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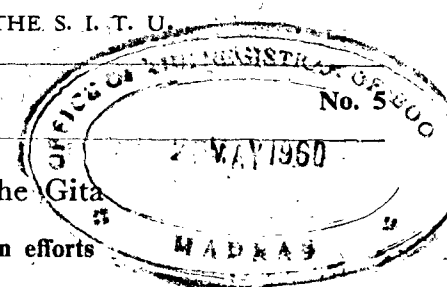
The South Indian Teacher

238

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

Vol. XXXIII

MAY 1960



॥ उद्धरेदात्मनात्मानम् ॥—The Gita

Raise yourself by your own efforts

DECLARATION OF RIGHTS OF THE CHILD

The right of the child to "a happy childhood", to affection, security, education and to protection against all forms of exploitation is proclaimed in the Declaration of the Rights of child which has been adopted in New York by the United Nations General Assembly.

The Declaration, which embodies 10 principles, stressed in its preamble, that "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including legal protection, before as well as after birth." The child's rights, the Declaration states, must be recognized without distinction of race, colour, sex, religion, national or social origin, birth or other status.

In all circumstances the child shall be among the first to receive protection and relief. Every child has the right to free education, at least in the elementary stages, and full opportunity for play and recreation. The physically and mentally handicapped shall be given special treatment, education and care, and all shall have the right to adequate nutrition, housing, medical services and social security.

Stressing the responsibility of the parents, the Declaration states that the child should grow up in their care "in an atmosphere of moral and material security." "Society and the public authorities", it adds, "have the duty to extend particular care to children without a family."

The Declaration seeks to protect the child, against all forms of neglect, cruelty and exploitation and against employment "before an appropriate minimum age." He must be protected also from practices which may foster racial, religious, or all other forms of discrimination, and be brought up in a spirit of tolerance and understanding.

In the words of the preamble, "mankind owes to the child the best it has to give", and the Declaration calls on men and Women and national governments "to recognize these rights and strive for their observance by legislative and other measures."

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THE SOUTH INDIAN TEACHER

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No. 5

RELIGIOUS EDUCATION IN SCHOOLS

K. RAMANATHAN, B.Sc. (Hons.) B.T.

*Lecturer in Mathematics, Vivekananda Training College,
Tirupparaithurai, Trichy District.*

We live in deeds, not years; in thoughts, not breaths;
In feelings, not figures on a dial;
We should count time by heart throbs, He lives most
Who thinks most — feels the noblest — acts the best.

— James Bailey.

"Religion and religion alone is the life of India and when that goes, India will die in spite of politics, in spite of social reforms, in spite of Kubera's wealth poured upon the head of every one of her children" says Swami Vivekananda. To many, this will look like an exaggerated statement. But if we judge his words in the light of present circumstances and the conditions not only of our country but of the whole world, we will come to realise the weight of his words. No doubt we are progressing very rapidly in our scientific achievements and discoveries and in the invention of machines which bestow on us growing happiness and comfort. Thanks so much to science and scientists! This deep sense of gratitude lingers in our minds only for a moment. Then presents itself the other side. On seeing that the same knowledge is being applied to disastrous ends and the atom and hydrogen bombs, nuclear weapons and missiles are all hanging like the sword of Damocles over the destiny of men, we are very much worried. In reality, happiness has increased only in arithmetic progres-

sion whereas unhappiness is multiplying in geometric progression. The aforesaid alarming advances in science towards destruction and other conditions that prevail in the international political arena, have sent the peace-loving people of the world in an anxiety-state neurosis. Then think of the social strains and upheavals that have become chronic all over; think of the indiscipline movement which is spreading like wild fire and so many other things that have vast disintegrating effects on human minds. Why all these? — Selfishness, greed and avarice run rampant among people and peoples; essential human traits like tolerance, forbearance, obedience, friendliness, concord, sympathy towards all beings, loving each other etc., are slowly relegated to the background. In other words the hierarchy of events today leads us to suspect that people are slowly drifting away from righteous path, losing their moral code and their sensitiveness to higher values of life is becoming defunct and people as a whole are growing increasingly irreligious. No wonder, if an open crusade is soon launch-

ed against all religions! Is there not a way out?

Yes, there is. The social expression of religion is action and love. Love of God and love of neighbour are the two sides, inward and outward, of a truly religious soul. When I say "Neighbour" here, I need not confine the term to one next to our door. All under the sun is our neighbour. We will have to love these neighbours and must also pray for their happiness. The last line of one stanza beginning with

Swasthi Prajabhyah

a prayer offered to God, by the *rishis* of ancient time, runs thus

*Lokāh Samasthāh Sukinoh Bha-
vanthu*

It is universal. It transcends all narrowness and petty-mindedness. It is catholic in its outlook and sends forth a great message to the men who are weltering in power and prejudice and among whom co-existence is moving out of focus. Similar thoughts are being transmitted by so many religions of the world. It is not too late, even now, to realise the potential importance of these religious thoughts and avert the impending danger and launch upon educating our people in religion, training them to live up to its teaching and thereby to reconstruct their own personalities and to think and act for the good of others.

Why this Religious Education: Religious Education will constitute character. It will imbue in one a spirit of service and readiness to sacrifice one's all for the sake of others. It gives purity of heart. These will help to evaporate the political chicanery and jugglery and the hovering suspicion of one on another and create an atmosphere of love and kindness, sympathetic consideration, broad outlook and charitable disposition. As is known, any amount of theorizing on religion will not take us far. It depends upon the avidity with which it is practised; it will suffice if everyone

practises what religion preaches for the good of the individual and society and the world at large. In fact, one can remain outside the fold of orthodox religion, but can follow the religious spirit and live better life than one who bears the insignia of being religious or who proclaims that he is soaked in orthodox religion. Here the spirit is more important than anything else.

When and how to develop this religious sense and spirit:— The attempt to inculcate this sense and spirit late in life when one has already cultivated certain habits, developed peculiar mode of thinking and allowed oneself to a lower order of tastes and pursuits, will not be so very fruitful. The best suited period for the inculcation of these is when one is young and is passing through the impressionable stage of life, before being side-tracked by the fissiparous tendencies of the cheats and charlatans. It is with great pains one has to express that religious education is being relegated to a minor place in India which was once the citadel for preparing pupils for spiritual life.

As was mentioned earlier, children at school are passing through their most impressionable stage in their lives. The school aids to mould their character. Though it can be said that the curricular subjects and activities contribute to this end, theirs is small, as their primary functions are only to give knowledge and sharpen the intellect and not to mould character. Religious education alone can help us to accomplish this object. Again character education, directed by religious education, has become more closely identified with the total experiences of children and with the whole field of human relations. The major controversy on education in religion, for the development of character, has been waged about — the question whether there should be direct instruction in character values or whether these should accrue as a child grows as a natural part of the

experience of living and working with his associates. Those who have a penchant for the organization of schools about subjects are usually inclined to the former view while those who wish to organise knowledge about activities and interests of children are more inclined to the latter view. But it will be better to fuse these two views which are apparently controversial but actually complementary. Though some experiences can be provided through curricular and extra-curricular activities, which have intrinsically much religious bearing, a reinforcement of these by direct religious instruction is a course *par excellence* for a school.

The programme of direct instruction in school will envisage the instances from the lives of great personages, their biographies, the spiritual messages of religious leaders, their moral preachings and so many other things from *epics* and *puranas*. In this instruction our aim is not to teach all the religious dogmas, rituals and formalities or the relative merits of various religions or how one religion stands superior to the other etc. Our aim is to discipline the feelings, to inspire the pupils with true and worthy motives, to instil in their minds a profound religious feeling, to inculcate a moral sense and cultivate the catholic outlook. Apart from these, the school must have daily prayers for a few minutes. It must arrange for congregational worship at regular intervals when the pupils will render devotional songs and bhajans. These will not only foster the religious spirit in them but also give joy, solace and strength. They will also serve as aids to tread the path of righteousness. They will lift the pupils up beyond the pettiness of sordid worldliness. A sense of oneness will overtake them. A thousand and one good things as these!

But to implement such a plan in our country bristles with certain difficulties because of the multiplicity of religions and communities we have and because of the fact that ours is a secular state. As a secular state, we

have to be impartial to all religions and no group of citizens belonging to this religion or the other shall arrogate to itself all rights and privileges in the common life. So an institution, which is a functional part of this society, cannot undertake the programme of imparting religious instruction to a particular sect alone or of imparting instruction in one particular religion alone to pupils of different religions. Again the school cannot undertake to give instruction on religions of individual children as appointing teachers, professing different faiths, will cost a lot of expenditure to schools. If there is such a system in practice children may also become narrow in outlook and grow selfish and intolerant, which will defeat the very purpose of religious education. The only way of getting over this difficulty is to impart this instruction in a non-sectarian kind, by the name of Moral Instruction. So, in our programme we must not bind ourselves to this religion or that. All, in fact, aim to interpret the same Unknown. "The different religions are only the windows through which God's light shines into man's soul. There can be differences about the rays they transmit or the intensity of their splendour but these differences do not justify discard and rivalries". We must profusely take instances from the lives of inspired personalities, be they of any religion; Buddhism depends on the personality of the divine Buddha and the experience of Buddha is his religion. Then the *Kural*, the monumental work of Thiruvalluvar, is a source book for us as everything in it is applicable to men of all religions.

In preparing the syllabus for this instruction let us not confine ourselves to religion and the lives of religious leaders alone but to others as well who also influence markedly the pupils in their own way. Here the lives and biographies of outstanding men in all fields, the stories of heroism and sacrifice which bring an elevating influence in the minds of the young should have a definite place. We

have all read how the Puranas, lives of great men, stories of sacrifice and service, valour and heroism have influenced Gandhi, Shivaji and others. Then stories and parables from different religions may also be included in the syllabus. This instruction can be started in the V or VI standard and the whole course of instruction, which can be divided into five or six stages can be taken up in a spiral way in different standards. For instance,

Stage I:—It will deal with puranas, itihahasas — lives of great religious leaders (with particular reference to their early lives) like Buddha, Christ, Sankara and others — Panchatantra stories — stories based on Kurals, Athichudi — historic characters and events — lives of great and heroic men of other nations.

Stage II:—Stories from Shakespeare, Kalidasa and others — Green stories — lives of great men in continuation of the I stage — parables from Bible, Ramakrishna and others — historic characters (continued) like Sankara, Ramanuja, Nabi, Socrates and others.

Stage III:—A detailed study of Ramayana or Mahabharata can be attempted — life and teachings of Nayanmars.

Stage IV:—A detailed study of one of the two left out in the previous stage — lives and teachings of Alvars — lives and devotional renderings of Thiagaraja and others.

Stage V:—Understanding our own culture and tradition — growth of religions — stories from Upanishads and other sources — essence of Gita — lives and teachings of Buddha, Christ,

Mohammed, Sankara, Ramanuja, Madhva, Alvars, Nayanmars, Ramakrishna, Vivekananda, Gandhi and others in a broader spiral.

Conclusion: All of us are aware that a scheme of moral instruction was introduced some years back in the school curriculum but it did not meet with success, as so many schools preferred to teach some other subject in the period allotted for moral instruction. But the time has come to think of the imperative need for religious and Moral education. Much depends upon the way in which the scheme is received in schools and their whole-hearted support to the fulfilment of the scheme. Taking for granted that the school at any time will not hesitate to give the type of education society needs most, I will mention the other factors on which the success of the scheme largely depends. The home and its environment must co-operate with the school in this endeavour. The pupils must be provided with opportunities for practising certain principles learnt. The teachers who impart this instruction must have faith in religion and in its basic tenets, as more things are learnt by precept and example. We find that the Central and State Governments have taken up this issue quite seriously and set up committees to investigate the possibilities of giving this type of education for the children of our country. Detailed reports of these investigations are awaited. Let us all welcome this scheme and work up to make the future citizens of our country, men of character and integrity, men who abhor evils and take to good things heartily and cheerfully and as men who live up to our hoary tradition and culture.

EDUCATIONAL STANDARDS 238

ADDRESS OF SRI K. KURUVILLA JACOB AT THE MADRAS HEADMASTERS' CONFERENCE

People all over the country appear to be concerned about the fall in educational standards which has been noticed during the last few years. There may be individual institutions and individual students who can compare well with those of the past or those in other progressive countries, but there is no doubt that the average standards of academic attainments and discipline are lower than they were, say, ten years ago. It is good that this fact is being recognised because there can be hope that an all out effort may be made to rectify the defects.

One of the first steps to be taken is to get a correct assessment of the defects and not to be satisfied with vague complaints. The Madras Headmasters' Conference has been making a study of these and some of the conclusions are given below for the consideration of parents, teachers and administrators. The present study is confined to primary and secondary schools.

Primary Schools: Judging from the attainments of pupils who come to join the secondary schools, it can be said that the average level in language and arithmetic is very much below what may be expected after five years of primary education. It should also be said that many of them have not been helped in the practice of healthy living, self-reliance and orderliness.

Some of the causes for the defects are:

(i) There are many children in the primary schools who come from homes without any educational background. While this in itself is a sign of progress, very little has been done to help them in their difficulties in

learning and for keeping pace with children from educated homes.

(ii) There has been rapid expansion without adequate provision for accommodation and equipment. There are classes in some of the Madras Corporation schools, for example, with sixty and more children crowded together in ugly and ill-ventilated rooms. Hardly any teaching and learning is possible under these conditions. The authorities may have the satisfaction of showing increased numbers in educational statistics, but they should recognise the cruelty that is being inflicted on the children in the name of education.

