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No. 5

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The Miser and the Prince



Give me the cauliflower and I'll go to the forest and cook it there,' said a miser to his wife. He was afraid that if she cooked it for him in the home, its aroma would tempt their neighbours. So to the forest he went.

A prince, who had been hunting, caught the smell of the miser's cooking. 'Hmm,' said the prince, following his nose to the miser, 'this makes me feel hungry already. Why not let's start eating?'

The miser was afraid to refuse the prince, so they sat down to eat.

'Delicious!' exclaimed the prince.

The miser mumbled something. He was afraid that the prince might ask for more.

Said the prince: 'You are coming with me to my palace. From today, you are my chief cook.'

'Your Highness,' the miser said, 'it's my wife who gave me the recipe.'

'Then let's go to her. I *must* have it today.'

So the wife gave him the recipe.

A week later, the prince returned with a dish of cooked cauliflower. 'You gave me the wrong recipe,' he stormed. 'Taste this and see. It's *not* the same.'

The miser's wife tasted it—and she agreed. She said: 'Your Highness, this has a flavour that's not natural to cauliflower.'

'Exactly,' said the prince.

'If I may say so,' continued the woman, 'it's the way you've done the cooking that has killed the flavour of the cauliflower and left a taste of cooking fat instead.' She added proudly: 'I do my cooking with a fat that glorifies the flavour of the food without adding any taste of its own. That is the difference between your cooking and mine.'

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THE SOUTH INDIAN TEACHER

Vol. XXXIII

SUPPLEMENT TO MAY 1960

No. 5

THE STATUS OF THE TEACHING PROFESSION *

SIR RONALD GOULD

President, WCOTP.

Mr. Chairman, my dear friends:

I am indeed grateful to Mr. Natarajan for the very kindly, felicitous and largely undeserved way in which he introduced me. It is to me a very great honour and privilege to be allowed to address this gathering today. Before I came here, knowing little of affairs in Malaya, I chose as a subject 'The Status of the Teaching Profession', but having discovered since I came here that 25% of the national income is spent upon Education, that you have some of the finest school buildings I think I have ever seen—though I must admit that like most Cooks' tours, Royal tours and tours of teachers' delegations you do not always see the worst—and having seen also since I have been here that the teaching professions certainly is not amongst the most depressed of teaching professions, I wonder whether I have chosen my subject correctly. And yet on further reflection, I came to the conclusion that there must be many here from other countries who feel the need for an improvement in the status of the teaching profession, and perhaps even the fortunate people in Malaya can see here and there ways in which their own status might be improved.

Years ago in England, we had a programme on the radio which was called 'The Brains Trust'. I used to think emphasis was on the 'trust' rather than on

the 'brains'. This was a programme in which questions were asked of a number of distinguished people. One of the distinguished people there was a man who called himself Professor Joad. Whenever he was asked a question he always began by saying: "Well, it all depends on what you mean by" and would take out some word. This seems to be an admirable way in which to start any discussion. Begin by defining your terms. So I looked up the word 'status' in the dictionary. This was defined as a noun (which I already knew), it meant 'standing', 'esteem', 'prestige'. If you believe in status you believe that all men are equal but some are more equal than others. Let us therefore proceed to find in what way you as teachers ought to be regarded as more equal than others. Then I turned over the pages of the dictionary and I came to the word 'Profession'. This is what I read: "A declaration; faith; declaration of belief in a religion; vow made on entering; vocation; calling; especially one that involves some branch of learning or science (divinity, law, medicine)". You will notice that you were omitted! If you look at those definitions more closely you will see that they fall into two fairly clearly defined groups. There is a clear indication that a profession is concerned with some branch of learning or science. No learning, no profession; no science, no profession. I wish teachers could get that into

* Address delivered at the Asian Regional Conference of the World Confederation of Organisations of the Teaching Profession, held at Kuala Lumpur in April 1960.

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their heads. Without high standards of scholarship there never can be any profession. Further, there is another group of definitions, and here there is a kind of spiritual or religious content. A profession is defined not just as a job to be done or as a salary to be earned, but it is concerned with the realm of the spirit; it is a vocation, a calling, a declaration of belief. It would appear to me that if only teachers had these two great qualities, that they could claim as a body to have some pretensions to scholarship and that they were also wholly devoted to the job that they had to do, that they believed in something outside themselves, beyond themselves and more important than themselves, the status of teachers, the prestige of teachers would rise immeasurably. Given a sense of vocation, given scholarship, the status of the teaching profession everywhere would rise. In general terms, this is a mere statement of the obvious. So let me look more closely at it.

A year or two ago, I was invited to the University of Bangor to speak at a Summer School. At Summer Schools you only work in the mornings and enjoy yourselves in the afternoons. All the students were 20 or under and at the end of one session they asked me to climb Mount Snowdon with them. This gave me considerable pleasure, but when they went on to say they would take the easier path I faintly resented the suggestion, because it indicated that I was past my best! I agreed to go with them and afterwards I thanked God and them for taking me on the easy path. For after I had travelled an hour or two up the side of that mountain, although it was the easiest path I found the task rather more than exhausting. My knees sagged, my heart quailed, my breath came in short pants (I think that is the right expression!) (I once heard someone say . . . "and then I reached the top of the mountain, breathless and pantless". I thought that half of this at least would be true of me!) But occasionally, when I stopped to regain my strength and to catch my breath, as I looked down the mountainside towards the valley from which I had come, every time I dis-

covered I had travelled further than I thought. And when I turned my eyes towards the top of the mountain I had fresh strength and fresh vigour for the journey. Teachers look around them, look forward, but few of them ever look back to see how far they have travelled. If they did, most of them would get some strength and encouragement for the journey. I like to look back to examine how the status of teachers has improved. It is obviously impossible to do this on a world basis. My illustrations obviously must come from nearer home, but nevertheless, what I have discovered about England is in some measure but with different illustrations, true of almost any place.

Let me apply three tests to show how far we have moved forward. First, what do people say about teachers as a body? Secondly, what is the area of freedom within which teachers work? Is it greater or smaller? Thirdly, what is our attitude to inspectors, or what is the attitude of the inspectorate to the inspected?

First of all, let us look at what people said about us. Just over 100 years ago, Lord Macaulay, who certainly had a good command of English, said this: "The masters, the refuse of all other callings, discredited footmen, men who cannot work a sum in the rule of three, men who do not know whether Jerusalem is in Asia or America, to such men, men to whom none of us would entrust the key of his cellar, we have entrusted the minds of the rising generation and with it the happiness, the freedom and the glory of our country". It is beautiful English but no testimonial of the teaching profession. A few years afterwards, in an English village, the local clergyman was speaking and his speech was recorded in the local paper. And since no journalist can ever do wrong, I am quite sure that this is exactly what he said: "We are very democratic in this village; our committee consists of three ladies, three women and the village school mistress!" The biological implications escape me, but the social ones are to me quite plain—three ladies, three women, but still further down the scale, the village school mistress.

Towards the end of the 19th century in a village in Norfolk, there was a small school run by a headmaster and one assistant, a pupil teacher, a man who had just gained admission to Peterborough Training College. The local managers met, headed by the village clergyman, and they decided that when the pupil teacher entered College they would like a woman assistant in the school. They sent for the approval of the Ministry of Education and this was the reply from Whitehall: "Sir, I have the honour to acknowledge receipt of your letter of the 15th inst. With reference to the proposal contained therein, I am directed to enquire whether the managers have considered the obvious danger to which this kind of arrangement is exposed, unless the master's wife is present while the assistant mistress is employed in the school. My Lords will be glad to learn, in the event of such an appointment, that this precaution would be observed. I have the honour to be, Reverend Sir . . ." I do not know what happened, but it looks as if the managers stood firm, for later, this letter came from the Minister: "I have the honour to acknowledge receipt of your letter of the 25th inst. My Lords are not altogether satisfied that the proposed arrangement is a prudent one, and must ask the managers to bear the full responsibility for its consequences. I have the honour to be, Reverend Sir . . ." I do not know what happened afterwards; there is no more record. But I assume that the woman was not good to look upon, or that the headmaster's wife was vigilant or that the headmaster had no red blood in him, but whatever conclusions may be drawn from the situation, this, I think, is clear. That at that time the status of the teaching profession must have been deplorably low, or no Ministry of Education could ever have penned such a letter.

I was present a few years ago at a meeting of teachers when we had a visit from the Minister of Education. He said: "The teacher is the vital link. At a pinch you might be able to do without Parliament; you could do without the Minister; certainly without Civil Servants and almost for certain without Local Educa-

tion Authorities, but if there were no teachers, the world would be back to barbarism within two generations". And the remarkable thing is that the Minister of Education meant what he said. Every person who looks at society today and examines it closely, whether he looks at it from an industrial, a sociological, a spiritual, an intellectual or any other point of view, comes back to the conclusion that the salvation for the world's ills lies in a better education service. Let there be no mistake about it then, that in this respect at least, teachers are slowly winning their way; our status as a body is improving.

What about the freedom of teachers? I think it must be obvious to any of you that a person with no status is given little or no freedom. He presses a button; pulls a lever and does as he is told. But the greater the degree of freedom, the greater the responsibility, the greater the freedom of choice, the higher is that profession held in the estimation of the world. The one is a reflex of the other. You only give people trust, freedom, responsibility, if you believe in them; if you think they are worthy. Let us look at the freedom of teachers in England. A few years ago, the teacher could be dismissed from his post for taking part in political activities—that is no longer the position. You can take part in political life as long as it does not interfere with your work in school. A few years ago in England a person could be dismissed for almost any reason. For example, just before the War, one Local Authority sent out a notice: "When a woman teacher marries her engagement will be nullified". This was somewhat ambiguous but the intention is clear. And yet today, far from dismissing married teachers from their posts because of marriage, we beg and pray on bended knee that they will return to the profession. A few years ago, a person could be appointed as head teacher, not because he was good professionally, but because he could conduct the church choir or he could teach in the Sunday School or act as Parish Clerk or play the organ, or would do anything that was required of him outside the school, but what went on inside the school was

of little moment. But today, appointments are made upon a professional basis only. If you are good at your job you can rise in your profession, but if you are bad at your job then you will not rise in it, and this is as it should be. But above all, in England, one of the freedoms that we cherish is the right to choose our own text books, to choose our own syllabuses (or syllabi!), to decide what we shall teach and the way it should be taught. This is something a little confusing to people outside who think it will produce bad effects. This freedom of choice which is given to teachers in England is of recent growth. At the turn of the century there was a young man teaching, who was also reading for an external degree in physiology at the London University. Unfortunately, he left on his desk a book written by Dr. Foster. During the lunch hour, a woman manager, a busy-body, decided to prowl around that school. This woman was described in the language of the time as "a strong-minded person who contrives to combine the advocacy of purity with the investigation of indecency". This woman found the book and instead of dealing with the matter direct with the man, she engineered a discussion in the columns of the local paper, using synonyms like "Father of Ten", "Pro Bono Publico", and "Disgusted", protesting at the effrontery of the teacher who could "add to the rudeness which is innate in the lower orders by teaching them the contents of their own insides". Teachers now teach what they like in the way they like. This is an indication of the growth of professional liberty and status.

What about the Inspector? It is difficult to deal with this subject without emotion. On the second day I entered the class room as a fully qualified, trained, certificate teacher, a tap came at the door. I opened the door and there standing on the mat was a ragged urchin. He said: "Good morning, Sir" and I replied equally politely: "Good morning, my boy" and then he paid the greatest compliment that a child can ever pay to a teacher—he said: "Are you the Headmaster?" I replied sadly "No, I am not. I am the assistant master". I

was then asked: "Could you give the Headmaster a message?" I asked him: "What is it?" He then said: "Please Sir, my Headmaster asked me to ask you to tell your Headmaster that the cuckoo is coming early this year". I said: "Say that again", and he did. Greatly wondering (for this was September 2nd, 1924, and as a rule the cuckoo comes in April and disappears in July or August), I made my way to the Headmaster and I passed on this simple bit of ornithological information, but the effect upon that man was startling. His whole physical frame was frightening to behold. You could see his blood pressure rising, the colour drained from his cheeks, and he started running about giving orders left, right and centre. "See to the inkwells; see to the books; get some flowers; dust those desks . . ." and in a short time the place began to look rather better than it had done before. Such was the way in which the cuckoo was then held in esteem!

Now let me give you another story of another school. The other day a tap came on the school door. This time the door was opened not by the Headmaster (who never opens doors or undertakes such menial tasks), nor by the assistant teacher (he is above that sort of thing), but by one who, in some ways, is greater and more formidable than either—the Headmaster's secretary. She opened the door—"Good morning", said she, rather sternly, in the manner of her kind. "Good morning", said the man on the mat. "What can I do for you?" asked the female. "Can I see the Headmaster?" was the reply. "No, you cannot. He is busy". "But", said the man, "I am Her Majesty's Inspector". "In that case", said the woman, "I might be able to fix you in five minutes next Friday". In ways like this, the profession is advanced—over the dead or quivering bodies of H. M. Inspectors!

