

0.10
3.60

Regd. No. M. 2347

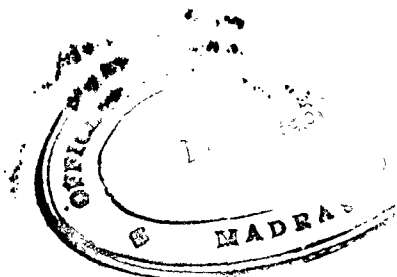
The South Indian Teacher

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

Vol. XXXIII

AUGUST 1960

No. 8



॥ उद्धरेदात्मनात्मानम् ॥—The Gita

Raise yourself by your own efforts

ANNUAL SUBSCRIPTION :

Inland Rs. 5

Foreign Sh. 10

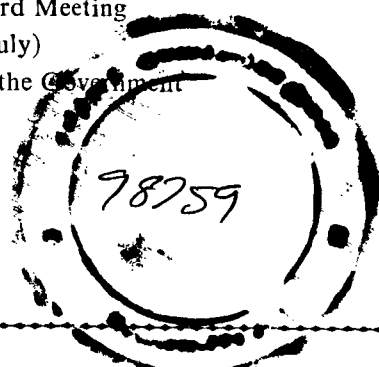
Single Copy nP. 50

POSTAGE EXTRA

RAJA ANNAMALAIPURAM, MADRAS-28.

CONTENTS

	Page
Editorial	245
Does the Teacher know his Mission ? —T. R. Venkatasubramanian	248
Basic Principles of Organization and Administration —Shamsuddin	251
New Features of Soviet School Life	253
Vocational Guidance and Youth Welfare —M. S. Krishnamoorthi	254
Office-Bearers elected by the General Body of the S. I. T. U. for the year 1960-61	258
S. I. T. U. Executive Board Meeting	259
Work during the Month (July)	261
Union's Representation to the Government	262
News and Notes	263
From Our Associations	264
Letter to the Editor	266
Government Orders	267
Our Bookshelf	267



The Teaching of English

(In Foreign Lands)

BY

M. R. SRINIVASAN

(Headmaster)

Useful for Teacher-Trainees, Class-room Teachers
and all Libraries

Each Rs. 1.75. For a single copy by post send M.O. Rs. 2.

Liberal Commission to Sales Agents.

Apply to :

M. R. SRINIVASAN

No. 1, Branch (1-1) Road, C. M. R. Road

MADURAI-9

THE SOUTH INDIAN TEACHER

Vol. XXXIII

AUGUST 1960

No. 8

EDITORIAL

To Our Readers

The office-bearers elected at the last State Educational Conference at Madurai in May 1960 have now taken up the responsibility of running this journal.

The Journal, true to its name, will serve the South Indian Teacher. Service to the teacher is the greatest service that can be done to the Nation.

The teacher is the moulder of the Nation. He has a very heavy responsibility. The class is a miniature society and all the children at school are the future citizens of society. Formation of character is the main aim of education. The teacher has to form this character in the children before him. Only a missionary zeal for the work can make the teacher take a personal interest in each child. Service to the child thus becomes service to the nation. Consequently service to such teacher is the greatest service that a journal can do to the nation.

How shall we serve the teacher? We shall get him back the recognition due to him in society. Such recognition can come only if teaching is considered as a technical job. The teacher's job is a highly technical one. He has to deal with the most subtle mechanism as the brains of children. This has to be put before the public through journals of this type.

The teacher's powers with regard to the assessment of the progress of the children in his charge should not be limited by external examinations.

Regard for the teacher is sure to rise with the recognition of the teacher's powers.

The content of education needs thorough overhauling in the interests of the nation. Much wastage in education can be avoided and the nation can be equipped with the necessary knowledge and skill in much shorter a period and with less strain on the resources of the country. If education gets top priority in all plans of development, the nation builder can be kept above want. This journal will place facts and figures to create opinion in favour of such a provision.

Much work lies ahead, but nothing is impossible in this world.

Work never goes in vain, and benefits undreamt of are conferred upon us by Divine Providence as reward for sincere and persistent work. There is food for every bird, but the bird must fly for it. We must make attempts in the right direction and success is assured.

Heads count in a democracy and opinion gains ground through journals to the extent to which the readers increase in numbers. The opinion of over a lakh of teachers must bear weight in a democracy and a journal goes a long way in shaping such opinion.

It is our earnest appeal that readers give wide publicity to the views expressed in this journal and help to enlist more and more subscribers.

Recommendations of the Pay Commission

We invite the kind attention of our readers to the Union's representation to the Government published elsewhere in this journal.

Fee concessions for children of teachers

Elsewhere is published the G.O. regarding applicability of concessions to children of re-employed teachers.

While thanking the government for clarifying this point, we have to express the need felt in this direction by teachers after retirement. The children of retired teachers and teachers dying in harness deserve consideration and we are sure Government will include these categories for concession.

Indiscipline in schools

The Report of the Committee on University Grants Commission and the Report of the Committee of Educationists making recommendations to the University Grants Commission, are reports requiring implementation in the interests of the nation.

There is no denying the fact that political atmosphere is there in institutions; but one fails to understand how teachers are responsible for it. Anything in society is surely reflected to a certain extent in the miniature society, the students in institutions. The teacher's task is to see that such impressions do not deepen and discipline is not affected and that is attended to by the teacher.

The question of discipline is closely linked with the regard the society attaches to the teacher and this regard in its full stature cannot be there unless and until the teacher is given his full powers due to him in the matter of assessing the students' abilities. External examinations began to undermine the regard of the teacher and we are glad that the time has come to realise that these external examinations have led to narrowing of aims, neglect of many portions expected to be studied

and wasting of valuable time in the course of the year reserving the period immediately preceding the examinations for work.

It is a pity that teachers actually shaping the students are not given the power to assess the students' abilities. 'Trust the Teacher' is the need of the hour and regard for the teacher in and outside his institution and discipline in students automatically grow. It may be difficult to bring in the change abruptly; but surely a beginning can be made in this line attaching equal value (to the extent of 50%) to day to day work at the institutions.

Higher Grade Teachers

It is a matter for gratification to know that the Government have responded in time and averted the retrenchment of thousands of higher grade teachers.

The teachers' request to Government is that no new policy of the Government should affect the stability of the teachers.

Pay for retrenched teachers

Salary for the period of break in service is due to nearly 200 teachers. These teachers were retrenched from various aided elementary schools on account of the classification by Government of such schools as fee-levying and non-fee levying. These teachers who had to face breaks in their service (running to over three months in some cases) have run into debts. It is but proper that these teachers who had to remain without salaries for no fault of theirs are paid by the Government without further delay. It is to be remembered that Government would have automatically paid them through the respective managements for this period, had not the classification of schools been insisted on by the Government.