(iii) The rapid expansion in education has also resulted in the lowering of the quality of teachers. The profession no longer attracts the best persons and even those who become teachers find that their remuneration is so inadequate that they must supplement their income by doing other work. They do not therefore have the time or energy for reading and preparation which are essential for efficient teaching. Members of other professions, because they do not have the title 'Noble' can use Trade Union methods for getting increased wages and bonus.

(iv) It is not yet fully recognised that teaching is a skilled profession. The professional training that the teachers get is verbal and academic and most of them are not even introduced to the elements of the techniques of good teaching. It is not an exaggeration to say that very few know even to write neatly on the black-boards.

(v) The text books are unattractive and are not prepared with the

care that is bestowed in the preparation of books in other countries.

A few suggestions for a planned effort to improve primary education are given below :

(a) Admission to primary school should be at the age of 6. It is true that in the past there was a tradition among the communities which were the privileged few in getting education, to send children to school at 5. But the large majority did not send children to school at all. When mass education is being planned the age for admission should be carefully examined. In many of the progressive countries, primary education begins at the age of 6 or 7. Why should this country which cannot provide adequate accommodation in schools or provide suitable teachers with living wages begin primary education at 5? Many parents send children to school early so that they may be rid of the bother of keeping them at home. One way of meeting the situation would be to provide pre-primary classes on a voluntary basis where children below 6 may come for a part of the day 'to play' together. It will be easier then to provide a more efficient primary education.

(b) The teacher training institutions should be staffed and planned for giving real skill in the techniques of teaching. As many of the trainees will be products of inefficient education, the programme should also include re-education and further-education.

(c) There should be an arrangement for all teachers to go through refresher courses periodically.

(d) There should be an Educational Bureau for research in the syllabus construction and preparation of text books so that syllabuses and text books are closely related to the needs and interests of children.

Secondary Schools: Among the causes for the fall in standards in the secondary schools are :—

(i) Many of the pupils who are admitted in the secondary schools have had very inadequate primary education. The secondary schools have therefore to do the work of the primary schools in giving the necessary foundations. If not, they will build on inadequate foundations leading to failure and frustration.

(ii) The quality of the teaching profession has deteriorated because the poor salaries do not attract suitable persons and even those who come are unable to do their best because they must do other work to maintain themselves.

(iii) The professional training given to the teachers in the Training colleges is bookish and as the Training Colleges have been finding it difficult to get professionally competent persons on the staff, the trainees generally do not get the necessary skill in the techniques of teaching. One of the results of this, is inefficient methods of teaching in the class rooms.

(iv) There is hardly any provision in schools for diagnosing the defects in the pupils' learning or for correcting them. Pupils cannot make good progress in any subject, unless their weaknesses are discovered and corrected.

(v) There is a sense of frustration among many teachers which prevents them from taking personal interest in the pupils or in the school.

(vi) The classes are generally over-crowded and even a conscientious teacher will find it difficult to give individual attention to the pupils.

(vii) The syllabuses are over-loaded without being of a high standard.

(viii) The traditional minimum of 35% for a pass accepts a very low efficiency in learning. The heavy load of the syllabus and the type of examinations which requires a heavy memory load are mainly responsible for the acceptance of this low minimum of attainments. It will be far

better to give lighter loads for more frequent examinations and set 50% minimum for pass. No body can be satisfied with only 35% efficiency in education.

(ix) There are many pupils in the high schools who would profit better in secondary school courses with less academic content and more practical work. The diversified courses provided are only partially meeting this need.

A few suggestions for improving the conditions in Secondary Schools are :—

(a) The primary schools should be enabled to work more efficiently and pupils who come to secondary schools should have reached certain minimum level of attainments in the three R's.

(b) The emoluments of teachers should be improved so that suitable teachers may be attracted to the profession and they may devote themselves efficiently to their work in the schools.

(c) The quality of the Training College Staff should be improved so that professional skill of the teachers may be better.

(d) The strength of the classes should not be more than 40 so that teachers may give more individual attention.

(e) Diagnosis and correction of defects in learning should be an essential part of class room teaching.

(f) The practice of accepting 35% as minimum for passing should be changed and a higher minimum should be fixed after reducing the memory load in the examinations.

(g) Secondary courses with more practical work should be provided for the benefit of those who cannot profit by the S.S.L.C. course.

(h) The problem of the medium of instruction should be examined dispassionately and with broad vision. The main considerations should be (a) the medium should be natural and easy for comprehension and expression. (b) The students should have the facility and the freedom to use the sources of information. At present the facts are (1) that a large majority of the students have only the facility to use their regional language for comprehension and expression. (2) English, which is the world language is the medium through which the Indian student has access to the world of knowledge, what is available through the regional language, being very limited. It would seem therefore, that those who desire to pursue knowledge at higher levels should have the facility to use both the regional language and English and every effort should be made to improve the standard of English.

Some of the causes of the restlessness of pupils in the class room leading to indiscipline are :—

1. Inability to follow the lessons in the class due to defective foundations which have not been corrected.

2. Being in academic courses for which some do not have the aptitude or ability.

3. Inefficient methods of teaching which do not rouse the curiosity and enthusiasm of the pupils or use their intelligence.

4. The impersonal relationship of the teacher to the pupil.

THE MEDIUM OF INSTRUCTION IN COLLEGES

S. SIVARAMAN, M.A., L.T.

Retired Principal, Salem

One of the most important questions facing the educational field in our State today is the introduction of the mother-tongue or regional language as the medium of instruction in colleges. The controversy is fortunately confined to a single degree course, namely the B.A., the B.Sc. etc. being excluded for the present. But we are caught in a vortex of conflicting views of all shades. Let us examine the burning question, free from diehardism, obscurantism and revolutionary fanaticism.

THE PRACTICE IN OTHER COUNTRIES

When a fundamental question is raised, it is good to turn to the other countries and seek a ray of light. Now it is a fact that in the other countries of the world, in general, the mother-tongue is the medium of instruction from the lowest stage to the highest. Examples are superfluous, where exceptions are almost non-existent. It is however, significant to note that even countries like Japan, Russia and China which were scientifically backward till some decades ago, have pushed their way to the forefront without undergoing the necessity of making the youth of the nation imbibe their knowledge through any foreign tongue. With an iron will, they have developed their own tongues to suit modern needs.

THE HISTORICAL EVOLUTION IN OUR COUNTRY

In our own country, till the advent of the British, young and old had imbibed knowledge through the regional languages. The intellectual elite of the land had spared no pains to translate the treasures of Sanskrit into the common man's language. The

wealth of Persian too had been brought in. It would be no exaggeration to say that all the knowledge then available in India was contained in the regional languages. But for this, the regional languages would not have accumulated that wonderful wealth that they possess today. But unfortunately the British imposed the English medium in schools and colleges. Time was when Indian children studied their subjects in the foreign medium. If only the rulers had adopted the languages of the land in the last mid-century when science was comparatively in its teens, what a wonderful wealth void problems our languages would have acquired by now! But that was not in the scroll of Destiny.

SLOW CHANGES TOWARDS THE NATURAL

The first great movement was the use of the mother-tongue (which for practical purposes we may identify with the regional language) in the lower secondary form. Tagore, in his autobiography, says it was a blessing that, thanks to his elder brother, he studied the subjects in his own tongue. Upon this change, the tender innocents of the land heaved a sigh of relief. After many years, the Herculean task of introduction of the mother-tongue in the High Schools was achieved with Herculean perseverance. The elders shook their heads at the new terms, which seemed to them mere gibberish. But the gibberish of yesterday is no longer so today and nobody outside the lunatic asylum wants to put the clock back. Now we have the war of wits over the next stage, the introduction of the regional language as the medium in

the B.A. course, in the limited field of the non-science subjects.

ANALYSIS OF THE REAL DIFFICULTIES INVOLVED

(i) *Technical terms*: First comes the difficulty of absence of technical terms involved even in non-science subjects in their modern Himalayan heights of growth. But the difficulty feeds itself more on fear than on intrinsic impossibility. Reflecting calmly and clearly, we should note that technical terms in any language have not existed from the beginning. A technical term arises in a language only when a new concept arises. The men who bring the new concept suggest a new word, coining it from the existing stock or improvising one from the classical or foreign languages. In fact, most of the technical terms in English have grown unobtrusively from Latin and Greek roots made into new combinations suitable to the genius of English. The terms suggested are tacitly accepted by the nation. Our country lacks no brains to achieve this task. Technical terms can be devised in Tamil (1) by combining Tamil roots in new ways to produce new words, (2) by modifying roots from the classical language of Sanskrit, (3) by incorporating English terms into Tamil. There is nothing exceptionally difficult in this process, since any technical term has only a little intrinsic thought-content, but bears the definition we assign to it. The great need is to accept the terms devised by any authoritative body without the least energy-wasting dissent, as they do in the West.

(ii) *Text-books*: The second great problem is that of text-books. Let us learn from history. On the eve of the adoption of the mother-tongue in Form IV, there was not a single text-book. But lo! as if by the rubbing of Aladdin's Lamp, text-books came so fast that their name could be said to be legion. The truth is, that, when once the technical terms are fixed authoritatively, the teachers of Colleges have energy and enthusiasm enough to

supply the text-books during a single vacation. Let us not belittle our own capacities. To ask for text-books before the adoption of the mother-tongue is to put the cart before the horse.

(iii) *Teachers*: The fear of the fitness of teachers to teach through the mother-tongue remains. This fear is like the fear of the dark. It is an insult to the splendid staff in our Colleges to think that they cannot equip themselves at three months' notice. There is little that is new in it, in fact they have even today to use their mother-tongue to elucidate difficult points.

THE ADVANTAGES

(i) *Ease of comprehension and expression*: One should peep into the actual class-room to find out the enormous difficulty that the majority of students feel in comprehending the lecturer, unless the latter climbs down to the use of the mother-tongue. If the problem is great with comprehension, it is still greater with expression. It is now an open secret that our undergraduates are no proficient in English. To put two words together is a problem even in the case of a leave-application. The tragedy is that midnight oil is burnt in mugging up page after page of notes. But it cannot be doubted that the adoption of the mother-tongue medium will refreshingly ease the situation. What a fluency our children are acquiring in their mother-tongue even in their teens! Our hearts leap up when we behold that 'rainbow in the sky'.

(ii) *Growth of originality*: It is a truism that original thought is impossible when its course is clogged by the exhausting chase for words which form the fabric of thinking. We often bemoan the scarcity of originality; but it can blossom only when we shift that tender plant from the rigid rock of the foreign tongue to the rich river-basin of the regional language.

(iii) *Spread of knowledge of the masses*: When our nation is progress-

ing in independence towards new knowledge and right action, which are the *sine qua non*, of a welfare-state, it would be a tragedy if nothing more than the ABC of modern knowledge could be spread from the educated few to the uneducated masses. The political, economic and social advancement of a country depends upon the level of political, economic and social thinking among the masses; and the sooner this transference is made possible from the university to the outer world, the better. At present, the knowledge gained by the students is lost in the desert sands of the dead habit of thinking in English and does not join the hungry sea of their brethren's mental world.

OBJECTIONS ANSWERED

The controversy over this subject has brought out various objections. Firstly, it has been suggested that the change will be a detriment to the future career of the student. But there is hardly any situation in life for the common graduate in our State or outside, which requires a knowledge of the academic history, economics, philosophy and similar subjects in the English medium. Secondly it has been said that contact with advanced thought in other States and countries will be affected. But in any country it is the research scholars alone that need the contact. They can watch the foreign skies. They are equipped with English enough. In fact, everybody is for a better study of English. Moreover, post graduate studies will continue to be through English. Thirdly, the question of All-India Competitive Examinations is raised. Surely our State Government can be expected to prevail upon the Centre to examine the candidates in the medium in which they have studied their subjects, when the time comes.

THE POSITION OF SCIENTIFIC SUBJECTS

Happily there are no two opinions on this: all are agreed upon the con-

tinuance of English as the medium. Not that the arguments advanced for the non-scientific subjects are not applicable to these also, *ultimately*. But the linguistic friction presented by the simple scientific English style is a tolerable minimum. Again the obstacles inherent in a change-over will need a longer time to surmount. Moreover, there is the additional important consideration that facile scientific inter-course with the different States of our own country as well as with the outer world is indispensable not only in the higher levels of scholars but also in the ordinary levels of the rank and file of scientific and technical personnel in order that our State and the country as a whole can advance most smoothly, steadily and swiftly.

CAN THE COIMBATORE PILOT-SCHEME FAIL?

Theoretically it is ever true that, if a scheme, when worked out, is not successful, it must be given up and certainly not extended in operation. But the arguments of the foregoing paragraphs can make it clear that (1) the aim is righteous, (2) the difficulties are not insuperable in a period of three years and (3) the effort is not above the capacity of the talent available.

CONCLUSION

It is, therefore, to be concluded after an exhaustive analysis that the pilot scheme of the Madras Government is a right move and can and must succeed, given the necessary enthusiasm, initiative, and above all, a never-failing power of adjustment and compromise in setting right loopholes and cracks, and freedom from chill timidity on the one hand and furiously hot fanaticism of any kind, disguised or naked, however high sounding in its plausible slogans, on the other.

N. VENKATACHALAM IYENGAR

On 25th January 1960 the Central Government of Bharath honoured the teachers and His Excellency, the President Dr. Rajendra Prasad presented the National award to them in a specially got-up function.

Among the recipients hails Sri N. Venkatachalam Iyengar -- the dynamic Headmaster of the P.S.M. Senior Basic School, Kulasekharapatanam. He has put in 40 years' sovereign service.

