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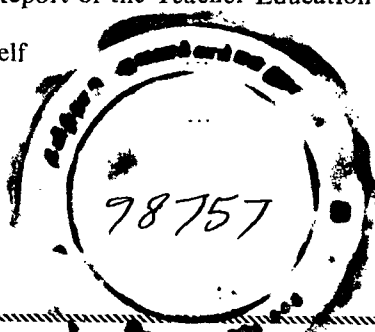
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Vol. XXXIII

JUNE 1960

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THE 50th MADRAS STATE EDUCATIONAL CONFERENCE, MATHURAI

PRESIDENTIAL ADDRESS

By DR. A. CHIDAMBARANATHAN CHETTIAR, M.L.C.

I thank the South India Teachers' Union, and the various constituent Teachers' Associations for having elected me as the President of the Golden Jubilee Madras State Educational Conference. I consider it a great honour conferred on one of the teacher comrades and I hope, I shall be able to discharge my duties dispassionately with your hearty co-operation.

The S. I. T. U.

The South India Teachers' Union has, by its record of work, earned the regard and esteem of both the teachers and the administration, and the success of the organization is largely due to veteran scholars and distinguished teachers like Mr. M. S. Sabhesan and other successive Presidents and Members of the Executive thereof.

It to-day enjoys the status of a non-official advisory body on educational matters in the State. Let me place on record my high appreciation of the work done by this Union and let me wish a bright future for the Union in years to come. It is incumbent on the teachers of the Madras State to enroll themselves in larger numbers as members of the Union through the various District Teachers' guilds or directly as individual members.

Medium of Instruction

The chief problem that confronts us to-day is the question of the medium of instruction in colleges. Veteran scholars and distinguished educationists of world fame have expressed their considered opinions on this problem and it is with a certain amount of diffidence or hesitation that I approach the subject. Let us remember that we, as teachers and educationists, have met here to-day to offer our views after due deliberation. In coming to conclusions on this matter, I hope the views I place before you will be given the consideration they deserve.

In the approach to this problem, we have perforce to take into consideration certain things that have taken place. As pointed out by the President of the last year's Conference, Dr. Sir A. Ramasami Mudaliar, the initial mis-take was committed when Hindi, an undeveloped language, was accepted by the non-Hindi members of the Constituent Assembly as the official language of the Indian Union. Rightly or wrongly, we have been committed by the Constitution of our country, which was framed with a certain amount of apathy and prejudice against the English people and inci-

dentially their language, to the adoption of Hindi as the official language of the Indian Union. It looks as though as a matter of concession, the English language had been allowed to continue for a period of 15 years from 1950 for the official purposes of the Union. Parliament, however, may provide for the use of the English language even after the lapse of 15 years. According to Article 344 a Language Commission was appointed in June, 1955 by the President and a Parliamentary Committee was elected in September 1957 to consider the recommendations of the Commission. The Committee's recommendation made in February, 1959 have in turn been considered by the President of the Union and he has recently issued directions in accordance with Article 344 (6) of the Constitution. It may be borne in mind that another Language Commission is due to be appointed before the end of this year, and the same procedure will apply as a result of which the position of languages will be reviewed again within the period of another five years. The Directives issued by the President, *inter alia*, say that no restriction should be imposed for the present on the use of English for any of the purposes of the Union and that Parliamentary legislation will continue to be in English, although translations in Hindi and other regional languages are contemplated. In regard to Defence Services, the medium of instruction to be employed in training institutions is to be English or Hindi, even though an expert committee may be constituted for considering how far the regional languages may be put to use for this purpose. In regard to All India Services, and High Central Services, the recruitment will be made on the result of competitive examinations to be conducted through the medium of English. Even though provision is to be made after sometime for conducting these examinations to All India Services through the medium of Hindi, it is significant that through none of the regional languages the examination is to be conducted. On the other hand, in regard to the High

Courts, judgments, decrees and orders may be in Hindi or the regional language concerned. On the top of this, Hindi will be the only language to be used in the Supreme Court ultimately, displacing English. The President's orders have made the problem of the medium of instruction in colleges and Universities in our State, especially, somewhat more complicated.

We are already aware of the great controversy that is going on in the Legislature and the Press in regard to the adoption of Tamil as the medium of instruction in colleges and Universities. It is noteworthy that Dr. A. L. Mudaliar, the esteemed Vice-Chancellor of the Madras University, in his Presidential address delivered at Tanjore at a similar conference expressed the view six years ago that a time may come when by gradual evolution a stage may be reached when all higher education may be rendered possible through the mother tongue. All that he was anxious about was that a long term policy should be evolved and that proper preparations should precede the change-over. It is not for me to go into the technicalities of the laws of the University or the laws of the State, with a view to examining the question as to whether, and if so how far, the States can interfere in the academic matters of the Universities. All I should like to state is that at the Quinquennial Conference of Indian Universities held in 1948, to which I was deputed, when I was acting as Vice-Chancellor of the Annamalai University, a resolution was passed which ran as follows :—

"While appreciating the policy of the Government of India and the provincial Governments to assist the growth and expansion of University education by financial grants, this Conference places on record its emphatic opinion that the autonomy and independence of the Universities receiving such grants should not in any way be interfered with".

In British Universities, there is no interference by Government and all the Universities are left to them-

selves in regard to enunciation and execution of policies and projects, notwithstanding huge financial assistance rendered through the University Grants Commission. When the Universities Grants Commission in India was constituted as a result of the recommendations of the report of Sir S. Radhakrishnan's Committee on University Education in India, it was hoped that this body, being a parallel body to the Universities Grants Commission of Britain, would be the agency of the Union Government and if necessary of the State Governments for the distribution of grants to various Universities on ascertaining their needs. It was also hoped that apart from tendering advice on matters for co-ordination, it would not interfere with the autonomy of the Universities. The Universities, because they receive financial aid from the State, should not be subjected to pressure of acceptance of policies with which they may not be in agreement.

In our State, Government are adopting Tamil as the medium of instruction for the B.A. Degree Course, and the B.A. Degree final examination in 1966 and thereafter will have to be conducted in Tamil. Even though it is open to the privately-managed colleges to continue to provide instruction through the English medium for the re-organised B.A. Degree course even after 1966, according to the terms of the G.O., no grant will be payable by the State Government in respect of "such courses". I hope that "such courses" would be taken to mean only the courses in Part III & IV of the B.A. Degree, which are concerned with major subjects and minor subjects of study. I hope that the grants made in regard to other parts (Part I & II) (English & other languages) of these colleges would continue to be made. A welcome option has been given to the privately-managed colleges for continuing to provide for instruction through the English medium. For one thing, it will help candidates who are anxious to qualify themselves for the All India Services or Higher Central

Services or Defence Services to proceed to the competitive examinations through that medium. In the light of this, may I ask whether it would not be desirable to continue to give the grants even in respect of courses through the English medium to the privately-managed colleges, if they are in need of such grants. By withdrawing the grant to which they might otherwise be eligible, there is reason to think that the pace of introduction of the Tamil medium throughout the State is being forced.