Salaries as per Service Register

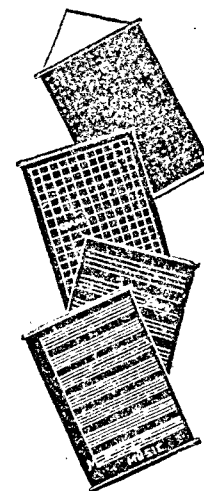
The classification of aided elementary schools into fee-levying and non-fee

levying from 1st June 1959 led to direct payment of salaries by the Government. Fixation of salaries was taken up by the Government in respect of teachers serving in aided elementary schools that opted as non-fee-levying. Usually, fixation is done to the advantage of the employees. At least the salaries drawn already must have been fixed. But here the Government brought in a formula whereby the salaries were reduced in many cases. It stands to reason that no teacher should be affected in his salaries by reduction when changes in policy or management come. At least the difference between the newly fixed salary and the salary already drawn should

be given as personal pay to the date of retirement of such teachers. This has not been done inspite of repeated requests. The mode of payment is changed now. From 1st June 1960, the management gets and disburses the salaries and dearness allowance. The original position with regard to mode of payment has come; but the teacher has been made to lose. The stoppage of fee levy has now resulted in cuts in salaries to teachers in over 1000 elementary schools. It is hoped consideration would be given to the amounts drawn originally as per service register at least now, before fixation as per the recommendations of the Pay Commission.

241

Easy, Interesting and Effective



With the help of our Plain, Graph, Outline, Copyline, Music and Dotted Slatted Roll-up Black Boards, you can make your teaching easy, interesting and effective.

They are particularly useful in the case of Preparatory, Supplementary, Recapitulatory and Revisional lessons, in as much as they are handy, portable, anywhere hangable, writable with chalk and erasable with duster and readable from any angle of vision due to their Scientific coating.

Directors of education have recommended their use and Principals of Educational Institutions have patronised them with great satisfaction.

For detailed information please write to :

MEGH SLATE FACTORY PRIVATE LTD.

Post Box No. 24,

BARAMATI (Poona) INDIA.



DOES THE TEACHER KNOW HIS MISSION?

By T. R. VENKATASUBRAMANIAN, B.A., M.Ed.

The useful type of successful teacher is one whose main interest is the children, not the subject.

— SIR WALTER RALEIGH.

Everybody's possession is nobody's privilege. Take the five major elements of Nature: they belong to every living organism on earth. Nature's bounty is so unique that we have no occasion to think about and reflect upon the greatest and most important biological need of any living being, i.e. AIR. This greatest possession of mankind — let us limit our discussion to mankind — is the easiest to obtain in external nature. What a plan! What a perfection! But we cannot obtain a similar plan with a similar perfection in internal nature, in the nature of man. The greatest discovery is the most difficult with almost anything in man-made social order even though the social world is the outcome of the interaction of the various, absolutely natural instincts, emotions etc. of man. Perhaps this interaction leads us farther from Nature i.e. farther from universality, farther from perfection. That is why, we may infer, Rousseau wanted his Emile to go back to Nature. Let us not now enter into a discussion of Rousseau's Naturalism, Natural Religion etc.

Anyhow we realise that the world of men, as it exists today, is very complex — perhaps because it is highly artificial. In it, any all-embracing and universal "ism" is always vague to the core. Only the unlimited mind or reason can grapple with 'The Unlimited' as conceived by the human mind. In fact, this limitlessness to the capacity for comprehension and interpretation of some of the highest "isms" is extremely limited to only a few throughout the ages. The purpose of every great benefactor of mankind

had been to limit the unlimited somehow, to facilitate ordinary mortals to have a glimpse of only an infinitesimal fraction of the whole. This purpose, this effort to compress, is what is called the "Mission" of great men. The missionary outlook in any field is generally to reorganise some of the universal concepts for special consideration so that the minimum, but most important and utilitarian, essentials are presented to the masses. A mission is always much less than the total "ism" it tries to spread and propagate. Thus any mission, whether be it in religion or politics or anything else, is to develop something crisp and definite out of the vagueness and complexity, is to assign a purpose and a direction to something that appears goalless and functionless to the ordinary man of the world.

There is so much tall talk about the mission of the teacher and the individual who has taken up teaching is continuously instructed to believe in his mission in life. But in fact, today, nobody is able to pin-point the mission of the teacher in anything definite, qualitative and quantitative. We should now recollect the etymological significance of the terms 'teaching' and 'teacher'. Only the greatest religious leaders and prophets had been and still are called — unconsciously we call them so — the greatest teachers and their utterances, the greatest teachings. The teacher of the days of yore had been the teacher to a set of disciples only because he was an important man of religion. Teaching only meant religion in ancient days and teacher, a knower and expounder of

religion. There was no teaching without religion then. When once society started organising a special institution, called School, for the education of the younger generation, there began to develop a gap between teaching and religion. If the term "Teacher" is used today to indicate the adult who acquaints the child with subjects like mathematics, history, geology, etc., it is a misnomer. Such a person can conveniently and aptly be called an Instructor or Trainer. Almost everyone connected directly with the education of the child today is more a trainer than a teacher. No process should be called Teaching, which has no bearing to higher values of life and none is a teacher who is ignorant of or indifferent to religion or, at least to morality. Either the terms "Teacher" "Teaching" should be dissociated from references to religious leaders and benefactors of mankind or the modern teacher should be enabled to gain the spark from them.

The modern teacher should become a man with a mission — one who knows his main task as a teacher. Even though old order is changing yielding place to new, there are certain fundamental values that cannot be ignored while several superficial goals are changing with every reform in education. The teacher of today should, at all costs, be acquainted with those most essential axioms in higher life and existence. These higher values should remain, more or less permanent and they should form the basis of the mission of every teacher. These permanent values should be analysed and split up into simpler elements to provide the teacher with workable units of his mission. Of late, there is going on much analysis and splitting up that every step and every turn towards progress have become important ideals and goals. We find ourselves, in any scheme of educational reorganisation, very much prone to this over-analytical tendency especially when we draw lessons and adopt procedures from the new world. Lack of sufficient analysis amounts to lack of a

mission in life but, at the same time, over-analysis is definitely over-shooting the mission.

Institutions, where teachers are trained for the profession, must primarily prepare prospective teachers to know their mission in life. But most institutions are ignorant of such a responsibility. They mistake chaff for grain when they exert themselves utmost to provide the trainees with the mission of a trainer or instructor instead that of a teacher. We want to get a silk purse out of a sow's ear. How can the teacher grow optimistic and enthusiastic in his profession if he does not know what he has to profess at all? How can he exhibit the zeal and vigour of a religious missionary when he remains blissfully ignorant that his is a calling and not a trade? The mistake is with the institutions which undertake to train individuals to become teachers.