I think I have looked backwards long enough and if I continue in this strain you might say that the poor chap is past his best and he only reminisces. What about looking forward? I would be very glad to do this. There are three ways the teaching profession can make fairly

rapid advances and can raise their status. First of all, the teaching profession ought to try to learn that the status of a profession is not completely separate and distinct from the status of the service of which he or she forms a part, or to put it frankly, you cannot raise the status of teachers without raising the status of the Education Service. You cannot raise the status of the Education Service without dragging up the teachers too. This seems to me to be of enormous importance and it is a point that teachers generally overlook. They seem to think that you can get teachers a high status, whilst education itself is lowly regarded. This is an impossibility. The two rise or fall together. How do you get the service of education more highly regarded? There is an unhappy knack amongst most people to look for help outside themselves. I have no doubt that people outside the ranks of the ordinary teacher can do much to raise the level of the education service and therefore the status of teachers. I have no doubt that efforts on the radio, in the press and T.V. and in Parliament and amongst local managers and governors can do a great deal to improve the quality of the Education Service and lift the status of the profession at the same time. I am grateful to them for all they are doing on our behalf. I have no doubt too, that teachers believe that collectively they can do a great deal by publicising the work that is being done in education and by making people believe more in the Education Service. But I want to say to you as teachers that I believe that the most effective form of propaganda is not speeches, nor written or spoken words, but a realisation by the public of the better quality of work done in the class room. All the talking in the world is of little effect, if people see that the reality and the words do not coincide. When I hear teachers talking about lowly status, yet they arrive at school late in the morning and go immediately at the end of the afternoon session, I realise that they have not the faintest idea what status really means. I remember reading in a morning newspaper this simple sentence: "Do you work from 9 to 4 or do you belong to a profession?". Exactly. What does a

profession know about time-tables? What do I myself know about the limits of time? I work for a professional organisation, but if I were told to work five or six or eight hours a day I would resent the suggestion. My job is my life, and I ask for no limitation of hours to be imposed upon me. I do not understand any concept of a profession apart from that. It is something more than can be laid down in regulations. It is something that bursts the bonds of regulations.

Professional status comes when people are prepared to devote themselves wholeheartedly to the job to which they have been entrusted. Let me put it this way. What right have we as teachers to expect the world to believe in a better educational system if we do not in words and in deeds, prove that we believe in it ourselves? In words we often say that education can improve the economic status of a nation, that it can raise the standards of living, that it can raise the political standards of a nation, that it enables independence to be a reality and a real democracy to be established, and that it enables individuals to be able to live a full and abundant life. But this is something that teachers must not only say with their lips but live with their lives, and when they do, believe me, the miracle can begin to happen. If only teachers live their belief in education then I have no doubt whatever that the status of the profession would be immeasurably raised.

The second thing is this. Every great profession looks closely at the quality of the people who are admitted to it. I am tired of those people who think that anybody over 18 with or without vaccination marks upon his arm and is able to move, is fit to enter the teaching profession. This indeed is a low evaluation of teachers and an equally low evaluation of education. A teacher must, of course, know what he has to teach. This is not very much to ask. You must be at least one page ahead of your students. Even that is not always achieved! I have been to education institutions in which some students have been ahead of their teachers or tutors!

Secondly, teachers must have the know-how, the ability to put it across. There is a common belief in most countries that if you can learn a thing, you can teach it. This is not true. Some people can learn but they cannot teach, but most people can be taught a little about how to teach. And a third quality is required. The teacher must have such a wide range of interests, such a width and depth of knowledge that he understands what he is trying to do. One of the great dangers in the teaching profession is degenerating into mere practitioners, mere repeaters of a particular sort of routine without any understanding as to where the routine leads. Teachers ought to know what they are trying to do. I went to a country not long ago where I found the teachers teaching "2 pints one quart. . . . etc." I asked if anyone had ever seen a pint and was told 'None'. I asked how things were bought there and was told "in empty cigarette tins". And that was true. Yet here were teachers teaching children tables which were quite unintelligible and completely useless. Why? Because the teachers were like gramophone records. Occasionally someone ought to say: "What is all this in aid of?" "What are we trying to do?" They would then know that certain things must be rejected; the curriculum must be modified. Consequently, when anyone says teachers can be trained quickly, all I can say is that they and I will never see eye to eye. You need training and you need a great understanding of the world, its history, its geography, its economics and all the rest if you are to be a really great teacher.

Lastly, no University can give you this—a personality. This is something which we all recognise when we see but which is difficult to define. It can enthuse children and make them feel that education is a worthwhile enterprise. All those qualities are needed in teachers. What can be done in training colleges to provide them? Knowledge of the subject—Yes. Ability to put this across—Yes, at least to some extent. Wider understanding of the world—Yes. Personality? No, I fear not. Thus, to me,

teaching never can be a profession unless you believe that there is a corpus of knowledge and experience, an amalgam of academic training and professional training which is distinctive to teachers and to no one else. This is something teachers must strive for. At the moment, anyone with education can slip, slide or slither into teaching—a doctor, a lawyer, a dentist, an accountant, a land surveyor—anyone can drift into the teaching profession. But let any teacher drift *their* way and they are barred, and rightly so. For if there is a training and an academic quality required in a doctor, doctors have a right to establish their standards of entry, and we have a right to establish our standards too. You ought always to be able to see the real distinction between the qualified and the unqualified, and not until you have established that and excluded the unqualified can you call yourself a real profession. There is no meaning to a teaching profession unless you can exclude the unqualified. Standards must vary from country to country, but I submit that whatever you may do about that, every profession worthy of the name has got to say, "Only those with education and with training can be admitted from this particular date. . . ." I am quite sure this is the essence of a profession and we have to move towards it.

The third thing is this—in most countries the teaching profession has to learn to be united. In England we had a society formed by Sir Ernest Benn and called the 'Society of Individualists'. I found it rather difficult to see how individualists could form a society until I remembered the teaching profession, and I realised that they had been doing it for years and years! Long before man learnt how to split the atom, the teaching profession learnt about the ways in which they can divide and sub-divide. Men can rise up against women; teachers in grammar schools can rise up against those in elementary schools; heads against assistants; graduates against non-graduates; Protestants against Roman Catholics; Government against Private school teachers, and so on. We constantly divide and sub-divide our ranks,

and consequently we have little impact upon the public. Worse still, these divisions exist not only in private, they show themselves in public. They declare to the world that we are at war with one another. This is folly indeed. There are people who believe that if you get teachers into one organisation, you can make them all think alike. That is not true. You cannot. But what you can do, is to get teachers into one organisation so that they can resolve their conflicts as well as humanly possible in private, and so that the divisions do not show themselves to the world. That seems to me to be economic, political and educational wisdom. I believe it would be a good thing if the differences between teachers could be resolved in private rather than in public, and then the bad image of the teaching profession which is often presented to the world would be destroyed and a better image would be substituted. This is not the only sort of unity to be established. We do not as a profession loyally support other members of the profession in the presence of other people. This is disastrous to our professional status.

I will now finish. In a recent book on economics I read a sentence which completely staggered me. It ran: "A profession, like a nation, is a group of people that persuade other people to treat them as such". I thought it was too obvious, but it is sometimes necessary to state the obvious to reveal the truth. Anyone who has been to a WCOTP Conference will know how difficult it is from time to time to define what is a nation. If you stop to examine it, you will realise there is no simple

definition of a nation. You cannot say it has one Parliament, for there are nations without Parliaments, and there are nations with more than one Parliament. You cannot say it is where there is one religion or one culture or one language, for there are nations with more than one religion, culture and language. It is obvious that the definition of a nation is not an arbitrary thing, but where a group of people can persuade the world they are a nation, they will be called a nation. You rise to nationhood when you have proved to the world that you should be treated as a national group. And this is true of a profession. You rise to a profession when, as a body, you have persuaded the world that you are worthy to be treated as a real profession. This is something teachers have never yet learnt. They think professional status will come by somebody outside themselves doing something for them, and they are absolutely wrong. If you wait for the outside world to make teaching a profession, you will wait a very long time.

Thus, professional status is not something imposed or given from outside; it is something that wells up from inside—inside teachers individually, inside teachers collectively. So I want to say to you as teachers here that if you think the status of the profession is not what it ought to be—and I agree with you—don't look for the miracle to happen. Don't look outside yourselves for salvation—it will not be found there. There is only one way to achieve the status you and I desire; you and I and every teacher individually and collectively, will have to learn to save ourselves.

237

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

Under the auspices of the S.I.T.U. Council of Educational Research and with the co-operation of the British Council, a course in English Language for students who have just completed the secondary training course commenced on 2nd May 1960 and will run for six weeks. The first week was spent in preliminary tests to assess their standard of attainment. From the 10th onwards they will have a regular programme of studies to improve their competence in the language.

At a public meeting held at the P. S. High School, Mylapore, where the course is being conducted, the course was inaugurated on the 10th May 1960 by the Hon'ble Justice Sri P. V. Rajamannar, Chief Justice of the Madras High Court.

Sri T. P. Srinivasavaradan, M.L.C.,

The Inaugural Address of the Hon'ble The Chief Justice of Madras, Sri P. V. RAJAMANNAR

"When this invitation came to be associated with the inauguration of this Special English Course for students, the only reason I can give with any justification for accepting it is my love for the English Language. When we were reading in High Schools, we used to have a chapter in some Reader or other with the caption 'The Benefits of British Rule'. Most of you must be familiar with that chapter. Mention was made of the roads, Railways and Institutions. But I do not remember to have found the introduction of the English Language as one of the major benefits. I am aware that English can no longer occupy the first place in the curriculum. At the same time I am always aware that the really thinking men in this country are convinced more than ever that this country cannot completely banish English. It is true that, in English curriculum, the standard has fallen. But this is not the occasion nor have I the

President of the South India Teachers' Union, in requesting the Hon'ble Sri P. V. Rajamannar to inaugurate the Conference said that their main object was to help to increase the competence of teachers and they were having seminars and tests. Now in view of the decision of the Government to start the teaching of English in the fifth standard, instead of First Form as hitherto, the Government have undertaken a scheme to get about 35,000 teachers retrained in the methods of teaching the English language. The Council of Educational Research, which is a subsidiary of the S.I.T.U. has come forward to conduct a research on a suitable language course for teachers under training.

The Hon'ble Sri P. V. Rajamannar then inaugurated the course.

time to analyse the causes of the fall in standards, particularly in English. Part of it must be due to the lack of trained teachers. The teaching of the language is in some respects far more difficult than the teaching of any one subject like Mathematics or Physics or any other Language like Sanskrit and this difficulty is all the more pressing for it is the teaching of a new language that is not the mother tongue of both the teacher and the taught. Hence the need for teachers specially trained to teach English. One thing which has stuck me is that the learning of a new language is always difficult. There are difficulties such as language structure, and composition. The idiom is the soul of the language. It is heard as a complaint from Englishmen that we Indians are apt to be far too grammatical in expressing ourselves. Though we have learnt grammar, we have not mastered the idiom of the language. So it is really a com-

mendable venture of the S.I.T.U. to organise this English language course for the Secondary Grade Teachers. I believe this course is short and is also comprehensive.

With the promised help of the British Council this course is bound to be a success. Mr. Best is a sincere friend of Madras. Only he has not been so ostentatious as he could easily have been. But those who know him very well will always acknowledge him to be a real friend of English. He believes in helping the development of British culture. Most of you know the interest he is taking in developing the future, how he has been instrumental in producing first class plays. This course is of greater utility because it is of good help to the Trainees who are going to teach thousands of pupils.

On behalf of the S.I.T.U. Council of Educational Research and on behalf of all of you including myself, I tender my thanks to Mr. Best and to the British Council for unselfish encouragement they have been giving to this work.

I have great pleasure in inaugurating the English Course under the auspices of the S.I.T.U. Council of Educational Research."

Sri G. Srinivasachari, Co-ordinator, S.I.T.U. Council of Educational Research, then requested Mr. S. H. Best, Regional Representative of the British Council, to release the second bulletin of the Council containing the results of their investigation regarding concepts of circles by High School pupils.

Mr. S. H. Best Regional Representative of the British Council, formally released a bulletin named "Report on Tests on Circles", being a study of concepts regarding circles of high school pupils. Mr. Best praised the work done by the Teachers' Union in fundamental research. In the modern world, in India as everywhere else, when anything had to be done, people said that Government must do it. This feature of the Government being looked upon as the fountain of all authority must disappear. Particularly in the field of education there should be

autonomy and political passions should not be allowed to sway educational institutions.