As was pointed out by Mr. K. Santhanam in the Press, the implementation of the scheme of introduction of the Tamil medium may be left to the Universities. The Minister for Education has recently expressed himself in favour of this under certain conditions. There ought to be Inter-University co-operation on this matter within this State, and between Government and the Universities, and between the Universities and the Department of Education. This is a consummation that everyone interested in Higher education in this State devoutly wishes for.

It is to be remembered, however, that the present reform introduced by the Madras Government pertains only to the reorganised B.A. Degree course of three years' duration and that unless and until the change-over is demonstrated to be successful in respect of the B.A. Degree course and unless there is an agreed decision at all India level the policy would not be pursued in regard to the B.Sc. Degree course and the other Degree courses.

Not much argument is required to convince that education imparted through the mother tongue goes deep into the minds of the people at all stages. Many who learn English fail to achieve true proficiency in it and yet spend a considerable part of the energy indispensable to the growth of the power of independent thought and observation. As early as 1929, at the second quinquennial conference of the Indian Universities held at Delhi, Professor Dhruva of the Benaras Hindu

University said that in order to naturalise and nationalise education, provincial languages should be adopted as the media of instruction. At the third conference held in 1934, Mr. S. Sathiamurthy and Pandit Madan Mohan Malaviya brought forward a resolution to the effect that it was desirable to adopt an Indian language or the regional language as the medium of instruction in colleges and Universities as early as possible. The Rt. Hon'ble V. S. Srinivasa Sastriar in a radio talk in 1938 remarked that the situation was exceptionally hard, the change of the medium was necessary but probably will not be effected without long preparation. Justice P. Venkataramana Rao, in his convocation address delivered at the Andhra University in 1940, said: "A foreign medium, however natural it may become by practice, lacks the vitalising and nourishing potentialities of the mother tongue. English will rapidly cease to be the medium of instruction and literary expression and as the vehicle of our thought. It will, however, remain in our curriculum and play an important part of conducting the wealth of thought and feeling outside India into our intellectual domain". At the All India Educational Conference held in Indore in December, 1942, under the Presidentship of Dr. M. R. Jayakar, a resolution was passed that the conference was of opinion that University education cannot achieve its highest aims, unless instruction was imparted through the languages of the country. The Indian Universities Commission, headed by Sir S. Radhakrishnan, in its report has recommended (1) that the medium of instruction for higher education which is now English should be replaced as early as practicable by an Indian language, which cannot be Sanskrit on account of vital difficulties, (2) that higher education should be imparted through the instrumentality of the regional language with the option to use the federal language as the medium of instruction, however, for some subjects or for all subjects. The Prime Minister, Mr. Nehru

recently stated in the course of a speech in Parliament in August, as follows:—"You can only consider English as a secondary language, if you like a compulsory secondary language, if you like a highly important language, but a LANGUAGE WHICH IS NOT A MEDIUM OF INSTRUCTION IN SCHOOLS AND COLLEGES, but which is learnt as a separate foreign language. That has become inevitable." The Education Minister of the Union Government, Dr. K. L. Shrimali observed last month in the Rajya Sabha that the Government wanted the regional languages to become the medium of instruction in Universities as quickly as possible. Considering these utterances and considering that according to the President's Directives Tamil is to be employed in the High Court proceedings shortly and considering that Tamil has already been made this State's Official Language, it stands to reason to hold that the introduction of Tamil as medium of instruction in the Humanities Section of the Degree courses is a step in the right direction.

The Pilot College Committee has taken great care to choose proper authors for the preparation of textbooks. It is hoped that with their rich experience and capacity their books will serve the immediate need.

Let us look at Russia. The U.S.S.R. has had to tackle almost a parallel situation in regard to languages. In that country, though the number of languages amount to nearly 200, there are only 16 important languages of which Russian is the foremost. Higher education in that country is imparted not only through the medium of the Russian, which represents the language of the most numerous peoples but also in Ukrainian, Uzbek, Tatar, Georgian, Kazak, the last two of which are even minority languages. The number of speakers of Ukrainian is almost equal to the speakers of Tamil. In India also, there are about 180 languages of which 14 have been recognised as national lan-

guages in the VIII Schedule to the Constitution. The Prime Minister has made it plain the other day that apart from these 14 languages, other languages also might be adopted as State alternative languages if there was a proper demand and if that request is acceded to by the President of India. Professor Humayun Kabir, who led a team of educationists to the U.S.S.R. in 1956, came back with the information that in Uzbekistan, the Uzbek language is taught from the first class of the elementary school onwards and that it is also one of the media of instruction in the Universities of Uzbekistan.

The Constitution of our country has conferred adult suffrage to the people. Free and compulsory education for all children upto the age of 14 years has been enjoined in the Constitution, which means that this education will be given through the medium of one of the Indian languages. The only corollary to the position to which Tamil has been raised in the High Schools of the State for several years as the medium of instruction is that in colleges too it should be continued as the medium, if there is to be no hiatus. In this connection, one cannot but think of the hiatus between the High School stage and the University degree stage, because according to the present indications, the medium still continues to be English in the Pre-University class. It is hoped that the University and the Government will sit in conclave and come to an agreed solution. I am glad that the importance of English as a language of study has been recognised by our Government. It serves as a key to the store-house of knowledge not yet available in the Indian languages and as a window to the rapid progress of scientific and technological knowledge which is constantly making strides in the world. It will be unwise to cut ourselves away from this living stream of ever-growing knowledge and to live in isolation from the rest of the living nations of the world. English has also served as an important element in the forging of

our national unity. For a long time to come, it will continue to serve as the common link of contact between one State and another in India and between India and the rest of the world. Mahatma Gandhi once remarked "I do not want my house to be walled-in on all sides and my windows to be stuffy. I want cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet, by any." This means that English would be used as much as is necessary. The Prime Minister Nehru remarked, "English is a major window to the modern world for all of us. That is why it is important and we dare not close that window. If we close it, it is at the peril of our future." The present change-over of the medium contemplated in the Madras State does not shut out English as a language of study. On the other hand, due importance for the study of the English language both in quality and quantity is proposed to be given. Thereby, it is possible to complement and supplement what is learnt in the class-room. In the circumstances, I welcome the move of the Madras Government to make Tamil a medium of instruction in the B.A. Degree classes. Only I will appeal to the Government to allow the freedom of choice to students and the parents for sometime to come.