The goals and ideals, that go in to form the mission of the teacher, should be presented in such a way as to affect the life of every trainee for something better and nobler. Such goals and ideals should never be too abstract nor too flimsy. Much remains to be done by way of research to define, in exact terms, the mission of the modern teacher. Till then the teacher, and thereby the many generations of prospective citizens have to grope in the dark. In a secular country, like India, the teacher's mission can never amount to denominational religion but at the same time the religious, spiritual and moral elements can never be absent from it. There is no teaching without a mission and hence no learning without a religion. Teaching and religion, at least spirituality, are the reverse and obverse of the same coin. We are reminded here of the story of a camel in the tent. Education once meant instruction and activities purely of a religious nature but slowly began to suffer very little instruction in secular knowledge; and today committees are set up to find a place for religion in educational institutions! Is

not this situation, the legitimate landlord anxiously waiting for the nod of his insignificant tenant, the greatest irony of all times! The various classroom subjects and time-serving activities have their own place in any scheme of education — a phase of passing influence and importance—but to subvert the life-training, life-giving fundamentals in ethical and religious standards in favour of such ephemeral and temporal claims on man is quite unimaginable.

Consequently, there developed a similar subversion in matters of testing the individual. Instead of evaluating the whole individual, our systems of examination strive very hard to measure the acquisition of an individual in knowledge units of facts and

information. Unless we purge our educational system of misplaced importance on classroom subjects, we can never hope to reform the examination system. Like the simple boy in one of Leo Tolstoy's stories, we have been trying to cleanse the table with a very dirty duster. There are too many anti-climaxes in our educational system and unless we reorganise the educative process with proper vision, we can never hope to make the teacher a man with a mission. Let us measure the teacher's work and the child's development in terms of progress towards certain clear-cut moral, spiritual and religious objectives. Let us, by every endeavour, avoid the sins of commission and omission by understanding our exact mission.

ANNOUNCING A NEW JOURNAL

TEACHER EDUCATION

Teacher Education is published by the Oxford University Press three times a year in May, November and February. The first issue was published in May 1960.

Teacher Education will provide a means for the exchange of information and news about the professional and academic education of recruits to the teaching profession, with special attention to research, investigation and other relevant activities carried out by Institutes of Education, University Departments of Education, Area Training Organizations and individual training colleges.

Annual subscription (3 copies): Rs 15, post free

Individual issues: Rs 6, postage extra

OXFORD UNIVERSITY PRESS

BASIC PRINCIPLES OF ORGANIZATION AND ADMINISTRATION

By SHAMSUDDIN, M.A., B.T., M.Ed.

are certain principles of organization and administration and they cannot be set as exact and it due to their being logical, very well be utilized as guides for the organization of administration and supervision. Those can be mentioned the following:—

1. Priority of objectives over machinery considerations.
2. Co-ordination of authority and responsibility.
3. Allotment of responsibility according to the ability of the personnel
4. Recognition of psychological factors.
5. The principle of relative values.

1. Priority of objectives over machinery considerations:—Generally it is observed that people pay more attention to immediate outward tasks and lose sight of real and ultimate objectives of the organization or institution. The result is that all their efforts are wasted. The subject teachers devote all their attention to the details of the subject matter and forget about the ultimate objective of pupils' development. Similarly, the Principals become so much engrossed in the details of administration that they forget the real purposes for which the administration is carried out. It should not be forgotten by the school administrators that their aim is to achieve educational objectives. Thus the objectives should determine the form of organization and procedure of all school administration.

2. Co-ordination of authority and responsibility:—The person on whom the responsibility of any task is placed should be given enough authority and

opportunity to carry on the responsibility. The formula of this principle is, "Employ the best person you can for the job, turn the job over to him, and hold him for results". The idea is that if any person is fully entrusted with any job and also given sufficient authority to carry on the work, we can safely rely on him for the results as he is sure to carry on the work successfully. If the head of the educational institution is to be held responsible for the improvement of instruction in that institution, he should be provided with opportunities, working conditions and authority appropriate to the degree of responsibility entrusted to him. He should be supported by the administrative heads for maintaining his prestige. He should have sufficient powers of supervising the class room instruction and guiding the teacher personnel. There should not be any sort of interference in his line of working. Then only the real objectives can be achieved by him.

3. Allotment of responsibility according to the ability of the personnel:—It is not proper to allot certain fixed duties and responsibilities to every person who is in charge of the organization and administration of any institution. There are variations in the size of schools and the amount of free time for the administrator will differ from one institution to the other. Besides these factors, there is another factor of the ability of the personnel which must be taken into consideration while allotting any responsibility to them. Thus the place of individual in the scheme of organization for administration and supervision must be determined according to his individual natural talents, training and experience. There are two aspects of this

principle. One is the degree of fitness of the individual for the responsibility and the other is the type of talent possessed by him which can be best utilized. Sometimes it so happens that people rise to high positions of administrative heads by force of influence or by the mechanical operation of the principle of seniority. At such times the principle of fitness of the individual for the responsibility is undermined. This results in total failure of the machinery of administration. Now as the selection is not done properly the ability of the individual should be utilized to full advantage. Any person specialized in any particular activity should be entrusted with the responsibility of carrying out that activity.

4. *Recognition of psychological factors*:—The administrator who becomes extremely objective and totally neglects the psychological factors commits a great blunder. In co-operative working of a group the wishes, desires, prejudices, ambitions and tastes of its every individual should be taken into consideration. In framing the policies and procedures of school administration, the head will have to take into consideration the psychological factors of his subordinates as they all are ultimately concerned in the execution of the policies. For example if the head of the institution suddenly notifies that teachers will be required to present themselves in school in summer vacation due to some urgent work without any attraction of any monetary gain or other facilities, the psychological effect on them would be to oppose the policy. Similarly, to get the plan of work prepared in advance is a good idea, yet to get the written detailed plan as to the objectives, content and procedure by the teachers may cause resentment and unfavourable attitude towards the

principal. To avoid all this it is better to allow the teachers themselves to participate in the framing of policies and procedures which they will willingly execute. The desire for the expression of self is another important psychological factor which must be taken into consideration while deciding human relationships in administration. This principle should be borne in mind while introducing any new policy, or change in the routine or abolishing any old tradition. Because what is said about teachers may also apply to the attitude of pupils and even to patrons of administration. In all such cases it is better to consult them and take their consent which may avoid lot of botheration on the part of administrator.

5. *The Principle of relative values*:—While applying the above principles in administration it may so happen that the two principles may seem to apply and may be in conflict. At such times the principle of relative values should be kept in mind to tackle the situation. For example situation may arise when it may be proper to abandon the principle of co-ordination of authority and responsibility and to give preference to the psychological factor. At such times the relative values of different principles should be taken into account.

The compromise of one principle with the other is only temporary. The ultimate universal principle is the principle of priority of objectives. The real test of any policy or procedure is whether or not it contributes to the achievement of the objectives for which the policies and procedures are framed. For example the aims and functions of secondary education should be such as to bring about full development of the child.

NEW FEATURES OF SOVIET SCHOOL LIFE

The Soviet Government recently adopted a decision on the organisation of day-boarding schools for pupils of the first to the eighth forms. The children, while the parents are at work, will receive meals, rest, do their homework and engage in other useful pastimes there. The Soviet State will cover the expenses on the upkeep of these schools. They have already been organised in a number of cities and are highly commended by the parents. Below we describe the work of a prolonged-day group in Moscow school No. 577.

Lessons are over. But many of the pupils of school No. 577 do not go home. After washing their hands they enter the school canteen where the tables are already set. After dinner the children go for a walk. Of course, first and second formers prefer a skip rope or a ball.

