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Vol. XXXIII

SEPTEMBER 1960

No. 9



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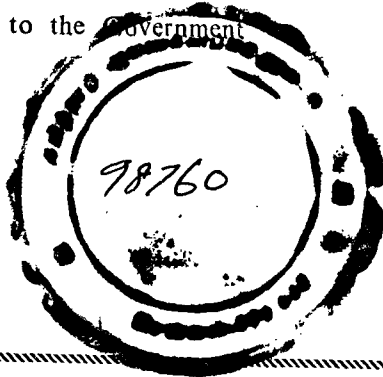
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THE SOUTH INDIAN TEACHER

Vol. XXXIII

SEPTEMBER 1960

No. 9

EDITORIAL

Independence Day

The Independence Day was observed in all the Schools in the State and Teachers had occasion to explain to the pupils in their charge the significance of that Day. The previous generations of teachers and the senior teachers of the present generation instilled patriotism in their pupils and prepared them for leadership in the struggle for Freedom. Top-ranking teachers quit the teaching line and became leaders of the Nation. We had occasion on the Independence Day to recollect all these and also to renew our pledge to the Nation to carry on the work that is being done by us since the dawn of Freedom viz. equipping the children physically, mentally and morally to bear the burden of Freedom.

Our revered Prime Minister has in his call to the Nation from the ramparts of the Historic Red Fort stated:—

"We attained Freedom through a hard, united struggle and sacrifice. If you think that after attainment of Freedom your duty is done, then it is a wrong thought. We have continuously to strive to preserve this Freedom and always be ready to make sacrifices to retain it. Only then will Freedom be secure."

This, in substance, is what the Nation expects of the teachers. The future Nation is in the making at

schools and the teachers, the makers of the Nation, are instilling into the pupils the spirit of *Selflessness*, so necessary for mutual understanding, tolerance and unity. To make such a task easier, it is highly essential that the content of education is immediately and thoroughly overhauled to suit our National genius.

The Third Five Year Plan

We have had two five year plans so far. Education has not had its priority in these plans. Even in the third plan Education has not received priority. There is yet time to mend matters.

Literacy and Education

There is so much confusion between literacy and education, that literacy is considered a substitute for education. Stress is laid more on the expansion of literacy than on the quality of Education. Literacy is but a step to the ladder of education. *There can be education without literacy.* Education is already there in a human being as the apperceptive mass — the accumulation of experience drawn in so many previous births. The task of the educator lies in understanding this apperceptive mass and developing it in useful channels by association and presentation in the proper form according to Herbartian methods. Such is the task of the teacher.

Aim of Education

The aim of education is to mould people—selfless people—who would

be servants of society and not masters. To educate is to train people who would treat jobs as posts of service and not posts of honour. It is to train people who would consider it a mission in life to serve society, irrespective of the place they may occupy in society. That is why we say, 'The aim of education is character-building'.

The task of the Educator

The task of educating the child in the above way falls on the teacher. Such a task is possible only when the teacher has peace of mind. Peace of mind is possible in the teacher only when he is kept above want. At least the ordinary creature comforts should be provided for the teacher. Food, clothing and shelter — the minimum needs — should be provided at any cost to the teacher. This is the reason why we are to treat education as the first charge on the revenues. Treating the teacher on a par with members of other professions having similar qualifications is not enough. What is done to a teacher is done to the future citizens in all aspects, as education lays the foundation for all walks of life. Expenditure on education is a capital investment that pays the future generation better than a capital investment in other spheres. If this point is admitted, provision for education at least in the Third Five Year Plan should find top priority. If during periods of development plans over which the Nation is spending thousands of crores of rupees priority is not given to education, when else can we expect such a provision?

Quality and not quantity

The pupils entrusted to a teacher must be in manageable numbers at least up to the college stage. The present system of crowding classes with about fifty pupils in each class should be given up and no class should have more than twenty-five pupils. Individual attention so necessary in education is not possible in a class of over 25 pupils. The spread of education without a reduction in the

teacher-pupil ratio leads only to quantity at the cost of quality.

Content of Education

More than anything else, the thorough overhaul of education is needed at least before the commencement of the first year of the Third Five Year Plan. Anti-national points in our History and anti-Social ideas in sums in arithmetic books need elimination immediately. Information not wanted in practical life does not deserve continuance in the various informational subjects. The development of the moral side is possible not only through language subjects but also through every other subject. Common remedies for ailments suited to Indian conditions should find a place in science and the value of articles of food, vegetables and fruits used in our country should be detailed in science lessons. The Godless education should give place to a system which will put in fear of God, obedience to elders and loyalty to the Nation. Physical education should be on lines suited to our country and the old Indian games should be revived. Such a reform of the content of education is necessary to equip the future nation physically, intellectually and morally to bear the burden of freedom won at great sacrifice by our leaders.

Will the planners kindly take these into consideration and recast the allotments?

Problems of aided elementary school teachers — salaries as per service register

According to a G.O. published elsewhere in this journal, the Government have refused to accept the salaries as per service register in the case of teachers in about 1000 aided elementary schools that opted as non-fee levying from 1-6-1959. These teachers who were paid direct by the Government through money order for a period of 12 months from 1-6-1959 were paid according to a scale fixed by the Government and this resulted in

reduction of salaries to the teachers in these schools. Reduction in many cases goes over to Rs. 10/- and in one or two cases to as much as over Rs. 50. We have had occasion to point this out and request the Government to pay the salaries as per service register. But we are taken aback to find Government refusing to recognise this claim for salaries due to teachers as per service register approved by their own departmental officers. We earnestly hope Government would revise their decision and do justice to these teachers.

M. O. Commission

This was almost expected by teachers. The amounts withheld by way of M.O. commission for 12 months from 1-6-1959 in the case of the directly-paid teachers may not go over a few thousands. The system of direct payment has been withdrawn by Government now and the teacher should not suffer loss on account of a new policy tried and withdrawn by the Government.

Teachers in Private Secondary Schools in Kanyakumari District

These teachers have to be placed on the Madras scales and paid for the period 1-11-1956, the date of merger to 31-5-1960. The pension and provident fund benefits applicable in the case of teachers in aided secondary schools in other parts of the State have to be extended to them.

Recommendations of the Pay Commission

Orders regarding the implementation of these recommendations are expected very shortly and difficulties, if any, experienced by teachers in fixation in individual cases may be reported to the Union.

House Rent Allowance

This is an allowance denied to a section of teachers (teachers in all aided institutions and some district board institutions) from 1946. House

rent, particularly in the City and municipal areas, has registered a steep increase during the last 15 years. Teachers in aided institutions in the City will be eligible for the following rates if this benefit is extended to them:

Rs. 10 per month for those getting below Rs. 90 in the new scale.

Rs. 15 per month for those getting from Rs. 90 to Rs. 299 in the new scale.

Rs. 20 per month for those getting from Rs. 300 to Rs. 500 in the new scale.

Teachers in certain big municipalities will get

Rs. 5 per month on a pay below Rs. 75.

Rs. 7 per month on a pay from Rs. 75 to Rs. 99.

Rs. 9 per month on a pay from Rs. 100 to Rs. 124.

Rs. 12 per month on a pay from Rs. 125 to Rs. 300 and

Teachers in other areas (other municipalities, divisional headquarters and Taluk headquarter towns) will get

Rs. 3 per month on a pay not exceeding Rs. 200, if this benefit is extended to them.

Parity recognised in the case of salaries of teachers of the same qualifications under the different agencies needs to be applied in the case of House Rent also. This would go a long way to house the teachers under better sanitary conditions. After all, the cost to the Government per year will be about six lakhs of rupees.

