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॥ उद्धरेदात्मनात्मानम् ॥—The Gita

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EDITORIAL

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EDUCATION AND THE INTERIM BUDGET

Teachers have reasons to welcome the generous provision made in the Budget for Education and particularly the extension of the Pension scheme for teachers employed in aided colleges and the provision for loan scholarship for teachers' children, for education in practical courses like Engineering and Medicine. The extension of the Mid-day Meal Scheme, with the generous assistance of the Government of the United States of America, is another noteworthy feature. The Budget envisages expansion of Technical Education and also the setting up of a Higher Institute of Research and Training in Agricultural Engineering and University Education.

There is, however, no mention or provision for the upgrading of secondary schools into Higher Secondary Schools. Nor was the legislature taken into confidence for the decision of the Minister to keep the programme of expansion in abeyance, though it is well-known that the Madras Minister for Education took a leading part in urging upon Education Ministers of the Southern Region for their rethinking of the programme. We are, however, glad to note that he did not receive much support and they only decided to refer the matter to the Central Government. We reliably understand that the Central Government had the question carefully examined by the sub-committee on Secondary Education of

the Central Advisory Board of Education and that that Committee has expressed the view that the proposed measure was retrograde and recommended special efforts for upgrading High Schools into Higher Secondary Schools in the shortest time possible. We do hope that the Central Advisory Board of Education which is to meet in Jaipur on the 1st January 1962 will endorse this recommendation.

The decision of the Madras Government to cry halt to this programme of expansion has been taken somewhat arbitrarily. The Minister has an Advisory Board of Education consisting of members nominated by him. Even this Board has not been consulted on this issue, nor does it appear that the Director of Public Instruction obtained the views of the Board of Secondary Education. It is unfortunate that in such an important matter of the Reorganisation of Secondary Education a decision of this nature should have been taken without consulting expert bodies. It is even more regrettable that the Minister should have failed to bring the matter to the notice of the legislature which has, earlier, approved the Programme of reorganisation. Surely, democracy cannot grow on authoritarianism and dictatorship. It was therefore pertinent that the representatives of teachers in the Legislature Council strongly criticised the Minister for

Education in the State for being authoritarian and dictatorial and pleaded for decentralization and a democratic spirit in the administration of the Department of Education.

It is noteworthy that the Estimates Committee of the Madras Legislature has drawn pointed attention to several such instances and has urged upon the Government the need for decentralization and recommended the appointment of three or four Directors of Public Instruction with independent statutory powers and to be in charge of University, Secondary and Elementary Education respectively.

We trust that the Madras Government will soon take a decision to im-

plement the Programme of Reorganization of Secondary Education.

While we welcome the decision of the Government to provide an old Age Pension for all persons over the age of 65, we are unable to understand the Government's reluctance to extend the Pension Scheme to teachers who retired before 1st April 1955. The Government are aware that they had a very poor salary scale while in service and that their Provident Fund money should have dired up by now. Justice and fair play require that the Pension Scheme should be extended to them. We trust that the plea put forward by the representatives of teachers will be heeded to.

SECONDARY EDUCATION IN U. S. A.

Mr. SHAMSUDDIN, Raipur

The Secondary School education in the United States of America consists of six years of schooling by the students. It includes training of Junior as well as senior High School. Before entering High School one has to complete six years of Elementary school education. Most of the youths of America are compulsorily trained up to High School or Secondary grade. The State of Massachusetts took the lead and started public high school. Later "Public High School Law" came into force and a number of schools were started throughout the State. These schools were opened by the people for the benefit of people and they served as great stimulus for the speedy increase in the enrolment of the schools. In fact the demand continued till a number of privately managed high schools came into existence. The position still remains unchanged in so far as demands on secondary education are concerned and Government is faced with a problem to be solved without much delay.

In the United States education is managed and controlled by States with an occasional assistance from Federal Government where and whenever necessary. Besides, there are educational institutions solely managed by private bodies. Thus secondary education is mainly a local affair controlled by local authorities. Out of every dollar spent on education $3\frac{1}{2}$ cents is paid by Federal Government, 38 cents by State Government and the rest is paid by the local school district from the local taxes collected from each individual. This has given rise to some of the special features of Secondary education of U.S.A. First of all people there, realize their sense of duty and responsibility so with regard to the education of their children. Every parent happily and willingly contributes money in the form of taxes for education. Then he also remains alert

and careful to watch whether his child is getting proper education or not. He has full right to choose a particular line of training for his child.

The system of local control has resulted in one more important characteristic of the secondary education i.e. it is framed according to the needs of the local conditions and situations. In fact every secondary school has its own curricula, system of organization and administration as per needs of the students of that particular school. Changing needs of the society find their due place in the flexible pattern of the system of secondary education; again the tuition fee being free for all, there is no distinction of class and wealth. Every child in the U.S.A. has a right to get education up to elementary and secondary stages. Compulsory attendance for all children under specified age limit is required in response to the laws framed by the States. Another important characteristic of secondary education in U.S.A. is that a large majority of students enter secondary schools and complete their education after getting diplomas. Thus the aim of secondary education is to provide sound general training to the future citizens of America. It does not specialize students for particular vocations or prepare them for college education, though of course, many of the students go for specialized study or university education after completing their secondary education. The purpose is just to lay a good foundation for future preparation of life.

In U.S.A. there are few specialized High Schools. A typical High School is open for all boys and girls of a particular age and from all social and economic backgrounds. To meet variety of needs of large majority of pupils, as many as three hundred courses have been instituted in American secondary schools. They include academic, gene-

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ral, commercial, industrial, house-hold arts, crafts and so on. Besides basic courses in language, Mathematics, Social Science and physical training, which every one has to offer, there is wide range of subjects which the students select after proper guidance by school teachers and parents from the point of view of their future career. It is interesting to note that in some places these courses include problems of Government, automobile motors, cooking, public speaking, craft and manual skills. Thus thousands of students passing from High schools either prepare themselves for further studies on college level or embark upon any one of the thousands of careers open for them in the United States of America.

The daily routine of the secondary school is divided into seven periods of fifty minutes each. Every subject is taught by specialized teachers and students are required to move from room to room in different periods. At the end of study periods, there is one period for extra curricular activities. During evening hours some of the students, who are specially good at particular games, are given practice on school grounds; while some others after the close of school hours, rundown to do part time jobs for meeting their expenses of education. Among the extra-curricular-works, the activities of "Student-Council"—a body of students elected by themselves for carrying out student activities, deserve special attention. The representatives to the student council are generally elected twice a year from their classes. The number depends on the strength of students of the school. These elected persons on their turn elect their office bearers. This council enjoys much authority in so far as the discipline and other important affairs of student body are concerned. The council at times raises funds and uses them for group student activities. It also assists and helps the school authorities in the execution of their plans and projects carried out both in school as well as in society outside. Besides, the organization, administration and control of

student council, offer valuable experiences and real training to the students in the democratic working of Government.