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While I appreciate the proposal of the Government to award free-ships to the students who study through the medium of Tamil, I should like to suggest that the grants for the Colleges giving instruction through the English medium should not be cut. No doubt, the colleges that may switch over to the Tamil medium in coming years should be encouraged to do so by special aid from Government. Let us approach the problem scientifically and rationally and not with passion or prejudices. Let us conduct ourselves in such a manner as it will be said that the teachers of the State whose opinion should count with the Universities and the Government helped to solve this problem wisely and well.

Nationalisation of Publication of Text-books

Now let me refer to another important problem of the day. And that is the problem of nationalisation of publication of text-books. On this matter, several sessions of the South Indian Teachers' Conference have expressed their view. At State Educational Conferences and at the All India Educational Conference, resolutions have been passed requesting the Government to abandon the idea of publication of text-books for Elementary School and High School classes. Publication of text-books by the Government will lead to regimentation of thought and will prevent more books and better books from being published. There cannot be any objection to Government entering the field as one of the competitors. Books may be published by them and placed on the market along with other books written by eminent authors and published by Registered Publishing Houses. The teachers should have the freedom to choose the best among the books. The present system of approving a certain number of eligible books and placing them on a consolidated list of books suitable for use in the Primary schools or High schools seems to have been working quite satisfactorily in this State. Prescription of certain syllabi and indications of the scope thereof by Government will not amount to unwarranted control of education in the State. But to write and to produce books is a measure open to serious objection by the eminent educationists of the country. Dr. Shrimali, the Education Minister of the Union Government is also of the view that the publication of text-books need not be a monopoly of the State Government. I hope and trust that the Madras Government will review and revise their policy of becoming the sole publishers of text-books in schools.

Reform of Secondary Education

In regard to Higher Secondary School Certificate courses of study

which have come into operation in the State from June, 1959 and whose first set of pupils will be in the H. S. C. classes in the academic year 1962-63, proper arrangements do not appear to have been made. Decisions have not been taken so far in regard to which of the present Secondary Schools are to be raised to the level of Higher Secondary Schools in the State. While this is so, certain batches of teachers are undergoing a further course of study at the University in the hope that they will make themselves more fully qualified for teaching in the Higher Secondary Schools. The qualifications for Higher Secondary School teachers have not been specified so far, and Model question papers for the H.S.C. Public Examination according to the revised syllabuses have not been circulated to the schools so far. As the present VIII Standard and the new IX Standard emerging from 1960-61 are but important steps in the ladder leading to the H. S. C., it seems necessary that this question is taken up in right earnest without loss of time so that the teachers and the students will be enabled in time to fit into the new scheme of studies and the examinations thereof.

Salary of Teachers

Another point which I should like to state is that the teachers serving in several affiliated and constituent colleges of the University deserve improvement in their scales of pay. The University Grants Commission has come forward to the extent of helping the affiliated and constituent colleges by 50 per cent of the difference between the present scales of pay and the higher scales of pay approved by the University Grants Commission, if the other 50 per cent is contributed as a matching grant either by the State Government and the Management together or by either of them. There is a sense of frustration on the part of many collegiate teachers because of the fact that the State's share of the contribution has not been agreed to. Though there are reasons therefor, like the

examination of the question of overlapping of courses of study and fall in the strength of numbers in certain colleges, I would urge that these considerations should not stand in the way of those teachers being made eligible for earning the U.G.C. scales of pay. To a certain extent, overlapping of courses of study within an area and within certain zones is inevitable, and ultimately, numbers should not count in regard to higher education and especially university education.

Security of Tenure

Representations from the Teachers' Union have been frequently made to Government that teachers in the State should be put on a more secure footing in their respective posts. Here and there, incidents are taking place which reveal that all is not well in regard to the security of tenure of the teachers serving in schools under different private managements. Without just and sufficient cause, sometimes, teachers have been sent out of schools; without sufficient cause, their increments have been deferred sometimes with cumulative effect; without any warrant several teachers have not been confirmed in their places even after 7 to 8 years of service. I hope that the Honourable the Minister for Education whose solicitude for the teachers is well-known, will take steps to set these things right. In fact, it is at his instance, I understand that an order has been issued that no management can send away any teacher after certain years of service without the concurrence and prior approval of the Director of Public Instruction. Let us hope that disposals contrary to this order will be carefully looked into by the Inspecting Officers and ultimately by Government and justice is meted out to the teachers.

Teachers' Problems

There were several grievances of the teachers which have been redressed in recent years. More recently, the Government have been pleased to extend the pension scheme to teachers of

various categories who retired in April, 1955, from which time the pension scheme for teachers came into operation in the State. And I should like to express our gratitude and thankfulness to Mr. C. Subramaniam, the Minister for Education and Finance and to Mr. Sundaravadevelu, the Director of Public Instruction, for having acted in accordance with our recommendations and requests. There are several other grievances like the lack of house-rent allowance etc., which will again be brought to the notice of the Government by resolutions and representations. Several Manual Training Instructors, Drawing Masters, Craft Instructors, Sewing Mistressess etc., who have put in a service of not less than 7 years and more, who possess the professional qualifications prescribed for the respective posts but have not been confirmed for not possessing the general educational qualifications, deserve special consideration by Government. If they have put in a service of not less than 7 to 8 years, the insistence on their acquiring full general educational qualifications may be waived and even if they possess a slightly lower general educational qualification, they might be confirmed in view of the fact that when persons with adequate professional qualifications were not available or forthcoming they had helped the State by taking up service and by remaining in that service for so many years. The same must apply to the Language Pandits who may require here and there exemptions from the rules relating to the acquiring of general educational qualifications. It is a sad sight to see, when teachers who have put in 7 to 8 years of service in Government are sometimes thrown out for not acquiring a pass in the S.S.L.C. Examination and thereby acquiring the general educational qualifications, even though they possess the other qualifications prescribed for their posts.

There are special grievances of the teachers of primary schools which have been converted into non-fee levying schools. Some of the teachers yet remain to be absorbed and several other

teachers have been affected adversely in regard to their total emoluments as a consequence of the application of the Government Order relating to fixation of their pay in the new set-up. There is a special section of this conference relating to primary education, wherein resolutions will be passed concerning their conditions of service. It is our fervent hope that they will receive due and favourable consideration by the authorities.