Provident Fund Delays

The delay in the closure of Provident Fund accounts of teachers is partly due to the time taken in tracing the used-up pass books. In certain cases, teachers have to obtain ledger entries at their cost in respect of pass books not traceable. A pass book of 120 pages with provision for 360

entries should suffice for thirty years of service and the introduction of such special pass books in respect of savings bank account of Teacher's Provident Fund account will go a long way to minimise the time taken for closure of account. It is hoped this suggestion will be acceptable to the authorities.

The Liberalised Pension Scheme

The teacher would well prefer the substitution of the contributory provident fund system and the present pension system by the liberalised pension scheme applicable in the case of Central and State Government employees.

Under this scheme an employee will get three-eighths of his emoluments as pension and a gratuity. The gratuity is payable either on retirement or on death provided he has put in not less than 5 years of service. It is calculated on 9/20th of average emoluments for each complete year of qualifying service subject to a minimum of 12 times his emoluments and a maximum of 15 times his emoluments.

Thus the family of an employee who has put in say, eight years of service and whose monthly emolu-

ments at the time of death was Rs. 180 would be entitled to a gratuity of Rs. 2,160. In addition to the above gratuity, the liberalised pension scheme also provides for payment of a pension to the family in the event of death of an employee after he has completed 20 years of qualifying service. This pension is payable for a period of ten years at the rate of one half of the pension which would have been admissible to him if he had retired on the date following his death, subject to the condition that the payment of pension should not extend beyond a period of five years from the date on which the deceased employee retired or would have retired in the normal course. The family pension is subject to a minimum of Rs. 30. and a maximum of Rs. 150.

This scheme is to come into force in respect of teachers in Government institutions. The extension of this scheme to teachers in non-Government institutions is highly necessary as it will go a long way to reduce the miseries in the family of a retired teacher or a teacher dying in harness.

The Government can do this without immediate commitment on a large scale and without much extra cost.

Sister and Brother Teachers in our State — Statistics

	Government	Local Board	Aided Insts.	Total
Lower Grade Teachers	238	1,079	1,071	2,388
Higher Grade Teachers	3,867	34,175	26,966	65,008
Secondary Grade Teachers	2,815	16,823	19,682	39,320
B.T. Grade Teachers	498	2,502	3,765	6,765
			Total	1,13,481

DAILY RECORD OF A CASE HISTORY

PREFACE

By S. JAGANNADHAN,
Teachers' College, Saidapet (Retd.).

The human child stands foremost in God's creative art. It is a marvellous thing to see the birth and growth of the child which to us is His choicest and greatest Gift. Any observant and thinking mind cannot but be filled with wonder and amazement at watching the development of this precious seed of the human race. Even a whole life of dedication, devotion and concentration will not be sufficient to probe into the secrets of childhood. The absorbing interest in play and work, the co-ordination of thought expression and feeling cannot but give us an exceedingly astonishing and interesting account of the child.

Only on the basis of true data regarding daily observation and study of childhood can true child psychology be built up. Such works are no doubt rare even in the West where the Science and Practice have been rapidly advancing. This is but a small and honest endeavour to present the true facts of the growth of a child in the Indian soil in this part of the world. One swallow does not make a summer. One such record cannot be the basis for such a mighty work. This is presented in all humility in the pious hope that more such true records will be brought out regarding the growth and development of children in this holy land of ours. This will surely add as material to the supreme and sacred task of the study of the science of Psychology of Childhood. Such a true record seems to be a rich treasure to be cherished and preserved with all care and sanctity even merely from the point of building up and advancement of the valuable science of Psychology.

This record in some measure will be a ready reckoner and will indicate whether the theory as studied in

books on Child Psychology corresponds to the actual life of children.

Interested parents and teachers can to some extent appreciate the genuineness of the record and derive the pleasure from casual reading and profit to any extent if at all it is profit.

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From a study of whole day's observation a reader can then sift the workings of the child mind and body in different directions or sections as play, language, behaviour, activity, etc. Thus the synthesis of the observations of the whole child can enable us to analyse these features and then to co-ordinate them. One such analysis will take us on to compare with similar ones in respect of other such records. The blossoming of the whole human flower is but a manifestation of God in the child of Man.

Here and there, there might be in these pages one or two inadvertant suggestions to the child through unthinking grown-ups. Those who go through will only give it a passing glance and avoid these in their dealings with children. To this extent the writer craves the pardon of the readers.

They are introduced here, and not avoided if it could be desired—as the incident happened in the life of the child without which the account will lose its true colour and otherwise lack its reality. We are not living in the ideal. Errors we do commit. But still we keep the ideal before us as a torch light. With a certain amount of will and self effort it may be possible to create the surroundings in which the subject of study was brought up. But it is not absolutely necessary. Certain things cannot be conveniently got. But it is certainly open to all to make

changes and improvements and make the best of the existing conditions. One caution that is necessary is this; We should be on our guard not to suggest anything that will in the least upset the child and put him in the wrong path and this is specially necessary to be observed by all the members of the family who have anything to do with the growing, observant and watchful child.

It is with the purpose of seeing the growth and development in as much a natural atmosphere of maximum freedom that this work is pursued. Here and there, there might be limitation to this freedom. Directions are as much necessary on certain occasions.

It must also be necessary to indicate that if one direction is given, there will not be least gesture for a change or contradiction in this direction as the whole family will be bound to move as one in maintaining the oneness of purpose and oneness of living—this should predominate in the family circle and family atmosphere.

The child is pleased in its own performance but is also more interested in pleasing others of the family. He would himself avoid as much as possible to cause displeasure. Here is the secret success of giving and taking.

Every day of the child's life is significant. Every day brings on something new in the characteristics of the child's whole life. It may be in bodily development, understanding, behaviour, activity or speech, all of which are intertwined in the all-round spontaneous growth and development of the child. A day is but a link in the chain of week, month and year. Hence the desire to keep a correct account of the daily observations without a break for the first five years the substance of which will be found in the pages of this magazine.

This part of the work is to run in two sections. The first section narrates the daily observations from the day of birth till the completion of two years. The second section starts from the

beginning of the third year. Readers will be interested to read, compare, evaluate the observations in the two successive stages of the childhood. It may also bring back pleasant memories of their own children and grandchildren. To some extent it will also relieve the boredom of a continuous narrative of one section only.

Where does the teacher in the aided institutions stand now?

(As compared to the teacher of the same qualification under Government) Parity in salaries.

Disparities in:—

- (1) House Rent allowance,
- (2) Medical concessions,
- (3) Temporary increase in pensions,
- (4) Leave rules,
- (5) Pension benefits,
- (6) Security of service.

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By RAGHUVIR SAHAI NIGAM

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History has to be learnt by rote. A never ending stream of boulders and pieces of old masonry falls on the devoted head of the earnest student.

Good teachers try to make it live and vivid. Pictures, illustrations, charts and other audio-visual aids try to fix it in the mind. Time charts give the spans a sense of proportion in the long race-course, and events are shown as pictures on a reel. Things are over-simplified to give the sequences a casual relationship.

Books give references to other authors and sometimes to source materials. Epigraphical material is utilized.

Art and architecture give to pundits chances of deducing things. Coins hit the targets like bullets. Archaeologists dig out pieces of statuary, terra-cotta material, seals, figurines, toys and pottery, and the historians write.

But to the child, doomed to learn the subject, how these come into the pages of history text-books is a witch's mystery.

A school student, if given some lessons by Source Methods, has learnt to weigh evidence available and to draw conclusions.

But he has not learnt how to forage for himself and collect evidence.