The student council also takes out annually the year book of the school by which real literary experience is provided to the students. This book, besides articles and essays, includes the outstanding events of the year, photographs of the graduating class, school terms, class sessions and reports of work done in community projects. Besides this annual number the school paper is published at short intervals. It contains news articles about schools and its day to day important events in the field of sports, social services and other achievements. Apart from these, the extra-curricular-activities of the school also include band and orchestra, debating club, stamp and coin collection club etc. All these are run by students themselves. The teachers come only where their help and advice is called for by the students.

Most of the High School buildings of U.S.A. are well built and well equipped. The school building includes a dining room, library hall, a gymnasium, an auditorium in addition to number of class and subject rooms. Some of the bigger schools have their indoor swimming pool and playing fields. In modern times number of audio-visual aids are utilized in schools to make education more effective and useful. An expert teacher through Television can benefit larger population of students at a time.

To estimate the value of secondary education in U.S.A. the proper way is to examine its ultimate goal. In the words of American teachers, "An educated person is an integrated personality, with skills and knowledge in readiness for intelligent action, with an understanding of his own powers as related to the needs of the times and with good habits of health and character". With this goal in view the secondary schools of U.S.A. are successful in developing individual's talents and preparing him for modern life.

THE EDUCATIONAL DEVELOPMENT IN INNER MONGOLIA

CHANG YEH-PIN

When we of the newly-established Inner Mongolian Autonomous Region set out to build an education system in 1947, two years before the entire country was liberated, we were faced with a multitude of tasks. Illiteracy was estimated at 90 per cent. The population of the region, which we now know to be somewhat over 11 million, is composed of people from over a dozen nationalities—not only Mongolians, Hans and Huis, the Chinese Muslims, but also many smaller groups such as the Dahurs, Owenks, Olunchuns and others. Imperialist oppression and exploitation by the reactionary Kuomintang government and by the feudal rulers among their own nationalities left the people impoverished and their land undeveloped. A sizable portion of the population were nomad herdsmen or hunters, or lived in remote mountains and forests. There was no education system as such, and we had few trained teachers. The schools that existed served only the children of businessmen and the landlord class in a handful of cities.

Our region has made great economic advances over the past 14 years, and with them education has made steady progress along lines which meet the needs of production and construction. In the early days there was a great need for skilled workers with some basic education, so we concentrated our efforts on primary and secondary schools and set up many kinds of vocational schools and classes. The people trained in these became the nucleus of personnel for large-scale economic construction. As the First Five-Year Plan (1953-57) got under way, while continuing to build up education at the lower levels we established the region's

first institutions of higher learning, the Inner Mongolian Teachers' College and the Inner Mongolian Veterinary College. In 1957 the University of Inner Mongolia was founded at Huhehot, the regional capital.

Since 1958, under the stimulus of the General Line, the big leap forward and the people's communes, education in our region has made rapid progress. We have been able to popularize primary education in a wide area, extend secondary education and facilitate the growth of higher education at an increased tempo. We have laid the basis for a complete system for socialist education from nurseries and kindergartens to universities, including specialized colleges offering training for industry, agriculture, medicine and teaching. The university and colleges serve the entire region.

Every banner (equivalent to a county) has a middle school, and in addition all leagues (equivalent to city administration) have one or more technical and vocational schools. Many communes have their own agricultural middle schools where the young people spend part of the day at farm work and part in study. There is a primary school in most communes and even in many production brigades. Besides these there are various kinds of half-day and spare-time schools at all levels.

Carrying out the country's education policy according to our Inner Mongolian conditions, we are offering education which serves the workers, farmers and herdsmen. We have adopted specific measures to make schooling available to all the nationalities.

The following chart shows the advance made in the past 14 years.

	Students		Schools	
	1947	1961	1947	1961
Primary	130,000	1,580,000	2,301	14,900
Secondary	4,700	160,000	31	358
College	0	11,800	0	18

Many Languages

In some places in the region where the people of a single nationality live in compact communities, classes are taught in their own language only. Many areas are inhabited by both Mongolians and Hans, or a number of nationalities live side by side. There all children attend the same school, for this fosters unity among the nationalities and enables youngsters to go to school near home. In many of these schools the pupils go to different classes instructed in their own languages. In others, all classes are either in Han or Mongolian, according to specific local conditions. At the same time the Han language is also taught in schools of all levels so that the young people will be proficient in both languages. This is to promote the speedy economic and cultural advance among the Mongolians and other nationalities. We encourage teachers and students of the Han nationality to study Mongolian.

Since grazing land makes up more than half the area of the autonomous region, education for herdsmen's children occupies an important place in our system. For them we have permanent full-time primary and secondary schools set up by the regional government to serve a banner or commune, and also schools—including mobile ones—operated by production brigades and teams themselves. These latter, while generally less elaborate than the other schools, have the advantage of enabling as many children as possible to attend classes near their homes. We will continue to have both types for some time to come.

A number of the institutions serving the pastoral areas are boarding schools.

These generally have good buildings and teaching and medical facilities, with their own doctors and health staff. They provide well-planned meals and give the pupils good training in matters of everyday living. Tuition is paid by the regional government, which also covers book and medical fees for the pupils in some schools. The herdsmen welcome this boarding arrangement, for they know that their children will receive good care and they no longer need to worry about the youngsters travelling long distances to school every day.

Where the herdsmen have not yet settled down, mobile schools travel with their production brigades. These are called *yurt* schools, for classes are held in *yurts* or felt tents like those in which the migratory herders live. In early 1960 Silingol steppe had 40 such schools with more than 2,000 pupils. They serve only the first and second grades; afterward the children enter primary schools maintained in the commune's settlement. Since by this arrangement children of 7 and 8 can attend schools that follow their homes, primary education for this age-group is now popularized. As more pastoral settlements grow up, these mobile classrooms will gradually become boarding schools.

Every year the regional government appropriates large subsidies to speed the development of education for the members of minority nationalities. Substantial scholarship funds have been set up to assist middle and primary school students of Mongolian and other minority nationalities and particularly those from the remote border, mountain and pastoral areas. The entire cost of primary schooling in areas inhabited by the Olunchuns and

Owenks, two tiny nationalities who are hunters in the far northern forest, is paid by the region. went to fill positions in secondary schools.