The senior pupils make for the skating rink for a game of ice-hockey. There are quite a number of hockey fans. Fourth-form pupils are preparing to stage "Mashenka and the bear" in the school's puppet theatre. The children themselves make the puppets.

From two to three hours a day are spent outdoors, at games and in diverse circles. And every day brings some new attractions including group readings accompanied by the show of slides or regular films, excursions, etc. Recently, the pupils visited the Lenin Museum, the Tretyakov Art Gallery, as well as a number of construction sites.

The children also go in for work. The younger ones do some sewing with their toy sewing machines which are almost like real ones. They are also fond of plasticine and cutting out plywood figures. Some of the senior pupils prefer to spend their spare time in the shops making toys for the younger ones and working models of various machines.

After a rest the children do their homework. This takes up one and a half or two hours. If need be they are assisted by tutors. In this school, director Nina Petrova informed us, all the tutors were certified teachers. In the morning they conduct regular classes while after school hours they remain in prolonged day groups. This provides the teachers with the opportunity of knowing their pupils better, and coming to their assistance in good time.

"Ever since my son started to attend a prolonged-day group he has changed to the better," Maria Klyukova, a woman worker relates. "He is much more disciplined, studies with greater interest. The boy is fond of his group. He comes home from school content and full of life, and eagerly tells me how he spent the day. Previously he would be left to himself after school until I returned from the factory. Now I can work without worrying, knowing that my son is being looked after."

Soviet teachers warmly approved the new decision of the Soviet Government.

This decision, they say, has opened up new opportunities for improving the work of the Soviet school, and teachers together with parents' committees are at present planning activities for day boarding schools.

VOCATIONAL GUIDANCE AND YOUTH WELFARE

By M. S. KRISHNAMOORTHY,
District Employment Officer, Madras.

Vocational Guidance is the assistance given to an individual in his efforts to choose his occupation, prepare himself for entrance into it and to make progress in it. Guidance is necessitated because of the changing and varied world of occupations and because it is a complex process.

Vocational Guidance consumes time and starts from the individual's initial approach to the problems of occupational choice, to the time of his taking up a position in some gainful occupation. And even after the individual has been working in that position, he may need time to adapt himself to the tasks required. It involves an individual whose individuality is complex since the personality of individuals has many facets, such as abilities, interests and personal characteristics. A person has his own ideas about his vocational aptitudes and interests, his own attitudes about particular jobs and occupational fields and his own insight into ways to prepare for and to enter the career of his choice. Because the individual often changes his ideas, attitudes and insight and as he matures, he tends to become a more complex person, the process of guiding him vocationally is also complex. It deals with a highly complex and fast changing world of work which is made up of thousands of different occupations that vary in their requirements for entry and success.

VARIETY OF PROBLEMS

It usually entails not only a vocational problem but also educational and personal problems. More specifically the individual who is choosing a career must consider the educational programme required to prepare for that career. He must also have in mind

certain personal considerations, such as financial resources, the attitudes of his parents towards particular occupations and the adjustments called for in social relationships.

Vocational Guidance is thus, in short, a measure to promote the general well-being of the individuals and is on a par with other social measures such as medical and economic improvement.

IS IT NECESSARY?

In our everyday life, if only we look around and see the conditions of our friends and others, we would be convinced that human energy is wasted, lives are misspent, misery and despair result for want of proper direction and guidance in the selection of occupation, recreation, friends, educational courses, etc. Guidance Service has a broad-based programme which includes educational and vocational guidance. Young men and women entering the employment market have to face various problems in connection with their future occupations. In the complex economic structure of modern times, where people make their living in one of the thousands of different occupations, it is indeed difficult for uninitiated youths or even parents to make a realistic and suitable choice for a career.

Most pupils in the upper school classes, who are to leave the schools in a couple of years, have hardly any idea about their capacities and potentialities as compared with the opportunities and requirements of the occupational world. Some of them even have wrong notions about themselves. In order to make a proper and intelligent choice, an individual should have the minimum definite facts about occupations, the kind of work to be done in

each, the requirements of the job, the possibility of getting a job and the future advancement chances, etc., in the occupations under consideration and the places where best training is available to fit him for the job. They need authentic information about the different occupations, the method of entry into these occupations and proper counselling so that they could decide their own suitability for one or other occupation early in life.

JOINT EFFORT

Vocational Guidance is a joint effort of various bodies, professional and non-professional. The parents, the teacher, the Career-master, or the School Counsellor, the Headmaster, the Doctor, the Psychologist, the Psychiatrist, the Employment Officer, the Welfare Worker—all have a role to play in the Vocational Guidance. All of them are not necessarily involved in all cases, but each one may be called upon to make his own contribution to the process of vocational guidance of a single individual or a group of individuals.

There is the notable saying that "Youth and white paper take all impressions". Therefore it appears that vocational choice made and formulated early in life is likely to be most helpful for the future. Studies have shown that outstanding and successful people usually choose their vocations early in life. This is specially true in the fields of science. By making a selection whilst young, even whilst studying—one can follow in high school the type of programme which will be in line with what one wishes to do as a vocation. For instance, if a pupil selects a vocation which requires a college education, he may take, in the high school the kind of programme which will enable him to meet college entrance requirements that will give some idea of the work of the field and which at the same time will give the necessary background. If on the other hand, the pupil should select a vocation that requires only a high school education he may follow in the high

school, the programme which gives him some of the necessary preparation for this vocation.

Our experience at the Employment Exchange has shown that most of the candidates who approach for Employment assistance have no proper plan or idea about their future and what job they could enter. They do not seem to know the different occupations or even what job to register for. They hardly seem to know their own potentialities or achievements. They think that as passed S.S.L.C. students they are eligible only for clerical posts and in the world of occupations, the clerical worker or its allied trades are the only occupations. In fact, during the group guidance talks at the Employment Exchange, candidates seem surprised, if they are told that a clerical worker is only one of the thousands of jobs and they could aspire for other posts.

PLANNED PROGRAMME

Whereas guidance is incidental and depends on chance, a vocational guidance programme requires a plan and involves definite responsibilities. The adolescent of to-day is quite different from the adolescent of yesterday and society in which he lives is also quite different from that of the latter. We, of the older generation and not the young people, are responsible for introducing the present way of life. Hence it is our responsibility to see that the educative process keeps pace with the ever changing present. The young person of to-day needs to acquire a wide range of skills and to reach a high standard in each of them. These skills include not only skills in reading as well as writing, skills in speaking as well as listening but also skills in the arts and crafts, skills in thinking, judging, appreciating and understanding and above all skills of self-discipline and self-guidance, skill in making the unending choices life presents and in evaluating our experiences.

We consider schooling and learning the three R's as very important for the

welfare of the youths. We, however, forget that guidance is a part of education and has always existed in schools though not in a scientific manner. Guidance programmes are relatively new for our country. The child learns from the teacher not only mastery of a particular subject but also attitudes and habits. By satisfying the child's need for success, affection, security and status, the teacher is fulfilling another guidance function. Individualised methods of instruction, special classes, diversified programmes and other methods for adapting the curriculum to the needs of the students are also efforts along the same lines and hence serve guidance purpose.