This Research Scheme for school classes in a High School will teach the students how grains of material which build up big chunks and boulders are built up by accretions. It will train him and develop an 'attitude' to things and life. Let the youngsters collect old Post-cards and Post Envelopes and stamps. There is living history in them. Histories of public buildings and fairs, family trees of notable families, can be tackled by them. The growth and expansion of their town with its causes, the influx and migration of families can be studied. Changes in dress and pattern

of living will establish that we are living in revolutionary times. Collection of old letter Calendars, Patras also not profitless. Old Account book of a shop-keeper will depict the varying fortunes of some families.

Students should be taught to prepare enstampages of inscriptions, impressions of coins and may copy pictures on tracing paper.

Every school should have an Historical Museum to house things that have a touch of historicity. Some old coins may be purchased in addition to some collected. Pictures of Ajanta, Ellora, Bagh, Rajput and Mughal paintings can be purchased. Samples of architectures can be got together in pictures.

Handwork in card-board modelling and clay modelling in the round will add to the material of the Museum and History Room. Models (in the round) can be made out of blocks of washing soap prepared locally. Seals made of soap stone can be made to copy Indus Valley Seals. They will be really replicas. Pictures may be enlarged for the walls.

Let the thing start and the teacher will find that glamorous new vistas open before him and his students as well as cynical critics.

Romantically inclined will be able to write short skits and stories on the lines of historical novels. Even the pattern of dresses of grandfathers as compared to the grandsons can stage a humorous drama. Imagination once roused will work wonders. Simply it should be brought to the take-off stage out of the dullness and drabness in which it lies. Circumstances are odd and difficulties many. Unless it is done in the school, the demagogue (though unlettered) will catch the fry and use it for devilish work. Cinema pictures have ignited the inflammable.

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TOYS ARE TEACHING TOOLS

"What is the best toy for a child?" "Will the toy attract and hold the child's interest?" "Will the toy help satisfy the special needs of the child?" These and similar questions arise in the mind of the parent selecting playthings for a child.

Some 2,000 toymakers in the United States are now endeavouring to find answers to such questions. In their quest the toymakers and parents are aided by psychologists who are using many research techniques. Their aim is primarily to increase knowledge of the nature of child development. Out of this study has come a more scientific guide for parents to use in selecting toys for their children. At the same time toymakers have found a reliable basis for the manufacture of suitable toys.

The philosophy behind toys has been summed up by Louis Marx, one of America's biggest toymakers, also known as the "Henry Ford of toy-making": "When you keep a child supplied with toys, it gives him security, like a tribal woman gives her child by carrying him on her back."

By giving children "love and attention synthetically" as Mr. Marx puts it—toys become not only "play tools" but they also aid the mental, physical, social and vocational development of children.

In designing toys, toymakers have always placed emphasis on learning. The slogan of one of the oldest toymakers in America was: "Learning should be fun." Even the bright objects for the very young—plastic birds or butterflies—help the babies in colour discrimination and form perception.

As the child grows and needs to develop muscles and finger dexterity, toys like blocks, rattles and floating toys are available for him. When he

learns to walk, pull-toys, rocking horses and kiddiecars aid him. In the learning process a four-year-old child may not grasp the meaning of "numbers" but when he plays with graduated blocks, he soon learns that 5 is more than 3.

In order to assist the growing child to adjust himself to his environment, a real world in miniature is his best help. For instance, he can have a miniature service station, kitchen equipment, model railroads, and a model of a highway with powered trucks and cars—to mention only a few of the many toys which combine amusement with instruction.

Current social and industrial trends are also noticeable in the development of toys. For example, when railways were being electrified in the United States, the toymakers came up with electric trains. Again, when the grown up world started delving into space, "robots," "space vehicles," "cosmic guns," and other such toys were in great demand.

But authentic science toys are now gradually replacing the items of make-believe. An example is the "Whirling Worlds" which includes components for assembling models of the sun, earth, moon and other planets. After the toy is assembled and suspended, it shows the relative positions of sun and planets in their orbits.

For the science-minded boys and girls now portable laboratories—capable of performing as many as 20 experiments—are offered. These include: a device to detect atomic radiation, an ultra-violet laboratory, and a simplified "electronic brain." Telescopes mounted on steel tripods are prized by many budding astronomers.

Building kits are popular in many forms, giving the satisfaction of crea-

tion to the builder. Models of planes, ships, office buildings, and houses are used as well as coppersmithing and carpentry kits.

Other elaborate electronic sets make possible the building of broadcasting system ranging from crystal sets to fully transistorized transmitters.

The educational content and mechanical perfection of toys has developed so much of late that a kit for assembling a 16-inch prop-jet aircraft engine was made so accurately that it is now being used as a guide in aircraft engine maintenance plants and aviation schools throughout the world.

Probably the idea that toys and games should be educational as well

as a source of pleasure originated with Milton Bradley, founder of the business which bears his name. About a hundred years ago he brought out a broad game called "The Checkered Game of Life," a highly successful innovation. The firm has since then manufactured many other games and helped develop teaching methods, particularly those in kindergartens.

With the passage of time, the conventional 'rag' doll has been replaced by one which talks and walks, and new toys will continue to be designed to meet the everchanging needs of children. Emphasis will be on the educative content for toys are, after all, teaching tools.—USIS.

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ASK, IT SHALL BE GIVEN

By N. SHANMUGHAM

As compared with the teachers of the past, the present day teacher is in a very enviable position. The ancient teacher had nothing to call for his help in teaching, in communicating his ideas—except his power of expression. Knowledge transmitted through this medium, is necessarily abstract and there is every possibility of the matter not getting across to the listener. Through the years that have passed by, several attempts have been made by practising teachers and numerous aids to teaching have been developed. Naturally these aids have helped a great deal to enable the pupils to learn more effectively to have ideas clearly fixed in their minds, to see things and understand ideas in their proper perspective. They also help the teacher to put through his ideas more clearly and forcefully and he is able to make a more permanent impression on his students' minds. These aids, in short, help to effect tearless learning and strainless teaching, since the pupil need not rack his brain too much to understand a concept and similarly the teacher need not sweat too much to explain his ideas. The aids take a great portion of the burden off the shoulders of both—the teacher and the taught.

At first, the concept of teaching aids confined itself to the drawing of some diagrams on the blackboard or showing some pictures. But later on the field has become so vast that the term 'Teaching Aids' at present covers a very wide range of materials and have come to be known commonly as Audio-Visual aids. Under this heading we can list all the aids and devices which provide the auditory and visual stimuli.

The progress in the use of these aids has been very slow and tardy in the

beginning, since the teacher himself had to prepare all the aids that he required for the class. But in recent years his burden in this respect has been lessened to a very great extent. As commerce increased in volume and nature, the commercial establishments have begun to realise the value of educating the consumers regarding the merits of their products and in framing their publicity techniques they have in mind the present as well as potential consumers. What we teach in Social Studies relates mostly to day-to-day things and objects. These advertisements are of much value to us. Realising the value of such advertisements, these concerns have of late begun distributing freely several types of publicity materials which will help us greatly to illustrate and illuminate our classroom teaching. Besides the commercial concerns, there are several other establishments which prepare aids specifically for teaching purposes on a mass scale. Many of these things are available free of cost or at a nominal price, for the mere asking of it. All that the teacher has to do is to keep his eyes and ears wide open, be constantly on the look-out for any information about these things and untiringly apply for these materials. The Biblical saying "Ask, It shall be given" is quite true in this matter. Those concerns are just waiting for you to demand of them these things and they will be quite eager and prepared to help you if only your requirements are clearly expressed and explained to them. The teacher has to maintain a file and record all information about such items as and when they come up. Our classroom teaching is dull, drab, dreary, disgusting and disappointing both to the teacher and to the student because the teacher has not explored all the resources easily and freely available to him.