Teachers and Texts

The above measures are greatly changing the picture of education for people of minority nationalities. In 1961 there were 16 times as many primary school students of Mongolian nationality as there were in 1946, and 19 times as many of other minority nationalities; there were 40 times the number of Mongolian students in secondary schools, and 80 times the number from other minority nationalities. Our region, which had not a single minority college student, now has over 1,400 young people of Mongolian and other minority nationalities enrolled in its institutions of higher learning.

All this has brought a demand greater than we can meet for more teachers, especially those who know the minority languages. To cope with the problem, the regional education department has placed special emphasis on training new teachers and helping those already on the job to improve their work. We now have seven teachers' colleges with 3,000 students, and more than 16,000 young people are enrolled in normal institutes of the junior or senior middle school level. There are also a variety of short-term courses and spare-time teachers' training classes. In the past few years the Inner Mongolian Teachers' College alone graduated 2,600 students who

While we have relied on our own efforts to a great extent in our work of training new teachers, we have also received generous aid from fraternal institutions in other parts of the country. When the University of Inner Mongolia was being set up, scores of colleges and universities released members from their faculties to provide us with the necessary teaching staff. One of our vice-presidents, four department heads and over thirty teachers came from Peking University, which also entered into an agreement to give our university long-term assistance with additional teachers and teaching materials.

Ever since the region was established, we have been compiling our own teaching materials in the Mongolian language and translating into that language textbooks used by schools in the rest of the country. Up to now we have prepared 200 kinds of such materials in Mongolian for use in primary and secondary schools and 80 kinds for spare-time classes.

In the past 14 years more than 400,000 young people have completed studies in the region's schools and are today playing a notable part in construction and production in the area. About 40 per cent of the young adults are now literate.

DAILY RECORD OF A CASE HISTORY

S. JAGANNATHAN, Saidapet.

(Continued from previous issue)

Y. M. D.

1 3 1 Looks at Deepavali Malar pictures along with brother. Does not want it touched by sister—Uses it himself turning pages at random. Cow (1), dog (2), goddess (3); (1) and (2) by cries and (3) by bowing to Peacock, cock all are gr gr to him. Also sparrow when seen. Water, milk, milk-food, coffee, drinks all are 'iggu' to him. When brothers go out from house on to their work and take leave of their mother, he too by some noise reveals the understanding of their going out. Sees dragon-flies flying about. Names flowers on sarees as 'ஆப்பு' Sees rose flowers and names them. Combs father's hair himself—the comb entangled. Laughs at this when asked to fetch the lid of a tin away, runs to it and gets it. Looks at crows eating rice. They fly. The cocks come. He says 'இல்லை' Says ராஜா when spoken about a picture. Eager to walk, stands, attempts to walk and sits number of times. Sits in the magazine and says திரு திரு train and rapidly shakes one end of the magazine. Imitates ஏப்பம் விடுதல். (Also noted 3 or 4 days previous). Likes to be carried on back உப்பு, உப்பு.

1 3 2 Sits on Newspaper தித்திக் Enjoys when being pulled by being seated on a plank. Also தித்திக். Takes a string of his own accord with no fear at all and plays with it.

Y. M. D.

The suggestion of an insect from some one else was not forthcoming. Blows nose and cleans it in imitation of brother. Looks at father's face when he speaks loudly and firmly to him for disturbing brother. Looks at tank and says இக்கு. Looks at carpenter's wheel going round and round. Picks up all the 4 pieces of chalk at the same time in a handful and fills in the tin. Runs after the lid to close the tin. After some time throws them all away and scatters. Picks up the pieces, puts them in lid, carries to the tin. Concentrates on this while left alone and to himself. Stretches hand when Bengal Match is burning bright. When sweet பொரி ball was taken away from him, started crying, but softened himself on being taken to some other place. Walks one or two steps forward.

1 3 3 Tosses spoon in vessel and thus makes noise. Shakes hand to remove பொரி sticking to it. Gets down the rocking horse himself. Does not want mother to hold or rock the horse. Does it himself. Also attempts to get up. Walks round Temple கடம்பாடி அம்மன் holding mother's hands.

1 3 4 Sits on pillow as if riding திக் திக் Suddenly burst out in great noise at seeing a sparrow fluttering its wings near the roof. Greets the

Y. M. D.

old servant woman லொல லொடலா with a tin lid and some dust occupies himself with all concentration — Shows his joy by a hearty shake of both hands at his sides. Calling அண்ணா from without, runs to his mosquito curtain in the morning. Says ஆகா to brother returning from bazaar with a bag. Likes at being dragged in a mat on the floor. Shakes the doorway and says தித்திக் Hurt himself in his lip. Imitates father smearing sacred ash. Walks a good number of steps forward. Repeated 5 or 6 times to-day. Enjoys his own free, spontaneous and successful performance. Thy joy of others watching him and encouraging adds to his inestimable delight. Stretches his hands seeing a balloon-seller in the street. After playing, closing and opening window, hurts himself, leaves off job, runs away saying ஊ Calls a child in the street பாபா. Calls brother அண்ணா. Feels easy and pleased when rocked by being suspended from a rope and supported by brother. Calls brother at some people resembling brother walking on the road. Also gets up a plank or raised surface (கூடம்) while walking. Looks at other's faces while Bengal Matches burn brightly.

1 3 5 From a group of toys and dolls, chooses a டப்பி, a whistle, an elephant, also naming the last as ஆனை Sits on a sieve and says தித்திக் Closes a tin with its own lid, and hammers it with a wooden doll to fix it up. As he walks a few steps, turns a bit. Not being able to keep

Y. M. D.

a doll stand erect, gives it to father saying இந்தா. Holds a bangle, a toy by teeth. As he rocks in the swing says தித்திக் Plays with wooden doll kisses it and keeps it on lap.

1 3 6 Walks in rapid strides 4 to 5 feet. Takes pride in it, laughing and looking at people watching his performance in walking and at his own speaking. Looks up at the noise of an aeroplane. Characterises the noise in terms of வவ்வா. Asks for bottle by saying இந்தா. Uses the word both for giving and asking. Shows forehead. When asked கைதட்டு, claps hands. Stretches hand at seeing a street vendor going about with his van. Scattering of Coffee seeds, diverted by asking to take a handful and again replacing it and continuing this for some time. Intercedes in conversation with tailor 2 times by saying இல்லை, as though giving appropriate responses. Has watched number of trains both ways.