If the Teaching of English was well started, Mr. Best was of the view that subsequent work would be easy. Today a boy who had spent 1000 hours learning English through the high school had only a vocabulary of 1000 words and though he could write and pass the S.S.L.C. Examination he was unable to form a single sentence in English. This state of affairs must be quickly remedied.

Mr. S. Natarajan, Secretary of the Teachers' Union and Director of Projects, deplored the fantastically high failure of students in recent years not only in English but even in mathematics and science. The main remedy lay in raising the competence of teachers and the Research Council was going into all these matters.

He then mentioned that the Council was set up as an autonomous body registered under the Societies Registration Act in 1956. It depended entirely on its membership—Individual, Institutions and donors. It had worked out a scheme of practical activities in Social Studies. It had addressed itself to the difficulties experienced by students in mathematics and the investigation regarding circles was one such. It was planning an investigation of the causes for the fall in standards and the excessively high failures in examinations. It would shortly undertake a study of the status of science teaching in our elementary and secondary schools.

The Council was happy to have been recognised by the Ford Foundation for a grant of \$ 8,000 for its work for the next three years. He then referred to the valuable help of Mr S. H. Best and the British Council, and thanked them for their co-operation, guidance and financial assistance for this course. He then thanked the Hon'ble the Chief Justice and the authorities of the P. S. High School.

The course is attended by sixty pupils both men and women from all districts of the State including Kanyakumari.

THE SOUTH INDIA TEACHERS' UNION

ANNUAL REPORT

The Executive Board of the South India Teachers' Union has great pleasure in presenting to the General Body the 51st Annual Report of the Union for the period 1st April 1959 to 31st March 1960.

Strength: Twelve District Teachers' Guilds are affiliated to the Union. The Kanyakumari District Guild has to be organised.

Office-bearers: At the Annual General Body Meeting held at Salem on 6th May 1959 the following office-bearers were elected for the year 1959-60:

President:

Sri T. P. Srinivasavaradan.

Vice-Presidents:

Srimathi Saraswathi Srinivasan.

Sri C. M. Fazalur Rahman.

Secretary:

Sri G. Krishnamoorthi.

Joint Secretary:

Sri S. Subba Rao.

Treasurer:

Sri P. V. Ramaswami.

Vigilance Committee: Sri S. S. Narayanaswami was elected Convener and Messrs. M. Subramaniam of Tuticorin, M. Ganesan of Melur, R. Jagannathan of Madras and M. Subramanian of Arni were elected members.

The Executive Board: The Executive Board met five times during the year under report (18th April 1959 at Madras, 3rd May 1959 at Salem, 27th June 1959 at Madras, 26th September 1959 at Madras, 5th December 1959 at

Madras) and transacted the following business:—

1. Passing of the Annual Report.
2. Election of Members to the Working Committee.
3. The celebration of the 29th South Indian Education Week.
4. Arrangements for the 50th State Educational Conference.
5. Election of Representatives to the Council of A.I.F.E.A.
6. Resolutions on important subjects brought up.

The Working Committee: The Working Committee met on 27th June 1959 and elected Sri C. Ranganatha Aiyengar as Journal Secretary and Mr. V. B. Moorthi as Assistant Journal Secretary.

It passed the Budget for the year 1959-60.

The Madras members of the working committee met on 21st February 1960 and scrutinised the ballot papers received in connection with the election of President to the 50th Madras State Educational Conference. They also met informally to discuss matters relating to the administration of the Union.

The 49th Madras State Educational Conference: The Conference was held at Salem from 4th to 6th May 1959, under the distinguished Presidentship of Dr. A. Ramaswami Mudaliar.

Sri K. Santhanam (now M.P.) inaugurated the Conference and Sri P. Ratnaswami Pillai, Chairman of the Reception Committee, delivered his Welcome Address.

The Educational Exhibition was opened by Sri S. Natarajan.

The Sabhesan Memorial Lecture was delivered by Mr. G. Srinivasachari of P. S. High School, Mylapore.

The following Sectional Conferences were held.

1. PRIMARY AND BASIC EDUCATION SECTION:

Chairman: Sri A. Kulandaivelu, Principal, R. M. Training College, Perianayakempalayam.

2. SECONDARY AND TECHNICAL EDUCATION SECTION:

Chairman: Sri C. M. Fazlur Rahman, Peranambut.

Convener: Sri A. K. Sitaraman, Madras.

3. UNIVERSITY EDUCATION SECTION:

Chairman: Professor R. Krishnamoorthi, Madras.

Convener: Mrs. Kamakshi Kumaraswami, Salem.

4. ADMINISTRATION, ORGANISATION AND TEACHER-EDUCATION SECTION:

Chairman: Mrs. Saraswathi Srinivasan, Madras.

Convener: Sri G. Sundaram, Madras.

5. CLASSROOM TEACHERS' CONFERENCE:

Chairman: Sri M. Arunachalam, Tirumangalam.

6. ELEMENTARY SCHOOL TEACHERS' CONFERENCE:

Chairman: Sri R. M. Ganapathi, Kulasekharapatnam.

Opener: The Right Rev. V. S. Selvanather, Bishop of Salem.

The State Conference began with the Elementary School Teachers' Conference in the afternoon of the first day.

THE 34th ALL-INDIA EDUCATIONAL CONFERENCE

The Conference was held at Jabalpur under the Presidentship of Dr. Siddhanta, Vice-Chancellor, Calcutta University.

Representatives of the Union attended the Conference and the Council meeting.

THE 29TH SOUTH INDIAN EDUCATION WEEK

The week was celebrated throughout the State from the 19th to 25th October 1959. Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University was the Chairman of the Central Education Week Committee. Twenty Associations sponsored the Education Week. Reports of celebrations of the Education Week were received from many Teachers' Associations of the State. This year under the auspices of the S.I.T.U., the Education Week was inaugurated in the P. S. High School by Sri S. Bala-krishna Joshi, Headmaster, Hindu Theological High School.

OUR DISTRICT GUILDS

Reports of the Annual Meetings and other activities were received from the District Guilds.

Efforts are being made to revive the South Arcot District Guild.

OUR JOURNALS

The financial position of the "South Indian Teacher" is satisfactory, but that of the "Balar Kalvi" is not so. The number of subscribers has also diminished. It was resolved to continue the separate publication of the "Balar Kalvi" during the year under report, under one account, namely the Journals Account.

Unless members take more interest in the "Balar Kalvi", and enrol more subscribers, separate publication will be practically impossible.

The Executive thanks Sri C. Ranganatha Iyengar, Journal Secretary and

Sri V. Bhuvaramurthi Rao, Additional Secretary for the strenuous work put in by them for bringing out the issues in time and for striving to improve the quality of the journals.

THE SOUTH INDIA TEACHERS' UNION BENEVOLENT FUND

Of late this Fund has not been thriving so well as it did, when it was started. The Fund is intended to help teachers in times of sickness or their dependents, if left destitute. The subscription is only small, four annas per year. If all teachers take interest in the Fund and make it a solemn duty to pay the small annual subscription regularly, it will really serve the purpose.

A benevolence of Rs. 25/- was awarded to Sri M. G. Ramachandran of the Hindu High School, Triplicane during the year under report.

An amount of Rs. 3,500 has been invested on the Golden Jubilee Building of the Union.

THE S.I.T.U. PUBLICATIONS LTD.

During the year under report two new books were published. Their titles were (i) Paramarippu Atchi and (ii) Andayar Chinar.

The sale of the books published by the Company is fair. It is requested that members will take interest in the production and the sale of all the publications, so that the Company may be enabled to publish more useful books.

For the year 1958 there was a small profit out of which an amount of Rs. 36/- was paid to the South India Teachers' Union.

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

The Council held two seminars on Social Studies and has published a bulletin on practical activities in Social Studies.

It prepared Tests in Circles to test if the concepts are rightly understood by the pupils of the V & VI Forms.

The results of the Tests have been studied and a report (Bulletin No. 2) is under publication.

The Ford Foundation of America has been graciously pleased to sanction a grant of \$8,000 for the study of class room problems for a period of three years. The Council has proposed to conduct an English content course for the Secondary-grade Trainees who have just completed their training course.

The Council has also drafted a programme of work for the year 1960.

It is hoped, with the co-operation of the schools and colleges and of interested educationists, the Council will be able to carry on very useful work in the improvement of Education.

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

The assets of the Fund as on 31st December 1959 was Rs. 3,548.99.

TEACHERS AND THE NATIONAL AWARD

The institution of National Award for Teachers is a recognition of the important and meritorious service done by them for the Nation. During the year under report Messrs. N. Chinna-swami Naidu of Coimbatore and N. Venkatachalam Aiyengar of Kula-sekharapatnam, two active members of the Union among the five who were honoured with the National Award. Both of them have been closely associated with the South India Teachers' Union.

OUR IMPORTANT VISITORS

The Russian Delegation

Three of the six member team of Russian Educationists who have been touring in our country visited the Office of the South India Teachers' Union. At a small tea party held in their honour on the 18th January 1960, the leader of the party who was interested in the training of teachers discussed with the President and other members present about training of teachers at different levels. He told

us that in U.S.S.R. only graduate teachers were employed in Elementary Schools. Souvenirs were presented to the leader as mementos of their visit.

The Malayan Teachers

A party of sixteen teachers working in Tamil Elementary Schools of Malaya were our guests for about a month. They arrived here about the 15th of December 1959 and were accommodated in our office. The party visited a few places of importance in South India and after visits to their native places here where they met their relatives, returned to Madras, just before leaving for Malaya on the 14th January 1960. On the 13th January 1960 they were entertained to tea in the Office of the Union at which they exchanged informal talks with the officials of the Union regarding service conditions of teachers. We hope they carried with them pleasant memories of their visits and their happy stay in our Office.

W.C.O.T.P., A.I.F.E.A., AND S.I.T.U.

The South India Teachers' Union is enabled to have close association with the All India Federation through our President Sri T. P. Srinivasavaradan and Sri C. Ranganatha Iyengar, our Journal Secretary and with the World Confederation of the Teaching Profession through Sri S. Natarajan who was elected the Vice-President of the World Organisation. We take this opportunity of offering our felicitations to Sri S. Natarajan on this high honour. His active association with us and with the W.C.O.T.P. has helped to put the South India Teachers' Union in the world map of Educational Organisations and we take this opportunity of thanking Sri S. Natarajan for it. His extensive tours abroad will we have no doubt, be a source of strength both to teachers and to the Government in formulating educational schemes.

The W.C.O.T.P. has been invited to hold its 1961 conference in India and the invitation has been accepted.

In October 1959, Sri T. P. Srinivasavaradan, at the invitation of the British Council, visited the United Kingdom. During his stay of seven weeks, he visited primary schools, public schools, grammar schools, modern secondary schools, comprehensive schools, training colleges and Institutes of Education. He has had occasion to study the educational system and the training of teachers there and also the administration and organization of schools. He interviewed officers of the Department of Education and also the Secretary of the National Union of Teachers. His experience will be of great help not only in the field of education but also to teachers' organizations.

WORK DONE DURING THE YEAR

Work done during the year by the President in pursuance of the Resolutions passed and when emergencies arose.

1. The resolutions passed at the State Educational Conference at Salem were communicated to the Government with a memorandum explaining each resolution. One of the resolutions referred to the Pay scales of teachers to be submitted to the Pay Commission.

2. The low scales of salaries of clerks and peons employed in schools were brought to the notice of the Pay Commission.

3. It was brought to the notice of the Government that there are still Municipalities and District Boards that have not adopted Government scales of salaries.

4. Representations were made even in May 1959 to concerned authorities that the retrenched teachers from Elementary schools should not only be absorbed but they should be paid the same salaries they were drawing at the time of retrenchment. At a meeting of the Executive Board held in December 1958 at Coimbatore, it was resolved that there should be no cut in the pay and no retrenchment as a result of the new policy towards elementary schools.

5. (a) Representation was made that the teacher pupil ratio should be 1:25.

(b) Secondary Grade teachers in Elementary schools should be given Secondary Grade Teachers' Scale irrespective of the number of secondary grade teachers employed.

(c) Higher Grade Teachers who passed the T.S.L.C. (Secondary grade) Examination should be paid secondary grade scale of pay from the day following the examination.

6. Some grant may be given even to fee-levying schools after going through the accounts.

7. Representation was again made that the retrenched teachers from the fee-levying schools should be paid salaries during the period of unemployment.

8. Fee Concession should be given and continued to the children of retrenched teachers, remaining unabsorbed.

9. (a) Without deducting money order commission, salaries should be paid to teachers in elementary schools which opted as non-fee levying from fee-levying.