Sectional Conferences

There are other special sections of the conference like the Secondary Edu-

cation section and the University Education section wherein the delegates of the conference will have ample opportunities for discussing matters pertaining to these particular aspects of education. Another special feature of this year's session is the organisation of a Women's Education section which I hope will be able to contribute in a special manner appertaining to the curriculum of studies for girls and to the steps to be taken for greater and greater enrolment of girls in schools. I wish the Conference and the various sections of the conference complete success in their deliberations.

INAUGURAL ADDRESS

By Hon'ble C. SUBRAMANIAM

Mr. C. Subramaniam, Education Minister, indicated that the recommendations of the Second Pay Commission in regard to the emoluments of teachers from the Elementary to the University stage would give "ample satisfaction to all the parties concerned."

The Minister said that the Government was now examining the recommendations of the Second Pay Commission. He said that although as Finance Minister, he should not divulge the recommendations of the Commission he could tell them that they would be generally satisfactory to all concerned.

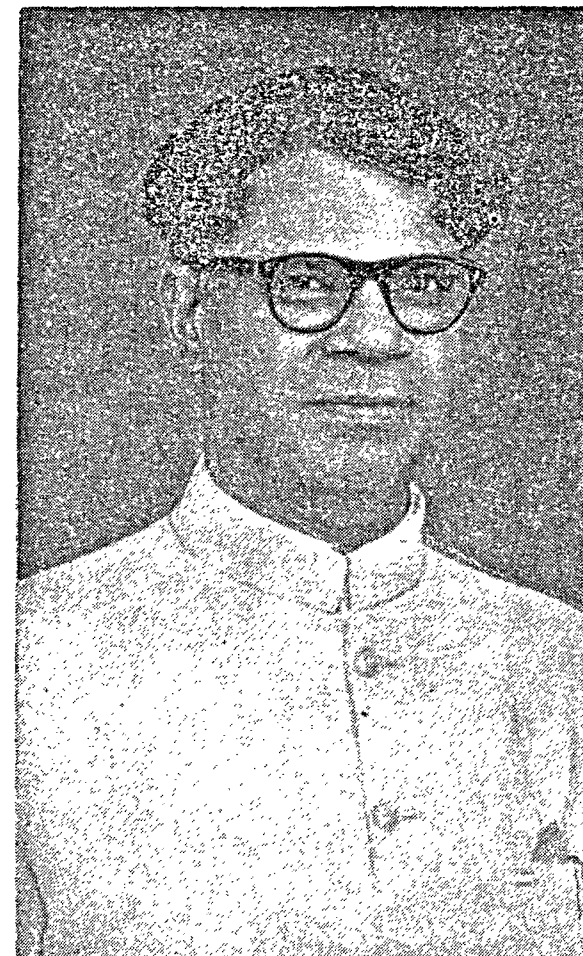
Mr. Subramaniam pointed out that two of the members of the Commission were erstwhile teachers and had naturally a good knowledge about the working and living conditions of teachers. They had consequently made sympathetic recommendations.

The Finance Minister, however, stressed that as persons who bore responsibility for creating an enlightened society in the future, they should devote greater attention to improving the quality of education instead of simply worrying about their emoluments. He said he was hopeful that the

recommendations of the Pay Commission would enthuse them more to take to their work zealously.

Mr. Subramaniam, at the outset, appealed to teachers and parents to realise the implications of the constitutional directive to impart free and compulsory education up to the secondary stage and said that for achieving this objective they should strive in the first instance to understand the basis and principles underlying this clause in the Constitution. Mere knowledge of arithmetic or science could not be truly called education. Education comprised the development of three faculties, namely, knowledge of the subject, character and the personality of the student.

The Minister said that it was well recognised that for improving the quality of education they should have talented and qualified teachers who would be available only if the emoluments of teachers were more attractive. There were at present over a lakh of teachers working in the primary schools in the State. If all children in the age group of 6 to 11 were to be brought under instruction they would have to increase the strength of these teachers by at least a third and in the secondary stage it would have to be



DR. A. CHIDAMBARANATHAN CHETTIAR, M.L.C.



MR. C. SUBRAMANIAM,
Minister for Education

doubled. The problem before them to-day was how they should improve the quality of education while at the same time expanding educational facilities.

The Minister said that some people took to the teaching profession as an alternative to unemployment or as a temporary employment till they got some other lucrative job. This position must change and those who took to teaching should do their work willingly. It was with a view to bettering the living conditions of teachers with the ultimate objective of attracting highly talented young men into the teaching profession that the State Government had asked the Pay Commission to study the pay scales of teachers. "On an examination of the recommendations, I feel that the members had been in favour of improving the living conditions of teachers as two of them happened to be teachers earlier and had intimate knowledge of the conditions in which teachers are living."

The Minister, proceeding, emphasised the importance of recruiting highly qualified, talented and efficient men for the post of Headmasters as part of the drive to improve the quality of education. He expressed the view that as in the case of the administrative and the police services, where through direct recruitment, talented young men were appointed for responsible jobs, a new system of direct recruitment of headmasters, college teachers and principals could be evolved so as to secure the services of capable persons in the educational field. He made it clear that he had not taken any decision on this matter yet but wanted teachers themselves to consider this question and arrive at a decision. He said that if they considered it necessary they could even appoint a special sub-committee to go into the question so that its recommendations could be considered by

the Government. The Minister referred in this connection to the Indian Educational Service, which existed in former days, members of which rendered yeoman service for promotion of education in this country. The Minister said that if this system of recruitment was approved, at least 15 to 25 per cent of the teachers could be recruited directly from the open market and appointed to shoulder responsibility after suitable training.

Mr. Subramaniam said that under Socialism they could only abolish aristocracy of wealth and not aristocracy of knowledge and learning. For teaching students they should have highly qualified and efficient teachers and a system like this would really be helpful in attracting talented young men to this profession, he added.

The Minister also stressed the need for developing at least one school in a taluk or three to four schools in a district as models for others to follow.

Mr. Subramaniam said that although he held the portfolio of education in the Ministry, he still needed to be guided on some aspects of education by experienced men in this profession. He would therefore request them to consider the question of the medium of instruction at the University stage and give their suggestions so that he could discharge his duties satisfactorily. In conclusion, he said that his success as Education Minister depended on the amount of co-operation and confidence he could get from the teachers. He was therefore looking forward to their support and their views on subjects and problems connected with education.