Simply because things can be got free, the teacher should not go on storing things indiscriminately and turn his classroom into a lumber room. There should be a judicious selection of materials applied for and on receipt they should be properly classified and arranged under suitable headings so that they can be quickly and easily made use of for learning purposes.

For the benefit of those who teach Social Studies, is listed below a classified list of sources for free materials as well as those which supply materials at a nominal price. The list is only suggestive and can be enlarged by the teachers on the basis of their own experience. Even with regard to priced materials, it is better to keep a file of them though it may not be possible to buy all of them at a particular time. As and when funds are available, the

Headmaster should be persuaded to purchase these materials. In the matter of getting free materials we may have to use all our powers of persuasion and diplomacy. Things which we cannot get on our personal request can be had when applied for through the administrative head. For securing every material we should not trouble the Headmaster. Only in cases where we have failed to receive a reply even after a considerable time we should approach the Headmaster. In some cases we can even make use of our students to get these things since their parents or relatives may have easy access to these sources.

Opportunities are myriad; sources are plenty. All that is required is a teacher with energy, enterprise and enthusiasm possessed of an inquisitive and alert mind.

FILMS AND FILMSTRIPS

S. No.	Name of the Source.	Type of Aid available & Conditions.
1.	The Central Film Library, Audio-Visual Aids section, Ministry of Education, Govt. of India, New Delhi.	Films and Filmstrips. Deposit amount Rs. 100. No rental charges. Return Postage to be met by party.
2.	The State Film Library, Office of the Director of Public Instruction, Madras.	Films and Filmstrips. Catalogue available on request.
3.	The British Information Services, Madras, Bombay, Calcutta and Trivandrum.	Films and Filmstrips. No rental charges. Return Postage to be met.
4.	The United States Information Services — Madras, Bombay, Calcutta and New Delhi.	Films and Filmstrips. Catalogue available on request. No rental charges. Return Postage to be met.
5.	The United Nations Information Centre, Theatre Communication Building, Queensway, New Delhi.	Films and Filmstrips. No rental charges. Return Postage to be met.
6.	Office of the High Commissioner for Australia, Connaught Place, New Delhi.	Films — No rental charges. Return Postage to be met.
7.	Films Secretary, Office of the High Commissioner for Canada, 4, Aurangzeb Road, New Delhi.	Films — No rental charges. Return Postage to be met.

S. No.	Name of the Source	Type of Aid available & Conditions
8.	The Burmah Shell Films Library, Burmah Shell Office, Madras, Bombay, Calcutta and New Delhi.	Films — No rental charges. Return Postage to be met.
9.	The Imperial Chemical Industries Ltd., Madras, Bombay, Calcutta and Kanpur.	Films — No rental charges. Return Postage to be met.
10.	Director General of Health Services, (Publicity Section) New Delhi.	Films and Filmstrips. No rental charges. Return Postage to be met.
11.	National Education and Information Films Ltd., National House, Tullock Road, Apollo Bunder, Bombay-1.	Films and Filmstrips. Catalogue available on request. Rental charged.
12.	Ama Educational Films Private Ltd., 159, Mount Road, Madras-2.	Films. Rentals charged.
13.	Universal Educational Films 3-A, Asaf Ali Road, New Delhi.	Films. Rentals charged.
14.	Dawlat Corporation, Patel Chambers, French Bridge, Bombay-7.	Films and Filmstrips. Rentals charged.
15.	Scientific Instruments Co., P.B. 176, New Delhi. (Distributors for 'Visual Information of India')	Films and Filmstrips. Rentals charged.

MAPS, CHARTS, GLOBES, SLIDES, AND MODELS.

1. Oriental Photo House, Near Globe Church, U. Garden Road, Bombay-27.	8. N. C. Kansil & Co., Model Basti, Karol Bagh, New Delhi-5.
2. Onde (India), Agarchand Mansions, 35, Mount Road, Madras.	9. Dutt & Co., Geography Dept., 2317, Arya Samaj Road, Karol Bagh, New Delhi.
3. All India Educational Supply Co., Ltd., Shri Ram Building, Jawahar Nagar, Delhi-6.	10. The Kapoor Brothers (P) Ltd., 16-A/2, Karol Bagh, New Delhi-5.
4. D. S. Chandy, 4, Srinivasa Colony, Lalbagh Road, Bangalore-2.	11. Sarvodaya Service Corporation, 1, C-20, Rohtak Road, New Delhi-5.
5. Gayathri Traders, 34, Appu Mudali St., Mylapore, Madras-4.	12. Pustak Mandir, 347, Chawri Bazaar, Delhi-6.
6. Scientific Instruments Stores, Geography Section, P.B. 176, New Delhi.	13. Bharat Pustak Mandir, 80-D, Kamal Nagar, Delhi-6.
7. Clifton & Co., Hitkan Bldgs., Deshbandu Gupta Road, Karol Bagh, New Delhi-5.	14. Krishna Models Mfg. Co., Karol Bagh, Delhi-5.

S. No.	Name of the Source	Type of Aid available & Conditions
15.	Director, The National Institute of Audio-Visual Education, Ministry of Education, Government of India, New Delhi.	1. Coats of Arm of Indian Universities—15 nP., 2. Queue System—25 nP., 3. Production Maps & Charts—Price on request.
16.	Burmah Shell Oil Co., Madras-1.	The Story of Oil—Chart—Free.
17.	Dunlop Rubber Co., Calcutta.	How Rubber Serves the Nation—Chart—Free.
18.	Kalaimagal Co., Madras-4.	Charts on various Industries—Price on request.
19.	National Industrial Conference Board, 460, Park Avenue, New York.	Road Maps of Industry—Chart—Free.
20.	Asia Society Incorporation, 18-E, 50th Street, New York-22.	South Asia Packet—Maps & Charts—Free.
21.	Korean Pacific Press, 1828, Jefferson Place, N. W., Washington, D.C.	Teachers' Packet on Korea—Maps & Charts—Free.
22.	Shell International Petroleum Co., Public Relations Division, W/2, 1, Kingsway—London, W. C. 2.	What is Oil—Set of 6 Charts—Free.
23.	Commonwealth Institute, London, S. W. 7.	Study kits, slides, specimens, Poster Pictures & Wall Charts on W. Africa, Malaya, India, Australia, Canada, N. Rhodesia, Br. Caribbean and Nyasaland.
24.	Ministry of Education, Government of India, New Delhi.	Charts on the Progress of Education in India—Free.
25.	Pan American Coffee Bureau, 120, Wall Street, New York, U.S.A.	Wall Chart on 'How to make Good Coffee'—Free.
26.	The United States Beet Sugar Association, Tower Bldg., Washington, 5, D.C., U.S.A.	Teaching Kit on Beet Sugar containing Folders, Charts & Photos—Free.
27.	Educational Relations Section, Public Relations Staff, General Motors Corporation, Detroit, 2, Michigan, U.S.A.	Folders, Wall Charts and Teacher's Manual relating to the Automobile Industry.
28.	U. P. Malhotra & Co., 11-B, Prahlad Road, Karol Bagh, New Delhi-5.	Sells Maps, Charts, Globes & Models.
29.	Regional Officer, Survey of India Office, Bangalore.	Sells One Inch Ordinance Survey Maps.
30.	B. S. Jain & Co., 71, Abupura, Muzaffarnagar, Uttar Pradesh.	Sells Maps, Charts and One Inch Ordinance Survey Maps.
31.	Publicity Officer, International Wool Secretariat, Post Box 451, New Delhi.	India's Wool Industry. Wall Chart—Re. 1. Wool Map of the World—Re. 1. Catalogue on request.