Yea! 40 years! A very very long period in the short span of human life and that -- continuous, unbroken and full of glorious achievement.

The Management gave him a free lance, endowed the greatest field for him to display his talents to the full.

First, Sri T. S. Aramvalathanatha Pillai, a hard task master, equipped him for the job and infused go into him. He was a man of principle. He always stood to his guns, come what may; Education of the girls and boys was his ambition. With gusto he plunged into his objective. With missionary zeal he marched forward.

The mantle fell on the shoulders of Sri Venkatachalam Iyengar. He rose to the occasion and proved his metal.

This attracted the attention of Sri R. M. P. Senthilarumugam Pillai -- the successor of Sri T. S. Aramvalathanatha Pillai and won his approbation.

Sri R. M. P. Senthilarumugam Pillai was of a saintly nature unassuming, accommodative, co-operative -- in short a miniature Gandhi.

Because of the latitude gladly given by Sri R. M. P. Senthilarumugam Pillai, Sri N. Venkatachalam realised his onerous responsibility and put his heart and soul into his duty and identified with the Institution fully. He

was at-one-ment with the school. He transferred himself into the school and the school went into his heart and became bone of his bone and limb of his limb.

He was the monarch of all he surveyed. The institution grew lustily from strength to strength. The Headmaster grew with it.

The good of his staff was his first concern. He always treated his colleagues with consideration and affection.

By his hard work, devotion to duty, attention to the minutest details of his job, he was a model to his fellow teachers.

His co-teachers admired him. His students adored him.

The Department liked him. The Management loved him. He had the highest regard for the Manager's word.

The relationship that subsisted between Sri R. M. P. Senthilarumugam Pillai and Sri Iyengar can be compared to that between Mahatmaji and Nehruji.

If he found anything unbecoming and against principle, he would burst like a volcano. He spared nobody, not even himself.

Short temper, nay, righteous indignation may be his weakness, but definitely his forte.

Little minds feared him, small minds were horribly afraid to approach him.

Just minds understood and appreciated him. They followed his command willingly, like rats behind the Pied Piper of Hamelin. There were occasions when he could not see eye to eye with the management.

"Difference there must be, it shows life and progress" declared Nehruji years ago.

In the discussion stage he always presented himself with dignity and decorum. He would try to see the other man's view-point also.

Unless and until he was convinced he would not budge an inch and remain unyielding.

Years ago, his wives left him, to look after himself and his two daughters. A tragic turn. Men of lesser stuff would have succumbed in that context.

But he was destined for a higher purpose.

Willingly he mothered the girls for very many years and today they are happily settled in life.

The school and his public service engaged him to their heart's content.

The school soon became the cynosure of the neighbouring eyes. The department recognised its record and showered praises. Her students went to St. Xavier's Palayamcottai and other High Schools and easily won honours and distinction for their Alma Mater by proving their worth in every branch of activity.

Many went to seek their fortunes in Ceylon. Today many rich men are its old students.

Year after year went by adding feather after feather on the crown of the institution.

Mighty changes rocked the world and over our Country.

The school under his inspiring captaincy, was always in the vanguard of progress.

Under the clarion call of Mahatma Gandhi, the country from Kashmir to Kanyakumari rose from its unending slumber. Spinning was introduced to prepare the nation for the Himalayan fight for freedom.

The school caught the spirit and began spinning. The yarn produced by the school was presented to the Mahatma during his visit to Palayamcottai.

Mahatma felt it, wore it, auctioned it, got money for his Harijan Fund and rained his blessings on the school.

These are days when everybody is a blooming reformer with lukewarm-revolutionary ideals.

But to think of any such thing in those far-off days was enough to bring on one's head Social ostracism easily.

Sri T. S. Aramvalarthanatha Pillai was very very far sighted and very much ahead of his time.

He put an earthen pot of drinking water in the school for the use of the students, without any rank of caste.

This was like lighting a keg of dry powder. It was an open invitation to trouble and a challenge to stark naked casteism, which was rampant.

The school situate in the heart of the caste-ridden Hindus, was converted by a word from the Manager into a hot-bed for this social revolution.

The move was galling in the extreme to the Saivites.

Like a dutiful soldier, Sri Iyengar — a broadminded devotee in keeping with the spirit of that great Ramana — remained at the post of duty and carried his Manager's command, in letter and spirit, undismayed and undaunted.

At this distance of time, it looks heroic.

Apart from his duty, he used to befriend all. His helping advice was ever available to those who applied for it. At times, he used to mix and mingle in others' family affairs and with flawless heart and rich experience and ripe wisdom and just appraised of many dangerous situations, he had resolved many tough problems, soothed many burning hearts and opened many eyes to realise the truth and live amicably. In short his word was law into many. Not only among his students but among their parents also.

He grew above himself and founded the Taluk Teachers' Union and gave new spirit to the teachers, soaked with

inferiority complex and defeatist mentality.

If the status of the Elementary School Teachers is recognised on the floor of the Tirunelveli District Teachers' Guild and S. I. T. U., he was in no small measure effectively responsible.

By his love and sacrifice he has carved a niche in the temple of fame.

He is today a force to reckon with.

He has risen very high. He was the Founder-President of the Tiruchendur Taluk Teachers' Union for a number of years. He was chosen as one of the Vice-Presidents of the District Teachers' Guild and also the S.I.T.U. He is highly respected by the stalwarts of the S.I.T.U.

He is sought after by the Candidates in the Teachers' Constituency for the M.L.C. and he gladly throws his lot with the deserving candidates. His influence was a great contributory support for many candidates' easy success and victory.

But the Elementary teacher has no franchise in the Teachers' Constituency. This is the one fact that burns in his soul. On many platforms, he has thundered that if the Elementary teacher has no vote then it is a misnomer to call it a Teachers' Constituency.

He has already moved heaven and earth. He will leave no stone unturned.

From the President Rajendra Prasad and the Election Commissioner down to the M.L.A's he has petitioned.

He will never lay down his arms till this glaring defect is removed and his fellow teachers enjoy their just right. That day is not far off! Let us pray and hope.

The crown of his achievement was his masterly organisation of the

School Improvement Conference in Adaikalapuram, Tirunelveli District. He worked day and night literally. He placed himself at the beck and call of the D.E.O. and the D.P.I. and other officials of the Education Department of our State.

By virtue of his position as the undisputed leader of the teachers he put 700 teachers on the field and collected an undreamt of sum to the tune of 13 lakhs of Rupees worth of utility articles and cash. Because of his mighty achievement, the Prime Minister of India came all the way from Delhi and sang panegyric.

In the presence of many lakhs of people the D.P.I. openly patted Iyengar on his back for his manly sacrifice by placing the crown of Presidentship of that epoch-making conference on his successor as the President of the Taluk Teachers' Union and an old student of his and a co-teacher.

The one single solid fact is an eloquent testimony of the nobility of his heart and breath of vision and highest sense of self-effacement.

Will His Grace keep quiet? No.

He was chosen to receive the National Award.

Full of age, weak of health he went all the way to Delhi and received the Award as aforesaid.

On the 30th April he retires from his duty.

Throughout the length and breadth of this vast country his students are scattered. But they all foregather on the 29th April, in spirit and many in person, to pay their devoted and deepest homage to this their Great Master. He shall ever remain enthroned in the temple of their hearts.

Time shall not wither his fair name nor his benign look!

EXPERIMENTAL PROGRAMME AIDS RURAL SCHOOLS IN THE U. S.

Many educators in the United States are encouraging the consolidation of small rural schools into larger units in the interests of efficiency and economy. Others, although not vetoing the idea of consolidation, are exploring ways to enhance the effectiveness of the small public school that serves a rural or small-town area.

One such experimental program is being conducted in 27 schools in New York State. Called the Catskill Area Project, it was established in 1957 to find ways to improve the variety and quality of education in small rural secondary schools. Two State-supported universities and the Ford Fund for the Advancement of Education are co-operating in the project.

Adapting a technique that has proved effective in many elementary schools, the participants in the project are experimenting with multiple classes. Under this system, a single teacher supervises several groups of students working simultaneously on different subjects in the same room.

Equipped with printed work-sheets and recorded instructions that the teacher has prepared to accompany the text books, the students are able to work largely on their own. Moving from group to group, the teacher gives general instructions or individual attention as needed.

Heavy reliance is also placed on mechanical teaching aids such as commercially prepared films, tapes and records. These devices, school officials stress, are not intended to replace the teacher but to give him more time to use his creative teaching talents.

The multiple-class technique has several advantages, according to sponsors of the project. It makes optimum use of the time and abilities of the better teachers and enables them to

give more personal attention to their students. The students benefit also from the increased initiative demanded under this system and from the fact that they can proceed at their own rate of learning. Superior students move ahead while the teacher repeats demonstrations for the slower learners.

So far, the greatest progress in multiple class operations has been in mathematics, foreign languages, business education and science, school officials report.

"The key to multiple class operation is, of course, the careful, comprehensive advance planning done by the teachers concerned," says a project spokesman. "These teachers make use of many kinds of learning materials."

For example, in one room, a teacher may have a biology class watching a film that illustrates the principles of osmosis, while in another corner a geology class studies from its own work-sheets, film strips or appropriate recorded instructions and explanations.

A teacher versed in languages can give most of her time to conducting a course in Latin and also supervise a small group that listens to recorded Shakespearean plays while it studies the texts. At the same time, a class in French is busy comparing its pronunciation with that of a native Frenchman recorded on tape, calling on the classroom teacher only for special help.

"It is felt that the experiment (with multiple classes) is headed in the right direction," a project official states. However, he stresses that so far only better-than-average teachers have been entrusted with this technique. "There is far to go before it can be determined that multiple-class techniques can be applied by almost any teacher."

Another phase of the experiment to broaden the schools' curricula is the use of correspondence courses. When one or more students want to study a subject that is not being taught on a regular basis, the school arranges for one of the many commercially prepared courses that have been approved by the State Board of Education.

A local teacher supervises the students' work, either in a multiple class or a regular study hall, then sends it back to the originating school for grading.

In addition, the Catskill Area Project, like an increasing number of other experimental programs in U. S. schools, makes special college experience available to talented students. Nearly 100 qualified young people participate in a weekly, non-credit program of seminars in science, mathematics and the humanities. Conducted at the State University Teachers College, the program gives the students the benefit of highly trained instructors and superior library and laboratory facilities.—USIS Feature.

OUR BOOKSHELF

BRITAIN—PAST AND PRESENT SERIES—BOOK 4—*Citizens of the World*: by M. W. Thomas. (Thomas Nelson & Sons, Edinburgh. Price 9 sh.)

Part I of the final book in this series is concerned with the British Commonwealth of Nations and its place in the world today. Separate chapters are devoted to the Dominions: for each country the record of its association with Britain is given along with a description of its present system of government. The colonies and colonial government are also dealt with.

Part II outlines the history of some of the major regions of the world—Western Europe, the U.S.A., the U.S.S.R. and Far East—and discusses Britain's relations with each.

Part III examines the problem of peaceful co-existence with a description of the two World Wars, the League of Nations and U.N.O.

Additional information is conveyed by maps, time charts, line drawing and numerous halftones, while practical exercises are afforded by question material at the end of each chapter.

READING ON—RED BOOK 2: by Flowerdew and Stewart. (Oliver and Boyd, Edinburgh-1. Price 6 sh.)

The four books in the scheme, *Reading on—Red Books 1 and 2 and Yellow Books 1 and 2* are graded by reading age based on vocabulary suitability, sentence structure, idiom, usage and maturity of content and presentation. There is a one year gap between Books 1 and 2. The Red & Yellow books are parallel in difficulty. This gives the maximum opportunity for group or individual work. These books assume previous reading experience equivalent to a reading age of 11 plus years.

Adequate direction is given to ensure (1) that the thoroughness demanded in the earlier stages of reading training is not lost; (2) that the weaker pupils are not left to flounder through recourse of material but are helped to find mastering of the kind of reading they will need in later life.

The binding and get up are excellent.

MODERN ARITHMETIC—BOOK I: by R. Narasimhachari. (Oxford University Press. Price Rs. 1.80.)

This book in English medium is intended for Anglo-Indian schools for

a class corresponding to I Form of Secondary schools. Only problems taken from everyday occurrence have been included in this book. Sets of questions at the end of the book will serve as revision assignments. The examination papers at the end will serve as year end tests.

THE ELEPHANTS OF SARGABAL : by Reme Gillot. (Abridged and simplified by Mary Connor.) (Oxford University Press. Price Re. 1.)

ROBINSON CRUSOE : by Daniel Defoe. (Retold by T. S. Raghavan.) (Oxford University Press. Price 75 nP.)

The above two books are supplementary readers in the Dawn Reader series and are suitable for Standards IX and VIII respectively. At the end of each chapter are questions and exercises to test the reader's comprehension. Illustrations are found at suitable places.

TALES OF ACHIEVEMENT : by Rukmini Krishnaswamy. (Oxford University Press. Price 75 nP.)

This book is designed as a supplementary reader for new standards VIII and IX. Real stories of Alexander, Schlismann, Pasteur and Confucious are told in simple words. The achievements of these persons cannot but give the imagination of the youthful reader. Questions and glossary are found at the end of the book.

THE TEACHER AND HIS PUPILS : by H. J. Byrne. (Oxford University Press Agents for Harrap & Co. Price Lymp Rs. 3 and Boards Rs. 3.75).