Schools give general education for everyday life and try to help pupils to discover and develop their special interests and abilities.

Students generally face problems of selecting a vocation or subjects for further education when they are at high school and need expert advice and guidance to shape their future. Schools being greatly concerned with the success of its pupils, make a pupil progress and develop in all phases of his school and personal life. If a student has some special interest in some vocation, the school should be able to help him prepare for it. Provision of Vocational Guidance Service in schools is therefore considered essential.

OCCUPATIONAL INFORMATION

The dissemination of Occupational Information is part of a well-based guidance programme. Occupational information could be disseminated amongst pupils in various ways. One of the best ways is by talks by the subject teachers. The teachers can correlate the information with their subjects. Such an informative talk by the subject teacher gives the meaning and purpose to the subject the child is studying and motivates him to learn and master the subject.

The guidance programme in a school is directed to adjustment of the pupils to the school situation and the differ-

ent future paces of life personal, social, civil, health, vocational, etc. In other words, its aim is the total adjustment of pupils and the development of their personalities, so that they may solve their problems in a satisfactory manner. It is said that educational guidance rather than the vocational guidance is needed more in schools. However, educational guidance which serves the specific purpose of helping the pupils to choose between various curricular activities offered at higher secondary schools can never be completely isolated from vocational guidance, as the curricular choice is also related to the future occupational choices.

PROCESS OF CHOICE

Vocational choices are not made in a single day, although decisions leading to the choice may be made in a short period. The process of vocational choice is long drawn out and starts almost from the early years in the schools. Before a decisive choice is made he goes through various stages through which he has a series of preferences, careers, courses of studies, hobbies and recreational activities. This process has been termed "Vocational Development" which is a part of development of the individual's personality in connection with his environment, opportunities and economic conditions. Vocational Development covers not only the process of preferences and choice, but also of entry and adjustment in an occupation. It is, therefore, maintained that vocational service depends upon the type of vocational development that the individual has had. A poor vocational development considerably lowers the chances of vocational adjustment. The task of vocational guidance therefore lies in adjudging the vocational development of the individuals by different methods of techniques.

REALISTIC CHOICE

The aim of vocational guidance programme whether in the schools, Employment Exchange or other centres is

to increase the vocational maturity of the individuals. Three phases are known in the process of occupational choice. There is the period of "Fantasy choice" which lasts up to the age of 11 or 12. The vocational choice during this period is governed mostly by the emotional needs of the children. Next is the period of "Tentative Choice" beginning at about the age of 11. Lastly there is the period of realistic choice beginning at about the age of 17. In realistic choice, there is more regard paid to the reality considerations as they pertain to the occupational and educational world as also to the limitations and capacities of the individuals. In vocational guidance practice, it is usual to find many students around the age of 18 still in the period of fantasy or tentative choice. The ages given above are mostly the ages when individuals are in the schools or colleges and therefore there is all the more reason for giving guidance at the school or college level.

From the very ancient times, it was recognised that the degree of intelligence varies with persons. It is also known that persons differ from one another in certain important respects, so that some appear proficient in certain abilities and other in others. Some are good at manipulative abilities, others involving mechanical devices, still others in musical abilities and so on. Similarly it has also been found that jobs to be performed efficiently

require a certain level of intelligence and dexterity such as hand, finger, etc. Therefore, it is said that if persons who have that level of intelligence and proficiency required for a particular job, take to it, they are likely to be successful in the vocation. We also notice in every day practice that if people take jobs for which they have no liking they are not successful and appear dissatisfied. They may just do their job in a routine manner without evincing any interest and any job done without interest cannot be done efficiently. A sportsman, taking an executive post could adjust easily to his environment and is likely to be successful. An individual having mechanical aptitude is likely to be successful in jobs requiring mechanical techniques. We can cite several examples in the series. Young persons, in their anxiety, take up any job that offers itself as they do not know the implications and the future repercussions of a wrong choice. An individual who is not happy in his job is likely to be unhappy in the other activities of his life.

Considering all the above, it is very essential that young persons are given proper guidance in the early stages, when they are young and flexible, to enable them to shape their future not only in accordance with their aptitude, ability, and intelligence but also the developing economy of our country.

(From 'Madras Information,' June '60)

“பாலர் கல்வி”

வாசித்தீர்களா?

G. கிருஷ்ணமூர்த்தி, M. L. C.

எழுதுகிறார்

**Office-Bearers Elected by the General Body of the S. I. T. U.
for the year 1960-61 (Official year July to June)**

PRESIDENT — Sri G. Krishnamoorthy, M.L.C.

VICE-PRESIDENTS — 1. Srimathi Saraswathi Srinivasan, B.A., L.T.,
Headmistress, Avvai Home, Basic Training
School, Adyar, Madras.

2. Sri S. K. Kuppuswami, B.A., L.T., Headmaster,
Sourashtra High School, Madura.

SECRETARY — Sri S. D. Krishnamurthi Rao, B.A., L.T., Hindu High
School, Triplicane, Madras.

JOINT SECRETARY — Sri K. S. Krishnan, M.A., B.T., Sethupathi High
School, Madura.

TREASURER — Sri J. D. Muthiah, B. A., M.Ed., Kellet High School,
Triplicane, Madras.

CONVENER—

Vigilance Committee — Sri M. Ganesan, Board High School, Melur,
Madura District.

JOURNAL SECTON

JOURNAL SECRETARY — Sri C. Ranganatha Aiyengar, M.A., L.T.,

Additional Journal Secretaries — 1. Sri V. Buvarahamurthi, M. A. Dip.
(Econ.)

2. Sri S. S. Avadhaniyar.

Sectional Secretaries — Sri R. Jegannathan (Advertisement Section).
Sri T. Vecraswami (Elementary Education Sec.)

District Canvassers — (For Subscribers and Advertisements)

1. Sri K. S. Krishnan, M. A., B. T., Sethupathi
High School, Madura.
2. Sri M. Subramaniam, Headmaster, Municipal
Higher Elementary School, Tuticorin.
3. Sri D. Sebastian, Naganathapuram Elementary
School, (Municipal), Karaikudi.
4. Sri S. Varadarajan, M.A., B.T., R.B.C.C. High
School, Trivellore, Chingleput Dt.
5. Sri C. L. Govindarajan, M.A., B.T., S.R.I. Muni-
cipal High School, Pollachi, Coimbatore Dt.