(b) In fixing the salaries of teachers in such non-fee levying schools, it was recommended that the following formula should be adopted. Weightage for the service put in before 1947 and annual increment from 1947 and the difference between the salary so fixed and the actual salary should be treated as personal pay. Weightage should be given to all teachers in elementary schools who were serving before 1947.

(c) Headmaster's allowance to be paid to headmasters of Aided Elementary schools which were paid direct from 1st June 1959.

(d) The money order commission deducted should be paid back to the teachers.

10. Representation was made to the Government that the schools which

opted as fee-levying were paying lesser salaries to the teachers retained and that the Government should not give recognition to such schools unless they give at least the minimum scales.

11. In the case of District Board elementary school teachers in South Arcot the Government were requested to grant increments from the date of entertainment and not from the date of regularization.

12. Repeatedly it was represented to the Government that the scales of salaries of teachers in elementary schools should be raised.

13. Representation was made that teachers in recognised elementary schools should be given the franchise to elect representatives from the Teachers' Constituency to the Legislative Council.

14. Representation was made to the Bishop of Dindigul to re-employ superannuated teachers up to 60. The reply was that the matter was referred to the Archbishop.

15. The Union's policy against nationalisation of schools both primary and secondary and nationalisation of text-books was communicated.

16. The pension rules might be modified to condone breaks even after 55. (This was conceded by the Government)

17. Teachers drawing pension when re-employed in Government service or in schools should be allowed to draw pension, provided the total emoluments do not exceed the last pay drawn.

18. Representation was made in September 1959 to the Government that in the case of the L.T.'s, First Grade Pandits and Physical Directors who retired between 1-4-1955 and 1-4-1958 pension might at least be paid from 1-4-1958, since the Government declined to consider to extend the pension scheme to all from 1-4-1955. (This has been conceded).

19. In calculating pension it was represented that 25% of the average salary of the three years preceding 55 years of age or preceding the date of retirement whichever is higher should be taken into account.

20. It was represented that the Accountant-General's interpretation that teachers who retired before the age of 60 would be allowed to draw pension only after 60 was not correct. Government's orders are awaited.

21. In view of the alarming failures in Social Studies in March 1959 S.S.L.C. Examination the Government were requested to examine the causes and take necessary steps to improve the results. The University of Madras was requested to revise the rules of eligibility.

22. The President personally interviewed the Minister for Education and represented that the affairs of the Modern High School, Kodambakkam should be set right and the arrear salaries for eight months and more should be paid. The District Educational Officer, Madras South, has been appointed as the Receiver.

23. Representation has been made to the Government regarding the termination of services of teachers in Labour Welfare Schools in Mathurai.

24. The Secretary, Education Department and the Deputy Director of Education were requested by the President that arrangements might be made for payment of salaries to teachers in the Manthiramurthi High School through the District Educational Officer, as the teachers were not in receipt of salaries for more than five months. The Government took action on the representation. It was also brought to the notice of the Government when teachers of the Kalayanasundaram High School, Tanjore, were not paid for four months.

25. It was brought to the notice of the Government that because of the neglect of the Department of Education in not circularising to the schools that all amendments to the agreement

between the teacher and the management should be incorporated as and when issued, many teachers had to suffer, because of this technical defect, even though on merits their case was just.

26. The Government were requested to sanction interim relief by way of addition to the dearness allowance in view of the increase in the cost of living.

27. The Government were pressed to bring down the prices of the essential articles.

28. The Madras University was requested to permit the teachers who passed the Intermediate Examinations to appear in the succeeding year for certain parts of the three year degree course but to get the degree only after two years.

29. On the 15th December 1959 the views of the South India Teachers' Union on the pay scales passed at the Salem Conference were explained to the Pay Commission by the deputation that waited on the Commission.

CONCLUSION

The work of the South India Teachers' Union has greatly increased. There has been an increasing enrolment of teachers in elementary schools in our affiliated Guilds. The official recognition granted to the Union in 1950 has made the Union the main channel for representation to the Government on all matters connected with the teacher tenure problem and this has caused no little strain to the Office. Further during the year under review, the Government have been actively engaged in implementing the recommendations contained in the White Paper regarding elementary and secondary education. The revision of the Grant-in-aid code, and the preparation of a bill to regulate secondary education, the retrenchment of teachers in elementary schools which opted to remain fee-levying, have all demanded the attention of the executive.

It may also be pointed out that the number of cases of teachers who have had a rough deal with their managements have increased and in some cases, teachers experience financial hardship. The Benevolent Fund of the S.I.T.U. is not receiving adequate support from the members of the Union and as such it is also adversely affecting our abilities to help teachers in times of sickness. The Defence Fund has not been augmented at all.

The year under report also put some strain on the executive as it was found on more than one occasion, the Secretary holding a view different from that adopted at the General body and the executive on matters of vital Educational policy like the nationalisation of Text books. While every individual has a right to hold his own view, the Executive Officer of an Organisation has to conform to its accepted policy while holding the Office.

There is a general interest in Education. Programmes for expansion and extension of education are being drawn up. Our State has been steadily pursuing its goal in respect of quantitative expansion and qualitative improvement in standards. There is also an increasing realization that teachers' conditions of service and status should be improved. At this juncture, there is need for great vigilance and united and disciplined action by the Union. Perhaps the constitution may have to be revised so as to place the Union on a sound financial footing and on a basis of more direct service

to its members. The legal implications of the service problems demand technical handling and we may have to develop a legal department to assist our members on all tenure problems. We may have to develop a welfare department to look after teachers in times of sickness, to help them in their old age and to take care of the children of teachers who die while in service. The question of housing for teachers is a sore problem.

Teachers cannot be unaware of the general criticism that the standard of education is falling. With the rapid increase in pupil enrolment the work of the teacher is bound to grow in its complexity. School improvement, mid-day meal, child health etc. are all problems that will demand the teacher's attention. At the same time the teacher would have to pay increasing attention to his teaching methods. The South India Teachers' Union will therefore be called upon to pay increasing attention to all these problems affecting a teacher's work, his welfare and his salaries and service conditions. Greater vigilance, more united and well directed efforts with a high sense of discipline and closer contact and communication amongst teachers are needed in the coming year.

It is the hope of the executive that the Union will grow in strength and in service, keeping aloft the high ideals of the profession while earnestly seeking to get the rights and the privileges of the members of the teaching profession recognized.

(By Order of the Executive Board)

S. NATARAJAN,
Secretary-in-charge.

THE SOUTH INDIA TEACHERS' UNION

Statement of Receipts and Charges for the year ended 31st March 1960

RECEIPTS	Rs. nP.	CHARGES	Rs. nP.
Opening Balance on 1-4-1959 :		Salary.	910 00
Refundable Deposit for		Postage.	223 65
Telephone.	50 00	Office Stationery.	96 52
Shares in S.I.T.U. Publications Limited.	200 00	Telephone charges.	243 61
Cash with Indian Bank Limited, Mylapore :		Reception to Guests.	22 25
Current Account.	726 63	Executive Board Meeting expenses.	72 09
Savings Bank (B) Account.	31 62	Contingencies :	
Cash on hand.	170 09	Garden expenses.	234 10
Stamps.	2 86	Repairs and Servicing to Motor Pump.	89 74
With Journals.	197 87	Miscellaneous items.	179 99
Due from A.I.F.E.A. for Medals and distribution expenses.	18 54	Conveyance charges.	109 14
	1,397 61	Travelling Allowance.	124 55
Affiliation fee.	1,084 63	Rent.	200 00
Individual Subscriptions.	36 00	Electric Current.	106 71
Delegation Fee :		Books and Publications.	14 00
49th State Edl. Conference	335 00	Miscellaneous Printing charges.	51 50
50th State Edl. Conference.	527 00	Affiliation fee to A.I.F.E.A. (1960)	101 00
Conference Report Fees :		Audit Fee (58-59).	175 00
49th State Edl. Conference	136 00	Education Week.	99 54
50th State Edl. Conference.	13 00	Golden Jubilee Buildings.	285 88
Education Week.	30 00	Interest paid to Profession Trust Fund	132 00
Sabhesan Thanksgiving Fund.	35 62	Conference Report publication charges.	282 46
Contribution towards Salary :		Miscellaneous payments.	1 65
South Indian Teacher.	700 00	Sabhesan Thanksgiving Fund.	20 00
S.I.T.U. Publications Ltd.	90 00	Conveyance allowance :	
Golden Jubilee Buildings.	540 00	To Secretary.	80 00
Miscellaneous Receipts :		To Treasurer.	65 00
Donation.	50 00	Bank charges.	5 25
Royalty from Messrs Macmillan & Co., Ltd.	24 91	Delegation Fee refunded to All India Edl. Conference.	85 00
Sale of Publications.	45 37	Benevolent Fund.	18 00
Other items.	126 78	Closing Balance on 31-3-1960 :	
Percentage of Profit from S.I.T.U. Publications Limited.	36 00	Refundable Deposit for Telephone.	50 00
Delegation fee collected for 34th All India Edl. Conference.	88 25	Shares in S.I.T.U. Publications Limited.	200 00
Interest from Bank	0 27	Cash with the Indian Bank Ltd., Mylapore :	
Benevolent Fund	15 00	Current Account	285 48
		Savings Bank (B) Account	31 89
		Cash on hand.	212 63
		Stamps.	4 85
		With Journals.	478 42
		Due from A.I.F.E.A.	18 54
		Suspense due	1 00
Total	5,311 44	Total	5,311 44

Examined and found correct.

S. NATARAJAN,
Secretary-in-charge.

P. V. RAMASWAMI,
Treasurer.

V. SOUNDARARAJAN & CO.,
Chartered Accountants.

11th May 1960.

THE SOUTH INDIAN TEACHER AND BALAR KALVI

Statement of receipts and charges for the year ended 31st March 1960.

RECEIPTS	Rs. nP.	CHARGES	Rs. nP.
Balance on 1-4-1959 :		Due to S.I.T.U. on 1-4-59 ..	197 87
Shares in S.I.T.U Publications Limited. ..	200 00	Journal Printing. ..	2,675 54
Cash with Indian Bank Limited, Mylapore (Current Account). ..	406 33	Paper. ..	1,531 76
Cash on hand. ..	8 51	Salary contribution. ..	700 00
Stamps. ..	3 66	Postage. ..	398 69
	618 50	Bank charges. ..	8 50
		Contingencies & Stationery. ..	33 96
		Conveyance charges. ..	57 35
		Conveyance allowance to Journal Secretary. ..	166 50
		Miscellaneous Printing. ..	38 46
		Advertisement Commission. ..	30 00
Subscriptions :		Balance on 31-3-1960 :	
South Indian Teacher. ..	3,116 94	Shares in S.I.T.U. Publications Limited. ..	200 00
Balar Kalvi. ..	742 39	Cash with Indian Bank Limited, Mylapore (Current Account—S. I. T.). ..	176 79
Advertisement Charges :		Savings Bank Account—(Balar Kalvi). ..	34 05
South Indian Teacher. ..	803 00	Cash on hand. ..	38 38
Balar Kalvi. ..	100 00	Stamps. ..	7 05
Sale of Publications :		Suspense due ..	6 35
South Indian Teacher. ..	378 51		
Balar Kalvi. ..	1 00		
Miscellaneous Receipts. ..	59 83		
Interest from Bank. ..	0 66		
Suspense—B. H. S. Jolarpet. ..	2 00		
Due to South India Teachers' Union (on 31-3-1960). ..	478 42		
Total ..	6,301 25	Total ..	6,301 25

Examined and found correct.

S. NATARAJAN, Secretary-in-charge. 11th May 1960.
P. V. RAMASWAMI, Treasurer.
V. SOUNDARARAJAN & CO., Chartered Accountants.

THE SABHESAN THANKSGIVING FUND

(As on 31st March 1960)

RECEIPTS	Rs. nP.	CHARGES	Rs. nP.
Balance on 1-4-1959 ..	697 34	Sabhesan Lecture by Mr. G. Srinivasachari ..	20 00
Add Interest from Fixed Deposits ..	35 62	Balance on 31-3-1960 :	
		Fixed Deposit with the M.T.G. Co-operative Society Ltd. ..	650 00
		With the Union ..	62 96
Total ..	732 96	Total ..	732 96

Examined and found correct.

S. NATARAJAN, Secretary-in-charge. 11th May 1960.
P. V. RAMASWAMI, Treasurer.
V. SOUNDARARAJAN & CO., Chartered Accountants.

THE S. I. T. U. BENEVOLENT FUND

Statement of Receipts and Charges for the year ended 31st March 1960.