1 3 7 Looks at fire blazing in the oven and says ஐட். Hen and 11 chickens surrounding it. Tank and lily. Red lily and yellow konnai are both ஆப்பு. Looks at picture of elephant on the wall and says ஆனை A swan is only கர்கர்; a crow is காகா — Walks along eating his food. Not being able to turn cart fully, looks behind for brother for help by means of a shriek and short noise inviting attention and help. From a group of clay dolls elephant, cow, goat, duck, picks up the first two when named and names the last கர்கர் Looks intently at magazine pictures. Opens and

Y. M. D.

closes a soap-box (tin). Unable to close it says இந்தா to father. Sometimes gets in his fingers between the tray and the lid. Cries a little if feels painful. But does not mind it. Very careful also to extricate fingers from being hurt.

Fills and empties a tin of coins — when others take the coins, stretches hand. If not cries — If nothing is left, looks about, hits people around and asks for hidden coins. While at this work, can't allow himself to look into pictures in book or answer further questions to him. Entices sister to play with him — Hides behind her — Peeps at her. Mimi-cries her way of calling him. மய்யா. Very jovial in temper.

- 1 3 8 Looking at fire in the oven — says (uf) — Goes up and comes down an improvised slide with the swing board, himself. Does not want another's help. A good and enjoyable performance: says தித்திக் — As he pushes his cart makes noise like train — Comes to everyone to have some particle of பஞ்சி at tiffin time. Names elephant, flower, swan (கருகர்) Goddess in Lakshmi picture. Finds a broom and takes it to the ear—(Does not bore). As he crosses the railway gate makes the noise of a train — Stands in the easy chair without support and maintains balance. Looks at father and brother sitting opposite, this way and that — and laughs. When not pleased at sister standing near expresses displeasure. As soon as brother comes after 4 hours' absense gives him 2 pencils one after another finding these two on

Y. M. D.

floor. Looks at a horse and says அம். While urinating in standing or sitting posture takes away legs further and further so as not to get legs wet. மாமாவ அழுதை. When asked about sister who had gone to uncle's house, peeps into kitchen for her — Also says தித்திக்.

- 1 3 9 Imitates one coughing on the road. Opens a packet given to him. Begins to speak ஆச்சு by seeing no drink in tumbler. Entices to give by இந்தா. But when asked, withdraws his hand. Feeling unable to open lid of Dhol tin, bites the lid. Puts an ollock over the lid and says வித்தே. The ollock tumbles. As the father is rocking on the swing, says லொள லொள. As he rocks in the swing, says தித்திக் as if going in a train or train running. When sister மய்யா opens her drawers, runs there to take out her books. Scatters about his ஒம்பொடி all about and then picks up one by one though given in a lump on paper. Cries in a pet manner as to carry him in arms. Turns push cart easily. Imitates விபுதி குழைக்கிறது spontaneously. Walks a few steps also today. Hearing a bull bellowing in the street says அம் in the house. Stands in push cart, holds it, like others push him.

- 1 3 10 Having touched kettle, felt it hot. Then draws back to a slight distance. Stretches his hand towards the kettle, but withdraws soon. Gets up the rocking horse and stands on it. Drops 2 pieces of chalk between the window and the table and looks down. Says ஈ sometimes வாண்ணா when it is also an appropriate answer.

Y. M. D.

Persists in having a book he wants. Peels off the plantain. (Gets up early morning for the last fortnight.)

- 1 3 11 Scatters about his eatables and picks up little by little (also with regard to rice). Bites the nail in the drawer to open it. Jumps up and down funnily with support. Laughs, pleased at his performance. Walks on and on with the support of a bamboo held by sister. Recognises plantain, cock, crow, cow, dog, elephant in pictures in Primer. Would not open mouth when near, when away opens and shows what he has. When asked to spit, spits. Gets up rocking horse resents help in rocking. With help gets up the handle. Imitates coughing very well. Seeing a garland on door, beats on cheeks. Walks a few steps with a tiny brass pot like a woman carrying water.

- 1 3 12 Stretches hand to sister for giving him (something to eat)? Enjoys being dragged while seated on the rocking horse. Holds his right foot round the front leg of the horse (right). Names a toy elephant as ஆனை. Stands up himself while alone and walks. Likes to drink a lot of water for himself holding the noozle in his own hands. If not given, resents and cries. Goes up the improvised slide himself. Also slips down. Takes it as a joke. As he goes up, says ஜிக் ஜிக், as if train is running. Goes up the staircases of 2 houses which he visited. Jumps up and down while holding him. Imitates விபுதி குழைக்கிறது. Enjoys being rocked in the swing. Runs after flies to catch them. If they fly, runs after them in that direction

Y. M. D.

and sits. Makes noise with noozle in mouth.

- 1 3 13 Looks and laughs at mother churning curds. Runs after flies. Names ஈ. Runs about and picks up eatables one by one. Stands up with a spoon in hand and a plate in the other. Runs after brother. Looking at a horse, says அம், அம்ம: On account of the presence of a visitor (aunt's daughter) would not show himself out. Would not even look at her. In spite of prevention scatters rice from sieve, vessel; wrests vessel from hands of others.

- 1 3 14 As the sense of evacuating himself was strong, would not stand up and get ready for cleaning himself. Plays at a joke by lying down with face on bed between the wall and the table. Greatly delights in the sensation of the top spinning on his palm. Holds hands of mother, walks on and leads her up to the street door way. Sits on cycle carrier and strokes beat with pleasure. Holds the side rods of the screen. Gets down the front yard and gets up. Repeats with pleasure. Plays by himself alone by planting a barrel in sand and pulling it out number of times. Neighs at sisters while he goes outting, while returning from bazaar. Sucks thumb and makes noise. Holds a noozle with both hands and takes it above head and then to his back above neck. Off goes the hold. Also tosses a piece of cloth forwards and backwards, takes it to back with both hands while lets go off the hold. It falls on shoulders as a scarf. While sitting, takes the noozle to mouth and bites it. Names pictures of cycle as துதிநு. How does the

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Y. M. D.

motor go? பர்பர் (horn). Sits on mother while she lies down says திரு திரு (running train). From the kitchen to the brother's room passes through light and dark patches of space in hall; halting and wavering at the border of the dark patch. However, manages to cross it and calling 'brother' goes to him — more rapidly saying அண்ணா as he heard him. Names red flowers as ஆப்பூ. Imitates விக்கல் says ஆச்சு at one or two appropriate times, but not with full understanding. Calls some one going in front in the bazaar as மாமா.

