat iron scales weighing 250 seers, surely a hawk can carry off a boy of fifteen. Listen to me, Lakshman! If you want your son, give me my scales".

Natuka got his scales.

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