RECEIPTS	Rs. nP.	CHARGES	Rs. nP.
Opening balance :—		Postage ..	8 82
Cash with the Indian Bank Ltd., Mylapore :		Printing ..	16 32
Savings Bank account ..	544 21	Benevolence paid ..	25 00
Cash on hand ..	0 48	Closing balance :—	
Suspense due from Union ..	3 00	Cash with the Indian Bank Ltd., Mylapore :	
	547 69	Savings Bank account ..	581 23
Subscription ..	81 25	Cash on hand ..	10 09
Interest from Bank ..	12 52		
Total ..	641 46	Total ..	641 46

NOTE :—An amount of Rs. 3,500 stands invested on the Golden Jubilee Building of the Union in 1957-58.

Examined and found correct.

S. NATARAJAN, Secretary-in-charge. 11th May 1960.
P. V. RAMASWAMI, Treasurer.
V. SOUNDARARAJAN & CO., Chartered Accountants.

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

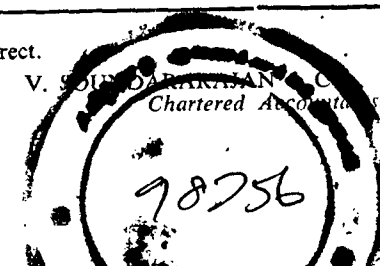
Statement of Receipts and Charges for the year 1959.

RECEIPTS	Rs. nP.	CHARGES	Rs. nP.
Balance on 1-1-1959 :		Contingencies ..	69 82
Fixed Deposit with the M.T.G. Co-operative Society Ltd., Triplicane ..	800 00	Conveyance charges ..	12 41
Cash with the Indian Bank Ltd., Mylapore :		Printing charges ..	131 55
Savings Bank account ..	85 00	Postage ..	34 71
Cash on hand ..	5 81	Clerical allowance ..	60 00
	890 81	Closing balance on 31-12-1959 :	
Subscriptions :		Fixed Deposit with the M.T.G. Co-operative Society, Ltd., Triplicane ..	800 00
Donor Members ..	100 00	Cash with the Indian Bank Ltd., Mylapore, Savings Bank account ..	28 88
Ordinary Members ..	61 00	Cash on hand ..	3 03
Donations ..	50 00		
Interest from F.D. and Bank ..	35 63		
Suspense from Union ..	2 96		
Total ..	1,140 40	Total ..	1,140 40

Examined and found correct.

S. NATARAJAN, Secretary-in-charge. 11th May 1960.
P. V. RAMASWAMI, Treasurer.
V. SOUNDARARAJAN & CO., Chartered Accountants.

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N60.33-5-1



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

Balance Sheet as on 31st December 1959.

LIABILITIES	Rs. nP.	ASSETS	Rs. nP.
Balance on 1-1-1959		Cash with the Indian Bank Ltd.,	
Cash with the Indian Bank Ltd.,		Triplicane	262 87
Triplicane Savings Bank A/c. ..	125 80		
Suspense with the Union ..	3,286 12	Suspense with the Union ..	3,286 12
Add Interest :			
From Union ..	132 00		
From Bank ..	5 07		
Total ..	3,548 99	Total ..	3,548 99

Examined and found correct.

S. NATARAJAN, P. V. RAMASWAMI, V. SOUNDARARAJAN & CO.,
Secretary-in-charge. *Treasurer.* *Chartered Accountants.*
 11th May 1960.

THE SOUTH INDIA TEACHERS' UNION

Executive Board

OFFICE-BEARERS FOR THE YEAR 1959-1960

- * 1. *President* :—SRI T. P. SRINIVASAVARADAN, B.A., L.T., M.L.C.,
 10, Kesava Perumal Koil West Ward Street,
 Mylapore, Madras-4.
- * 2. *Vice-Presidents* :—(i) SMT. SARASWATHI SRINIVASAN,
 B.A., L.T., *Headmistress*, Avvai Home Basic Trg.
 School, 7, Arunachalapuram, Adyar, Madras-20.
 (ii) SRI C. M. FAZLUR RAHMUN B.A., L.T.,
Headmaster, Islamiah High School, Pernambut,
 North Arcot District.
- * 3. *Secretary* :—SRI G. KRISHNAMOORTHY, M.L.C., 29 E, Teach-
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- * 4. *Joint-Secretary* :—SRI S. SUBBA RAO, B.A., L.T., The Little
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- * 6. *Journal-Secretary* :—SRI C. RANGANATHA IYENGAR, M.A., L.T.,
 39, IVth Main Road, Gandhinagar, Madras-20.

DISTRICT GUILDS REPRESENTATIVES—

NORTH ARCOT—

7. SRI C. M. CHANDRASEKHARAN, Islamiah High School, Pernam-
 but, North Arcot.
- * 8. SRI J. SOUNDARARAJAN, *Headmaster*, Danish Mission High
 School, Tiruvannamalai.

SOUTH ARCOT—

9. SRI P. R. SWAMINATHAN, M.A., L.T., *Headmaster*, R. C. T. High
 School, Annamalainagar.

CHINGLEPUT—

10. SRI S. KANAKARAJ ELIAS, B.A., B.T., *Headmaster*, Carley High
 School, Tambaram.
11. SRI S. VARADARAJA IYENGAR, M.A., L.T., R.B.C.C.C. High
 School, Trivellore.

COIMBATORE—

12. SRI C. L. GOVINDARAJAN, B.A., B.T., Samathur Rama Iyengar
 Municipal High School, Pollachi, Coimbatore Dt.
13. SRI A. RAJAGOPALAN, M.A., L.T., Municipal Boys' High School,
 R. S. Puram, Coimbatore.

MADRAS—

14. SRI N. Shanmugam, Tamil Pandit, T. T. V. High School,
 Mint Street, Madras-1.
15. SRI L. MARIAPRAKASAM, San Thome High School, 6, Cutcherry
 Road, Mylapore, Madras-4.

THE XXIX SOUTH INDIAN EDUCATION WEEK

(19th to 25th October 1959)

Statement of Receipts and Expenditure.

RECEIPTS	Rs. nP.	EXPENDITURE	Rs. nP.
Donations	30 00	Contingencies	24 22
From Union	69 54	Conveyance charges	4 77
		Postage	61 55
		Printing	9 00
Total ..	99 54	Total ..	99 54

Examined and found correct.

S. NATARAJAN, P. V. RAMASWAMI, V. SOUNDARARAJAN & CO.,
Secretary-in-charge. *Treasurer.* *Chartered Accountants.*
 11th May 1960.

MADURAI—

- * 16. SRI P. S. SUBRAMANIAM, B.A., B.Ed., V. M. Board High School, 4318/2, South Agraharam, Periyakulam, Madurai District.
17. SRI THAMBIRAJ, Union Christian High School, Madurai.

RAMNAD—

18. SRI M. RAJAH IYER, M.A., L.T., Headmaster, Rajah's High School, Ramnad.
- * 19. SRI D. SEBASTIAN, Senjai Municipal Higher Ele. School, Karaikudi.

SALEM—

20. SRI S. M. LAKSHMANA CHETTIAR, Headmaster, Gugai High School, Salem.
21. SRI R. KRISHNAN, Headmaster, Board High School, Sendamangalam, Salem.

TANJORE—

22. SRI A. PAUL, Headmaster, Blake High School, Tanjore.
23. SRI A. R. SOMASUNDARAM, B.A., B.T., Headmaster, Veludayar High School, Tiruvarur.

TIRUNELVELI—

24. SRI N. NATARAJAN, B.A., B.T., Headmaster, M. D. T. Hindu College High School, Tinneveli.
- * 25. SRI M. SUBRAMANIAM, Headmaster, Municipal Higher Elementary School, Tuticorin.

TIRUCHIRAPALLI—

- * 26. SRI R. BHUVARAGHAN, M.A., L.T., Headmaster, S. M. High School, Woriyur.
27. SRI C. SRINIVASARAGHAVAN, Middle School, Tiruvanaikoil, Tiruchirapalli.

THE NILGIRIS—

28. SRI S. ALBERT GNANADORAI, B.Sc., B.T., Municipal High School, Ooty.

EX-PRESIDENT—

- * 29. SRI S. NATARAJAN, B.A., L.T., M.L.C., 10-A, Abraham Madali St., Mylapore.

ADMINISTRATOR, S.I.T.U. BENEVOLENT FUND—

- * 30. SRI A. M. KANNIAPPA MUDALIAR, B.A., L.T., Headmaster, Pachappa's High School, Kancheepuram, Chingleput.

* Indicates Working Committee members.

Presidents and Secretaries of the District Teachers' Guilds

Dt. Guild	President	Secretary
North Arcot	Janab C. M. Fazlur Rahmon, Headmaster, Islamiah High School, Pernambut.	Sri A. R. Chandrasekharan, Assistant, Islamiah High School, Pernambut.
South Arcot		Sri P. Kulandaivelu Pillai, Headmaster, Board High School, Kallakurichi.
Chingleput	Sri A. S. Johnson, M.A., L.T., Headmaster, St. Columba's High School, Chingleput.	Sri T. E. Santhanam, B.A., B.T., Headmaster, Sri R. K. Mission High School, Chingleput.
Coimbatore	Sri G. R. Damodaran, B.Sc., A.M.I.E., Principal, P. S. G. College of Technology, Peelamedu.	Sri A. Rajagopalan, M.A.B.T., Municipal Boys High School, R. S. Puram, Coimbatore.
Madras	Sri G. Krishnamoorthy M.L.C., 29 E, Teachers' Colony, Lloyds Road, Madras-14.	Sri M. B. Krishnamoorthy, Thiagaraja High School, Washermenpet, Madras-21. & Miss S. Thangam, National Girls High School, Madras-5.
Ramnad	Sri P. Doraikannoo Mudaliar, M.A., M.A., L.T., Principal, Dr. A. C. Training College, Karaikudi.	Sri P. V. Srinivasan, Dr. A. C. Trg., College, Karaikudi.
Madurai	Sri S. Krishna Iyengar B.A., L.T., 56, Naik New St., Madurai.	Sri K. S. Krishnan, M.A., B.T., Sethupathi High School, Madurai.
Salem	Sri S. M. Lakshmana Chettiar, B.A., L.T., Headmaster, Gugai High School, Gugai, Salem.	Sri S. Subba Rao, B.A., L.T., Asst. The Little Flower High School, Salem.
Tanjore	Sri J. A. Paulraj, B.A., L.T., Principal, C. S. I. High School, Nagapattinam.	Sri A. R. Somasundaram, B.A., B.T., Headmaster, Veludayar High School, Tiruvarur.
Tirunelveli	Sri V. Antonyswamy B.A., (Hons.) L.T., Headmaster, Subbiah Vidyalayam High School, Tuticorin.	Sri K. John Rajanayagam, B.A., L.T., Caldwell High School, No. 10, Manakavala Achari St., Tuticorin.
Tiruchirapalli	Sri K. N. Rangasami Iyer B.A., L.T., Headmaster, The High School, Srirangam.	Sri R. Bhuvargarhan, M.A., L.T., Headmaster, S. M. High School, Woriyur, Tiruchy.
The Nilgiris	Sri George Gnanarathnam, B.A., L.T., Headmaster, Municipal High School, Ootacamund.	Sri S. Albert Gnanadorai, B.Sc., B.T., Municipal High School, Ootacamund.

	Subjects for discussion :—	6-30 p.m.	General Session.
		9-30 p.m.	Entertainments.
	1. Upgrading of high schools into higher secondary schools.	Saturday 21st May 1960.	
	2. Introduction of bifurcated courses.	8-00 a.m.	General Body Meeting.
	3. Staffing of schools as a result of the reorganisation of Secondary Education Course.	10-00 a.m.	Organisation and Administration Section :
			Chairman :— Sri M. Arunachalam.
			Convener :— Sri S. Subba Rao, Joint Secretary, S.I.T.U.
			Subject :—
			1. Financing of Education.
			2. Academic freedom for the Headmasters and the teachers.
2-30 p.m.	University Education Section :		
	Chairman :— Sri G. Varadachariar, Principal, Theagarajar College.		
	Convener :— Professor N. Subba Reddy, Dr. A. C. Training College.		
	Subject :— Medium of instruction in the Pre-University class and the B.A. degree course.	2-00 p.m.	Teacher Education Section :
			Chairman :— Sri R. Ramanujachariar, Annamalai University.
			Convener :— Sri K. Narayanan, Dr. A. C. Training College, Karaikudi.
			Subject :— How to improve the present teacher education course.
2-30 p.m.	Elementary School Teachers' Conference. (Contd.)		
5-00 p.m.	Symposium on "Rights and Responsibilities of Teachers".		
6-00 p.m.	Address by Mr. D. A. Lazarus on "Madras English Language Teaching Campaign".	4-30 p.m.	General Session. Concluding Session.