Sri G. Krishnamoorthy, M.L.C.
President



Smt. Saraswathi Srinivasan, B.A., L.T.
Vice-President



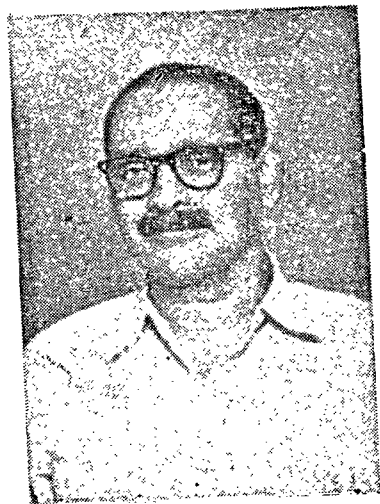
Sri S. K. Kuppuswamy, B.A., L.T.
Vice-President



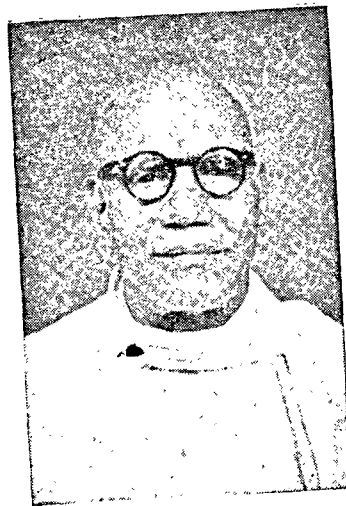
Sri S. D. Krishnamurthi Rao, B.A., L.T.
Secretary



Sri K. S. Krishnan, M.A., B.T.
Joint-Secretary



Sri J. D. Muthiah, B.A., M.Ed.
Treasurer



Sri C. Ranganatha Aiyengar, M.A., L.T.
Journal Secretary

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD PROCEEDINGS

A meeting of the Executive Board of the South India Teachers' Union was held at the Janakiram Hall, Sourashtra High School, Madurai on Wednesday the 18th May 1960 at 4 p.m.

The following members were present :—

Messrs. M. Rajah Iyer (Ramnad), C. Ranganatha Aiyengar, Journal Secretary, S.I.T.U. (Madras), A. Rajagopalan (Coimbatore), S. Varadarajan (Chingleput), D. Sebastian (Ramnad), C. M. Fazalur Rahmon (North Arcot), P. V. Ramaswami, Treasurer, S.I.T.U. (Madras), S. Subba Rao (Salem), N. Natarajan (Tirunelveli), M. Subramaniam (Tinneveli), R. Bhuvarahan (Trichy), C. Srinivasaraghavan (Trichy), C. L. Govindarajan (Coimbatore), R. Krishnan (Salem), A. K. Somasundaram (Tanjore), D. P. Thambi Raj (Madurai), S. Natarajan (Madras), Srimathi Saraswathi Srinivasan (Madras).

Sri T. P. Srinivasavaradan, President, took the chair.

The minutes of the previous meeting of the executive held on 2nd April 1960 was approved, with the following modifications :

1. Among the members present, the name of the representative from Trichy was corrected as 'C'. Srinivasaraghavan.

2. Sri A. Rajagopalan's proposal to change the name of the South India Teachers' Union to Tamil Nad Teachers' Union should also include the Tamil equivalent "Tamil Nadu Asiriyar Peravai".

3. To include - "the Executive requests the University authorities to

extend the time to 1965 for Teachers to appear privately for the M.A. degree Examination."

The President then reported that consequent on Sri G. Krishnamoorthi's resignation, he recommended to the Working Committee that Sri S. Natarajan be requested to act as Secretary in Charge. The same was approved by them. He said that in accordance with that approval he had appointed Sri S. Natarajan as Secretary in Charge.

To a question from Sri C. Srinivasaraghavan whether the President wrote to Sri G. Krishnamoorthi to withdraw his resignation, the President replied that as the resignation was submitted at a meeting of the Executive Board he did not write such a letter. But he waited till the 18th April 1960 after which date he took the action as described earlier.

The Executive Board then resolved to accept the resignation of Sri G. Krishnamoorthi of the Office of General Secretary.

It further resolved to approve the appointment of Sri S. Natarajan as Secretary in Charge.

The draft annual report and the audited statement of accounts were then presented. After a discussion, the report was approved and the Secretary was authorised to present it to the General Body.

The Executive Board was firmly of the opinion that the office-bearers should always keep in view the policy of the Union so long as they hold offices of the Union.

The Secretary-in-Charge then sought the approval of the Board for the

admission of the following as individual members :—

1. Sri M. Arumaiselvam.
2. Rev. Fr. A. M. Gnanapragasam.
3. Mrs. Periyayagam.
4. Sri S. J. Savarimuthu.
5. Sri Rev. Bro. Eugenius.
6. Sri A. Chidambaranathan Chettiar.

The admission of the above members was approved.

The Secretary in-Charge then requested that the first five members be admitted as delegates as requested by them. This was agreed to.

The President then informed the Executive Board that though the last date for enrolment of delegates was extended to 15th April 1960, he had received applications from over 600 members after the 15th April 1960. The Board resolved that all applications received till 6 p.m. of the 17th May 1960 be accepted as delegates.

The Board then resolved that as long as the South India Teachers' Union had its lease of the Office Buildings, the S.I.T.U. Council of Educational Research, and the S.I.T.U. Publications Limited be accommodated in the Office Buildings.

T. P. SRINIVASAVARADAN,
President.

S. NATARAJAN,
Secretary-in-charge.

For all Library Requirements

We have a large variety of Library Books,
Teaching Aids and Wall Maps suitable for
all standards of High Schools in India.



For your field of interest please write
for catalogues to:

MACMILLAN & COMPANY LTD.,

6, PATULLO ROAD, MADRAS-2.

WORK DURING THE MONTH (July)

A meeting of the Executive Board of the South India Teachers' Union was held on 2-7-1960. Sri G. Krishnamoorthy, M.L.C., the President of the Union, explained to the members the financial position of the Union and the Journals as on 1-7-1960.

The following resolutions were passed :—

1. The Executive Board thanks the Government for creating supernumerary posts of teachers in elementary schools to avert the possible retrenchment of higher grade teachers consequent on the new policy of appointing secondary grade teachers to teach English in Standard V.

2. This Board, while welcoming the recommendations of the Pay Commission with regard to parity in salaries of teachers under the various agencies, regrets to note the disparity in the other recommendations, and requests the President to issue a statement to the press regarding the same. It also resolves to submit a detailed memorandum to the Government at its September 1960 meeting after the receipt of the detailed report and the departmental orders regarding the implementation of the recommendations.

The President's Press Statement was issued on 3-7-1960 itself.

The Government was addressed on 17-7-1960 (vide Union's representa-

tion to Government printed elsewhere in this Journal).

WORKING COMMITTEE

Elected Members :— Messrs. N. Shanmugam (Madras), M. Subramaniam (Tuticorin), A. Rajagopal (Coimbatore), R. Buvarahan (Tiruchirapalli), D. Sebastian (Ramanathapuram).

Nominated Members : — Messrs. S. Varadarajan (Trivellore-Chingleput) and A. Paul (Tanjore).

The Journal that satisfies

THE TEACHER, THE PARENT AND THE ADMINISTRATOR EDUCATIONAL INDIA

Now in its 26th year of useful service

Hon'ble Shri C. Subrahmaniam,
Minister for Education and
Finance, says:

"It is a significant achievement for an academic journal in English devoted to the cause of education to have completed twenty-five years of useful service."