1 3 15 Drawing on the floor. Wants அம் at meal time when brother takes his food. Keeps on hitting a vessel with a lid of a tin. Makes noise and calls நிங்நிங். Also with the

Y. M. D.

lid of the brass goglet ஜாடி முடி. When the word pocket is mentioned, looks for it in his sweater — Not finding one there, recognised the same in father's sweater. Would not eat rice food — cried. After being fed by mother on her milk, felt jolly. Ate rice food — with food in mouth makes noise so as to draw father's attention. Not well in the afternoon. Vomited horlicks at 1 p.m. After sleep felt better. Holds pencil between first 2 toes in the right leg. Tosses a lid with a pencil. Again vomited horlicks at 5 p.m. Soon after taking it in, much depressed, inactive, yawning. No response. ஒமக் கஷாயம் and incense — crying. Calls button தித்திக் Gives magazine to father while reading: (இந்தா).

Y = Year, M = Month, D = Day.

"We are on the frontier of an era which holds the possibilities of a new Golden Age in which the inroads of poverty, hunger and disease will be lessened, in which through the extension of educational opportunities, men and women everywhere will have it within their power to develop their potential capacities to maximum . . ."

— JOHN F. KENNEDY,
President of the United States.

THE SOUTH INDIA TEACHERS' UNION

A SEMINAR ON "SERVICE TO THE TEACHERS' UNION"

A two-day seminar on Service to Teachers' Union, was held at R. K. Rangammal Girls High School, Coimbatore on 11th and 12th November '61.

The topics dealt with were :

1. Enrolment and retention of members.
2. Providing amenities to the members and improving service conditions.
3. Professional advancement of members.
4. Public relationships :
 - (a) Good relationship with the public.
 - (b) Good relationship with other Educational Organizations.
 - (c) Good relationship with Inter-State Associations.
 - (d) Good relationship with administrators.

After an introductory address by Dr. Ashby, Deputy Secretary NEA, Washington, the members present divided themselves into three groups, one for item No. 1, another for item No. 2, and the third for items Nos. 3 and 4 each with a recorder.

The following recommendations were made :

Group I

1. Every educational District should have a district Teachers' Guild.
2. (a) Every Secondary School should have Teachers' Association.
- (b) Ten elementary schools may form a Union.
3. Electoral College : Every ten members of a Secondary School Teachers' Association and Elementary School Teachers' Union should have one representative.
4. Office-bearers are to be elected by the Electoral College.

5. Fix Elementary School Teacher subscription as low as possible and encourage them to join the Guild.

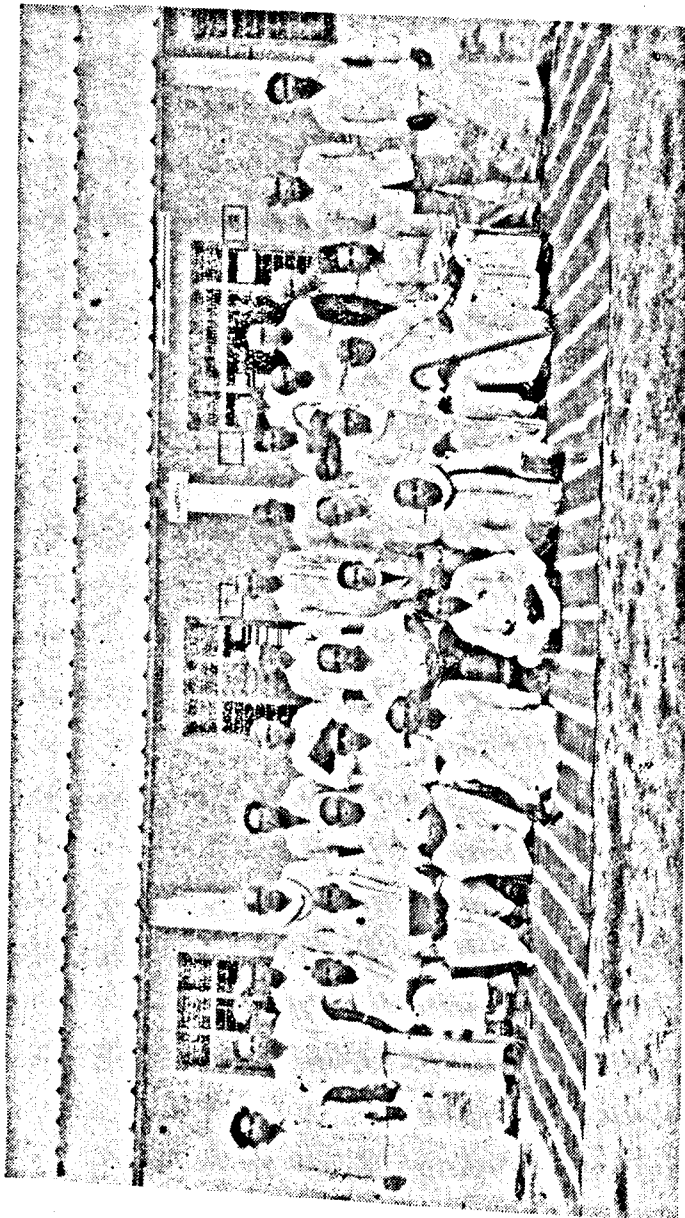
6. Every member should, besides his obligations to his Association and Guild, be requested to pay Re. 1 direct to the State Association to be appropriated as follows :

25 nP. to benevolent fund.
25 nP. to development activities of Guilds.
25 nP. to the State Union and
25 nP. to be kept in reserve

Group II

The following recommendations were made by Group II :

1. Housing Scheme : The Government should subsidize the scheme just as they do in the case of working classes.
2. Insurance policy for Housing some concession in the rate of premium.
3. Medical or health insurance by way of matching grants.
4. Tours at concession rates for individual teachers who produce a certificate from the Union.
5. Teachers attendance at meetings of All India Educational Conference, South India Teachers' Union and District Guilds to be treated as on duty and free travel facilities to enable them to attend Educational (Teachers') Conference.
6. The tenure of service especially in the case of teachers under private management should be improved.
7. House rent allowance should be sanctioned and paid.



Members of the S.I.T.U. that attended the Executive Board and Seminar held at Coimbatore in 11th and 12th November 1961.

8. Rights and responsibilities of teachers :

(a) Illtreatment even for trifles — remedy.

(b) Medical leaves should be granted on full pay under extraordinary circumstances.