50th MADRAS STATE EDUCATIONAL CONFERENCE, MATHURAI

DRAFT RESOLUTIONS

1. This Conference resolves to request the Government to adopt the scales of pay recommended 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 allowed 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 not less than 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 other 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 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 school teachers of all agencies who passed T.S.L.C. examination from the next day after the last day of the T.S.L.C. examination.

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, attenders, etc.) in aided schools.

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

32. This Conference resolves to request the Government to lay down as its policy that before 1st April 1961, every aided elementary school should

have a committee of management registered under the Societies Registration Act, as one of the conditions of recognition.

33. As English is to be taught in Standard V from 1960-61 and as there are a number of higher grade trained teachers with completed S.S.L.C. with more than fifteen years of service, this Conference is of opinion that such teachers should be given refresher course in the content of English and also in the teaching of English, so that their experience, and enthusiasm may be properly canalized for the benefit of the pupils. This will be an incentive to self-study and improvement professionally. Such teachers after undergoing the course successfully should be placed on a par with secondary grade teachers as regards pay and other privileges.

34. This Conference is of opinion that completed S.S.L.C.'s with higher grade training may be permitted to appear privately for the T.S.L.C. examination.

35. This Conference is of opinion that the selection of text-books in the case of municipal elementary schools, should be entrusted to a committee of headmasters of elementary schools, constituted for each Municipality.

36. This Conference impresses on the government the need for constituting a statutory salary negotiating committee, like the Burnham Committee in England, consisting of representatives of primary school teachers, secondary school teachers, headmasters, municipalities, and District Board schools, to recommend uniform scales of pay, superannuation benefits and conditions of service from time to time.

BOOKS FOR STANDARD V

(Reorganized Syllabus)

SOCIAL STUDIES

By M. K. NATARAJAN, M.A., L.T., (Dip. in Geo.),
Headmaster, National High School, Mayavaram

Price : Re. 1.50 nP.

GENERAL SCIENCE

By S. RAJARAMAN, B.A., L.T.,
(Formerly Headmaster, Board High School, Tiruvarur)

Price : Re. 1.25 nP.

MATHEMATICS

By SUNDERRAJ PAUL, B. A., L. T., (Dip. in Statistics),
Headmaster, American College High School, Madurai.

AND

S. ANNAJI RAO, M. A., L. T.,
Mathematics Teacher, Ramakrishna High School, Madras.

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50th MADRAS STATE EDUCATIONAL CONFERENCE, MATHURAI

LIST OF DELEGATES—(Contd.)

MADURAI

C. P. Union High School, Cumibum—

832. Mr. Joseph Raj
833. " L. Kadirayan
834. " P. Rabindran
835. " R. Gopalakrishnan
836. " K. Subbiah
837. " V. T. Ramaswami
838. " V. T. Narayanan
839. " T. Somasundaram
840. " S. Venkatarama Iyer
841. " C. Subbiah Pillai
842. " M. Seevilram
843. " S. Sethuram
844. " M. Gopalan
845. Miss Ida Susila Bai

Board High School, Batlagundu—

846. Mr. M. Ponnusami Iyer
847. " S. Venkatachalam
848. " B. Panipateswaran
849. " S. Chinnaraj
850. " A. Srinivasan
851. " N. S. Krishnan
852. " D. Thomas Pandian
853. " S. Venkataraman
854. " R. Tothinarayanan
855. " M. Vethanayagam
856. " W. S. T. Hariharan
857. " Francis Xavier Royam
858. " S. Ramasami
859. " A. Omayan
860. " I. Michael
861. " A. Seshadri
862. " M. S. Ramanathan
863. " C. Ramaswami
864. " V. R. Balakrishnan
865. " J. Punnaivanam
866. " K. S. Rajan
867. " B. S. Meenakshisundaram
868. " B. Sundaram
869. " K. Subramaniam
870. " S. M. Palanisami
871. " K. Veeraraghavan
872. " P. Rajiah
873. " L. Venkateswaran
874. " M. Baskaran
875. Kumari G. Vengalakshmi
876. Kumari R. Senthamil Selvi

Board High School, Natham—

877. Mr. R. Krishnamoorthi Iyer
878. " V. M. Durairaj
879. " G. A. Peter
880. " M. Chinnasami
881. " M. A. Jayapalan

882. Mr. S. Bagyanathan
883. " M. A. Angathevar
884. " S. Sethuraman
885. " P. Vasimalai
886. " M. Perumal
887. " B. Rosalind Jametha.
888. " John Abraham
889. " P. Pooniah
890. " S. Swarnamuthu
891. " M. Janamalaiaj
892. " M. Sethuraman
893. " K. Ramdoss
894. " N. Ganapathi
895. " S. Samuel
896. " M. S. Sankaran
897. " E. K. Sudarsanam
898. " K. Veerasami

N. S. V. High School, Pattiveeranpatti—

899. Mr. D. J. Siromani Raj
900. " P. S. Ramanathier
901. " M. Vijayarajan
902. " S. Ramakrishna Iyer
903. " R. Varadachari
904. " V. Sankaran
905. " P. Mariappan
906. " S. Sowmianarayanan
907. " G. Subramanian
908. " R. M. Mani
909. " T. Subramaniam
910. " V. Thangamani
911. " Y. Victor
912. " A. Chandrasamuel
913. " G. Ponnusami
914. " M. Kalanithi
915. " S. Jayapalan
916. " M. P. Mandharam
917. Mrs. Grace Ponnuswami

Board High School, Uttamapalayam—

918. Mr. S. Devasirvatham.
919. " S. V. Subbaramulu
920. Mrs. Grace Asirvatham
921. Mr. T. V. Narayanaswami Barathi
922. " M. Arasappa Pillai
923. " P. S. Perianayagam
924. " K. Bommaiyan
925. " A. Veluswami (Kanniserval-
patti)

Krishnaier High School, Chinnamanur—

926. Mr. R. Narayana Iyengar
927. " N. Ramakrishnan
928. " D. S. Chelliah
929. " M. Seetharamaier
930. " B. Chokkalingam
931. " V. Narasimhan

932.	Mr. A. V. Samidurai
933.	" A. Mayan
934.	" M. S. Ramakrishnan
935.	" S. Vincent
936.	" C. M. Sivaramakrishna Sarma
937.	" A. Rangasami
938.	" K. Subramaniam
939.	" P. Selvanayagam
940.	" S. Sankaran
941.	" A. Sannasi
942.	" S. Kannuchami
943.	Miss K. Subbalakshmi
944.	Srimathi P. Ranjitham
945.	Mr. M. S. Sankaran
946.	" D. Savarimuthu
947.	" D. Venkatachalam
948.	" A. L. Seshadri
949.	" S. Sankarakousic
950.	Srimathi T. S. Rajam
951.	Mr. D. Martin
952.	" V. Kalyani
953.	" G. Balasubramaniam
954.	" K. Thalakku
955.	" K. Muthukkanan
956.	" Murugesapandiyan

P. K. Nadar's High School, Thirumangalam

957.	Mr. M. Arunachalam
958.	" P. Muthamperumal
959.	" R. Thangiah
960.	" M. Chelladurai
961.	" A. Rajendran
962.	" S. N. Ramachandran
963.	" G. Rajagopalan
964.	" V. S. Thiruvengadam
965.	" V. Venkatasubramanian
966.	" M. Shanmugasundaram
967.	" V. Santhanagopalan
968.	" S. H. Mohamed Yusuff
969.	" N. Lakshminarasimha Iyer
970.	" S. Govindayyanar
971.	" N. M. Nagalingam

Board High School, Melur— (Madurai Dt.)

972.	Mr. Krishnamoorthi Iyer
973.	" V. Soundirarajan
974.	" E. D. Johnson
975.	" Chella Baskaran
976.	" Herbert Jebaraj
977.	" P. Sayid Mohamed.
978.	" K. M. Koodalingam
979.	" S. Savarimuthu
980.	" M. Mohamed Abdul
981.	" R. S. Edmund Darmaraj
982.	" V. Kumarasami
983.	" K. Ponnaiyah
984.	" S. Muthu
985.	" Arnold Mathews
986.	" M. Ganesan

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988.	" J. L. Sundar Raman
989.	" R. K. Venkataraman
990.	" P. Hariharaiyer
991.	" R. S. K. Padmanaban
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1014.	" K. Ragava Iyengar
1015.	" S. Krishnamoorthi
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1017.	" K. A. Lakshmanachary
1018.	" V. Manickavasagam
1019.	" S. Kumarasami
1020.	" M. Ganapathi
1021.	" K. Ramanathan
1022.	" S. Muthukumarasami
1023.	" A. Subramanian
1024.	" M. V. Tulasiram
1025.	" G. P. Madavachari
1026.	" P. V. Ramamoorthi
1027.	" K. K. Krishnan
1028.	" A. Ramakrishna Sastri
1029.	" S. Mohamed Sadulla Kany
1030.	" L. D. Kanniah
1031.	" K. R. M. Sunderaraman
1032.	" D. P. Jamboo
1033.	" V. Ramachandran
1034.	" T. Murugesan
1035.	" K. Rajagopalan
1036.	" G. L. Jagannathan
1037.	" M. K. R. Ramachari
1038.	" R. Rajagopalaier
1039.	" G. Pitchumani Iyer
1040.	" M. R. Salamon
1041.	" N. Narayanan
1042.	" K. K. Sundaragopal
1043.	" V. P. S. Krishnasami
1044.	" M. Iyadurairaj
1045.	" A. R. Rangasami
1046.	" G. V. Davidraja
1047.	" A. Pichaiya Pillai
1048.	" J. Selvaraj
1049.	" G. Gnanamanickam
1050.	" I. Mayandi
1051.	" A. S. Krishnamoorthi
1052.	" J. C. John Vedanayagam
1053.	" E. Ramakrishnaier
1054.	" T. S. Venkatachalamaler
1055.	" M. Viswasam
1056.	" N. K. Krishnamoorthi
1057.	" G. Gopalakrishnan
1058.	" L. Ramaswami
1059.	" S. N. Gurumoorthi
1060.	" G. Rangasami
1061.	" M. Kulandalvelu
1062.	" A. Parameswaran Iyer
1063.	" M. S. Ramamoorthi

1064.	Mr. M. S. Mothilal
1065.	" M. L. Ramamoorthi
1066.	" K. R. Subramanian

St. Mary's High School, Madurai—

1067.	Mr. N. S. Subbarao
1068.	Rev. Fr. P. Irudayasami
1069.	Mr. Ramayya
1070.	" S. V. Savarimuthu
1071.	" C. J. Fernando
1072.	" R. Gnanamuthu
1073.	" S. Ganesan
1074.	" V. S. Lakshmanan
1075.	" S. D. M. Pushparaj
1076.	" K. Raju
1077.	" E. Paramasivam
1078.	" I. Arulsami
1079.	" G. Royappan
1080.	" T. A. Arul
1081.	" M. Narasimha Rao
1082.	" T. K. Gopalakrishnan
1083.	" R. Savarimuthu
1084.	" S. Mariapitchai
1085.	" I. Y. Stanley
1086.	" P. Viagulam
1087.	" M. S. Gnanamuthu
1088.	" T. Amaladass
1089.	" E. R. Krishnamoorthi
1090.	" S. Muthusubramanian
1091.	" K. Devasahayam
1092.	" U. S. Subramanian
1093.	" T. Ramasami
1094.	" M. Sittihinayagam
1095.	" S. Irudayasami
1096.	" A. David
1097.	" V. Antony
1098.	" V. S. Santiago
1099.	" G. Davidraj
1100.	" A. Muthusami Pillai
1101.	" M. Kandasami Pillai
1102.	" R. Veeraraghavan
1103.	" V. Gandhi
1104.	" G. Viswasam
1105.	" V. Subramaniam
1106.	" K. Arunachalam
1107.	" S. Muthuramalingam
1108.	" K. G. Ramamoorthi
1109.	" P. K. Rajagopalachari
1110.	" S. A. Augustine
1111.	" R. Paul
1112.	" G. Nambikairaj
1113.	" G. Theophilus
1114.	" K. M. Natarajan
1115.	" A. G. Irudayaraj
1116.	" Y. Irudhayasami
1117.	" S. Savarimuthu
1118.	" T. A. Jacob
1119.	" S. Srinivasan
1120.	" T. V. Sivasubramanian

Board High School, Uttamapalayam—

1121.	Mr. S. Rengasami Naidu
1122.	" K. R. Srinivasan
1123.	" K. R. Ganapathi
1124.	" S. Muthusami
1125.	" T. N. Murahari
1126.	" T. R. Seshan
1127.	" R. Jagadeesan
1128.	" R. Muthusubramanian