Mr. S. Devasahayam, Chairman of the Madurai Municipal Council, earlier hoisted the National Flag. Mr. T. Sundaram Chettiar, Chairman of the Reception Committee, welcomed the gathering.

RESOLUTIONS PASSED

1. This Conference resolves to request the Government to adopt the scales of pay recommended by the South India Teachers' Union at the 49th Madras State Educational Conference held at Salem in 1959.

2. This Conference reiterates its view that nationalisation of publication 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, subject to a minimum of Rs. 30/- per month.

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 to request fee concessions granted to N.G.O.'s and teachers be extended to teachers employed in colleges on similar conditions. It further requests that the income limit of Rs. 300/- per month be dropped.

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 the Government to grant a duty allowance of Rs. 10/- per month to the Headmasters of Elementary Schools and Rs. 15/- per month to Headmasters of Higher Elementary Schools.

9. This Conference resolves to request the Department, the Govern-

ment, and the University to permit experienced trained graduate teachers and others permitted to teach in the High School classes of not less than 10 years standing 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 in recognised schools subject to the condition that the total emoluments do not exceed last pay drawn.

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

12. This Conference resolves to request that a peon may be allowed in elementary schools of strength 250 and above, and a clerk if the strength exceeds 350.

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

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

15. This Conference requests the Government to amend the Provident Fund Rules so that a teacher's contribution should not be 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 Gov-

ernment to permit the teachers to contribute up to 15 nP. in the Rupee.

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

17. 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. This concession may be extended to elementary and special schools.

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 requests to Government to grant free medical aid to teachers under all agencies on lines similar to those to Central Government employees.

20. This Conference resolves to request the Government to give effect to the pension scheme to all retired teachers, even to those who retired before 1st April 1955.

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

22. This Conference requests the Government to allow Secondary grade scale of pay to such of the higher grade teachers as pass the Secondary grade training, under whatever agencies they serve, as this will act as an incentive to such teachers to improve their professional qualifications which in turn will bring greater efficiency in the method of teaching.

23. This Conference requests the Government of Madras to enforce the rule that the scale of pay of secondary grade teachers to elementary schools teachers of all agencies who passed

T.S.L.C. Examination should be allowed 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 institutions including colleges.

26. This Conference resolves to request the Government to sanction at least one post of upper division clerk in high schools for every 500 pupils and part thereof and an office manager where the strength exceeds 1,500.

27. This Conference resolves to request the Government to extend the pension-cum-insurance scheme to the non-teaching staff in all educational institutions including colleges.

28. This Conference is of opinion that the syllabus in the subjects of Mathematics, Science and Social Studies for Secondary Schools are ambiguous and need revision. It requests the Executive to examine and make suitable recommendations.

29. This Conference requests the Madras and Annamalai University authorities to introduce Agriculture group and Commerce group in the Pre-University Course.

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 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

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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, and where a number of schools are managed by an agency there may be one committee of management constituted for all such schools.

33. 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 teachers of elementary schools constituted for each Municipality.

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. As English is to be taught in Standard V from 1960-61 and as there are number of higher grade trained teachers with completed S.S.L.C. with more than ten 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. Such teachers after undergoing the course successfully should be placed on a par with Secondary grade teachers as regards pay and other privileges.

36. This Conference impresses on the Government the need for constituting a statutory salary negotiating Commit-

tee, like the Burnham Committee in England, consisting of representatives of teachers of primary schools and Secondary schools, headmasters, representatives of managements of aided schools and of local bodies, Municipalities and District Board Schools, to recommend uniform scales of pay, superannuation benefits and conditions of service from time to time.

37. This Conference learns with regret that in the case of teachers for whom salaries are paid direct, their provident fund contributions have not yet been remitted in their accounts in the Post Office Savings Bank, thus causing loss of interest to the teachers and also preventing them from taking P.F. advances for payment of compulsory insurance. Therefore it requests the Government to make arrangements for regular monthly remittances.

38. This Conference requests the Government to pay the teachers who are now receiving direct payment the salaries according to the salaries entered in the Teachers' Service Registers.

39. This Conference requests the Government to take steps to expedite provident fund closure and granting of pension within a period not exceeding 6 months.

40. While welcoming the steps taken by the Madras Government to introduce Tamil as the medium of instruction in the courses relating to humanities of the B.A. degree courses as a pilot project in the Government Arts College, Coimbatore, this Conference urges upon the Government to ensure

(a) that the autonomy of the Universities is not impaired thereby,

(b) that the results of the Pilot project be carefully reviewed before it is extended to other colleges and to other subjects.

(c) that the adoption of Tamil as the medium of instruction in colleges other than the Government Arts College, Coimbatore, be optional, such colleges being given all facilities and due encouragement and

(d) that in no case financial aid is denied to colleges continuing to give instruction through the medium of English.

41. This Conference is of opinion that the present teachers' constituency covering the whole State is an unwieldy one and hence it requests the Government to divide it into 3 regions, each region electing two representatives.

42. This Conference requests the Government to grant 50% of the amount standing to the credit of a teacher in the Provident Fund amount for the purchase of a site or house or constructing a building.

43. This Conference views with grave concern that as a consequence of the new Educational policy of the State requiring a Secondary grade trained teacher to be appointed in every Elementary School to teach English in standard V, many managements of aided elementary schools and local bodies have issued notices of termination of the services of several

hundreds of Higher Elementary grade trained teachers. The Conference notes the Government communique in this connection and feels that it does not adequately meet the situation. It therefore urges upon the Government that their order be modified so as to require all the managements and local bodies to retain all those teachers in service.

44. This Conference requests the Government to grant first grade scale to pandits of languages in high schools without insisting upon 17½ hours of language work per week in high schools.

CONDOLENCE RESOLUTION

This Conference learns with great sorrow the demise of Sir Muhammad Usman, Sri G. Harisarvothama Rao, Sri M. K. Shanmugam, Sri Sriramulu, Sri A. B. Shetty, Sri K. V. Rangaswamy Iyengar, Sri E. M. Gopalakrishna Kone and Purushothama Iyengar of Srivaikuntam who did great service in the field of education and to the teaching profession.

IMPORTANT TO TEACHERS

Besides the "SOUTH INDIAN TEACHER" the official organ of the South India Teachers' Union, every Teacher should read

1. THE AIFEA NEWS BULLETIN

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ANNUAL SUBSCRIPTION: Re. 1.50 only.