S. No.	Name of the Source	Type of Aid available & Conditions
32.	Johnson & Co., 66/A, Rohtak Road, New Delhi.	Sells Maps.
33.	Superintendent, Govt. Museum, Madras, India Museum, Calcutta.	Sells original as well as Plaster Casts of ancient Coins. Price List supplied on request.
34.	New Chandra Stores, 28, Pondy Bazaar, Madras-17.	Sell Dolls of various kinds of Epics, Village Life, Trees and Dolls manufactured in different parts of the country.
35.	Cuddalore Toy Manufacturing Co-operative Production, Sales Society, Cuddalore, S. Arcot, Madras State.	Sells Historic Time line, Indian Women in different costumes, Regional Models, Dolls of people in different countries.
36.	Modella Private Ltd., 4-C, Vulcan Insurance Building, Veer Narriman Road, Bombay-1.	Specimens of Knitting Wool.
37.	Agricultural Demonstrators, Block Development Offices, Agricultural Research Stations.	Specimens of Agricultural Products.
38.	Public Relations Officers of the several Industrial Concerns and Commercial Establishments.	Specimens of Industrial and Commercial Products.
39.	Natural Rubber Bureau, 1631, K. Street, N.W., Washington-6, D.C.	Map of Malaya—Free.
40.	Hawaian Pine Apple Co., Honolulu.	Map of Hawaii—Free.
41.	Brazilian Embassy, New Delhi.	Economic Map of Brazil.
42.	National Federation of Coffee Growers of Columbia, 120, Wall Street, New York-5.	Coffee Map of Columbia—Free.

BOOKLETS, PAMPHLETS, BROCHURES — (FREE SUPPLY)

1.	Public Relations Officer, Tata Iron & Steel Co., Subhas Bose Road, Calcutta-1.	An Economic Guide to India—Booklet. Statistical Outline of India—Booklet.
2.	Dunlop Rubber Co., Calcutta.	Festivals of India—Pamphlet.
3.	Ministry of Information and Broadcasting, Government of India, Delhi.	Tourist Pamphlets.
4.	Ministry of Food & Agriculture, Government of India.	Pamphlets on the Progress of Agriculture in India.
5.	Ministry of Community Development, Government of India, New Delhi.	Pamphlets on the Progress of the Community Development Programme. (And also Booklets).
6.	Public Relation Officer, Assam Oil Co., Digboi, Assam.	The Story of Oil—Booklet.

S. No.	Name of the Source	Type of Aid available & Conditions
7.	Public Relations Officer, Burmah Shell Oil Co., Madras-1.	The Petroleum Story—Set of Six Booklets.
8.	Millowners Association, Veer Narriman Road, Bombay.	Clothing India's Millions—Booklet. (Postage alone to be met by us).
9.	The Cultural Affairs Officer, U.S.I.S., 158, Mount Road, Madras-2.	Pamphlets on different aspects of the life and achievements of the American people.
10.	The United Nations Information Centre, Theatre Communication Building, Connaught Place, New Delhi.	Booklets on the various aspects of the working of the U.N.O. and its subsidiary organs.
11.	Public Relation Officers, Pan American Airways, Trans World Airlines, B.O.A.C., Air India International. (All offices situated at Bombay).	Pamphlets relating to Air travel and Tourist Pamphlets relating to the different countries served by these lines.
12.	Manager, Binny & Co., Madras-1.	Pamphlets relating to Shipping.
13.	Public Relation Officer, Caltex Petroleum Co., Madras-1.	Oil, Lifestream of Progress—Booklet.
14.	Embassies of various Nations (Refer Hindustan Year Book for their addresses).	Booklets and Pamphlets about their respective nations.
15.	Oriental Photo House, Opp.: Gloria Church, Byculla, Bombay-27.	Bring India into your Classroom—Booklet.
16.	Publicity Officer, Brooke Bond India (Pr.) Ltd., Post Box 187, Calcutta.	The Story of Tea—Booklet. Information Sheets.
17.	The National Coal Association, Educational Section, Southern Building, Washington, U.S.A.	Booklets on the Coal Industry.
18.	George Garden Superintendent, Educational Services, P.B. 1098, New York, U.S.A.	Booklets on :—(a) Pan American World Airways Teacher. (b) Adventures in Education.
19.	Thomas T. Lipton Inc., Educational Dept., 1500, Hudson Street, Hoboken, New Jersey, U.S.A.	The Booklet—"Tea in many Lands".
20.	Wheat Flour Institute, 309, W. Tacks on Boulevard, Chicago-6, Illinois, U.S.A.	The Brochure — "From Wheat to Flour".
21.	Continental Baking Ins., Home Economics Dept., 630, Fifth Avenue, New York, U.S.A.	Booklet—"The Story of a Loaf of Bread".
22.	Glass Container Manufacturers Institute Inc., 99, Park Avenue, New York, U.S.A.	Booklets on the Story of Glass Containers.

S. No.	Name of the Source	Type of Aid available & Conditions
23.	National Dairy Council, Chicago-6, Illinois, U.S.A.	Booklets :— (a) Ice Cream for you & me. (b) May be I will be an Ice Cream maker. (c) Ice Cream, a product of Town and Country.
24.	Richard Best Pencil Co., Springfield, New Jersey, U.S.A.	Pamphlet on "The History and Manufacture of a Lead Pencil".
25.	Weyer Lanser Timber Co., Dept. of Public Information, Tacoura, Washington, D.C.	Booklets :— (a) Forests for ever. (b) Wisdom in the Woods. (c) The Miracle of Woods.
26.	Scott Paper Co., Public Relations Dept., Chester P.O., U.S.A.	Booklet on 'Paper'.
27.	National Lumber Manufacturers Association, 1319, 18th Street, N.W., Washington-5, D.C., U.S.A.	Booklet :—"Lumber from forest to you".
28.	Publicity Officer, The Plastics and Linoleum Export Promotion Council, 12, Rampart Row, Bombay-1.	Booklet on Plastic Industry in India.
29.	Indian Bureau of Mines, Ministry of Steel, Mines & Fuel, Government of India.	Booklet on the 'Minerals of India'.
30.	Oil & Natural Gas Commission, Government of India, New Delhi.	Booklet on the Oil Prospects and Surveying in India.
31.	Secretary, Cashew Export Promotion Council, Willingdon Island, Cochin-3.	Pamphlets on The Cashew Industry in India.
32.	The Director of Propaganda, Coffee Board, Bangalore-9.	Pamphlets on The Coffee Industry in India.
33.	Central Water & Power Commission, Ministry of Irrigation & Power.	Pamphlets—Priced. Catalogue available on request.
34.	Secretary, Tobacco Export Promotion Council, 38, Mount Road, Madras-2.	Pamphlets on the Tobacco Industry in India.
35.	Chemicals and Allied Products Export Promotion Council, India Exchange, Calcutta.	Pamphlets on the Chemical Industries in India.
36.	Shellac Export Promotion Council, Calcutta.	Pamphlets & Folders.
37.	Leather Export Promotion Council—"Marble Hall". Vepery High Road, Madras-3.	Pamphlets & Folders.
38.	The Silk & Rayon Textiles Export Promotion Council, Resham Bhavan, 78, Veer Narriman Road, Bombay-1.	Folders, Pamphlets and Brochures.
39.	The Eastern Shipping Corporation, Vizagapatam.	Folders—on the Development of Indian Shipping.

S. No.	Name of the Source	Type of Aid available & Conditions
40.	Public Relation Officers of the various Railway Zones.	Pamphlets on the Places of interest in their respective zone.
41.	Ministry of Transport.	Pamphlets.
42.	All India Handloom Board, Delhi.	Pamphlets on the Indian Handloom Industry.
43.	Director, Central Food Technological Research Institute, Mysore.	Pamphlets on Food Research.
44.	Directorate General of Health, Ministry of Health, Government of India, New Delhi.	Pamphlets on Health.
45.	New York Life Insurance Co., 57, Madison Avenue, New York-10.	Career Pamphlets.