1129.	Mr. C. V. Asirvatham
1130.	" K. Subramanian
1131.	" R. Daiva Sahayam
1132.	" P. K. Alagirisami Gounder
1133.	" K. V. Ramasami Pillai
1134.	" J. W. Pakiaraj
1135.	" S. W. Chelliah Pillai
1136.	" S. Vasanthamuthu Pillai
1137.	Mrs. Ponnammal David
1138.	Mr. N. Subbiah
1139.	" R. Narayanasami Rao
1140.	" Nallamayan James
1141.	" M. Vasudevan
1142.	" S. Krishnasami
1143.	" S. Kuppusami
1144.	" G. Venkatesan
1145.	" K. L. Nagarajan
1146.	" A. Savarimuthu
1147.	" C. P. Ayyavu Thevar
1148.	" P. Pinna Thevar
1149.	" S. Ramasami
1150.	" M. Veluchami

American College High School, Madurai—

1151.	Mr. Sundararaj Paul
1152.	" A. D. Edward
1153.	" P. R. Subramanian
1154.	" Harry S. Johnson
1155.	" David Rajiah James
1156.	" C. Thangaraj Bauliah
1157.	" P. Johnson Swamipillai
1158.	" D. Ramasami
1159.	" K. Doraisami
1160.	" D. John Eddy
1161.	" C. Narasimhan
1162.	" Israel T. Parker
1163.	" D. A. Renganathan
1164.	" N. Govindan
1165.	" S. P. Natarajan
1166.	" S. Alangaram
1167.	" S. R. S. Mani
1168.	" J. N. Ramakrishnamoorthi
1169.	" S. Rajanayagam
1170.	" D. John Manickam
1171.	" M. Joseph Nallathambi
1172.	" M. S. H. Baig
1173.	" G. T. Scudder
1174.	" J. Yesadian
1175.	" S. D. Arthur
1176.	" A. Robert Dorairaj
1177.	" G. Rajasami
1178.	" M. Savarimuthu
1179.	" Devasirvatham
1180.	" A. Thangaraj
1181.	" T. Wilson Jawaharlal
1182.	" S. Paul Bomford
1183.	" M. P. Samuel
1184.	" R. Samuel
1185.	" John Pichaimani
1186.	" A. Swamidoss
1187.	" D. John Vedachalam
1188.	" D. Gandhi Nelson
1189.	" J. Joseph Taylor

Sethupati High School, Madurai—

1190.	Mr. K. Ramiah
1191.	" A. S. Gurusami
1192.	" V. Pushpavanam
1193.	" N. Srinivasa Rao

1194. Mr. N. Rama Rao
1195. " C. Kalyanasundaram
1196. " G. Srinivasan
1197. " K. S. Krishnan
1198. " L. V. Varadharajan
1199. " M. S. Rengaswami
1200. " V. Gopalan
1201. " R. Subramanian
1202. " S. Kuppusami
1203. " P. S. Aiyah
1204. " P. S. Krishnamoorthi
1205. " R. Krishnaswami
1206. " P. N. Subramanian
1207. " K. V. Sivaswami
1208. " N. Chellappa
1209. " V. Kalyanasundaram
1210. " P. R. Naganathan
1211. " A. Subramania Iyer
1212. " K. Padmanabhan
1213. " S. Ramamurthi
1214. " N. Parasuraman
1215. " R. Ramaswami
1216. " V. Srinivasan
1217. " S. Sankaranarayanan
1218. " S. Krishnan
1219. " P. V. Subramanian
1220. " M. Ramachandran
1221. " R. Krishnamoorthi
1222. " G. Sundaram
1223. " N. Krishnaswami
1224. " Y. Ganapathi Sastrigal
1225. " E. G. Narayanan
1226. " E. Subramanian
1227. " S. Krishna Rao
1228. " A. R. Sundararaja Rao
1229. " D. Rengaramanujam
1230. " N. Krishna Rao
1231. " N. Ramakrishnan
1232. " D. Rajagopalan
1233. " V. K. Srinivasan
1234. " M. K. Ramamoorthi
1235. " C. S. John
1236. " I. Nagasami
1237. " A. Gopalakrishnan
1238. " K. Venkatasami
1239. " S. Suaraman
1240. " T. Muthukrishnan
1241. " V. R. Venkataraman
1242. " I. Viswesam
1243. " R. Velu
1244. " S. Mangapathi
1245. " S. Kaverirengan
1246. " G. Sankaranarayanan
1261. N. Saradambal
1262. M. Janaki James
1263. R. Lakshmi
1264. M. A. Seethalakshmi
- S. K. Ramaiyengar Ele. School, Madurai—
1265. Mr. M. Muthiah
1266. " A. Rajagopalan
1267. " P. R. Surendran
1268. " K. K. Ramamoorthi
1269. " R. Krishnan
- Rajaji Hr. Ele. School, Madurai—
1270. Mr. A. R. Narasimha Iyer
1271. " A. S. Muthusami Iyer
1272. " V. Pandey
1273. " Padagetzia
1274. C. Lightammal
1275. Tiligimra Begum
1276. C. Sakunthala
1277. K. Lakshmi
1278. A. Maria Irutayam
1279. M. K. Money
1280. V. D. Rajamanickam
1281. Roby Charles.
- Devasagayam Chettiar Hr. Ele. School, Madurai—
1282. Mrs. J. Rajiah
1283. Miss P. Kasapagavathi
1284. Miss A. Ester
1285. Miss V. Stella
1286. Miss G. Sulochana
1287. Mrs. V. Joy Daisy
1288. Miss Hephzibah Juliet
1289. Miss Leela Daniel
1290. Joghilbai
1291. Miss Angeline Lily Vasantha
1292. " Grace Thangthai
1293. " Kamalabai
1294. " V. Sarojini
1295. " Mercy Elezabeth
1296. " Ruth Daniel
1297. " V. D. Leelabai
1298. Mr. P. Veerasami
1299. Mrs. C. Thangamani
1300. Mr. A. Ponraj
1301. Mrs. G. Mariammal
- Ayira Vaisya Ele. School, South Avani Moola St., Madurai—
1302. N. Thayammal
1303. Agnes Jeevi Paul
1304. N. Padmavathi
1305. G. Mahamayee
1306. Muthunayagam Moses
1307. N. Kothaimmal
1308. Easther Annal Samuel
1309. Poonani Baulah
1310. Elizal Rosammal
1311.
1312. S. Bagavathi
1313. M. Meenakshi
1314. Ruth Henry
- Thanam Ele. School, Madichyam, Madurai
1315. Mr. S. Paulraj
1316. Mary Pushpam
- Sri Meenakshi Vidhyasala Hr. Ele. School, Madurai—
1247. G. J. Savarimuthu
1248. Mrs. D. Scudder
1249. Ruby Pichai
1250. E. P. Jayalakshmi
1251. S. Pushparajamani
1252. S. Dharmambal
1253. A. Saraswathi
1254. T. Jayalakshmi
1255. R. Chellam
1256. K. Valliammal
1257. M. V. S. Lakshmi
1258. G. Sankaribai
1259. M. T. S. Lakshmi
1260. P. S. Ponnammal

1317. Getrude Cynthia Chelladurai
1318. S. Ronickam
1319. S. Thiagarajan
1320. A. Saraswathi
1321. A. Thaimmal
1322. A. Chinnathiaie
1323. S. John Arumanayagam
1324. Dora Devadasan
1325. S. Kamalam
1326. A. Ambalam
1327. P. M. Pappa
1328. Sironmani
1329. M. Guruswami
1330. P. Amirtavalli
1331. Annal Pushpamani
1332. Vijayalakshmi
1333. S. Jagammal
1334. M. Pushpam
1335. K. Meenakshi
- Nadar Vidyasala Hr. Ele. School, South Gate, Madurai—
1336. A. James David
1337. T. T. Pachinathan
1338. A. John Arockiam
1339. A. Thangaraj
1340. R. Grace Ediraj
1341. J. Susairaj Rathinam
1342. B. M. Samuel Raj
1343. N. Velusami
1344. M. Thangaraj
1345. Grace Padma Dhanasami
1346. Pushpam Ponnusami
1347. Jabamani Lydia Ponniah
1348. Joy Sarojini Paul Ponraj
1349. Chellai Paul Ponraj
1350. Ramasami Ganesan
1351. S. M. J. E. Thomas
1352. V. Devapudmai
1353. M. Balakrishnan
1354. T. Sarojini
1355. D. Joysingh
1356. J. Inbakkam Thangaraj
1357. M. Nagarathinam Pillai
1358. K. Ponnusami
1359. D. Subramanian
1360. V. Yesa
1361. V. Natarajan
1362. S. P. Subbu
1363. S. R. Soosai
1364. S. Kumarasami
1365. R. Pandey
1366. D. Pakiam
1367. D. Kangabai
1368. S. Mary
1369. A. Rajamanickam
1370. V. Jothibai
1371. P. K. Ponnusami
1372. K. Saroja
1373. P. Meenabai
1374. S. Rhonical
1375. Felicik Balamal Daniel
1376. Gnanam Grace
1377. Victoria Samuel
1378. Chellakami Hariram
1379. R. Sinnathangam
1380. T. A. Amirtnam
1381. C. Paul Maharajan
1382. G. P. Rathana Pandian
- St. Mary's R. C. Ele. School, Madurai—
1383. Mr. Alexiz
1384. " Santiago
1385. " Saravanan
1386. " A. P. Antony Sami
1387. " R. Muthiah
1388. " Arulsami
1389. " Savarimuthu
1390. " M. Thangasami
1391. " A. Lucas
1392. " C. Sebastian
1393. " S. Devasahayam
1394. " V. Dharmaraja
1395. " Arulanandam
1396. " A. S. Lourda
1397. " T. Manikam
1398. " S. Sebastian
1399. " R. Susaimanikam
1400. " Jegannathan
1401. " Antonysami
1402. " Irudayam
- R. C. East Gate Hr. Ele. School, Madurai—
1403. M. R. Pappa
1404. S. Margaret
1405. D. Gnanavayam
1406. A. Vingulami
- R. C. Fatima Senior Basic School, Madurai—
1407. Miss. Jegathambal
1408. " Amarjothi
1409. " Francis Samuel
1410. " S. Rukmani
1411. " S. Irudayam
1412. " Ganadeebam
1413. " Sapna Shappa
1414. " S. Amalorpavam
1415. " Sindu Susai Arul
1416. " Lily Pushpam
1417. " Lourdu Mary
1418. " Packia Lakshmi
1419. " S. Lourdes Mary
1420. " R. Jothi
1421. " Mary Ramaniam
- R. C. Rosari Church Ele. School, Madurai—
1422. Mr. Ignacimuthu
1423. " Subbiah
1424. " Royappan
1425. " Moses
1426. " Sebastian
1427. Mrs. Rethinam
1428. Mrs. Louis Rajamani
1429. Mrs. Packiam
1430. Kulandi Sheres
1431. Mrs. Poobathi
1432. Mrs. Siromani
- R. C. Rosary Church Hr. Ele. School, Madurai—
1433. Miss. Muthulakshmi
1434. " Thangam
1435. " Lalitha
1436. " Jolphin Mary
1437. " Yashothai
1438. " Jesus Mary
1439. " Rabekkal
1440. " Thamayandi
1441. " Grace Marimuthu

1442. „ Jeyamani
1443. Miss. Iyyammal
1444. „ Pushpam
1445. „ Basili

R. C. Senior Basic School, Palanganatham—

1446. Mr. M. Leon
1447. „ Joseph Pappu
1448. „ Maria Michael
1449. „ Thomas
1450. „ Pushpanathan
1451. „ Antonymuthu
1452. „ Arumai Samuel
1453. Mrs. Rajalakshmi
1454. Miss. Lalitha
1455. „ Pragasmay
1456. „ Movis
1457. „ Antony Francis
1458. „ Arul Mary
1459. „ Arockia Mary
1460. „ Perumayee
1461. „ Maria Rathinam
1462. „ Santha Cruzal
1463. „ Violet
1464. „ Mallammal

Holy Family Hr. Ele. School, Madurai—

1465. Margaret Senathipathi
1466. Pushpa Rajam
1467. Amala Jeyaseeli
1468. Arul Mary
1469. Jebamalai
1470. Rosammal
1471. Maria Pushpam
1472. Theresa
1473. Josephin
1474. Rackeal
1475. Arockia Mary
1476. Mariaselvam
1477. Maria Pushpam
1478. Mary Muthaya

R. C. Ele. School, Ayravathavallur—

1479. R. M. Vincent
1480. S. Micheal
1481. M. Arulseele
1482. V. Mary
1483. S. Krishna Iyengar
1484. Mr. V. Mariaratnam
1485. „ V. Kumaresan

Shenoyanagar Ele. School, Madurai—

1486. Mr. Muthukaruppan
1487. „ S. Vedamuthu
1488. „ M. G. Natarajan
1489. „ Rathinam
1490. „ Jessai Rahiah
1491. Smt. Chellam Kannumangalam