In the twenty-nine chapters of this book the author covers the usual syllabus of teaching appliances and methods of teacher training institutions with illustrative diagrams. Very useful for students and libraries of training schools.

A NEW DEAL IN SECONDARY EDUCATION : by H. R. Bhatia. (Orient Longmans Private Ltd. Price Rs. 6.)

Very important to Headmasters, Educational Officers, Teachers in service and student teachers of training colleges, the book deals with some of the major problems of modern schools and will be found to be of help in the clarification of educational objectives and in the determination of programmes, procedures and activities through which these procedures are sought to be realised. Special mention should be made of the chapter on multipurpose schools.

Receipt of the following publications is thankfully acknowledged :—

1. Rajah Muthiah High School, Raja Annamalaipuram, Madras-28 — Magazine—Annual 1960 (First issue).

2. Britain. An Official Handbook — 1960 edition.

3. Rev. T. R. and Mrs. E. Foulger Commemoration volume — March 1960.

4. St. Xavier's College, Palayamkottai — Magazine 1960.

5. Secondary Technical and Vocational Education in under-developed countries — No. 33 (UNESCO).

6. Methods of school enrolment projection — No. 32 (UNESCO).

FROM OUR ASSOCIATIONS

THE CHINGLEPUT DISTRICT TEACHERS' GUILD

The business meeting of the General Body began at 2 p.m., on 30-1-60 with the President Sri A. S. Johnson, M.A., L.T., in the chair. The President in his opening remarks made a short report on the working of the Guild during the year that had gone by and stressed the need for solidarity and a cent per cent enrolment of all categories of teachers in the district. He also requested the members present to elect suitable office-bearers for the purpose during the year 1959-60.

The following resolutions were passed at the General Meeting held on 30-1-1960 :—

1. Resolved to reiterate the resolution passed last year requesting the Government to sanction house rent allowance to teachers.
2. Resolved to request the Government to give free education to the children of teachers of all categories in all collegiate courses.
3. This General Body meeting of the District Teachers' Guild, Chingleput, requests the State Government to extend the benefit of purchasing khadi and handloom cloth from the Khadi Depots and Local Co-operative stores on credit basis, to be repaid in 6 instalments, as is done in the case of Government and Local Board institutions as this is the only class of people left out of the

benefit at present according to the Government order.

4. Resolved to request Government to encourage teachers in improving their qualifications by allowing additional allowances for such needed qualifications.
5. Resolved to bring to the notice of the State Government that the Chingleput District Teachers' Guild is not in favour of nationalising text-books as it will not be conducive to efficiency or freedom in teaching.
6. தேசிய விஸ்தரிப்பு திட்டத்தின் கீழ் பிற்போக்கான மக்களுக்கு அளிக்கப்படும் வீடு கட்டும் மனை சலுகைகளையும் எல்லா வகையான ஆசிரியர்களுக்கும் அளிக்கும்படி கோருகிறது.
7. ஆசிரியர்கள் வேலையிலிருந்து ஓய்வு பெறும்போது சர்க்கார் சிப்பந்திகளுக்கு எந்தவிதமான சலுகைகளுடன் பென்ஷன் தரப்படுகிறதோ அதே வகையில் தரும்படி கேட்டுக் கொள்ளப்படுகிறது.
8. சர்க்கார் சிப்பந்திகளுக்கு அளிக்கப்படும் வைத்திய உதவியை எல்லா விதமான ஆசிரியர்கட்கும், ஆபீஸ் சிப்பந்திகட்கும் அளிக்கும்படி கோரப்படுகிறது.
9. S. S. L. C. பரீட்சையில் தேறிய ஜூனியர் பேசிக் ஆசிரியர்களை T. S. L. C. பரீட்சையின்றி சீனியர் பேசிக் குக்கு மாற்றுவது போல் பழைய எலிமெண்டரி கிரேடு மறுபயிற்சி பெற்ற ஆசிரியர்களை S. S. L. C. தேறிய பிறகு சீனியர் பேசிக்காக மாற்றும்படி கேட்டுக் கொள்ளப்படுகிறது.

NEWS AND NOTES

DELHI SCHOOL TEACHERS' ASSOCIATION, DELHI

A general meeting of the Delhi School Teachers' Association was held today the 21st Feb., 1960 at 2 p.m. at Mahavir Jain Higher Secondary School, Nai Sarak, Delhi. Shri Tika Ram Sharma, Speaker, presided. The following resolutions were adopted after two minutes' silence observed in memory of late Maulana Abul Kalam Azad.

RESOLUTIONS

1. "This meeting of the D.S.T.A. requests the Govt. to extend the benefit of gratuity to the teachers working in aided schools of Delhi likewise the step taken by Delhi Municipal Corporation and the New Delhi Municipal Committee. This benefit will help the poor teachers to count upon something in their old age.

2. "This meeting of the Delhi teachers places on record its deep sense of discontentment against the order of the Govt. of India and the Delhi Administration in banning the Govt. teachers to become the members of the 17 years representative body of the Delhi teachers, the D.S.T.A."

3. The House discussed at length the letters exchanged between the Director of Education and the Delhi School Teachers Association regarding the setting up of an Appellate Tribunal to hear the appeals of aided school teachers against unjust termination of services, suspension and demotion etc. It was unanimously resolved that the Association should not send teacher representatives to the Tribunal unless Rule No. 6, which provides to send Principals or Headmasters as representatives of the teachers, is modified.

4. It was resolved that the Director of Education be requested not to change the decision to declare all

those teachers transferred to corporation as Quasi-permanent employees as this change will adversely affect the teachers in respect of payment of pension.

P. S. HIGH SCHOOL
FOUNDER'S DAY

The Founder's Day of the P. S. High School, Mylapore was celebrated on 13th March 1960 at 4 p.m. at the School premises. The function was presided over by the Hon'ble Sri C. Subramaniam, Minister for Finance and Education. The Headmaster of the School Sri A. K. Sitaraman after welcoming the distinguished visitor, read out the Annual Report. Sri M. S. Doraiswami, M.A., Professor of English in the Annamalai University and an Old Boy of the School delivered the Commemoration Address.

The President gave away the Proficiency Prizes to the winning pupils and then delivered an address. The function came to a close with a vote of thanks proposed by Sri V. A. Ramachandra Iyer, Correspondent of the School.

P. S. HIGH SCHOOL
"SCHOOL DAY"

The School Day of the P. S. High School, Mylapore was celebrated on 11th April 1960 at 4 p.m. at the School premises. The gathering was presided over by Sri T. N. Sundaram, M.A., L.T., Headmaster of the T'Nagar High School, T'Nagar.

After delivering his address, he gave away the prizes to the Winners in the several competitions held in connection with the activities of the Literary Union, Hobbies, Arts and Crafts. The President then declared open the School Exhibition organised by the pupils themselves. There was also a demonstration of Mass Drill and Play-for-all programme showing the activities of

the pupils in the field of Sports. The School Exhibition was kept open for two days for all the pupils of the school and their parents to go through it. All the visitors expressed great appreciation of the work of the pupils.

THE MADRAS STATE SCHOOL
SERVANTS' ASSOCIATION,
MADURAI

The M. V. S. Nataka Sabha, Madurai enacted a Tamil drama entitled 'Manamay Peridhu' on Sunday March 6, '60 at the Sourashtra High School, Madurai so as to raise funds for the Madras State Schools Servants' Association. Mr. V. S. Ramasubramaniam, B.A., B.L., a well-known advocate of Madurai and the Scout Commissioner of the Madurai District, presided. The function began after prayer by Sri Natarajan. The President of the Madras State Schools Servants' Association Sri V. G. Srinivasan welcomed one and all.

Mr. V. S. Ramasubramaniam in his introduction, spoke about the good work done by the Association and its usefulness.

Mr. V. S. Ramasubramaniam in his concluding remarks called upon the people to help the Madras State Schools Servants' Association. On behalf of the Association, he presented a silver cup to the president of the M. V. S. Nataka Sabha. The function came to a successful end, after a vote of thanks was proposed by the President of the Association Mr. V. G. Srinivasan.

THE ANNIVERSARY OF THE
SOURASHTRA HIGH, SEC., &
ELE. SCHOOLS, MADURAI

The 55th Joint Anniversary of the Sourashtra High School, Secondary School and Elementary School was held on 20-2-1960 in the Sourashtra High School Kala Mandir. Sri K. R. Manickam, M.A., L.T., Divisional Inspector of Schools, Madurai Division, Madurai presided over the function.

Sri N. M. R. V. Mahadevan, Honorary Secretary and Correspondent of the above schools extended a hearty welcome to the President and to those who were present for the function. While he garlanded the Chairman of the function, Sri S. K. Kuppusamy, B.A., L.T., Headmaster of the High School garlanded Sri N. M. R. Krishnamoorthy, the President of the Sourashtra High School Council.

Messrs. S. K. Kuppusamy, B.A., L.T., R. Ramasubbu, B.A., B.T. and B. S. Ramakrishnan, Headmasters of the above 3 schools read the Annual Reports of their respective schools. Sri J. I. Sundararaman, B.A., L.T., Assistant Headmaster of the High School read the greetings.

The prizes and medals were distributed by the Divisional Inspector. In his presidential address, the officer stressed the ways and means for approaching the best results in the ensuing S.S.L.C. Examination. He emphasised the importance of the feeding of Mid-day meals to all school-going children and free distribution of clothes to them.

The pupils of the 3 schools enacted various items of entertainment which were appreciated by one and all.

The function came to an end with a vote of thanks proposed by Sri S. A. Kuppusamy, Member of the Sourashtra High School Executive Committee.

UNION OF TEACHERS' ASSNS.
ERODE.

The Education Week for the year 1959-60 was celebrated for one week under the auspices of the Union of Teachers' Associations, Erode in concurrence with the Basic Education Week. As the celebration was extended over one week the public in Erode began to feel its impact. The Union has been revived recently after a lapse of over a decade and the Education Week was a grand opportunity for its activities.

K. A. M. P. MEERANIA MIDDLE SCHOOL, KALAKAD.

The School Day and the Anniversary of the K. A. M. P. Meerania Middle School, Kalakad were celebrated on Saturday, 26-3-'60 at 6-30 p.m. Janab L. K. M. Abdul Rahman, B.A., B.L., Chairman of the Melapalayam Municipality and Correspondent of the Melapalayam Muslim High School, presided. Sri V. Renganathan, B.A., B.T., Headmaster of the school welcomed the gathering, and read the Annual Report of the school. In the opening speech, the President stressed the need for discipline and character among the students for their success in life. Sri Nataraja Pillai, Vidwan, Hindu College High School, Tirunelveli, gave an inspiring talk on 'Karmugil'. Prizes were distributed to winners in various competitions. Sri V. Renganathan, B.A., B.T., Headmaster proposed a vote of thanks.

SIR THEAGARAYA COLLEGE SCHOOL LITERARY ASSOCIATION

The Valedictory Meeting of the English Branch of the Literary Association of the school was held on 30-3-1960 under the Presidentship of Sri A. N. Samaraj, B.A., L.T., Headmaster and Chairman of the Association. Sri S. Natarajan, B.A., L.T., M.L.C., who delivered the Valedictory Speech, stressed the need for extra-curricular activities in the school, especially the Literary Associations. He asked the pupils to be always alert and make use of every opportunity afforded by the Literary Associations to express themselves fearlessly and effectively.

With a vote of thanks by Sri I. B. Asirvatham, B.A., B.T., the meeting came to a close.

NEW FORMS IN INDONESIAN EDUCATION IMPRESS WCOTP REPRESENTATIVES

Education in Indonesia is taking new and exciting forms, WCOTP observers to the ninth triennial Congress of the All Indonesia Teachers' Union

(PGRI) agreed. One example is pilot projects aimed at ridding single areas of illiteracy consecutively instead of attempting to introduce compulsory education throughout the entire State.

WCOTP was represented at the Union's meeting in Surabaya by S. Natarajan of India, WCOTP vice-president, and Ricardo Castro, WCOTP executive committee member and executive secretary-treasurer of the Philippine Public School Teachers' Association.

They not only attended the sessions but also made a 1500-mile tour through other parts of Indonesia, East and West Java and Bali. They visited pilot projects in mass education, adult education classes, and vocational education classes in rural areas where students were learning weaving, sewing, agriculture, animal husbandry and carpentry in addition to academic subjects. The itinerary also included a visit to the headquarters of one of the Union's 100 local associations, where a teachers' seminar was being conducted.

President Achmed Sukarno of Indonesia addressed the inaugural session of the Congress and opened the exhibition of pupils' handicrafts held the following day. Also present were the ministers of education and information and other government officials.

Considerable discussion took place at the Congress when a draft agreement was introduced providing for a cultural exchange between PGRI and the Soviet Educational Workers' Union. It had been drawn up and signed by some PGRI officers when they visited the Soviet Union last August. The Congress rejected the agreement by a substantial margin.

Mr. Natarajan extended greetings on behalf of WCOTP and discussed its organization, aims and immediate programs. Mr. Castro outlined the history of WCOTP saying that, although WCOTP has grown greatly in numbers, its strength and prestige depend-

ed fundamentally on "the soundness of its principles; the righteousness of its views; and the universality of its mission of promoting international understanding and goodwill with a view to safeguarding peace and freedom and respect for the dignity of man."

In describing WCOTP's international meetings, he said that the delegates, although representing widely divergent customs and beliefs and speaking many different languages, "have always set aside these differences and agreed as one man on the general theme of giving every child the best and nothing but the best in education."