9. Board or tribunal to enquire into cases of treatment of teachers by the managements.

Group III

Professional advancement of members to be one of the purposes of any organisation. A commission in every state association to consider and raise educational and professional standard. Better teachers are available by raising the standards of training teachers.

Public Relationships

The need of "schools and their achievements and aims" to be made known to the public through Education Week celebrations year round, use

of radio, taperecords for broadcasts with short little pieces about what is being done in the schools. The Public Relations Officer on the staff of the State Association to do all this.

A committee to be set up to contact magazine publishers and work with them.

Good relations with the public can be maintained through parent-teacher contacts. The parents should have opportunities of satisfying themselves as to what is being done in the schools.

Good relation with the Press and Departments of Government.

The Union must subscribe to the Gazette (Education part only) so that the Government orders and proceedings of the Director of Public Instructions may be published in the 'South Indian Teachers' and 'Balar Kalvi'. Every teacher should read the 'South Indian Teacher' and 'Balar Kalvi' the official organ of the South India Teachers' Union.

"A university stands for humanism, for tolerance, for reason, for progress, for the adventure of ideas and for the research for truth. It stands for the onward march of the human race towards even higher objectives."

— JAWAHARLAL NEHRU,
Prime Minister of India.

EDUCATION WEEK

SALIAR MAHAJANA HIGH SCHOOL ARUPPUKOTTAI

The XXXI South Indian Education Week was celebrated in this High School on 14th December, 1961 under the auspices of the Association. Sri Edward A. Samuel, B.A., L.T., Headmaster, T.U.N.S. Vythilinga Nadar High School, Tiruchuli, presided over the function. Sri S. Krishnamoorthy, M.A., B.T., the Headmaster, Saliar Mahajana High School, welcomed the President and the invitees. The President spoke on 'Education and Emotional Integration.' The President exhorted the parents and pupils to co-operate with teachers. Sri V. Veeriah, Physical Education Teacher and Sri V. Kannayan spoke on 'Education and Emotional Integration.'

TEACHERS' ASSOCIATION, SATHAPPA BOARD HIGH SCHOOL, NERKUPPAI.

The Education Week was celebrated on 14-11-1961. Sri RM. Karuppan Chettiar of RM. S. family hoisted the National flag. Sri K. R. Ramaswamy, B.A., B.T., Headmaster of the school welcomed the gathering. Sri S. S. Narayanasamy Iyer, B.A., L.T., Secretary of the Ramanathapuram District Teachers' Guild, presided over the meeting. He spoke about the duties of the teachers and the pupils in the modern schools. Sri R. Singaravadi-velan, M.A., B.T., Lecturer in Tamil, Alagappa Chettiar Training College, Karaikudi and Sri Vidwan K. N. Balasubramania Iyer, Senior Tamil Pandit, St. Mary's Girls High School, Devakottai spoke about the duties of the parents in educating their children. There was a variety entertainment. Sri K. Seetharaman, B.Sc., B.T., Secretary of the School Teachers' Association, proposed a vote of thanks. The function came to an end with the singing of the national anthem. Sets were distributed to all.

TIRUKATTUPALLI

The XXXI South Indian Education Week was celebrated in Sir Sivaswami Ayyar High School on October 26 and 28. On the 26th, Mr. N. Yegnarama Ayyar, a retired teacher of the school, spoke on the urgent need for paying greater attention to the formation of good character among pupils. Mr. M. R. Subbaraman presided.

On the 28th Mr. R. Raghunatha Rao, Chairman of the Budalur Panchayat Union Council presided and Mr. R. Vaidyanathan, Commissioner, Budalur Panchayat Union spoke on "Education and fostering of ethical values." The children of Elementary Schools of Tirukattupalli, Michaelpatti, Poondi and Nemam entertained the audience on both the days with dance recitals, dialogues, action-songs etc.

Mr. N. V. Narayanaswami, Secretary of the Celebration Committee proposed a vote of thanks.

CHITTAL ACHI MEMORIAL HIGH SCHOOL, KANDANUR, RAMANATHAPURAM DISTRICT

The 31st Education Week was celebrated in the above school on 10-11-'61. Sri M. R. Sundaresan, B.A., L.T., the Headmaster of the school, presided over the function. He spoke on "Education and Emotional Integration."

The following resolutions were passed :—

1. A definite minimum, say 20%, should be fixed for eligibility for Part II languages in the X Std. Public Examination.
2. There should be external Examination at the end of Standards V and VII.
3. There should be no Higher Secondary Schools.
4. There should be pension for clerical staff also.
5. All Secondary Grade teachers in the Elementary schools should be

granted Secondary Grade scale of pay irrespective of the classes they handle.

THE CHINGLEPUT DISTRICT TEACHERS' GUILD, KANCHEEPURAM

The 31st South Indian Education Week was celebrated in this town under the auspices of the Chingleput District Teachers' Guild. A meeting was held in the Anderson High School hall. There was a good gathering of teachers. Sri Simpson Rajarathnam, B.A., L.T., the President of the Guild presided over the meeting. Rev. D. Thambusami, M.A., L.T., B.D., President, South India Teachers' Union, delivered an address on 'Education and National Integration'.

Welcoming Rev. D. Thambusami and others, the President of the Guild said that he was glad to note that Education had come to be regarded as very important in National Integration.

Rev. D. Thambusami then addressing the gathering explained what the expectations of the Nation were at the time of achieving Independence and the frustration of the educated citizen now after so many years of Freedom.

He described how democracy and communism were trying to win over the other and how the latter was slowly gaining ground in certain regions of the world. He brought out clearly how preference was given to second and third rate men in our land solely on account of their belonging to certain sections of the people and pleaded for the proper Social Education of the pupils to arrest the forces of disintegration. He stressed that the students should be trained to give importance to higher loyalties like nationalism and patriotism and not to regional and linguistic loyalties. He also stressed upon the value of religious and moral education, citing the examples of emotional integration achieved by the tolerance of various religions during the rule of Asoka and Akbar, he pleaded for the necessity of achieving emotional integration which could help to achieve National Integration. He dwelt upon the importance of the study of English for its international importance and Hindi for a common Indian language. Finally he emphasized on the importance of the freedom of the individual and his faith in the power of the supreme which would create a paradise for him to live in a free democratic India.

OUR LETTER BOX

BIFURCATED COURSES

Sir,

Having served in several multipurpose high schools I venture to say that the amounts spent for introducing the Bifurcated Courses is a criminal waste.

Pupils undergoing such courses are neither fully technically trained nor academically qualified. The courses offered in high schools do not even fulfil basic principles of the subjects.