Shenoyanagar Ele. School II, Madurai—

1492. Rajammal Manuel

Goripalayam No. 1—

1493. Mr. T. Velayudham
1494. „ Muthukrishnan
1495. „ Kariparkaran Arul
1496. „ Poornam Natarajan
1497. „ James S.

1498. Mr. P. Ramaswami
1499. „ Rajagopal
1500. „ K. R. Ramamoorthi
1501. „ Veerasami
1502. „ R. Ramaswami
1503. Meenambal Muthiah

Goripalayam No. 2—

1504. Rosalind Anbiah
1505. Ponnuthai
1506. Mary Florence
1507. Dhanamani Marinath

Tallakulam No. 1—

1508. Mr. Govindan
1509. „ Sundaram
1510. „ P. Velayudham

Tallakulam No. 2—

1511. Mr. S. M. Karuppannan

Chokkikulam—

1512. Smt. Athisayam
1513. Ponnun
1514. Devaraj
1515. Kalyana Thevar

Reserve Line School—

1516. Princess Samuel
1517. Mohana Doss
1518. Krishnan
1519. Athorian
1520. G. Ramachandran

T. P. Koil No. 1—

1521. Devasagayam
1522. Ramalingam
1523. Nithyanandan
1524. Paul William

T. P. Koil No. 2—

1525. Mr. P. K. Muthu

Karumbali School—

1526. Mr. Ebinesar Samuel

Annupandi No. 2, School—

1527. Mr. Kuppusami
1528. „ Kandasami
1529. „ K. Gnanayudhayam

N. M. S. Muthulakshmi School—

1530. Mr. Samuel
1531. „ Packyam
1532. Jagadambal

Khansamedu No. 1—

1533. Mr. Sikkandar
1534. „ Govindasamy
1535. „ Muthulagu
1536. Pushpam Thangiah

South Gate, Chinmakadi—

1537. Nallapillai Ammal
1538. Abdul Gaffur

1539. Sivasami
1540. Krishnasami
1541. Mohideen Bacha
1542. S. P. Rangarathanam
1543. Glory Chellammal
1544. Nagarathnam Rajaiah
1545. Rathnagara Chellappa
1546. Padmavathi
1547. Kasim Baba
1548. P. V. Venugopalan
1549. Meenakshi
1550. Natarajan
1551. Amaravathi Rajarathnam
1552. Kharmegam
1553. Shanmugasundaram
1554. Chinnu
1555. Edijothirathnam
1556. S. Arothima Rao
1557. M. S. Ramachandran

New Street School—

1558. Barnabass
1559. Ramraj
1560. Agnes Gnanam
1561. Chellai
1562. K. Suryanarayan

Adimoolam School No. 1—

1563. Muthusami
1564. A. Venkatasubramanian

Adimoolam School No. 2—

1565. R. Asirvatham
1566. Vellaimmal
1567. Subbammal
1568. Chellathai
1569. Lokanayaki
1570. Sundaram

East Sandaipet No. 2—

1571. Manoharan Chellai
1572. Kothai Sarojini
1573. Rani Saraswathi
1574. P. K. Rajalakshmi
1575. N. Rajalakshmi
1576. Thudakaveri
1577. M. Seethalakshmi
1578. Bellam Saraswathi

East Veli School—

1579. K. Dhanasingh
1580. K. Muthurullappan
1581. B. J. A. Paulraj
1582. M. Kadirmohideen
1583. P. Ponniah
1584. S. Sankannan
1585. Smt. Thalamuthu
1586. Kannuthai Robert
1587. Maries Selva Bakkiam
1588. Sarasvathi Srinivasan
1589. T. Kamalam
1590. Virakkammal
1591. Chellammal
1592. Seeniammal
1593. Pandipichi
1594. R. Manickam

East Marrat School—

1595. Seesai Maragadam Devils
1596. Velu
1597. Devaragam Ponnuraj
1598. Venkateswaran

East Perumal School—

1599. A. William
1600. Shaik Mohideen
1601. Kamalambal

Munichalai School—

1602. Kumar
1603. Chellathai Abragam

Mahal I School—

1604. P. S. Rajangam

Mahal II School—

1605. Kamala Thiraviam
1606. Saradha

East Avani School—

1607. Nagammal
1608. Rajalakshmi
1609. Arumugam Pillai

Maninagaram I—

1610. Sadasivam Pillai
1611. Subbiah
1612. S. C. Swaminathan
1613. Navamani Arumainayagam
1614. Ramakrishnan

South Veli School—

1615. William Dhamas
1616. V. Rajaram

Subramaniapuram—

1617. Mr. A. David

Elugadal School—

1618. Eskkiel

North Masi School—

1619. Daniel Pillai
1620. R. Krishnan
1621. S. Vannian
1622. P. Dhanamanal

Lakshmipuram School—

1623. M. Murugesan
1624. Sri A. Vasumalai Perumal
Headmaster, K. M. U. S. Royapalayam,
Thirumangalam P.O., Madurai Dt.

NORTH ARCOT

Board High School, Kalavi—

1625. Mr. T. A. Kanakasabai

St. Andrew's High School, Arkonam.—

1626. Mr. S. Natesan

TRICHY

Holy Convent High School, Trichy—

1627. „ „ „
1628. „ „ „
1629. „ „ „

R. C. Schools, St. Mary's Cathedral,
Cantonment, Trichy-v -

1630. Rev. Fr. K. S. Rayapper

MADURAI

Dhanamani Vidyasala, Madurai—

1631. P. Dhanalakshmi
1632. Pauline Sarojinibai
1633. A. Natarajan
1634. K. S. Rukmani
1635. T. Rajamani
1636. M. Pushpam
1637. S. Saraswathi
1638. G. Kobammal
1639. P. Mylammal
1640. R. Chellammal
1641. K. Madathiammal
1642. D. Anbai

Jayabarath Hr. Ele. School, Madurai—

1643. S. Palaniappan
1644. Mr. P. Muthiah
1645. „ M. P. Vadivelu
1646. „ S. Kalyanaraman
1647. „ Muniappa Mudaliar
1648. „ B. Petchimuthu
1649. Emily Arulanandan
1650. G. R. Joyseliam
1651. P. Soundaravalli
1652. P. Sundrabai
1653. Seeniammal Masilamani
1654. G. Dhavapackiam
1655. D. Velliammal
1656. V. P. Velammal
1657. R. Rajam
1658. M. Alice
1659. G. Arumugam
1660. V. Pushpam
1661. Jayaseeli Muthu
1662. Grace Arulappan
1663. A. Leenal

Sundarambal Hr. Ele. School, Mahilapatti—

1664. M. Kulandai May
1665. A. Zene Pappa
1666. K. Antoinetta
1667. S. A. Kanthimathi
1668. S. Kulandai Theresa
1669. A. Mariyan
1670. Alice Mary Kamal Bai
1671. J. Rita Mary
1672. A. Sarojini
1673. D. Sakuntala
1674. T. Jayalakshmi
1675. A. Dhanalakshmi
1676. M. Baby Asirvatham
1677. V. Thangam
1678. R. A. Salette Mary
1679. A. Rajendran
1680. R. Viswasam
1681. R. Lourdu
1682. K. Saroja
1683. M. Gajalakshmi
1684. S. Ebenezer
1685. G. Lakshmi
1686. R. Mariammal
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1694. Balasubramaniam
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1696. Miss. Grace
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1699. Seeniammal
1700. Bella Devaraja
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Coimbatore—

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GOVERNMENT ORDERS

ABSTRACT

EDUCATION — The Madras Teachers' Contributory Provident Fund—Insurance-Pension Rules, 1958—Amendment—issued.

EDUCATION AND PUBLIC HEALTH DEPARTMENT

G.O. (Ms) No. 964 EDUCATION

Dated 11-5-1960.

READ :—

G.O. (Ms) No. 1611, Education, dated 30-8-1956.

G.O. (Ms) No. 1109, Education, dated 31-5-1958.

G.O. (Ms) No. 2079, Education, dated 25-11-1958.

G.O. (Ms) No. 1834, Education, dated 7-9-1959.

From the President, South India Teachers' Union, letter dated 18-9-1959.

From the Director of Public Instruction, letter No. 2829/B10/59, dated 22-3-1960.

ORDER :

The Government sanctioned a scheme for grant of pension to teachers in Elementary schools and certain categories of teachers in Secondary Schools with effect from 1st April 1955. In 1958, they extended the scheme to teachers in Secondary Schools, Training Schools and Special Schools with effect from 1st April 1958. Representations have been received that the teachers in Secondary Schools, Special Schools and Training Schools, to whom the scheme was extended from 1st April 1958 may also be given pension from 1-4-1955. Government have examined the question in consultation with the Director of Public Instruction. They accept the recommendation of the Director that the pension scheme may be extended to all categories of trained teachers whether working in recognised Elementary, Secondary, Training or Spe-

cial Schools with effect from 1st April 1955, subject to the condition that payment of pension to the categories of teachers to whom the scheme was originally extended from 1st April 1958 will commence only from 1st April 1958 without any claim for back pension. They accordingly direct that the Madras Teachers' Contributory Provident Fund—Insurance-Pension Rules, 1958, be amended as shown in the Appendix.

2. The appended notification will be published in the Fort St. George Gazette.

3. The Director of Public Instruction is informed that orders will issue separately with reference to the other points raised in his letter dated 22nd March 1960.

4. This order is issued with the concurrence of the Finance Department—Vide their U.O. Note No. 127012/Pen./1, dated 29th December, 1959.

(By Order of the Governor)

K. SRINIVASAN,

Secretary to Government.

APPENDIX

I

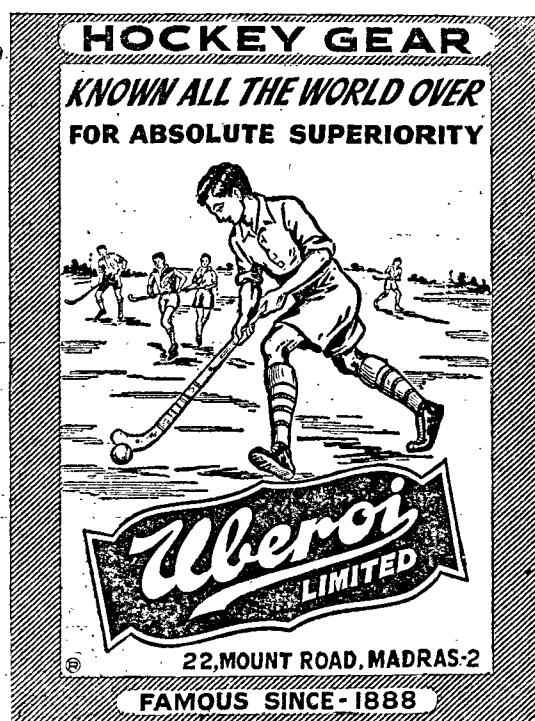
In the Madras Teachers' Contributory Provident Fund—Insurance-Pension Rules, for the existing Rule 1 (ii), the following shall be substituted :

“They shall be deemed to have come into force on the 1-4-1955.

Provided that in respect of items (I) to (w) in category II and all the items in categories III and IV of rule 2 below the payment of pension shall commence only from 1-4-1958 without claim for any arrears prior to 1-4-1958.

II

In the second proviso under Rule 9 of the said rules as amended in G.O. (Ms) No. 1834, Education, dated 7-9-1959 the words and figures “or 1-4-1958 as the case may be” shall be deleted in both the places where it occurs.



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THE HINDU HIGH SCHOOL,
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The School Day was celebrated before a large audience on the 7th March 1960 under the presidency of Dr. C. P. Ramaswami Aiyer. The Headmaster, Sri T. S. Rajagopala Iyengar read his report in Tamil. The report revealed the growing popularity and strength of the institution—reaching the record figure of 3,000. Sri V. T. Rengaswami Aiyengar, President of the School Committee welcomed the gathering. Prizes were distributed to successful pupils of the previous year 1958-59.

THE P. S. HIGH SCHOOL,
MYLAPORE, MADRAS-4.

The Founders' Day of the P. S. High School, Mylapore and Secondary

School was celebrated on 13th March 1960. There was a large gathering of past and present pupils and also members of the public by invitations. Sri C. Subramaniam, Education Minister presided. Sri K. Balasubramania Iyer, M.L.C., welcomed the gathering. Messrs. A. K. Sitaraman, N. R. Atmanathan, headmasters respectively of the two schools read the reports which disclosed all round improvement and also dealt with the steps taken for expanding the accommodation of the Secondary School. Mr. M. S. Doraswami of the Annamalai University delivered the Founders' Day address. Prizes were distributed to successful pupils of the previous school year, that is, 1958-59.

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