Representing the National Education Association of the United States, Dr. Paul E. Smith presented the Congress with an NEA banner.—*Echo*.

WCOTP OPENS OFFICE IN NEW DELHI, INDIA

The first Asian Regional Office in WCOTP history was opened recently in New Delhi, India. Dr. K. L. Shrimali, Indian Minister of Education, was principal speaker at inaugural ceremonies on February 3. Other participants were Professor Diwan C. Sharma, President of the All India Federation of Educational Associations, and S. Natarajan, WCOTP vice-president and director of the office.

Dr. Shrimali expressed the hope that the new office would help to strengthen teacher organizations throughout Asia and raise professional standards. He suggested that strengthening profes-

sional ethics be given as much attention by teacher organizations as voicing demands and grievances.

In welcoming the guests, Mr. Natarajan said that the new WCOTP Asian Regional Office will assist to its utmost ability in studying problems of education in all Asian countries and in helping them to implement educational programs.

Assistant director of the new office is E. W. Franklin, former Director of Public Instruction of the Indian State of Madhya Pradesh. He has held various teaching and administrative positions, including those of principal of the Teachers' College at Jabalpur and Dean of Education at Sagar University. As Principal of the Basic Training College at Wardha, he worked under the guidance of Mahatma Gandhi.

He founded the Indian section of the New Education Fellowship and was its General Secretary for several years. He holds B.A. and M.A. degrees from Nagpur University, an M.A. from Calcutta University and a teacher's diploma from London University. He has taught in and studied at schools in Denmark, Switzerland, Germany, France and the United States.

Mr. Franklin was the Government of India delegate to the first Unesco Seminar in Paris in 1947 and to the Tenth International Conference on Public Education in Geneva in 1947.

The WCOTP Asian Regional Office is located at 16A/10, Western Extension Area.—*Echo*.

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

A meeting of the Executive Board of the S.I.T.U. Council of Educational Research was held at 6 p.m. on Sunday the 31st January 1960. The following were present :

Sri V. Natarajan — President.
Sri M. P. Rajagopal.
Smt. Saraswathi Srinivasan, (Vice-President, S.I.T.U.).
Sri S. Natarajan.

The Director reported that the Commissioner of Incometax has granted the exemption certificate applied for and that a copy of the same would be forwarded to the Ford Foundation with a request that the grant for the year 1960 might be released at an early date.

The Director then reported the conversation he had with the Regional Representative of the British Council, Madras regarding a course of English Language. He then submitted the following proposals for a programme of work for the year 1960 :

1. The British Council has suggested that we conduct a course on English Language for secondary grade students just completing their training. The course may be of eight weeks' duration between 15-4-1960 and 15-6-1960. The British Council is prepared to offer financial assistance for the course.

2. Enquiry into the causes of failures and examination of remedial measures.

3. Investigation into the state of Science teaching in our secondary schools.

4. Development of suitable tests of reading ability with special reference to comprehension at

- (i) Entrance to the sixth standard ;
- (ii) Entrance to the eighth standard ; and

(iii) Completion of the high school course.

5. Tests to diagnose the number difficulties and measure achievement in the fundamental problems at the stage of completion of the fifth standard.

After discussion the following resolutions were passed :

No. 1. Unanimously agreed. It was resolved to conduct the course at centres Madura, Coimbatore and Madras for 6 weeks — about 30 in each centre chosen from the secondary grade candidates who have appeared for the T.S.L.C. Examination in March 1960 and to give at least Rs. 60 to each one for the course. The Director will make all the necessary arrangements — getting financial assistance from the British Council, selecting the candidates, etc., before 31-3-1960.

No. 2. This was discussed and it was resolved to request Sri S. Narasimhan, Sri A. K. Sitaraman and Sri T. P. Srinivasavaradan (or one from the Hindu High School) and Sri V. Arunajatai to prepare the details of the enquiry and arrange for a meeting of the Headmasters at a convenient time and place.

Nos. 3-5. The Director was asked to work out further details regarding cost, personnel, mode of investigation, etc.

The Board desired that the work already undertaken — Diagnostic Tests in Mathematics, Practical Activities in Social Studies, Composition in English — be continued, the Secretary making the necessary arrangements for the study of the data collected and convene meetings or Seminars, as the case may be, and take such further steps as may have to be taken.

The Board then resolved in accordance with Rule 6 to invite the Director of Public Instruction to nominate one or two representatives to the Executive Board and the Universities of Madras and Annamalai to nominate a representative each to the Executive Board.

The Director then stated that as per the previous Board's resolution he had succeeded in securing the services of Sri G. Srinivasachari, Retired Teacher, P. S. High School, Mylapore, to act as Co-ordinator. The Board approved the choice and resolved that he be appointed as Co-ordinator with effect from the date of joining, namely

18th January 1960, on a monthly salary of Rs. 175. The appointment is to be purely temporary. The question of a scale of salary may be decided later after the receipt of the grant.

On the Director's recommendations, the Executive Board resolved to appoint Sri A. Subrahmanya Iyer as clerk on Rs. 50 per month also with effect from the date on which he joined duty, namely 23rd January '60.

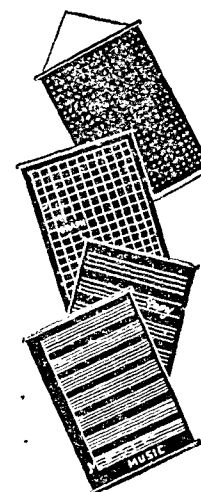
With a vote of thanks the meeting terminated.

S. NATARAJAN,
Director.

2nd March 1960.

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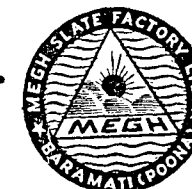
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 2. „ V. S. Varadachariar
 3. „ M. V. Rama Rao
 4. „ M. Balasubramaniam
Islamidh High School, Melvisharam—
 5. Sri P. Abdur Rahman Sahib
 6. „ V. Subburathnam Iyer
 7. „ M. Abdur Rahim Sahib
 8. „ Abdulla Basha Sahib
 9. „ K. Nagarajan
 10. „ A. V. Arunachalam
Islamiah High School, Pernambut—
 11. Sri C. M. Fazlur Rahmon
 12. „ A. R. Chandra Sekharan
 13. „ M. R. Bakthavatsalu Rao
 14. „ C. Shaul Hameed
 15. „ P. Manickam
 16. „ V. A. Obaidur Rahmon
 17. „ N. G. Srinivasan
 18. „ S. Ahmedullah
 19. „ S. Venkatagiri
Don. Sav. H. S., Chetput, N. Arcot Dist.
 20. Sri V. S. A. Ulaganathan
 21. „ R. Krishnamoorthi Rao
S. S. High School, Arni—
 22. Sri S. Subramaniam
 23. „ S. Ramalingam
 24. „ S. Veeraraghavan
 25. „ A. M. Kuppuswami Iyer
 26. „ A. Sethuraman
 27. „ V. Swaminathan
 28. „ P. N. Arulappan
 29. „ A. M. Krishnamoorthy
 30. „ R. Govindarajan
 31. „ N. Thilak
Voorhees High School, Vellore—
 32. Sri K. R. Sesha Iyer
 33.

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- Sri Ramakrishna Vidyalaya, Chidambaram—*
 34. Sri M. Kaliaperumal
 35. „ G. R. Balasubramaniam
S. K. V. High School, Kurinjipadi—
 36. Sri
Danish Mission H. S. Nellikuppam—
 37. Sri Starling
 38. „ Paramasivam
 39. „ Thandapani
 40. „ Kanagarajan

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- R. B. C. C. High School, Trivellore—*
 41. Sri S. Varadarajan
Goudie High School, Trivellore—
 42. Sri A. T. Doraiswami
D. V. S. Reddy H.S., Minjur, via Ponneri—
 43. Sri D. Narasimhachariar
Corley High School, Tambaram—
 44. Sri S. Kanagaraj Elias
 45. „ C. William
 46. „ M. P. Sathiadoss
 47. „ V. C. Thangavelan
 48. „ K. N. Devanathan
 49. „ K. V. Raghavan

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- Sri Ramakrishna Vidyalaya Teachers' College, Sri R. K. Vidyalaya P.O.—*
 50. Sri K. Kulandaivel
 51. „ N. V. Manuel
 52. „ N. Shanmugam
 53. „ T. R. S. Rao
 54. „ H. Viswesvaran
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 56. „ K. A. Subramaniam
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 57. Sri E. Shanmugam
 58. „ K. N. Ramachandran
 59. „ T. R. Venkatasubramaniam
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209. „

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263. „ D. Girirajan
264. „ G. Krishnamoorthi Rao
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 351. „ G. Ramachandra Rao
 352. „ B. Krishnamoorthi
 353. „ O. R. Kupparamah Iyengar
 354. „ T. V. Rajagopalan
 355. „ T. C. Parthasarathy Iyengar (Retd.)
 11, Hanumantharoyan Koil Street,
 Madras-5.

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 357. „ M. Krishnamachariar
 358. „ M. S. Balasubramaniam
 359. „ S. Meenkashisundaram
 360. „ R. Kannan
 361. „ V. R. Subramaniam
 362. „ K. Subramanian
 363. „ T. S. Venugopalan
 364. „ A. Narayanaswami
 365. „ B. Ardhanareeswaran
 366. „ R. Sethuraman
 367. „ V. Krishnamoorthi
 368. „ K. Sowmyavaradhan
 369. „ K. S. Venkatarama Iyer
 370. „ T. R. Krishnamoorthi

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371. Sri R. Srinivasan
 372. „ P. T. Srinivasachariar
 373. „ M. V. Raghavan
 374. „ M. S. Kasthuri
 375. „ L. Rajamani
 376. „ K. N. Sambamoorthi
 377. „ V. Ramamoorthi

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 379. „ G. Gnanasundaram
 380. „ G. J. A. Augustine
 381. „ Arthur Jesudian
 382. „ J. Ananda Raj
 383. „ R. J. Sadanandam
 384. „ J. D. Williams
 385. „ D. W. Selvaraj
 386. „ Arul Chelliah
 387. „ A. G. Stephen

388. Sri John Jeyaraj
 389. „ J. George
 390. „ A. Dharma Seelan
 391. „ Arthur Moses
 392. „ George Jeyasingh
 393. „ S. Sundaram
 394. „ V. M. Guruswami
 395. „ K. M. Gangadaran
 396. „ D. Amaladas
 397. „ S. D. Shandra Paul
 398. „ Alexander Pushparaj
 399. „ T. Rufus
 400. „ E. Paul Augustine
 401. „ James Polyoorp

Sir Thiagaraya College School, Washermenpet, Madras-21—

402. Sri R. V. Rajagopalaiah
 403. „ N. Thiagaraja Chettiar
 404. „ D. Venkateshadri
 405. „ M. Krishnamoorthi
 406. „ D. Kannabiran
 407. „ G. Ganapathi
 408. „ G. K. Sampath
 409. „ B. S. Seshagiri Rao
 410. „ P. Eswariah Naidu

Madras Progressive Union H.S., Madras-1—

411. Sri P. V. Rangaswami
 412. „ P. N. Swamikannu

E. L. M. F. High School, Madras-7—

413. Sri K. S. Swaminathan
 414. „ S. Seshadri
 415. „ Jonathan
 416. „ Gnanasundaram
 417. „ D. Jeevanandam
 418. „ J. Backianathan
 419. „ Felix Christian
 420. „ M. Duraiswami
 421. „ C. Paulson Sahayam
 422. „ S. Daniel Ratniah
 423. „ R. Chokkalingam
 424. „ S. Abraham
 425. „ T. S. Tholasingham
 426. „ S. Norman Devaraj
 427. „ G. N. Durairaj
 428. „ T. P. Narasimhamurthi

Chintadripet Boys High School, Madras-2—

429. Sri M. S. Narasimhachariar
 430. „ A. P. Damodaran
 431. „ S. Dorairajan
 432. „ S. J. Parthiban

Santhome High School, Mylapore—

433. Sri L. Mariaprakasam
 434. „ T. S. Jayaraman
 435. „ T. M. Panchapakesan

St. Gabriels High School, Madras-1

436. Sri C. Ratnaswami
 437. „ V. Vijayaraghavan

Singaram Pillai Ele. School, Villivakkam—

438. Sri T. Veeraswami
 439. „ G. Loganathan

A. G. Jain High School, Madras-1—

440. Sri K. S. Sukavanam

Wesley High School, Madras-14—

441. Sri R. P. Joseph
 Sri K. C. S. Nadar High School, Madras-21—
 442. Sri. John Vedamanickam

Raja Muthiah High School, Madras-28—

443. Sri V. Subramanyam

Avvai Home Basic Trg. School, Madras-20—

444. Smt. Saraswathi Srinivasan

Madras Teachers' Guild, 47. Singarachari St., Triplicane, Madras-5—

445. Sri. G. Krishnamoorthi
 446. „ V. S. Saravanam
 447. „ S. Natarajan, 10-A, Abraham Mudali St., Mylapore, Madras-4.
 448. „ D. A. Lazarus, 18, Hunter's Road, Vepery, Madras-7.
 449. „ G. Srinivasachari, 38, Alwarpet St., Alwarpet, Madras-18.
 450. „ M. B. Krishnamoorthi, 4, Manicka Chetty St. Vepery, Madras-7.
 451. Smt. R. Ratna Rai, 4, Manicka Chetty St., Vepery, Madras-7.