PICTURES, POSTERS AND FLASHCARDS

- Director, Communications Media, T.C.M., U.S. Embassy, New Delhi.
 - Public Relations Officer, Amrutanjan Ltd., Madras-4.
 - Voltas Ltd., Ballard Estate, Bombay-1.
 - Distribution Officer, Directorate of Advertising & Visual Publicity, Ministry of Information & Broadcasting, New Delhi.
 - American Geographical Society Dept., TI-4, Garden City, New York.
 - National Dairy Council, 111, N. Canal Street, Chicago-6, Illinois, U.S.A.
 - Association of American Railroads, Washington-6, D.C., U.S.A.
 - Greyland Information Centre, Post Box 815, Chicago-90, Illinois, U.S.A.
 - The Electric Storage Battery Co., P.B. 8109, Philadelphia-1, U.S.A.
 - Arabia American Oil Co., 505, Park Avenue, Hartford-15, Connecticut, U.S.A.
 - National Coal Association, Educational Division, Southern Building, Washington-5, D.C., U.S.A.
 - Embassies of various nations in India. (Refer Hindustan Year Book for their addresses).
- Flash Cards on 'How to make Posters.'
- Pictures of :—
(a) Vivekananda in the Parliament of Religions.
(b) Tagore receiving the Nobel Prize.
(c) Ascent of Everest.
- Annual Calendars.
- Flash Cards of Different Projects under the heading 'Building New India'. Annual Calendars.
- Pictures on 'Around the World Series' —One free sample.
- Photo Reprints of its Advertisements.
- Photo Reprints of their advertisements —Like "From Ball to Belt".
- Photo Reprints—"High way to History" plus one set of lesson topics.
- A Poster Diagram of a Coal Mine in Pennsylvania.
- Children in Arabia—Poster.
- The Story of Coal—Photo Reprints of Advertisements.
- Pictures of peoples and their ways of living.

UNION'S REPRESENTATION TO THE GOVERNMENT

16-8-1960. difficulty especially in the City and bigger Municipality to secure a portion in a house with good sanitation as they cannot compete with persons getting this allowance. This allowance is payable only in localities where it is already in force. The total cost may be only Rs. 6 lakhs a year and the Union appeals to the Government to grant this allowance and afford relief to the teachers.

From
The Secretary,
The South India Teachers' Union,
To
The Secretary to the Government of
Madras,
Education Department,
Fort St. George, Madras-9.

Sir,

Pending the submission of a detailed memorandum on receipt of orders regarding the implementation of the revised pay scales, the Union wishes to submit the following for kind consideration :

The need for extension of the principle of parity in benefits as among teachers of the same qualifications under the different agencies was submitted in the Union's letter dated 17-7-1960. Further details on the points are submitted below :

House Rent Allowance : This is an allowance in force in respect of Government, Municipal and certain District Board Teachers ever since 1946. Teachers in aided institutions and certain District Board institutions have been denied this benefit. In the words of the Pay Commission "House Rent constitutes an important element in the cost of living and is therefore a factor to be taken into account in the determination of the emoluments." Teachers who have not been getting this allowance for the past 15 years have already suffered to the tune of over Rs. 1000. They experience great

Medical concessions : The Pay Commission doubts whether the extension of these concessions to teachers in aided institutions will be of any substantial benefit to them. As the Contributory Health Service, if and when introduced, would benefit only teachers in the City, the expansion of the medical concessions applicable to teachers in Government service to teachers in aided institutions is welcomed by the teachers. As the scheme is in force for village officers, village servants and their families, teachers in rural parts should not find it difficult to avail of the benefit.

Temporary increase in pension : Barring inferior servants, there cannot be cases of pensioners getting Rs. 5 to Rs. 10 as pension except in the case of teachers. The temporary increase is paid even to an inferior servant.

Payment of this temporary increase of Rs. 10 will cost the Government only about 5 lakhs a year ; but will help the teacher-pensioners to a great extent.

Yours faithfully,

S. D. KRISHNAMURTHI RAO,
Secretary.

FROM OUR ASSOCIATIONS

THE MADRAS TEACHERS' GUILD (EXTRACTS FROM ANNUAL REPORT 1959-60)

Interim relief and decent scales of salaries : Resolutions were passed and a memorandum was submitted to the Government. The demands made have resulted in the acceptance by the Government of the recommendations of the Pay Commission.

House Rent allowance : This demand was taken as the foremost item of the programme for the year and a public meeting was held on 5-9-1959 to focus public attention with regard to this legitimate demand of Teachers in Aided Institutions. The meeting was followed by a procession of about one thousand teachers to the Secretariat. Petitions signed by 2268 teachers were bound and sent to the Government by registered post-acknowledgment due.

Security of Service : This demand was taken up as another main item of this year's programme. Statutory provision in the Elementary and Secondary Education Acts was demanded on 'The Security of Service Demand Day' (The Charter Day) and further work in this direction is needed in the coming year, when the Acts above-said are expected to be finalised.

Leave rules : A model resolution on this demand of ours is being pressed.

Liberalisation of Pension Rules : The following points were submitted to the Government :—

1. Grant of pension to B.T. Grade Teachers from 1955.
2. Grant of pension to B.T. Grade Teachers on 30/120 formula.
3. Grant of pension to Teachers who had breaks on 1-4-1955 and 1-4-1958.
4. Grant of pension to all retired living Teachers.

5. Grant of pension during period of re-employment.

6. Grant of pension to Higher Grade Teachers on the basis of salary drawn and not on Grant.

7. Grant of temporary increase in pensions.

Pension to B.T. Grade Teachers has now been sanctioned from 1-4-1955, payment to have effect from 1-4-1958 without claim for back pension.

Loans for construction of Houses : Loans on Provident Fund were requested for. The matter has to be taken up in the light of advances now granted to Government servants.

Retrenched Teachers : A special conference of elementary school Teachers was held on 13-12-1959 to discuss the problems that arose during the year and a fourteen-point resolution was arrived at. The same was submitted to the Government and two points have been met by the Government so far. The other points are being stressed at the monthly council meetings.

The work of the Guild — General :

The main work of this year's team of office-bearers centred round the demands for House rent allowance, decent guaranteed salaries and security of service on a statutory basis. The problems that arose with regard to the aided elementary school teachers consequent on the classification of such schools into fee-levying and non-fee-levying had to be tackled by the Guild. Public meetings, demonstrations and special conferences had to be held to focus public attention on teachers' problems and to enlist public sympathy.

The General Body of Teachers was kept informed of the activities of the Guild Council throughout the year by circulation through Headmasters of resolutions (Printed) passed at the monthly meetings.

Close contact was established with various institutions by having the monthly Guild Council meetings at various High Schools in the City. The Hospitality extended by the various High Schools is a sure sign of the growing fellow-feeling among teachers.

The Honourable Legislators who readily participated in the Public meetings and conferences of the Guild have, in no small measure, helped to bring the teachers' problems to the fore. The hundreds of teachers who participated in the House Rent allowance demand procession and the thousands of teachers that signed the House Rent Allowance demand petition have contributed to strengthen the organization and place it as a powerful body in the eyes of the public.

The Secretaries of the various sections of the Guild on the professional and academic sides have helped to a great extent in forming definite conclusions on important matters.