2. THE PANORAMA

Published by the World Confederation of Organizations of Teaching Profession (WCOTP): 1227, Sixteenth Street, N.W. Washington -6 D.C. U.S.A. FOUR ISSUES: 2 DOLLARS.

THE 50th MADRAS STATE EDUCATIONAL CONFERENCE, MATHURAI, 1960

REPORT OF UNIVERSITY EDUCATION SECTION

Chairman : Prof. G. Varadachari, M.A., Principal, Thiagarajar College, Madurai.

Convener : Prof. N. Subbu Reddiar, M.A., B.Sc., L.T., Head of the Department of Tamil, Dr. Alagappa Chettiar Training College, Karaikudi.

Subject of the Symposium : The medium of instruction at the University level.

The University section of the 50th Madras State Educational Conference met at Madurai on 20th and 21st of May under the Chairmanship of Prof. G. Varadachari, M.A., Principal, Thiagarajar College, Madurai. Many members took part in the symposium, the subject of discussion being "The medium of instruction at the University level." The Chairman in his introductory speech pointed out that while the consensus of opinion in the country was naturally in favour of the adaptation of the mother-tongue as the medium of instruction even at the 'Varsity level', it was necessary to maintain the standards of 'Varsity education at the same time. He emphasised that English deserved greater attention at the hands of the College and University authorities in view of the recent deterioration in its standard. He was of the opinion that it might not be easy for Tamil to catch up with English in the near future, especially in regard to technical studies.

Prof. A. Hirudayaswami Reddiar, St. Joseph's College, Tiruchi in his inaugural address pointed out that it would be advisable to teach all subjects in both Tamil and English. For one thing it will not be difficult for our students to learn two languages. For another

it will be possible for us to retain English. He also pleaded for a change in the methods of teaching English. Students should be taught the workman-like use of English rather than literary English. He was also in favour of effecting the change in the medium of instruction simultaneously in the Sciences as well as in the humanities.

Prof. K. Narayanan, Dr. A. C. Trg. College observed that we have to take into consideration the two major difficulties that Tamilians may experience as a result of the change in the medium of instruction; (i) in the exchange of professors and students between one State and another (ii) in securing jobs in the Central services.

Sri M. K. Ramamoorthy, Headmaster, S. Rm. High School, Nattarasankottai, referred to the lack of textbooks in the Tamil language and expressed his opinion that it cannot be made the medium of instruction in Sciences for many a year to come.

Prof. A. Sankaranarayanan, Principal, Students Tutorial College, Madurai, read a paper in which he welcomed the adoption of Tamil as the medium of instruction at the 'Varsity level. He felt sorry that the two 'Varsities in our State have not evinced great enthusiasm in the matter. In his opinion though the Government of Madras has taken the initiative in the matter, the Universities alone can effect this transition without sacrificing standards. He felt that the holding out of financial sanctions against Colleges that continued English as the medium of instruction savoured of interference with academic freedom of the 'Varsity. He also pointed out that the medium of instructions should be changed at the

P.U.C. level also, as otherwise the P.U.C. would become an 'educational island'.

Prof. R. Ramanujachari, Head of the Department of Education, Annamalai 'Varsity, pleaded for the free borrowing of technical terms from English and other languages so that the Scientific terminology of the Tamil language may be enlarged to meet the present demands. He also felt that the change must be introduced first in the humanities and then only in the Sciences.

Prof. M. Duraiswamy, M.A., M.Ed., Co-ordinator, Department of Extension Services, Annamalai 'Varsity, made an impassioned plea for the retention of English as the medium of instruction.

Mr. G. Sundaram, M.A., L.T., Retired Headmaster, Chidambaram, pleaded for some more time in order that suitable books may be written in Tamil. At present English is the repository of every kind of knowledge.

Prof. N. Subbu Reddiar expressed himself in favour of the adaptation of Technical terms from all languages, even from Sanskrit, if necessary.

Mr. Sankara Rajulu, M.A., of the Presidency College emphasised the urgent need for the introduction of Tamil as the medium of instruction in view of the present context of greater numbers of students flocking to the colleges especially from rural areas. In his opinion it was not difficult for Students at the Post Graduate level going to other countries like Germany to pick-up the foreign medium in a short time.

Dr. Raghavan M.B., B.S., Medical Officer, Alagappa College of Physical

Education, Karaikudi, felt strongly that even the Medical Science could be better understood by the students if taught in Tamil. He explained his view by quoting certain instances from his own experience.

Papers were submitted by :

- (i) Sri P. Duraikannu Mudaliar, M.A., M.A., L.T., Principal, Alagappa Chettiar Training College, Karaikudi.
- (ii) Prof. S. Tiruvenkadachari, M.A., M.A. (Col.), M.Ed., and Sri S. Krishna Iyengar, M.A., L.T., Alagappa Chettiar Training College, Karaikudi.
- (iii) Prof. Arumuga Mudaliar M.A., B.O.L., L.T., Principal, Government Training College, Kumarapalayam.

In his concluding speech, Prof. G. Varadachari, sounded a note of caution pointing out that we should be on our guard against the Balkanisation of India. It must be possible for the Universities, whatever the mediums of instruction, to work together in unity and co-operation. At the present juncture, English will have to be continued for a long time along side of Tamil as the medium of instruction. No doubt, it is our bounden duty to develop our mother tongue, but any undue hurry or fanaticism may jeopardise our new won unity. We should therefore hasten slowly.

Prof. N. Subbu Reddiar, the convener of the University Section proposed a vote of thanks.

REPORT OF THE ADMINISTRATION AND ORGANISATION SECTION

10-30 a.m. — 21-5-1960

Chairman : • Sri M. Arunachalam of Tirumangalam.

Convener : Sri S. Subba Rao of Salem.

Requesting Mr. Arunachalam to preside over the deliberations of the Sec-

tion the Convener pointed out that there were two topics to be dwelt upon during the discussions and they were 1. Financing Education and 2. The Academic freedom of Headmasters and teachers.

The Chairman Sri Arunachalam in his address remarked that the Govern-

ment was anxious to spend large amounts of money having in its mind the good of the public at large. It is doubtful whether all this money is spent as it should be and doubted whether even a part of it goes to add to the emoluments of teachers. Likewise it is a well known fact that the managements also are not playing their part well because they are waiting for the teacher to reach his age of retirement to send him away without any consideration for his experience and ability. It is true that the Govt. is taking upon itself a good portion of the cost and as such it feels that it has the power of control over administration. This should not be so and the president wanted the Govt. to follow the example of England where the Govt. does not interfere with the administration of the school. The Chairman also was of opinion that the Govt. should bear the entire cost of the upgrading of the schools under the Reorganised Scheme. One other suggestion thrown out by the Chairman was that the Board that has hereafter to be in charge of education at the district level should be under the Chairmanship of a Government servant so that a balanced treatment could be given to all varieties of managements and sections.