RAMANATHAPURAM DISTRICT

Municipal High School, Sivakasi—

452. Sri V. Isaac Devapiriam

K. V. High School, Virudunagar—

453. Sri C. Arumuga Nadar
 454. „ A. S. Devaraj
 455. „ S. Narayana Perumal
 456. „
 457. „
 458. „

Dr. A. C. Trg. College, Karaikudi—

459. Sri K. Narayanan
 460. „ P. Doraikanoo Mudaliar
 461. „ P. V. Srinivasan

M. Senjai Municipal Hr. Ele. School, Karaikudi—

462. Sri D. Sebastian

Devanagar High School, Aruppukottai—

463. Sri R. Jayaraman
 464. „ K. Rangaswami

S. S. Board High School, Rajapalayam—

465. Sri T. Nidhyanandam
 466. „ S. Ayyasami
 467. „ K. V. Hariharan
 468. „ O. Subba Reddy
 469. „ K. S. Appana Iyengar
 470. „ S. P. Ponnuchamy
 471. „ S. Kumarasami Raja
 472. „ S. P. Muthanandam
 473. „ T. Narayanan
 474. „ T. Stanley Jeyakar
 475. „ K. Narasimhan
 476. „ E. Madakkan
 477. „ S. Duraisinga Raja
 478. „ S. Soundarapandian
 479. „ S. Sitaraman
 480. „ T. V. Vanamamalai Aiyengar
 481. „ A. Pauldoss

S. M. High School, Aruppukottai—

482. Sri S. Krishnamoorthy
483. „ D. Guruswami
484. „ V. Veeriah
485. „ S. Kannan

Rajah's High School, Ramnad—

486. Sri M. Rajah Iyer
487. „ J. Srinivasan
488. „ S. Seetharaman
489. „ N. Natarajan
490. „ K. N. Abuthakir
491. „ R. K. Sundararajan
492. „ E. Kuthalalingam
493. „ K. Sankararam
494. „ N. Hariharan
495. „ D. Ramachandran
496. „ V. Ramaswami
497. „ S. Thiruvalluorappan
498. Kumari A. Akbar Jahan
499. „ M. Muthulakshmi
500. Smt. M. V. Meenakshi

Rajah's High School, Sivaganga—

501. Sri V. Ramalingam
502. „ S. Ananthanarayanan
503. „ V. R. Narayanan
504. „ M. Ramadu Iyer
505. „ S. Shanmugam

O. V. C. High School, Manamadurai—

506. Sri K. Ramaswami
507. „ S. Rangaswami
508. „ R. Ranjitham
509. „ S. Ebenezer
510. „ P. Subramaniam
511. „ N. Ramamoorthi
512. „ J. Balasubramaniam
513. „ K. Vydiathan
514. „ V. Venkateswaran
515. „ J. Ramaswami
516. „ S. J. Srinivasan
517. „ N. S. Ramachandran
518. „ C. Balasubramaniam
519. „ D. Venkatagirikar Iyengar
520. „ R. N. S. Sarma
521. „ S. Somanathan

Board High School, Chatrapadi, via Rajapalayam—

522. Sri R. Vaidyanathan

S. R. M. High School, Nattarasankottai—

523. Sri M. K. Ramamoorthi
524. „ M. S. Ramamirtham
525. „ R. M. Sivasubramaniam

S. S. S. N. Municipal High School, Virudunagar—

526. Sri M. Sankaralingam
527. „ A. V. Subramania Iyer
528. „ A. Delvanayagam Singh

A. C. High School, Pallathur—

529. Sri V. Venkataraman
530. „ S. Saminathan

S. H. N. V. High School, Sivakasi—

531. Sri S. Soosai Antony
532. „ G. Rajendran

S. V. High School, Kondramanickam—

533. Sri M. R. Chandran
534. „ K. Somayaji
535. „ R. Subramaniam
536. „ V. R. Srinivasan

S. V. V. High School, Kullursandai P.O., via Virudunagar—

537. Sri

M. V. Municipal H.S., Karaikudi—

538. Sri V. Chokkalingam
539. „ S. Srinivasan
540. „ A. Kumaravelu
541. „ L. Kandaswami
542. „ S. Thanumamalai Perumal

N. S. M. V. P. S. H.S., Devakottai—

543. Sri S. S. Narayanaswami

Sivaganga Tk., Ele. School, Teachers' Union, Nattarasankottai—

544. Sri M. S. Arulsami
545. „ M. Muthukrishnan
546. „ I. Arulanandam
547. „ R. Srinivasan
548. „ M. Ramalingam
549. „ K. Kathirvel
550. „ V. P. Subramanyam
551. „ A. M. Lourdasami
552. „ K. M. Pichandy
553. „ V. Rengarajan
554. „ S. K. Srinivasan
555. „ S. Thirunavukkarasu
556. „ A. Sebastian
557. „ S. P. Richard
558. „ S. Vyravam
559. „ M. P. Subramaniam
560. „ S. Sankaralingam
561. „ K. P. Narayanan
562. „ S. Ranganathan
563. „ N. Parameswaran
564. „ N. Ramamoorthi
565. „ S. Gnanarathnam
566. „ S. Robert
567. „ M. G. Ramanarayanam
568. „ Sundara Srinivasan
569. „ G. Velusami Pillai
570. „ S. Sankara Sethu
571. „ M. Irudayanesan
572. „ L. Ramachandran
573. „ A. Gurubatham
574. „ K. Gopalsami
575. „ A. Muthuraman
576. „ K. Rajaram
577. „ S. Shanmugavel
578. „ M. Ayyavoo
579. „ S. Davamani
580. „ S. Velu
581. „ T. Pichai
582. „ E. Ponnusami
583. „ Athi Ratnam
584. „ M. Susai
585. „ I. Susaipragasam

O. V. C. H.S., Manamadurai—

586. Sri A. Srinivasan
587. „ L. Venkataraman
588. „ G. Nagarajan

S. M. S. V. H.S., Karaikudi—

589. Sri R. Subramaniam Iyer
590. „ S. Chidambaram

K. M. H.S., Kallal, Ramnad—

591. Sri S. Dharmarajan
592. „ K. S. Rajagopalachari
593. „ J. Subramaniam
594. „ T. S. Thanu Iyer
595. „ S. Sundaram
596. „ P. Ramasami
597. „ Peter Samuel

S. M. S. V. H.S., Karaikudi—

598. Sri V. Aravamudha Iyengar
599. „ T. S. Rajagopal Iyer
600. „ R. Sundararaja Iyengar
601. „ B. S. Muthu Iyer
602. „ K. S. Meenakshisundaram
603. „ R. Kannan
604. „ S. Venkatachalam
605. „ M. R. Sundaresa Iyer
606. „ T. Srinivasa Iyengar
607. „ K. Subramaniam
608. „ T. Ramanatha Iyer
609. „ S. Radhakrishna Iyer
610. „ L. Krishna Iyer
611. „ R. Sivaramasubramania Iyer
612. „ N. Sankaran
613. „ S. M. Ramasami
614. „ S. Subramania Iyer
615. „ V. Jagannathan
616. „ K. S. Dorairaj
617. „ G. Krishnamoorthi
618. „ K. Narayanaswami
619. „ V. Peter Samuel
620. „ A. Subbiah
621. „ N. Krishnan
622. „ N. Swaminathan
623. Smt. R. Lakshmi
624. Kumari R. M. Janaki
625. „ R. Yogambal
626. „ M. Meenakshi
627. „ V. R. Visalakshi
628. „ M. K. Meenakshi

TIRUNELVELI DISTRICT

Tiruchendur Tk. Teachers' Union, Kulasekharapatnam—

629. Sri R. M. Ganapathi
630. „ G. Francis Packianathan
631. „ M. Appadurai
632. „ Chinnappa Issac
633. „ Peter Paul, L. K.

Subbiah Vidyalayam H.S., Tuticorin—

634. Sri V. Antonysami

Board H.S., Sundarapandiam—

635. Sri N. Arul Maria Doratsami

The Ramaseshwar H.S., Pattamadai—

636. Sri K. G. Rangaswami Iyengar
637. „ S. S. Srinivasan
638. „
639. „
640. „
641. „

P. V. H.S., Gopalsamudram—

642. Sri R. Palani
643. „ D. S. Sankaranarayanan
644. „ P. A. Subramaniam
645. „ R. Chidambaram
646. „ S. Ramayya
647. „ P. S. Sundararaman
648. „ C. A. Chellam Aiyar
649. „ V. P. S. Subramania Sastrigal
650. „ R. Ponnambalam
651. „ M. Hariharasubramaniam

Pope Memorial H.S., Sawyerpuram—

652. Sri Y. Dharmaraj
653. „ Edwin Samuel
654. „ Y. D. Ephraim
655. „ Peter Chelliah
656. Rev. H. A. Arulanandham
657. Sri K. G. Vedanayagam
658. „ N. John Samuel
659. „ A. Gnana Jebamani
660. „ S. Duraisami
661. „ S. Andrews Devaraj
662. „ T. Vedamani Samuel
663. „ P. A. Devaraj
664. „ R. Jeyasingh
665. „ C. Devasirvatham
666. „ P. Ponnusami
667. „ C. Esan Asirvatham
668. „ G. Arul Asir
669. „ T. V. Abraham
670. „ S. J. Ratchaniyam
671. „ J. Paulraj
672. „ A. Paulraj

Thiruthapathi H.S., Ambasamudram—

673. Sri A. R. Krishna Iyer
674. „ M. S. Ranganatha Rao
675. „ M. Somasundaram
676. „ H. Thyagarajan
677. „ S. Ramachandra Rao
678. „ K. S. Narayanan
679. „ P. A. Maharaja Pillai
680. „ V. Venkateswaran
681. „ C. Sankaralingam
682. „ S. Lakshmikantham Iyer
683. „ A. Subbiah Mudaliar
684. „ M. A. Somasundaram
685. „ M. Krishna Doss
686. „ V. Kunchithapatham Iyer
687. „ M. R. Kandasami Pillai
688. „ N. Vishwamitra
689. „ K. R. Krishnan
690. „ N. Venkataraman
691. „ R. Arumugam
692. „ N. Narayanan
693. „ R. Subramaniam
694. „ K. Nilakantan

S. A. V. High School, Melur—

695. Sri
696. „
697. „
698. „
699. „
700. „
701. „
702. „

Tiru Arul H.S., Kulasekharapatnam—

703. Sri S. Rajagopalan
704. „ J. Ramaswami
705. „ M. Veeramullan

Cathedral H.S., Palayamkottai—

706. Sri V. D. Abraham
707. „ Victor D. Anbudaiyan
708. „ J. S. Arulvaram
709. „ Samuel Ebenezer
710. „ S. Kanagaraj
711. „ P. Arputharaj
712. „ V. Thangiah
713. „ N. S. Krishnan
714. „ T. P. Chittaranjan
715. „ Charles Vettivel
716. „ Daniel Muthukkan
717. „ J. Silvan Daniel

Chatram H.S., Kadayam—

718. Sri R. Anantharaman
719. „ R. S. Sitaraman
720. „ K. S. Viswanathan
721. „

Municipal School, Melur, Tuticorin—

722. Sri M. Subramaniam

P. M. Ornellas Middle School, Tuticorin—

723. Sri K. Krishna Iyer

Rajah's H.S., Ettayapuram—

724. Sri Somasundaram
725. „ L. Pichandi
726. „ N. Ramamoorthi Iyengar

Mustim H.S., Melapalayam—

727. Sri
728. „
729. „
730. „
731. „

Saraswathi Ele. School, Pattamadai—

732. Sri S. Ramaswami
733. „ S. R. Narayana Rao
734. „ P. Subramaniam
735. „ K. V. Ganapathi Dharmaraja Iyer
736. Kumari R. Vasantha
737. Sri D. R. Subbiah Iyer
738. „ A. Venkatanarayanan

St. Xaviers College H.S., Tirunelveli—

739. Sri A. Krishna Iyengar

Board H.S., Kadayanallur—

740. Sri K. Thangappan

Hindu H.S., Alwarthirunagari—

741. Sri S. Narayanaswami
742. „ T. A. Srinivasa Iyengar
743. „ S. M. Athmanathan
744. „ A. Sankarakrishna Iyer
745. „ A. Pitchiah

Caldwell H.S., Tuticorin—

746. Sri S. Ramasubbaiyer
747. „ K. John Raj Nayagam
748. „ A. S. Devasahayam
749. „ M. Kumaradurai
750. „ N. C. Vethavanam

St. John's H.S., Palamcottah—

751. Sri Y. S. Jeyaraj
752. „ A. J. D. Swamiraj
753. „ D. Jeyasingh
754. „ T. Mathuram
755. „ A. Thanka Nadar
756. „ K. Pakshirajan
757. „ Julian L. C. Doss
758. „ P. Anandaraj
759. „ E. A. Thavasingh
760. „ S. Daniel Davamani

K. S. Boys' H.S., Srivaikuntam—

761. Sri S. N. Adinathan
762. „ S. V. Vaidyanathan
763. „ T. S. Kuzhaikathan
764. „ A. K. Krishnan
765. „ K. Venkatakrishnan
766. „ T. Shanmugasundaram
767. „ T. K. Krishnan
768. „ S. L. Devarpiran
769. „ K. Pechiappan
770. „ G. Subramaniam
771. „ D. R. Noble
772. „ V. Srinivasan
773. „ T. Krishnamoorthi