Annual: Annual:
Inland Rs. 5.50 Foreign Rs. 7.50

Office:
MASULIPATAM

UNION'S REPRESENTATION TO THE GOVERNMENT

17th July 1960.

From

The Secretary,
The South India Teachers' Union,
Raja Annamalaipuram,
Madras-28.

To

The Secretary to the Government
of Madras,
Education Department,
Fort St. George, Madras-9.

Sir,

The South India Teachers' Union, while thanking the Government for accepting the recommendations of the Pay Commission with regard to parity of salaries as among teachers under various agencies, regrets to note that this principle of parity has not been applied to the grant of house rent allowance, medical concessions and temporary increase in pensions for teachers.

The grant of house rent allowance to teachers would cost only about Rupees six lakhs and temporary increase for pensioners about five and a half lakhs a year. These cannot be big additions when Government have come forward to spend on increase of these grants in respect of others.

It has been admitted by the Pay Commission that a job from which there are no chances of promotion deserves a twenty year scale. The teachers who come under this 'no-promotion' category have only a fifteen year scale. The extension of scales for the various grades of teachers to another five years at least on the rate now fixed for the second slab will go a long way to set right the anomalies. After all the total expenditure for teachers out of the initial

allotment of nearly 5 crores is only about 34 per cent and not 42 per cent and it is hoped the Government, in the interest of nation building, will grant this demand.

It is earnestly hoped the Government, before issuing orders regarding implementation, will kindly consider the following points in respect of the various grades of teachers:—

Lower and Higher Grade Teachers: A minimum of Rs. 100 has been conceded in the case of a white collared job; but these teachers have not been considered fit to come under this category. An annual increment of Re. 1 at the present price level needs liberalisation to at least Rs. 3.

Secondary Grade Teachers: The principle of increased rate of increment in the later stage of service has been rightly applied in the case of all except this category. Justice demands that the rate of increment in the second slab be at least Rs. 8.

B.T. Grade Teachers: The first slab in the scale is for a duration of five years in the case of all except B.T. Grade Teachers. The reduction of the duration for the first slab from 8 years to five years and the increase of the duration of the second slab to 10 years from 7 years will go a long way to set right the anomalies caused after fixation of salaries.

Disparity has been caused in the matter of selection grade and teachers in non-government institutions need to be made eligible for this selection grade.

The formula for pension for B.T. Grade Teachers has to be revised in view of the increased amount of pen-

sion that a Secondary grade would get under the new revised scale and it is earnestly hoped the Government would give pension to B.T. Grade Teachers on the formula of 30/120 of the last three years average salary.

Headmasters of High Schools: The Union has always stood for uniform scales of salaries irrespective of the

strength of the high schools. It is but proper that all headmasters are given the higher scale prescribed now with variations only in headmaster's allowance.

Yours faithfully,

S. D. Krishnamurthi Rao,
Secretary.

NEWS AND NOTES

THE HEADMASTERS' CONFERENCE (MADRAS CITY)

ANNUAL REPORT 1959-60

11-7-1959

The President, amongst other things, invited the attention of the Board of Secondary Education to the defect in the Social Studies paper of the S.S.L.C. Public Examination of March 1959 and suggested measures to avoid such mishaps in the examinations in future. The Conference expressed the view that the proposal of the Education Department to accord public recognition to schools which got over 75% results at the S.S.L.C. Public Examination was unsound.

12-9-1959

The Conference placed on record its deep sense of sorrow at the premature and sad demise of Thiruvalluvan the beloved son of Sri N. D. Sundaravadi-velu, the Director of Public Instruction, Madras and conveyed its heartfelt condolence to the bereaved parents.

The Conference offered its felicitations to Sri T. P. Srinivasavaradan who had been invited by the British Council to visit the United Kingdom. The Conference requested the President to prevail upon the Education Department to provide for grant of salary, stipend, etc. to teachers undergoing refresher courses for Higher Secondary teachers.

11-1-1960

The Conference considered the following problems arising out of the new

scheme being implemented—(1) The percentage of marks for pass in Hindi in Standards VIII and IX in 1959-60 and 1960-61 respectively. (2) The position of failed pupils in V Form in 1959-60. (3) Translation question in English paper in the new scheme.

Sri T. P. Srinivasavaradan spoke at length on his impressions of foreign tour with special reference to the Educational institutions he visited in England.

14-2-1960

The President addressed the members on "fall in standards of education". His speech was based on the findings of the Sub-Committee of the Conference which had considered the subject previously. Members endorsed his views.

19-3-1960

The Conference discussed the question papers of the S.S.L.C. Public Examination of March 1960 and offered its remarks on all the papers. It authorised the Secretary to convey its remarks on question papers to the Secretary, Board of Secondary Education, Madras.

25-6-1960

The President placed before the Conference his views on National Service Scheme for University students, his suggestions for the improvement of the existing examination systems and functions of multipurpose schools in the Higher Secondary Courses. The

Conference considered the recommendations of the Madras Pay Commission relating to teachers and the changes which might be made in the Madras Educational Rules.

OFFICE-BEARERS — 1960-61

President :

Sri K. Kuruvila Jacob—(The Madras Christian College School).

Secretary & Treasurer :

Sri V. Thiagarajan—(The Madras Progressive Union High School).

DENTAL CURE

Embelia (Babrang), berries of a climber commonly found in India, Ceylon and Singapore, has proved a positive cure for almost all the dental, oral and throat troubles except Ptyalism and cancer of the lip.

Pyorrhoea will not be regarded incurable now.

For the first time in the history of medicine, *Embelia* has been found effective in curing these ailments. It was generally used as an anthelmintic (vermifuge) for the past three thousand years.

Noted dental and general hospitals in different parts of the globe have been provided with the drug for further investigation. Such institutions include Bellove Hospital, New York, Saskatchewan Hospital, Battleford and General Hospital, Mandalay.

Dr. Sushila Nayar, former Health Minister, Dehli State, is conducting further research on the drug.

This is the second distinguished discovery of the Ayurved Research Council of Delhi. The first one was Punarnava which proved panacea for eye troubles and created sensation throughout the world by eliminating spectacles.

The German, U.K. and U.S. scientists busied themselves in making use of its curative properties.

During his sojourn in India, President Eisenhower carried Punarnava to White House.

Research scholars from abroad are calling upon the President of the Council, Kaviraj K. L. Khetal, to secure details of how Eastern preparations are going ahead of even the Western ones.

FROM OUR ASSOCIATIONS

VICKRAMASINGAPURAM

"Under the auspices of Teachers' Association of P.L.W.A. High School, Vickramasingapuram a meeting of the teachers of the local schools was held on 4-6-1960 in P.L.W.A. High School. Sri K. S. Narayana Iyer, B.A., B.T., Headmaster, presided.

Prof. H. Visweswaran, Professor of English, Shri Ramakrishna Vidyalaya Training College, Coimbatore, conducted a demonstration class to show how the First Lesson in English should be taught. He conducted a successful class which was interesting and instructive. Then the professor held a discussion during which he cleared many doubts

relating to "Teaching English" which were raised by those present. More than 100 teachers from the High and Elementary schools in the region attended. The Deputy Inspector of Schools was also present.