Dealing with the other topic Academic freedom, he was of opinion that teachers have not been given the necessary freedom for following methods of teaching in the classes. While it is all right to ask for rights it should be the aim of our teachers also to make use of the associations to enrich their knowledge of methods and take advantage of the researches they are likely to make on methods of teaching. The managements should likewise co-operate with teachers in their task of teaching through their own methods. With an efficient and well informed headmaster the differences of opinion about teaching methods and other internal difficulties will disappear. The Headmaster should be responsible more for the teaching side than for the administrative side. They should have the ability to identify classroom pro-

blems and help in their rectification according to local conditions.

Mr. M. K. Ramamurthy talking on financing Education said that the fees levied in schools was not the price of the service of education. He was of opinion that the private managements should not be asked to share the expenditure on education. Since towns and cities attract most of the trained teachers the schools in rural areas have necessarily to pay higher rates of pay and therefore it is a strain on those schools. The deficit of schools should not be calculated on national expenditure but on actual expenditure. Likewise he pleaded for the change in the rate of calculating compensation for community and other concessions and not at old rates. This becomes all the more urgent on account of granting increasing concessions.

The grant should be calculated on the actual deficit incurred. Grants should not be cut on account of the technical mistakes committed while completing the concession forms.

Sri Raja Iyer of Ramnad pointed to the haste resulting in the loss of a lot of money in the purchase of articles before a particular date say 31st of March. He was of opinion that the Government should import and supply articles to the schools. He pleaded for giving rights to the teachers to follow their methods of teaching. He requested that the teachers should be above politics.

Sri A. Ramachandran said that there is an increasing demand on the management for large amount of money in order to carry on without advance grants and he also wanted that there should be uniform scales of fees.

Sri C. Srinivasaraghavan also pleaded for giving time for rectifying the defects found in the concession forms. He said that managements of smaller schools were made to lose a lot of money on account of some defects detected in the concession forms.

Sri S. Natarajan pleaded for the variation of rules for sanctioning grants to schools according to the prevailing conditions. He pointed out that the introduction of compulsory education would require a lot of funds and here the responsibility of the public becomes great. He pointed out that the Government should take a great share of this expenditure. He referred to the varied rates of grants given in different States. He said that the grant should be based on the responsibility of the Government and the ability of managements to bear. He suggested the payment of concession amounts by welfare officers. He also pleaded for having trust in the managements and in the public.

Regarding the rights of teachers he said that freedom should grow in them and not be sought from elsewhere. They should have the freedom to follow their own methods of teaching.

Sri Srinivasan of Srirangam referred to the granting of the maintenance allowance to elementary schools and said it does not take into consideration the fact whether they are housed in their own buildings or in rented buildings. If it was in rented buildings the cost of rent also should be considered while assessing grants.

With a vote of thanks from the Convener the session came to a close.

REPORT OF THE TEACHER EDUCATION SECTION

President :

Prof. R. Ramanujachariar, M.A.,
Dean of the Faculty of Education,
Annamalai University, Annamalai-
nagar.

Convener :

Sri K. Narayanan, M.A. (Lit.),
M.A. (His.), M.Ed., Dr. A. C.
Training College, Karaikudi.

The sectional conference on Teacher Education was held on 21st May 1960 at the Sourashtra High School, Mathurai.

Prof. R. Ramanujachariar, in his presidential address, emphasised that the present was an opportunity and a challenge. Training institutions had the stimulating work of preparing the youthful entrants for service in the teaching profession. If the quality of education was to improve at all grades, competent teachers had to be trained.

There should be only two types of training—secondary training and graduate training. Especially in the education of the very young, only fully qualified teachers, who had the requisite skills and resourcefulness, should be allowed to teach.

Recent trends in strengthening teacher education had taken the following broad areas—giving sound general education as well as specialisation in one area helping the teacher to acquire the mechanics of teaching, enabling the trainee to develop into a mature and responsible individual with a well rounded personality and affording experiences to work with children. The proportion of subject matter to education courses was widely discussed all over the country. To teach effectively, comparatively, more time should be devoted to the subject to be taught and less for technique. All this required more time and hence there was a good case for lengthening the period of training in either case by one year.

Prof. M. Doraiswamy, M.A., M.Ed., Co-ordinator, Department of Extension Services, Faculty of Education, Annamalai University, Annamalai-nagar, said that in-service education was just a programme for all those engaged in the task of education to live and grow together, and not to make up teacher deficiencies. For a long time some sort of in-service education was there in the form of

administrative regulations from the Department of Public Instruction and Staff Order from heads of institutions. In some schools staff associations would meet and discuss academic problems. But it was only after the establishment of the All India Council for Secondary Education in October 1955 that a well organised programme of secondary education had been launched with a view to bringing out a silent revolution, as it were, in the classroom procedures. The over-emphasis on examinations, external and internal, had led to the adoption of certain undesirable techniques, not conducive to real learning on the part of the pupils.

Further the slavish addiction to a single text-book for each subject had also reduced the entire process of teaching-learning to a farce. To help pupils develop their personality and contribute to the happiness of society, a thorough overhauling of the school system and a carefully planned and properly directed programme of in-service education, would be necessary.

Principal Doraikannoo Mudaliar of Dr. A. C. Training College, Karaikudi in his paper on "How to improve the present teacher-education system", stressed the vital need for good teaching practice schools, good teachers and a core-curriculum.

OUR BOOKSHELF

TEACHER EDUCATION — (Published by the Directorate of Extension Programmes, New Delhi.)

"Teacher Education" a monthly journal is largely devoted to the problems in the field of secondary education in the country. The main purpose with which the journal was started was to keep the secondary school teachers informed of the latest development and the most current thought in respect of secondary education. Each issue generally deals with some specific and significant aspect of secondary education on which the reading public are sought to be enlightened. For instance one of the numbers was devoted to the problems of the multipurpose schools and another to the organisation of vocational guidance and a third to science teaching and a fourth to the teaching of English and so on. The purpose of the journal would be most happily served if it were read by as many teachers in secondary schools as possible.

Receipt of the following publications is thankfully acknowledged :—

1. Education Abstracts : Vol. No. XI, No. 4 Fundamental and Adult Educa-

tion, No. 8 Adult Education in Community development. No. 9 The teaching of Mathematics. No. 10 Primary Education Periodicals (UNESCO).