Schaffer H.S., Tirunelveli—

774. Sri A. S. B. Philip
775. „ Iyadurai Stephen
776. „ P. S. Mahadevan
777. „ G. Sam Jacob Raj
778. „ P. Koilpitchai
779. „ K. Sankaranarayanan
780. „ P. J. Muthuraj
781. „ I. D. Tomyraj
782. „ S. Arumugam
783. „ P. Devapitchai
784. „ R. Rajamoni
785. „ S. Edwin Selvaraj
786. „ A. Rabindran
787. „ L. V. Sundararaman
788. „ T. Jesumonl
789. „ S. Wilson George
790. „ S. S. Chelliah
791. „ J. Moses
792. „ S. Bhagyam Devaraj
793. „ S. Ganesan
794. „ E. John Asirvatham
795. „ A. Chelladurai
796. „ Y. Johnson Gnanakkan
797. „ S. Padmanabhan
798. „ P. Arunachalam
799. „ T. S. Raghavan
800. „ A. John Jesubatham

801. Sri J. Francis
802. „ V. Thomas
803. „ J. Moses Duraisami
804. „ T. C. Narayanan
805. „ S. F. Williams
806. „ S. Thirumalai
807. „ P. Joseph Ebenezer

Municipal Hr. Ele. School, Madurat—

808. Sri N. Subramaniam

N. S. High School, Theni—

809. Sri K. Sankarasubbier
810. „ M. Savarimuthu
811. „ M. Balraj
812. „ C. George Sydney
813. „ T. Venugopalan
814. „ I. Rathinam
815. „ S. Chokkalingam
816. „ Thangaraj
817. „ I. Paul Thomas
818. „ G. E. Thangiah
819. „ A. M. Kaluvan
820. „ S. T. Mariappan
821. „ K. Ananthappan

822. Sri T. S. Nallamuthu
823. „ L. V. John Devadoss
824. „ D. Samuel
825. „ K. V. Ramanathan
826. „ M. Veerachamy

S. G. S. P. Vidyasala Hr. Ele. School, Nalumavady—

827. Sri N. A. Arul Selvaraj
828. „ S. Joseph
829. „ K. Soosai Marian
830. „ R. Michael Lawrence
831. „ A. Paul Joshna

Note:—The names of delegates in the places left blank should be communicated to the office of the Union before the 10th of May 1960 failing which they will not be accepted and allowed to participate in the proceedings of the conference.

PRESIDENT

THE 50th MADRAS STATE EDUCATIONAL CONFERENCE, MATHURAI

19th May to 21st May 1960

(Tentative Programme)

19th May	6-30 p.m. General Session
10-00 a.m. Opening of the Conference. Presidential Address. Opening of the Exhibition.	9-30 p.m. Entertainments.
2-30 p.m. Ele. School Teachers' Conference.	21st May
4-00 p.m. Women's Section.	8-00 a.m. General Body Meeting.
6-30 p.m. Sabhesan Memorial Lecture.	10-00 a.m. Organization & Administration Section.
9-30 p.m. Subjects Committee Meeting, Entertainments.	2-00 p.m. Teacher Education Section.
	4-30 p.m. General Session & Concluding Session.
20th May	
8-15 a.m. Secondary Education Section.	T. P. SRINIVASAVARADAN, President.
10-30 a.m. Primary & Basic Education.	S. NATARAJAN, Secretary-in-Charge.
2-30 p.m. University Education Section.	
5-00 p.m. Symposium on "Rights & Responsibilities of Teachers".	S. SUBBA RAO, Jt.-Secretary.

50th MADRAS STATE EDUCATIONAL CONFERENCE, MATHURAI

RESOLUTIONS

1. This Conference resolves to request the Government to adopt the scale of pay suggested by the South India Teachers' Union.

2. This Conference reiterates its view that nationalization of text books is against the interests of education and development of the nation.

3. This Conference reiterates that the pension rate should be one-third of the average salary drawn during the last three years before the age of superannuation or the last three years of service whichever is higher.

4. This Conference resolves that the teachers of all grades shall be granted increments during their extension period so as to enable them to get their maximum pay before they retire.

5. This Conference resolves that the fee concessions granted to N.G.O's. and teachers be extended to teachers employed in colleges on similar conditions.

6. This Conference reiterates its request to Government to fix the age of retirement at 60 for all teachers under all managements.

7. This Conference requests the Government to introduce uniform leave rules to be followed by the different managements and see that the managements conform to them.

8. This Conference requests that the Government must pay allowance to the Headmasters of all the elementary schools without showing any discrimination.

9. This Conference resolves to request the Department, the Government, and the University to permit experienced graduate teachers of not less than 15 years standing also to handle

the XI Standard in Higher Secondary schools.

10. This Conference resolves to request the Government to permit all teacher-pensioners to draw their pension during the period of re-employment in Government service or schools subject to the condition that the total emoluments do not exceed the last pay drawn.

11. This Conference resolves to request the Government to extend educational concession to children of the teaching and non-teaching staff up to the college level.

12. This Conference resolves to request that a clerk may be appointed in an elementary school with over 350 strength and a peon with a strength of 250 pupils.

13. This Conference resolves that an advance payment of two months' salary be made to teachers for Deepavali and Pongal festivals and the same recovered in ten monthly instalments as in the case of N.G.O's.

14. This Conference views with deep regret that inspite of frequent requests to Government to grant house rent allowance to teachers nothing has been done so far. This Conference presses the need for granting house rent allowance without further delay.

15. This Conference requests the Government to amend the Provident Fund Rules so that a teacher's contribution should be 10 nP. in the rupee and the management and the Government should each be made to contribute 5 nP. in the rupee and the Government's contribution should be made at the end of each year. This Conference further requests the Government

to permit the teachers to contribute up to 15 nP. in the rupee.

16. This Conference appreciates the assistance given for meeting the travel costs when teachers and students go on excursion and it requests that the grants may be made liberal to cover incidental and necessary expenses.

17. This Conference resolves to request the Government to include all elementary school teachers in the Teachers' Constituency of the Madras Legislative Council.

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

19. This Conference reiterates its request to Government to grant free medical aid to teachers under all agencies on lines similar to those granted to Central Government employees.

20. This Conference resolves to request the Government to adopt the pupil-teacher ratio 25 : 1 in all elementary schools.

21. This Conference requests the Government to give effect to the pension scheme to all retired teachers—even to those who retired before 1st April 1955.

22. This Conference requests the Government to allow secondary grade scale of pay to such of the higher grade teachers of all agencies as pass the 'secondary grade training, as this will act as an incentive to such teachers to improve their professional qualification which in turn will bring out greater efficiency in the method of teaching.

23. This Conference requests the Government of Madras to allow the scale of pay of secondary grade teachers to elementary grade teachers of all agencies who were in service before 1-4-'58 and who passed T.S.L.C.

examination in March 1958, since as per rules they were considered as secondary grade teachers from 29-3-1958, the next day after the last day of the T.S.L.C. examination, though their pay at the enhanced rate could be assessed only in June after the results were announced and since the moral force of the G.O. No. Ms. 556, Education, dated 24-3-1958 is in favour of such teachers.

24. This Conference resolves to request the Government to enable the Department of Extension Services in the State to pay Travelling Allowance and Daily Allowance to the participants of the Seminar, Refresher Courses, etc. conducted by them.

25. This Conference resolves to request the Government to provide rules for the security of service for the members of the non-teaching staff (clerks, attendars, etc.) in aided schools.

26. This Conference resolves to request the Government to sanction at least one post of upper division clerk

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in aided high schools for every 500 pupils and part thereof and a manager where the strength exceeds 1,500.

27. This Conference requests the Madras and Annamalai University authorities to introduce Agriculture group and Commerce group in the Pre-university course.

28. This Conference resolves to request the Government to extend the pension-cum-insurance scheme to the non-teaching staff.

29. This Conference is of opinion that the syllabus in the subjects of Mathematics, Science and Social Studies are ambitious and need revision.

30. This Conference urges upon the Government that for ensuring the progress of education, a State Board of Education consisting of representatives

of the Legislatures and the organised teaching profession be set up.

31. This Conference further requests that with a view to stepping up the quality of education in our elementary schools and at the same time ensure the fulfilment of the constitutional directive in regard to the introduction of Free Compulsory Education an autonomous Council of Elementary Education be set up for this State with representatives of the Education Department, Local Bodies and the organised teaching profession to undertake programmes of in-service training for teachers in elementary schools, to study problems connected with elementary education, to periodically review the progress and advise Government on measures to be taken for ensuring qualitative and quantitative improvement in elementary education.

THE SOUTH INDIA TEACHERS' UNION

ANNUAL GENERAL BODY MEETING NOTICE

A meeting of the General Body of the South India Teachers' Union will be held at 8 a.m. on Saturday, the 21st May 1960 in the Conference Hall, Sourashtra High School, Madurai. Members are cordially invited to attend the Meeting.

T. P. SRINIVASAVARADAN, S. SUBBA RAO,
President. Joint Secretary.

S. NATARAJAN,
Secretary-in-charge.

A G E N D A

1. Consideration and adoption of the Annual Report of the Union for the year 1959-60.
2. Election of Office-bearers for the year 1960-61.
3. Any other business brought forward by the Executive Board.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 11 a.m. on Saturday the 2nd April 1960 in the office of the Union with Sri T. P. Srinivasavaradan, President of the Union, in the chair.

The following members were present :

Messrs. C. R. Govindaswamy (Coimbatore), M. Rajah Iyer (Ramanathapuram), S. Subba Rao (Joint Secretary), R. Krishnan (Salem), C. Srinivasaraghavan (Tiruchirapalli), N. Shanmugam (Madras), A. Rajagopalan (Coimbatore), S. Krishna Iyengar (Madurai), S. Natarajan (Ex-President), D. P. Thambiraj (Madurai), M. Subramaniam (Tirunelveli), D. Sebastian (Ramanathapuram), C. Ranganatha Aiyengar (Journal Secretary), R. Bhuvarahan (Tiruchirapalli), S. Varadarajan (Chingleput), Mrs. Saraswathi Srinivasan (Vice-President), Messrs. G. Krishnamurthy (Secretary), P. V. Ramaswami (Treasurer), L. Mariapragasam (Madras), and S. Kanagaraj Elias (Chingleput).

Letters expressing inability to attend the meeting were received from Janab C. M. Fazalur Rahmon (Vice-President) and Mr. M. K. Rajagopalan (North Arcot).

The minutes of the last meeting were read and approved.

Condolence resolutions touching the demise of (i) Sir Md. Usman, (ii) Sri M. K. Shanmugam, (iii) Sri Harisaravothama Rao, (iv) Dr. Sriramulu, (v) Sri A. B. Shetty and (vi) Prof. Chakravarthi were passed all the members standing in silence for a minute.

The President stated that he had communicated to the proper authorities the decisions arrived at by the Ex-

ecutive Board at the last meeting and he was awaiting replies from the Minister and the Director on many of the points raised by the Board.

The President said that as soon as the drafting of the Secondary Education Bill was finalised, the Government was going to take up the question of Elementary Education and the S.I.T.U. would exert its utmost influence with the Department to see that the elementary school teachers also got a fair deal.

The member from Tuticorin suggested that the S.I.T.U. should be more active in coming to the aid of the victimised teacher at its own volition and cost and take the matter to the court of law. The President replied that in many cases an appeal to the Department had been fruitful and it was the duty of the teacher concerned to take it to a court of law and the Union can back up the teacher in his legal proceedings up to a certain stage only.

Mr. S. Krishna Iyengar, President, Mathurai District Teachers' Guild, wanted time for enrolment of delegates to the Conference to be extended by a fortnight and the Board decided to extend it up to 15th April 1960.

At this stage some member pointed out to a notification appearing in the A.I.F.E.A. News that even individual teachers could avail themselves of the single fare return journey tickets for attending the conference and wanted to know whether the delegates attending the Madurai conference could avail themselves of this concession. The President promised to make enquiries at the office of the Southern Railway and intimate to the Guilds the reply thereon.

Sri Krishna Iyengar gave in a brief outline the arrangements the Recep-

tion Committee had made for the Conference. Sri Krishna Iyengar detailed the arrangements so far made and said that Sri T. Sundaram Chettiar will be the Chairman of the Reception Committee. He also said that the Madurai Municipality has promised a donation of Rs. 1000 for conducting the Exhibition.

In response to the feeling expressed by a few members the President announced that a "Women's Section" would be added to the list of Sectional Conferences this year and requested Sri Krishna Iyengar to make provision for the same in the Conference programme.

Sri N. Shanmugam of Madras suggested that the General Body meeting of the Union might be held on the second day of the Conference itself and it was felt that many delegates were inclined to go away on the evening of the second day's proceedings. The President said that while he would bear this suggestion in mind, he would appeal to the delegates to attend the conference in full and take part in all its deliberations.

Sri G. Krishnamurthy, M.L.C., suggested that there should be a "Teacher Welfare" section. The President felt that in all the sectional conferences, the question of teacher welfare was the foremost to be discussed and so there was no need for a separate section called "Teacher Welfare" section.

It was agreed unanimously by the Board that the professional code suggested by the A.I.F.E.A. should form the basis for the symposium on "Teachers' rights and responsibilities."

The Board authorised the Madras Members of the Working Committee to scrutinise the resolutions received so far for the Mathurai Conference and draft the same suitably.

Sri S. Natarajan of Madras suggested that the S.I.T.U. should ask for a Statutory Salary Negotiating Body as is found in England and gave a brief

outline about its working and how it was immensely beneficial to the teachers. Another member suggested that the S.I.T.U. should take steps to get the pension scheme extended to teachers who had retired even before the crucial date of 1-4-1955 but otherwise satisfy the other conditions. The President informed the members that he had received some representations on this matter and promised to look into them and see how far the Union can go further in this direction.