The Resolutions passed by the Guild Council and sent to the Government and Sister-Guilds have had their own effect. In some cases, the demands have been granted. Resolutions submitted to the Election Commission regarding declaration of a holiday and extension of hours in connection with the elections to the Legislative Council from the Teachers' Constituency were fruitful.

The consistent demand for a living wage has been considered by the Government through the Pay Commission. Deficiencies there are that have to be made up by the Government to do justice to the Teachers, and the co-operation of the members is needed to bring them to the notice of the Government. The grant of House Rent Allowance, Medical concessions and temporary increase in pensions denied to the Teachers has to be pressed for and a memorandum has been submitted to the Government on all these points.

It is hoped Statutory provision with regard to security of service of Teachers in Aided Institutions will be given by the Government through the Elementary and Secondary Education Acts and Teachers would be thus provided facilities to further concentrate on academic matters.

Thus lies the work for the year ahead. May the Guild grow from strength to strength, by the grace of the almighty.

THE MIDDLE SCHOOL, THIRUVANAICKOIL

The Teachers' Association, The Middle School, Thiruvanaickoil convened an extraordinary meeting to felicitate the retiring Headmaster Sri K. N. Rangaswami Aiyar, B.A., L.T., with Sri S. Vasudevan, B.Sc., Correspondent, The High School, Srirangam Committee presiding over the function. Sri K. V. Srinivasa Aiyengar, Secretary and Sri M. S. Srinivasa Rao, President, School Committee graced the occasion. The Headmaster Sri G. Krishna Aiyengar, B.A., B.T., welcomed the guests. Sri S. Narayanan, Secretary, Teachers' Association read and presented an address to the chief guest of the day. The members of the staff spoke on his onerous services rendered to the school and to the teaching profession at large as a model teacher, a loving headmaster and a devout educationist. Sri S. V. Srinivasa Aiyengar, Headmaster, H. S. Srirangam, spoke on the occasion. Sri K. Ramasami Aiyer, B.A., L.T., Headmaster, T. T. C. defined him as a perfect gentleman in every aspect. The Correspondent, Sri S. Vasudevan spoke on his ideal services to the three schools under the management of the High School, Srirangam. Sri K. N. Rengaswami Aiyer replied suitably with judicious advice to the teachers at large and thanked the management for their strong co-operation and valuable advices in conducting the schools. Sri C. Srinivasa Raghavan proposed the vote of thanks. The meeting ended after Jana Gana Mana by Sri S. Thirumani. Asst., The Middle School,

Thiruvanaickoil. There was a group photo on the occasion.

URUMU DHANALAKSHMI VIDYALAYAM TEACHERS' ASSN., TRICHY.

The General Body Meeting of Urumu Dhanalakshmi Vidyalayam Teachers' Association was held on 23-7-1960 with Sri A. V. Sethurathnam Iyer, B.Sc., B.T., Headmaster in the chair.

The balance sheet for the year 1959-60, was admitted and passed unanimously.

The following office-bearers were elected for the year 1960-61.

- President: Sri A. V. Sethurathnam Iyer, B.Sc., B.T.
Secretary: Sri N. Ramasubramanyan, B.A., Siromani.
Auditor: Sri S. Sesha Iyengar, B.A., L.T.,

EXECUTIVE COMMITTEE MEMBERS

1. Sri M. P. Sundararaja Iyengar, B.A., L.T.
2. Sri V. Krishnamurthy Iyer, B.A., L.T.
3. Vidwan G. Varadaraja Iyengar.
4. Sri M. N. Lakshmana Iyer.
5. Sri K. S. Srinivasa Iyer.

The President paid glowing tributes to Vidwan G. Varadarajan, the outgoing Secretary.

It was resolved (i) to request Sri S. Sundaresa Iyer, B.A., L.T., former Headmaster and President to become the patron of the Association.

(ii) to make necessary arrangements for the farewell party in a fitting

ing manner to Sri S. Sundaresa Iyer, former Headmaster, who served the Institution for more than fifteen years.

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

TEACHERS' ASSOCIATION, BOARD HIGH SCHOOL, KALAVAI

Sri T. P. Srinivasavaradhan, B.A., L.T. M.L.C., retired Headmaster, Hindu High School, Triplicane and former President of the S.I.T.U., addressed a special meeting of teachers convened under the auspices of the above association on the evening of Friday, the 5th. inst. Local Elementary school teachers and those from neighbouring village schools attended the meeting. Sri Elias Kanagaraj, M.A., L.T., Headmaster, Corley High School, Tambaram, presided. The association was at home to the distinguished invitees. Sri A. V. Srinivasaraghavan, B.A., B.T., President of the association welcomed the gathering in a brief speech. In his opening remarks, Sri Kanagaraj stressed the need for such conferences of teachers and recounted the meritorious services rendered by Sri T. P. Srinivasavaradhan, to the cause of Education in general and to the teaching profession in particular. The lecturer explained all the details of the new scales of pay which the Government were going to adopt for teachers and cleared certain doubts raised by members regarding refixation. Sri S. Badrachallam, the Secretary of the Association proposed the vote of thanks and the proceedings came to a close with the singing of the National Anthem.

OUR LETTER BOX

Sir,

Sub:—Madras Government Pay Commission Proposals and the Secondary Grade Teacher's pay — a disparity.

In declaring open the new buildings of Sir A. Ramaswami Mudaliar High School at Ambattur, Sri C. Subramaniam, Education Minister said, "I feel whatever extra remuneration is given to teachers is fully deserved by them and perhaps they deserve something more." All teachers in general in this State do not fail to thank the Education Minister for his fine gesture in increasing the emoluments of teachers and his soft heart for them will be appreciated.

In this connection I like to point out in this letter certain disparities given in fixing the scale of the Secondary Grade teachers. The Pay Commission has acknowledged, "It is on the standards and the attainments of the teachers that the quality of education and therefore the progress of the nation depend." The Secondary Grade teacher, the Lower Division Clerk, and the Court Bailiff are to get the same scale of pay. The Commission has given 'Higher rate of increment in later stages' for all except the three categories quoted above. The logic behind for such fixation is not clear. I feel the commission failed to give due consideration to the standards and the attainments of the Secondary Grade teachers and the B.T. teachers as well. After passing S.S.L.C. they have to undergo two years strenuous training for teachers whereas the L.D.C.'s straightaway enter into service without any previous training. But the L.D.C.'s scale is fixed in such a way that he can quickly become U.D.C. and reach the maximum Rs. 175 in the scale Rs. 125-5-175; and he has a prospect of becoming a Superintendent also whose scale is Rs. 180-5-200-10-300. The commission have also felt

that it would be desirable to secure a proportion of 1:3 between U.D.C. and L.D.C. They recognise that *promotion prospects need to be improved in departments.....* Is there any promotion prospect for the Secondary grades? Absolutely there is none in the Aided schools. Here one can enter as a teacher and retire as a teacher. He has to renounce any idea of promotion. The commission has realised that promotion is needed in every department in order to provide a better incentive. But they have not suggested anything for these poor teachers. They have not even granted the house rent allowance to the teachers working in aided schools although they were agitating for this for long.

Therefore may I appeal to the government to consider the case of the poor secondary grade teachers by giving them (1) a progressive increment in the later stage, i.e. Rs. 8 instead of Rs. 3, (2) as they have no chance of any promotion, their scale may be fixed as that of the U.D.C., (3) house rent allowance to teachers working in aided schools.

The teacher's responsibility is great. The progress of the nation depends upon him. I hope the government will do the needful to remove the disparities

D. SESHADRI.

JUNIOR RED CROSS
COMPETITIONS, 1960

The Indian Red Cross Society, Madras State Branch, invites entries from Junior Red Cross groups of Colleges and Schools in the State for the following competitions:—

1. LADY MARJORIE ERSKINE CHALLENGE CUP for Colleges, training schools and high schools and CHALLENGE SHIELD, for Middle and Elementary schools. Awarded for the best group judged from progress

during the half year from 1st July to 31st December 1960.