Fully qualified technical teachers do not continue in high schools. They can easily get double the salary when they get appointment in private engineering

or technical sector. Further they have to train about 40 to 45 pupils in a class within a short duration with insufficient tools and plants. Even the department do not have a list of equipments to introduce special crafts such as sheet metal work.

The only remedy to solve the problem is to open Junior Polytechnics and Workshops in every taluk headquarters to train up the pupils who complete their study with X Std. or E.S.L.C.

Athur,
2-12-1961.

Yours faithfully,
R. PANDURANGAN.

NEWS AND NOTES

THE VELLORE EDUCATIONAL DISTRICT SECONDARY SCHOOLS' ATHLETIC ASSOCIATION

The Republic Sports Meet came off under the auspices of the above association in the Board High School grounds at Kalavai on Saturday the 11th November 1961. More than 150 pupils from among the 76 High Schools in the District participated in the jumps, races and other events.

Mr. A. V. Srinivasa Raghavan, B.A., B.T., General Secretary of the Association had made elaborate arrangements both for the conduct of the sports and also for the comfortable stay of the athletes for two days.

Mr. A. C. Arunachalam, B.A., L.T., D.P.E., Regional Inspector of Physical Education, Madras, declared the Sports Meet open and took the Salute. Mr. K. Mohanarangam, M.A., B.T., District Educational Officer, Vellore, welcomed the gathering in a brief speech. Mr. S. V. Chittibabu, M.A., B.T., Divisional Inspector of Schools, Coimbatore, presided over the function and gave away the certificates, medals, shields and the cups to the winners. The prize distribution function was attended by a large number of Headmasters and

P.E.T.'s from among the High Schools in this district.

REFRESHER COURSES IN ENGLISH AND SCIENCE

Under the auspices of the Extension Service Department of Sri Ramakrishna Vidyalaya, Perianaikenpalayam, two concurrent Refresher Courses in English and Science were held in the premises of the Local Municipal High School for 3 days from 18th to 20th November 1961.

The Science Workshop which was attended by 27 graduate teachers including 11 ladies was directed by Sri C. R. Ramaseshan, Science Assistant, Sarvajana High School, Peelamedu.

The English Seminar which was attended by 72 Secondary Grade teachers was directed by Sri Thirunavukkarasu, Co-ordinator of the Extension Service Department. Group discussions were held on all the three days. There was a talk on "Phonetics" by Sri Vaidyanathan, Headmaster, Bharathi Vidyalaya High School, Salem Junction. Sri K. Dharmaraj of the C.S.I. High School gave a model lesson for VI Standard boys according to "Structural Approach to English Teaching".

FROM OUR ASSOCIATION

THE COIMBATORE DISTRICT TEACHERS' GUILD

Office bearers for 1961-62

As there was no contest for any of the seats in the election of office bearers, the following nominees declared elected unanimously for the various offices shown against their names.

President :

Sri G. R. Damodaran, M.L.C.,
Principal, P.S.G. College of Technology, Peelamedu.

Secretary :

Sri Vidwan P. Ramachandra,
Municipal Boys' High School,
R. S. Puram, Coimbatore-2.

Representative for the S.I.T.U.

Sri T. R. Thiruvengataswami
Naidu, Headmaster, Kadiri Mills
High School, Oddarpalayam.

RESOLUTIONS

I. TEACHERS PENSION :

- (a) This conference of the District Teachers' Guild, Coimbatore

requests the Government to take immediate steps to extend the pension scheme to all categories of teachers and the members of the non-teaching staff in schools and colleges under all agencies.

- (b) to permit teachers to draw pension during re-employment after retirement as is done in the case of other Government employees.
- (c) to sanction the additional amount of Rs. 10/- towards the pension of the teachers retired from the Aided and Local Body Institutions as sanctioned to the Government servants.
- (d) to base the calculation of pension, in the case of teachers re-employed after 55, on the average salary drawn by the teacher during the last 3 years before actual retirement, if it is advantageous to the teachers.
- (e) to fix the rate of pension for B.T. teachers and Headmasters at $\frac{1}{4}$ the average salary drawn by them before retirement.
- (f) to take necessary steps to sanction payment of pension to teachers at least within a period of three months after his retirement.

II. SCALES OF PAY :

This conference resolves to request the Government

- (a) to permit such of those teachers as have been adversely affected in the revision of their pay in the new scale on 1-6-1960 to opt to come under the revised scale after they have drawn their last increment in the old scale subsequent to 1-6-1960.
- (b) to fix uniform scale of pay to Headmasters of Secondary Schools under various types of managements irrespective of the strength of the school.
- (c) to fix higher scales of pay for secondary grade teachers, craft

instructors and Higher Grade Physical Education Teachers, Secretarial and Staff under Bifurcated Courses and implement the same as soon as possible.

- (d) to sanction a Pandit to complete High School to relax the number of hours of work for a Pandit to be eligible for first grade scale of pay to 12 hours as a small complete High School will have only a single section in each of the higher standards.
- (e) to sanction the creation of selection grade B.T. teachers posts to the extent of $\frac{1}{3}$ the number of B.T. assistants in all secondary schools and fix a selection grade pay for them as in the case of teachers in Government service.
- (f) to insist upon the managements of such of those Aided Schools (Ele. and Secondary) as have not yet given effect to the revised scales of pay to give effect to it immediately from 1-6-1960.

III. LEAVE RULES :

This conference resolves to request the Government

- (a) to take necessary steps to frame uniform leave rules applicable to recognised schools and colleges under all managements.
- (b) to increase the number of days of casual leave from 12 to 15.
- (c) to classify Headmasters and clerical staff as belonging to the non-vacation department with regard to the applicability of the leave rules.
- (d) to treat the period spent on writing the examination by teachers to better their qualification as on other duty.

IV. AGE OF RETIREMENT :

This conference reiterates its previous resolutions requesting the government to raise the age of retirement of teachers under different agencies to sixty.

V. HOUSE RENT ALLOWANCES AND MEDICAL CONCESSIONS :

This conference reiterates its previous resolution requesting the Government to sanction House Rent allowances and medical concessions to all the members of the teaching and non-teaching staff in all schools irrespective of the locality and agency.

VI. TEACHERS' PROVIDENT FUND :

This conference resolves to request the Government to revise the existing P.F. rules so as to insist upon each teacher to subscribe 10% of his or her pay, the Government and the management together contributing an equal amount.

- (b) to take necessary steps to expedite the payment of the Government contribution to the P.F. of the teacher at least within six months after the closure of the Account.