Some members felt that in order to secure uniform valuation of S.S.L.C. papers there should be a meeting of the chief and assistant examiners as it was in vogue some years back and that the S.I.T.U. should approach the Director in this regard. One member wanted to know whether the candidates for the Matriculation examination could answer the non-language subjects in their regional language and if not, whether the S.I.T.U. could bring pressure on the university authorities to allow this concession. One other member suggested that just as in the case of S.S.L.C. examination hall superintendents are recruited from high schools, for the E.S.L.C. examination hall superintendents should be recruited from Elementary Schools. The President promised to bear these suggestions in mind, approach the proper authorities and see how far these suggestions could be implemented.

The members expressed a desire that Refresher Courses should be organised for elementary school teachers and the President promised to look into the matter. On the question of granting franchise to the elementary school teachers for electing the representatives to the Madras Legislative Council from the Teachers' Constituency, the Board unanimously resolved that the sitting members of the Teachers' Constituency should bring in a motion in the Legislative Council to that effect and pursue it to a successful end. It was also resolved to request the Executive of the All India Federation of Educational Associations

to arrange to bring a similar motion in the Lok Sabha and Rajya Sabha.

To a suggestion made that the activities of the Union should be intensified and the office-bearers should tour the districts and tell the teachers about the activities of the Union both the Secretary and the President replied that while they were physically quite ready to undertake such tours, the finances of the Union did not permit of such tours. They appealed to the Guild representatives to give utmost publicity to the activities of their guilds and the Union in their districts.

Sri A. Rajagopal of Coimbatore suggested that the name of the 'South India Teachers' Union' should be changed into 'Tamil Nad Teachers' Association', since, Kerala, Andhra and Mysore had their own State associations and the S.I.T.U. consisted only of teachers serving in Tamil Nad. Sri S. Natarajan opposed this move on the ground that there were some legal difficulties in bringing this change. He pointed out that the S.I.T.U. was a registered body and so it was not an easy matter to change the name. Again the State Government has recognised the S.I.T.U. as a representative body of teachers and if the name is changed whether the Government would still give the same recognition. The President suggested that the suggestion of Sri Rajagopal along with the opinion expressed by Sri S. Natarajan might be circulated to all the guilds and their opinion might be sought. This was unanimously agreed to.

Sri S. Natarajan then suggested that certain changes in the constitution of the S.I.T.U. might be made. His first suggestion was that each member might pay Re 1 to the Union, out of which annas four might be allotted to Benevolent Fund, annas four to the defence and protection fund, annas four to the guild and the balance to the S.I.T.U. His next suggestion was that there shall be four Vice-Presidents elected on regional basis, and a paid Secretary. The senior Vice-President

might be made the President for the year.

As regards the first suggestion regarding the enhancement of subscription, Sri A. Srinivasaraghavan of Tiruchirapalli pointed out that teachers would find it difficult to pay. Instead of increasing the membership, it might have the opposite effect.

The President then pointed out that last year he received communications from Coimbatore and Tirunelveli District Guilds that the President need not be a resident of Madras. He also drew the attention of the members to the resolutions sent by the Working Committee of the Coimbatore District Teachers' Guild suggesting amendment to rules relating to office-bearers.

It was at this stage that Sri G. Krishnamurthy, Secretary said that the consideration of the amendments was unconstitutional as they were not received before the 31st December. It was pointed out that for giving notice to the General Body that date was fixed and not for having any discussion by the Executive Board at any stage. The President then suggested that as the changes suggested were important ones, as usual, they might be referred to the Guilds for their opinions. He also pointed out that there was a growing feeling among certain guilds that the President need not be a resident of Madras.

Sri M. Rajah Iyer of Ramanathapuram moved that these suggested changes might be referred to the Guilds for getting their opinions. This was duly seconded.

Sri R. Bhuvarahan of Tiruchirapalli moved that the reference to the Guilds might be deferred till the end of May. This was duly seconded. The first resolution was put to vote and carried 10 voting for and 5 against.

On the ground that these suggested changes were unconstitutional as they were received after 31st December, Sri G. Krishnamurthy tendered his resign-

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S.I.T.U. EXECUTIVE BOARD

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nation immediately on the spot. His resignation letter reads as follows — to circularise it, it having been received after 31-12-1959.

To

The President,
S. I. T. Union.

Yours faithfully,
G. KRISHNAMOORTHY,

Dated 2-4-1960. Secretary.

Sir,

I beg to resign my Secretaryship with effect from this day, as I am unable to circularise a resolution re: Secretaryship and office-bearers as it is unconstitutional to do on this date

It was again and again pointed out that these changes in the form of amendments would not be brought forward at the General Body meeting to be held in May 1960 in Madura.

The meeting was then dissolved.

GOVERNMENT OF MADRAS

ABSTRACT

EDUCATION — Elementary — Abolition of fees in Standards I to V — Payment to teachers in schools which opted to become non-fee levying from 1959-60 and payment of grants to these schools — Orders passed.

EDUCATION AND PUBLIC HEALTH DEPARTMENT

G.O. (P) No. 679 EDUCATION
Dated 7-4-1960.

READ—the following :—

G.O. Ms. No. 2124, Education,
dated 29-11-1958.

G. O. Ms. No. 739, Education,
dated 11-4-1959.

G. O. Ms. No. 1383, Education,
dated 29-6-1969.

From the Director of Public Instruction, letter R.C. No. 2154, B7/59, dated 7-9-1959.

ORDER :

In G.O. second read above, Government issued orders to the effect that teachers in schools which opted to become non-fee levying from 1959-60 would be paid their salaries direct by Government. In the G.O. third read above, it was ordered that these teachers would be paid their salaries through Money Order, the Money Order Commission being deducted from their salaries. It was also ordered that teachers' Contribution to Teachers Provident Fund should be deducted at source by the District Educational Officers and credited to their accounts. Government have received representation from teachers, Managements, Teachers' Associations, and Managements' Associations to the effect that the deduction of Money Order Commission and the delay in the payment

of salaries cause hardship. They have also received requests to give up the direct payment system.

2. The Government have reconsidered the question in consultation with the Director of Public Instruction, and the State Education Advisory Committee. They have now decided that the direct payment system be given up from the next school year, i.e. from June, 1960. From 1st June, 1960, the managements will pay their teachers direct and receive the grant due to the schools from State funds as was the case before 1st June, 1959. The Director of Public Instruction is requested to issue necessary instructions to District Educational Officers in the matter.

3. The Government have also considered the basis of grant to be paid from 1960-61 to the schools which changed over from a fee levying to a non-fee levying basis from 1959-60 onwards. They direct that pending receipt of the recommendation of the Education Grants Committee relating to Elementary Education these schools be paid grants from 1960-61, on the following basis :—

(i) Teaching grant

In respect of schools which pay their teachers at rates higher than the approved scales of pay, the teaching grant will be assessed on the basis of actual pay of the teachers or pay calculated in the scale of pay admissible in Government service whichever is less. Any school claiming to pay its teachers at rates higher than the approved scales of pay will be put to strict proof of the fact before the Director of Public Instruction:

(ii) Maintenance grant

Maintenance grant will be paid as usual but subject to a maximum of

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20%. The grants payable to other aided elementary schools i.e. those which were non-fee levying even prior to 1959-60 will be calculated as usual.

4. The Director of Public Instruction is also informed that representations have been received that some schools which opted to become non-fee levying schools in 1959-60 have since decided to levy fees again from the next academic year giving up their claim for Government grant. This may create a situation, wherein some of the teachers may be retrenched and children displaced from these schools. The Director is informed that the instructions issued last year that children and teachers who have to leave schools as a result of the change should be provided for in local body schools should be followed in such cases. He is, therefore, requested to take expeditious action in consultation with the Local Bodies concerned to provide education-

nal facilities for children who may be displaced and to absorb teachers who may be retrenched consequent on a non-fee levying school levying fees from the academic year 1960-61.

5. The Special Officers of District Boards, Commissioners of all Municipalities and the Commissioner, Corporation of Madras are requested to extend their co-operation to the officers of Education Department in expeditiously providing educational facilities and employment to pupils and teachers displaced from school in their respective jurisdiction.

6. This order is issued with the concurrence of the Finance Department—vide their U.O. Note No. 37806 (b)/EA/60, dated 5th April, 1960.

(By Order of the Governor)

K. SRINIVASAN,

Secretary to Government.

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EDITORIAL

Council Elections

We congratulate Messrs. T. P. Srinivasavaradan and G. Krishnamurthy on their being re-elected to the Madras Legislative Council. They will be members of the Council for six full years and have an excellent opportunity for doing some real constructive work in the Council for the teachers.

Most of the teachers that voted them to the Council are members of the South India Teachers' Union and did so in the full belief that the candidates had no political leanings.

The S. I. T. U. has always eschewed politics in its approach to Educational problems and has discarded methods bordering on violence and demonstrations in placing the grievances of the teaching profession before the authorities and the public. Any departure from this policy will not only injure the cause of teachers but will lead to displeasure at the hands of the party in power.

The method of reasoning, persuasion and properly guided representation is the only effective step to be adopted by the profession consistent with its status and dignity.

Students honoured

There was a meeting on the 18th April 1960 in the Sir M. Ct. Muthiah Chettiar High School, Purasawalkam, at which the meritorious performances of candidates from the Madras City at the F.S.L.C. and S.S.L.C. examinations held in 1959 were publicly appreciated. Such candidates were awarded medals and certificates of merit. This is a very good move and we congratulate the organisers on the brilliant idea. We trust that every educational district in the State will hold similar meeting for the candidates from the schools in its area. We understand that every subject of study received its due appreciation at the S.S.L.C.

standard and this will serve as a stimulus to students to do their best in the subjects for which they have a liking.

The Fiftieth Conference

The Fiftieth Annual State Educational Conference of the South India Teachers' Union will be held from May 19th to 21st at Mathurai under the auspices of the Mathurai District Teachers' Guild. At its initiation a Reception Committee has been constituted with Sri Sundaram Chettiar as Chairman. Sri Sundaram Chettiar is keenly interested in Education and is responsible for a great deal of educational activity in Mathurai. His leadership assures the delegates of necessary conditions for a profitable and useful discussion of the many educational problems that the delegates will have to deal with. We are happy that the Hon'ble Sri C. Subramanyam, Minister for Education and Finance has kindly agreed to inaugurate the Conference. Dr. A. C. Chettiar, a veteran educationist and a great Tamil Scholar who happily synthesises in himself the traditional and the modern has agreed to the request of the association to preside over this Conference and guide its deliberations. The Conference programme includes a conference on elementary education, sectional meetings to consider organization and administration, secondary education, university education and teacher education. There will also be a women's section this year. There will be a symposium on the Rights and Responsibilities of Teachers and a Professional Code for Teachers. In our last issue we published a draft Professional Code which was sent to all associations affiliated to the World Confederation of Organisations of the Teaching Profession.

Elsewhere we publish the draft resolutions that will come up before the Conference.

We are hopeful that a Conference under such good auspices will be very successful and result in bringing notable improvement in education and in the status of the Teaching Profession.

The Union

The annual report of the South India Teachers' Union will be considered at its next General Body meeting to be held at Mathurai on the 21st May 1960. While the record of work is satisfactory, one may notice how the volume of work has greatly increased. The Union has built for itself a place whereby it can render great and useful service in the promotion of education and in the well-being of its members. We are in a period where the educational system is being changed to fit in with the new needs of the State and of the country and Teachers as trustees of the coming generation and as the actual workers in implementing the programme, have a great responsibility. The South India Teachers' Union, as the recognised association for making representation to Government on all matters connected with the Teacher, has been doing its best. Yet its finances are so inadequate that it does not even have an adequate office staff. Its officers are freely giving a good part of their time. While we should be grateful for such devoted service, the Union should take steps to improve its finances so as to secure full time service. We understand that the Executive of the Union has been greatly concerned over this state of affairs and that at its last meeting on 2nd April 1960, it resolved to refer to its District Teachers' Guilds for their opinion the possible ways of strengthening the organisation. These include:

(1) Every member of the Union through its affiliated District Teachers' Guild should be required to pay annually a membership fee of Rupee One in addition to the existing structure of affiliation.

(2) That the area of District Teachers' Guilds be limited to the respective educational districts.

(3) That the membership fee collected be distributed as (i) 25% Endowment Fund, (ii) 25% Assistance fund for helping District Guilds in the programme activities, (iii) Benevolent Fund, and (v) Working Fund. The working fund together with the affiliation fees and interest from the endowment fund will be available for current expenses.

4. That the Secretary of the Union be a full time Officer with a salary and tenure to be determined by the Executive.

5. That the present residential qualification for the President be relaxed and that the State be divided into four convenient regions for the purpose of electing a Vice-President from each of these regions. It was also suggested that a first Vice-President be nominated each year to become automatically the President in the following year.

These proposals, we understand, will be sent to the District Teachers' Guilds for their opinion and on the basis of the replies the Executive may suggest amendments to the Constitution.

Members of the Union are all anxious that the services of the Union should be greatly strengthened. It is therefore necessary to think seriously how we can enable the organisation to render good and efficient services. We believe that the suggestions made deserve to be considered. They help the Central Organisation and also the District Organisations. They place the Union in a position to extend its help to teachers in need and its good offices to help teachers with their tenure problems. They secure the means for a truly state wide participation in the work of the Union and the funds for its efficient working. We trust that the members will approach the suggestions made in a constructive way and help in building up this 52 year old organisation to a position of strength and service.

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