2. An International Directory of Education Associations. No. 34 (UNESCO).

3. A study of Practical Activities in Social Studies Bulletin No. 1. by S.I.T.U. Council of Educational Research.

4. Saraswathi—Annual 1960. Ramakrishna Mission Boys' & Girls' Schools, Chingleput.

5. Anderson High School, Kanchipuram, Art Annual 1959-60.

6. Hindu High School, Triplicane. Magazine April 1960.

7. The Islamiah High School, Melvisharam—Magazine 1959-60.

8. The Corley High School, Tambaram—14th Annual, April 1960.

9. Madras Christian College School—Magazine 1959-60.

10. Commonwealth Today, No. 71.

11. Unesco in brief.

EDITORIAL

The 50th Madras State Educational Conference

The 50th Madras State Educational Conference under the auspices of the South India Teachers' Union should be regarded as a great land mark in the history of the Union. The Conference debated many important educational problems at its General Sessions and in the Sectional Conferences. The question of medium of instruction at the university stage came in for a thorough study and the very practical suggestions made are embodied in the resolution adopted by the Conference and in the report of the sectional conference. We do hope that the authorities would give careful consideration to these views and take appropriate action so as to ensure orderly progress without detriment to standard and the further opportunities for our students.

The other sections provided very constructive thinking in the field of Women's Education, Educational Administration and Organisation, Secondary Education, Basic and Primary Education and Teacher Education.

The able leadership of Dr. A. Chidambaram Chettiar marked by sobriety, clear perception of the problems and an intelligent and practical approach to their solution was greatly responsible for the success of the Conference.

The proper climate was created by the extremely sympathetic attitude of the Education Minister in his inaugural address. His approach of sharing his thoughts with the Conference and inviting the Conference to help him in the solution of the problems was marked by sincerity and earnestness. His solicitude for the welfare of teachers was reflected in his assurance that the Government would do its best to implement the recommendations of the Pay Commission which he said would lar-

gely meet the expectations of teachers. We trust that his appeal for higher standards would be responded to by the teachers of this State who have always been, regardless of the many ills of the profession, anxious to do a fine job of teaching with a spirit of devotion and dedication.

The Reception Committee under the Chairmanship of that great patron of learning Sri Sundaram Chettiar made excellent arrangements for the comfortable stay of the delegates and for a successful conference. The teachers of Madura City and District have shown remarkable team spirit and spared no effort in providing for the comforts of the delegates. The Exhibition, the Cultural Programmes, the Excursion and the Hospitality arrangements were all of a quality matching with the traditions of that ancient city of culture and learning.

Editor's Farewell

This will be the last issue with which perhaps I may be connected in an official capacity. When on the midnight of 31st December 1927, the Conference of the South India Teachers' Union held at the Cobb Memorial Hall, Voorhees College, Vellore, passed the resolution authorising the starting of this journal and appointing me as the Journal Secretary, I little realised what responsibility it would involve and what work I would be called upon to undertake. However, I took it up and the first issue appeared on the 15th February 1928. The late S. K. Yegnana-rayana Iyer as Editor and M. S. Sabhesan as his Co-Editor helped to set the tone of the journal true to its motto, 'Raise yourself by your own efforts.' Though my task was primarily on the organisational side, I was given the privilege of being closely associated with the Editorial responsibilities. These increased when in 1940 Prof.

S. K. Yegnanarayana Iyer retired and a few years later Sri M. S. Sabhesan's health came to cause anxiety. However, in 1946 Sri C. Ranganatha Aiyengar who had just then retired from Gooty and came to Madras responded to the call of the Union and took over as Journal Secretary leaving me free to help Sabhesan in the Editorial work. With Sabhesan's death, this became my sole responsibility. Even when I left Madras in the late 1955 Sri T. P. Srinivasavaradan was gracious enough to allow me to serve the journal as its Editor, perhaps he felt that I was intimately bound with it from its inception. But all human attachments must come to an end. Times have changed and changing times call for new hands to keep the institution on its road to progress.

The South Indian Teacher during these 32 years has played a role of which it need not feel ashamed. It has interpreted the teachers' views to the public and it has helped the teacher in the class-room to be aware of the trends in educational thinking and practice during these three decades. It has championed the cause of the teacher and may well claim that its advocacy has not altogether been a cry in the wilderness. It may also be said that on its own financial side, it has not only been self-supporting but has been of strength to the Union in its publicity and organisational programme and in substantially helping it in meeting the administrative costs.

The road of progress in Education and particularly in teachers' service conditions is a long and arduous road up a steep hill. The goal is very far and at a dizzy height. Looking forward at the distance yet to cover is disheartening and will frighten the most courageous. But like the traveller on such a moun-

tain climb, if we look back and down, we may realise what progress we have made and how far we have climbed. That will put fresh courage and hope. Readers of this journal could certainly admit the truth of this if they compare 1928 with 1960. But we are living in times of great stress and difficulties. Our impatience will not allow us to look back.

And so, at the General Body meeting held at Mathurai, the journal, its contents and its policy came in for sharp criticisms particularly at the hands of Sri G. Krishnamurthy, the new President of the Union.

I therefore feel that the time has come for new hands — vigorous and dynamic — to take over this responsibility. Hence I take this opportunity to express my deep sense of gratitude to all the subscribers and readers who during the past thirty-two years have extended to the journal their unfailing support and co-operation. It is my earnest hope that the journal will continue to have their support even in an increasing measure hereafter.

While laying down my office as editor I wish to record by sense of gratitude to my dear colleague Sri C. Ranganatha Iyengar, who for over 15 years has been devoting his time and energy in looking after the journal, as the Journal Secretary of the Union. His love, great devotion and absolute dedication to the journal have been responsible for its regular appearance on the appointed day, its good get up and its first class standard. His has been a labour of love. May I also express my thanks to successive members of the Executive Board for their high trust in me, for their uniform courtesy and unfailing support and help.

S. NATARAJAN.

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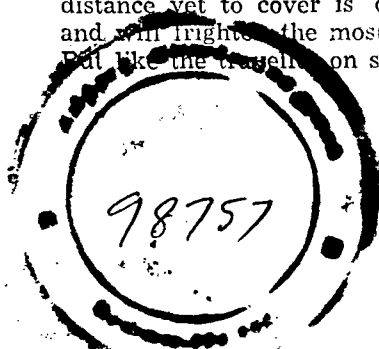
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