The president in his concluding speech stressed the need for adopting proper technique in teaching English to our children and appreciated the professor for the successful demonstration he gave.

THIRUVANAİKOL

The Annual meeting of the above Association was held on 24-6-1960 with Sri G. Krishnaiyengar, B.A., B.T., in the chair.

The Secretary Sri S. Narayanan read the Annual reports and the audited account for the year 1959-60. It was passed unanimously. The following office-bearers were elected unanimously for the current year.

President :

Sri G. Krishnaiyengar.

Secretary :

Sri S. Narayanan.

Asst. Secretary :

Sri K. R. Srinivasan.

Auditor :

Sri C. Srinivasaraghavan.

The rates of monthly subscriptions were adopted as follows and passed unanimously.

Upto Rs. 50	0.50 nP.
" Rs. 51-99	0.75 nP.
" Rs. 100-149	Re.1.00
" Rs. 150-199	Rs. 1.50
" Rs. 200 & above	Rs. 2.00

The Association felicitated the two outgoing members Sri R. Sundararajan, Hindi Pandit and Sri V. Annaji Rao, Craft Asst. and all the members spoke extolling their service to the school and of their good quality.

They replied with due homage to the house. Sri R. Sundararajan was 'At Home' to the house in view of his recent success in the Tamil Vidwan's

final examination. The House passed the budget for the year 1960-61 for Rs. 186 including a surplus balance of Rs. 20.

With the vote of thanks by the Secretary the meeting adjourned for the day.

THE MADRAS TEACHERS' GUILD

The Madras Teachers' Guild at its Council meeting on 8-7-1960 and at the Annual Conference on 9-7-1960 discussed the recommendations of the Pay Commission. The Sub-Committee appointed to study the recommendations submitted its report and the discussions were based on that report.

It was strongly felt that the disparities in the matter of *House Rent Allowance*, Medical concessions and Temporary Increase in Pensions should be removed. The lower rate of increment in the second slab in respect of Secondary grades was pointed out by almost all the members present and an increment of Rs. 8 (double that of the rate in the first slab) was demanded, as in the case of other grades. An increment of Rs. 3 for Lower and Higher grades and the reduction of the first slab to a duration of five years in the case of B.T. grade Teachers were considered necessary. Selection grade for all Teachers from their sixteenth year of service and a longer (20-year) time-scale with liberal increments in the later stages were suggested to enable the Seniors to get the full benefit of the recommendations.

SAMUDAYA VALARCHI NOOL (Growth of Society) in Tamil for Standard V : by S. Ramanujam and R. Vajreswari. Price Re. 1.75 (Oxford University Press).

This book of Social Studies as per the revised syllabus has been written in a very elegant and simple style illustrated with maps and other diagrams. Just the book for the New Standard V.

TIME FOR SUMS BOOK-3 Price 4 s. : **SUM CARDS FOR BOOK-3** Price 4 s. 9 d. : By Elizabeth Bailey (Oliver and Boyd).

Numbers and simple processes of additions, subtraction, multiplication and division up to 100 are taught to children by interesting illustrations and examples. The book and cards are neatly got up.

QUICK AND LEGIBLE HANDWRITING Books 4 & 5 : By David Fletcher (Oliver and Boyd). Price 1 s. 9d. each.

The earlier books in this series have been reviewed in one of the back numbers of the 'South Indian Teacher'.

THE STORY OF LOCKS : By Walter Buchr. (New York Charles Saiber's Sons). Price \$ 2.50.

This beautifully got up book tells the story of lock-making from the time of the caveman to the present day safety device in the strong room of a

bank. In the race between the ingenuity of the modern locksmiths and that of the clever burglar the former has succeeded with the invention of tumbler locks and the burglar acknowledges his failure against this device in his methods of blockmail and bank-rolld-ups.

EDUCATIONAL PRODUCTIONS LTD.

FILMSTRIP : No. C 6296.

SERIES : Art Appreciation.

TITLE : International Children's Art.

This filmstrip contains a selection of paintings and drawings from an International Exhibition of Children's Art organized by the Daily Worker. The selection was made and the works were photographed by the Regional College of Art in Manchester.

To foster an interest and appreciation of visual art among children of the age group 4—16 from first-hand study of work actually done by this particular age group.

Receipt of the following publications is thankfully acknowledged.

1. WCOTP — Asian Regional Conference Malaya Souvenir April 1960.

2. Education Abstracts.

(a) Citizenship Training for Girls — Sept. 1959.

(b) Pre-School Education — Jan. 1960.

— C. R.

B. B. C. ENGLISH BY RADIO

Four sets of Gramophone Records, with book, as given below :

ENGLISH THROUGH TAMIL — Set of 12 Records with book Rs. 90.00

Book alone Rs. 7.25

MEET THE PARKERS — Set of 20 Records with book Rs. 110.00

Book alone Rs. 4.00

REVISE YOUR ENGLISH — Set of 26 Records with book Rs. 140.00

Book alone Rs. 3.00

STRESS, RHYTHM AND INTONATION — Set of 8 Records with book Rs. 60.00

Book alone Rs. 1.75

PRACTICAL ENGLISH USAGE FOR OVERSEAS STUDENTS — by P. S. Tregidgo Rs. 4.50

A book of practical English Grammar and usage for the student whose mother tongue is not English.

PRACTICE YOUR ENGLISH — A collection of Prose, Verse and Drama, with Exercises. By G. C. Thornley Rs. 3.24

This book has been compiled for students who have been learning English for three or more years.

LIVING ENGLISH STRUCTURE FOR SCHOOLS By W. Stannard Allen Rs. 3.44

(KEY Re. 0.68)

This is a shortened and simplified version of the author's LIVING ENGLISH STRUCTURE — price Rs. 6.89

PICTURE COMPOSITION BOOK — By L. A. Hill Rs. 3.24
A book of picture stories for composition work, both oral and written.

A BOOK OF ENGLISH IDIOMS — By V. H. Collins Rs. 9.32

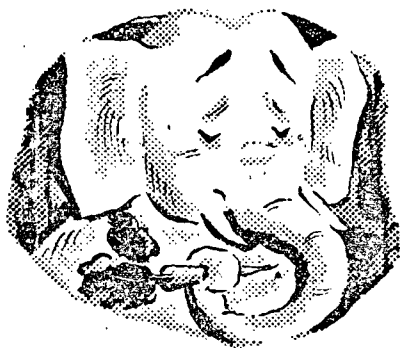
A SECOND BOOK OF ENGLISH IDIOMS — By V. H. Collins Rs. 10.13

A THIRD BOOK OF ENGLISH IDIOMS — By V. H. Collins Rs. 12.15

ORIENT LONGMANS PRIVATE LIMITED

36-A, MOUNT ROAD, MADRAS-2





The elephant
that didn't
relish radish

Since that time, men and women, too, have cooked their food. But cooking has come a long, long way since then. Today it does more than merely soften the food. It makes food tastier, more wholesome.

Ask for DALDA brand Vanaspati in the green-and-yellow tin with the palm tree!

[illegible]