2. LADY NYE PRIZES IN FIRST AID AND HOME NURSING: I Prize Rs. 40, II Prize Rs. 30, III Prize Rs. 20. Awarded to Junior Red Cross groups with the largest number of St. John First Aid and Home Nursing Certificates earned during the year '60.

3. MADRAS STATE BRANCH PRIZES (a) for COUNSELLORS:—Rs. 10 for the best essay on a topic, particulars of which can be obtained from the Honorary Secretary, (b) for JUNIORS from (1) Training Schools. One Prize Rs. 10, (ii) High Schools, I Prize Rs. 10, II Prize Rs. 5, (iii) Middle and Elementary Schools, I Prize Rs. 10, II Prize Rs. 5.

Copies of rules and entry forms can be obtained from the Honorary Secretary, the Indian Red Cross Society, Madras State Branch, 12, Monteith Road, Egmore, Madras-8.

Hon. Secretary.

Rise in the cost of living
(Madras City)

BASE YEAR — 1936 = 100.

Year	Cost of living index
1936	100
1940	107
1941	112
1942	133
1943	177
1944	202
1945	222
1946	235
1947	272
1948	309
1949	323
1950	325
1951	334
1952	330
1953	351
1954	341
1955	321
1956	358
1957	374
1958	401
1959	429
1959 (Dec.)	443

NEWS AND NOTES

SOCIAL SERVICE OF THE
STUDENTS OF THE PALNI
MUNICIPAL HIGH SCHOOL

Sixty pupils of the Palni Municipal High School under the direct supervision of Messrs T. N. Shanmugasundaram, Municipal Commissioner, G. Dharmaraju, Headmaster and Ganapathia Pillai, Municipal Engineer laid on 30-7-'60 two streets each 400 feet long and 9 feet broad at Adivaram

Ponnagaram Harijan Colony. Inaugurating the function Sri S. C. Balakrishnan, M.P., stressed the need of social service. At 6-00 p.m. the roads laid down by the pupils were opened by Sri Narayanasami, M.A., Principal of the Sri Dhandayudhapani College of Oriental Culture, Palni. Sri M. Maruthamuthu, the N.C.C. Officer, thanked all who participated in the noble work of laying the roads.

OUR BOOKSHELF

PUDUMURAI VIJNANAM (TAMIL) for Standard V : By T. P. Srinivasavaradan, S. Swaminathan & V. Narayanaswamy, Oxford University Press. Price Re. 1.10.

This new Science Course for Standard V has been written in accordance with the latest syllabus prescribed by the Department. The authors are well known experienced Science teachers of the Hindu High School, Triplicane, Madras and their knowledge of the subject is reflected in the easy presentation, with instructions, of the subject.

THE TEACHING OF ENGLISH IN FOREIGN LANDS : By M. R. Srinivasan. Price Re. 1.75 (Copies can be had of Wardha Publishing House, Chintadripet, Madras-2).

This is a very useful book for the English Teacher. The author's experience of over 30 years as a teacher of English has served him well in bringing out this useful publication for the benefit of teachers of English. The get up may be improved in subsequent Editions.

CIRCLES : A study of concepts regarding circles of High School pupils.

This is a brochure issued as bulletin No. 2 published by the S.I.T.U. Council of Educational Research, Rajah Annamalaiapuram, Madras-28. The recommendation made by the Committee on Mathematics as the result of its investigations into the concepts of the subject among pupils of V & VI Forms of High School are by way of remedial measures to be adopted for the improvement of teaching of the subject.

The tests as well as correct answers expected are included in this booklet. Every teacher of Mathematics in a Secondary School should be supplied with a copy of this booklet, so that he may understand the weak spots in

the understanding of the subject by the pupils and apply the remedial measures suggested by the Committee.

SCIENCE FROM THE BEGINNING : By B. L. Hampson and K. C. Evans (Oliver & Boyd Ltd., Tweeddale Court, Edinburgh-1) Price 6 s.

This is pupils' Book I of the series. The pupil's interest in Science studies is sought to be secured by coloured pictures of plants and animals in nature with descriptive words, phrases and sentences. Just the book for children.

MODERN ARITHMETIC — Book III : By R. Narasimhachari. (Oxford University Press). Price Re. 1.90.

Intended for Anglo-Indian High Schools. Only problems taken from every day occurrence have been included in the book.

A COURSE IN BOOK-KEEPING : Edited by N. P. Perumal. (Macmillan & Co., Ltd.). Price Rs. 4.50.

This is the first of a series of three parts offering a course in Book-Keeping for pupils of the Secretariat Course in High and Higher Secondary Schools and also for candidates preparing for the Lower Grade Technical Examination Scheme.

The method employed in this book helps clear understanding and effective learning.

Receipt of the following Publications is thankfully acknowledged :

1. School broadcasts — July to November 1960.
School broadcasts — 1960-61. (Madras - Trichy) (All-India Radio).
2. Administration of Basic Education issued by the Ministry of Education, Government of India, New Delhi-14.

C.R.

GOVERNMENT ORDERS

EDUCATION AND PUBLIC HEALTH DEPARTMENT

G.O. Ms. No. 1641 Education, dated 28th July 1960.

ABSTRACT

EDUCATION — Elementary — Abolition of levy of fees — Payment of excess over pay admissible in Government service and refund of money order commission already deducted — Orders passed.

READ :

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

G.O. Ms. No. 1383, Education, dated 29-6-1959.

From the Sri Ramakrishna Mission Elementary School Teachers' Association, T'Nagar, letter dated 25-4-1959.

From the Director of Public Instruction No. 940 (A) B7/58 dated 18-6-'59, 28-8-'59, 20-1-'60 and 26-2-'60.

ORDER :

In G.O. Ms. No. 739 Education dated 11-4-1959, the Government issued orders to the effect that fee levying elementary schools which decided to change over to non-fee levying, would be paid full teaching grant as usual but that in respect of schools which paid their teachers at rates higher than the approved scales of pay, the teaching grant would be assessed on the basis of the actual pay of the teachers or pay calculated on the scale of pay admissible in Government service, whichever was less. In G.O. No. 1383 Education dated

29-6-1959 Government approved the proposals that the salaries due to the teachers might be disbursed by money order and that the money order commission might be deducted from the salaries of the teachers.

2. Representations have been received that in the case of certain teachers, the actual pay drawn by them was in excess of the pay admissible in Government Service and that in such cases the actual salary drawn by the teachers might be sanctioned. Representations have also been received that the Money Order commission should not be deducted from the salaries of the teachers and that the Money Order commission already deducted should be refunded.

3. The Government have considered these requests in consultation with the Director of Public Instruction and have decided that the excess over the pay admissible in Government service need not be paid. The direct payment system has been given up from June 1960. The Government have also decided that the Money Order commission already deducted from the salaries of teachers need not be refunded.

4. This order issues with the concurrence of the Finance Department—Vide their U.O. No. 54311 E1/60-1 dated 23-6-1960.

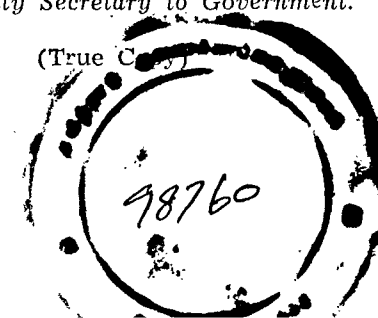
(By order of the Governor)

K. V. RAMANATHAN,

Deputy Secretary to Government.

(True Copy)

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