VII. CONCESSIONS :

This conference resolves to request the Government

- (a) to move the railway authorities to grant concessions to individual teachers going on educational tours.
- (b) to give preference to teacher's children for admission into all educational institutions and extend full fee concession to them for higher studies.
- (c) to permit secondary grade teachers with degree to appear privately for B.T.

VIII. TEACHERS AND NATIONAL WORK :

This conference resolves to request the Government to fix a decent honorarium and sanction the same in advance to the teachers deputed to National activities like Census and Election.

IX. HOUSING SCHEME :

Resolved to request the Government to introduce a subsidised housing scheme on a state or national basis for the benefit of all teachers.

INTRODUCTION OF XI STANDARD IN SECONDARY SCHOOLS :

This conference resolves to request the government to take immediate measures to introduce XI Standard in all secondary schools at least stage by stage in view of the integrated syllabus, the increasing number of pupils passing out of the X Standard Examination year after year with the increase in the number of schools and also in view of the fact that many teachers have obtained the necessary higher qualifications to handle the XI Standard.

SECONDARY EDUCATION ACT :

This conference requests the Government to take immediate legislative measures to pass the Secondary Education Bill which has been considered and finalised by Special Committees with a view to working of the schools under the old District Board.

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OUR BOOKSHELF

LIBRARIES AS AIDS TO
EDUCATION

It has been said, and with good reason, that no habit acquired in school is likely to be of more lasting benefit than the habit of reading and the ability to use books for enjoyment and information.

Recognition of this had led UNESCO to include the promotion of school libraries among the priority objectives of its programme of library development. In various countries, UNESCO experts have helped to plan and organise school libraries and train teacher librarians, while UNESCO's major project for the Extension of Primary Education in Latin America called for the establishment of pilot primary school libraries and for assistance in the improvement of the existing school library services.

In addition, UNESCO has published a series of Manuals for Libraries, the twelfth (and latest) of which, just published (14th September) is *The Primary School Library and Its Services* by Mary Peacock Douglas.

Mrs. Douglas, Supervisor of Libraries in North Carolina Public Schools at Raleigh, U.S.A., a distinguished promoter of school libraries and author of many publications on this subject, was commissioned by UNESCO to write this practical manual intended for the benefit of librarians, educators and school administrators.

Everything, but everything, that anybody could possibly want to know about starting, staffing, stocking, organizing, administering, even physically putting together a primary school library is here complete with interesting and instructive photographs of such libraries at work around the world, and diagrams on how to build various component parts of equipment. For the enthusiastic cognoscente, there is

also a condensed Dewey decimal classification table and an impressive bibliography.

Reading this excellent little manual one realises how increasingly important the library is becoming in the new teaching, supplying as it does not only enrichment materials in all areas, but also at all levels of difficulty. Its store of books, pictures, pamphlets, maps, films, filmstrips, recordings and all other printed media makes it, as Mrs. Douglas points out, "a gold mine for each teacher and for each pupil. The child who is surrounded with good books of all kinds reaches out well beyond the classroom routine and becomes involved in learning under the most productive system of all, for his learning is self-directed."

A HAND BOOK FOR INDEPENDENT SCHOOL OPERATION: Edited by William Johnson. Price \$5.85. (D. Van Nostrand Company.)

Many new schools have been founded by parents and civic leaders who have had little knowledge of administration of independent schools. To assist these peoples and the administrative heads they hire, this book condenses the accumulated experiences of a wide variety of independent schools. The chapters in this invaluable book review every considerable problem facing the head and founders of a new school. From the pre-school planning of how to get your school underway, the hand-book proceeds methodically with "Administration, Curriculum, Faculty, Student Body, Business Management, Publications, Financing the School, Religion and Values, Extra curricular Activities and Boarding School. Each chapter was several subtitles thus demonstrating the comprehensive detail packed into each of the chapters. The volume contains 296 pages of matter printed on feather weight paper.

OUR BOOKSHELF

RECENT TRENDS IN EDUCATION: Edited by T. K. N. Menon. Pages 266. Price Rs. 10/- (Orient Longmans Private Ltd., 36-A, Mount Road, Madras-2.)

This well-got up book printed on feather weight paper contains two parts, the first dealing with new trends in educational physiology and educational organisation, and the second with modern advances in the teaching of various subjects in the school. The book will be found very useful by all interested in Indian education and teachers and pupils in Training Colleges.

LEARNING TO READ: By John Harrison. Price Rs. 3.20.

SCHOOL DISCIPLINE: Lord Hemingford. Price Rs. 2.40. (Orient Longmans Private Limited, 36-A, Mount Road, Madras-2.)

This is a new anthology designed for room methods in order to secure the aims indicated in the titles.

EIGHT ONE ACT PLAYS: Price 5sh. (Thomas Nelson and Sons, Edinburgh-9.)

This is a new anthology designed for the middle forms of secondary schools. The plays are of interest to the young.

The material offers a variety appealing to all tastes and touching on many aspects of literature: tragedy, comedy and farce. The book meets the needs of those who require a selection of short plays which will both hold the attention and provide an introduction to adult drama of genuine substance.

SOCIAL STUDIES — A GUIDE BOOK FOR TEACHERS OF STANDARD X: Published by the S.I.T.U. Publications Limited, for the S.I.T.U. Council of Educational Research, Madras-28. Pages. 236. Price Rs. 5.

This is the 5th Bulletin issued by the Council of Educational Research.

It contains a report of a seminar of Tenth Standard Social Studies Teachers. The workpapers in History and Geography offer minimum essentials of content and suggestions for teaching methods. There are also useful suggestions for arrangements of units of lessons and evaluation. Besides references to audiovisual aids, the book contains useful statistics for the Geography teacher and a copious list of reference books on World Geography and World History.

This Guide Book is a proud testimony to the good work that is being done by the Council of Educational Research. It is worthy of the careful attention of every social studies teacher of the High School standards.

Receipt of the following publications is thankfully acknowledged:—

1. Examination in Secondary School the General Certificate of Education and VI Form Studies. Third Report of the Secondary School Examination Council 1960. (BIS)
2. Commonwealth Today.
3. School Broadcasts. All India Radio, Madras. November 1961 to March 1962.
4. Netherlands — Monthly Bulletin — November 1961.
5. School Building in the Netherlands.
6. Dutch School System. Royal Netherlands Embassy, New Delhi.
7. The changing pattern of Higher Education in America.
8. An Outline of American Education.
9. College Life in the United States.
10. Student Life in America. (7 to 10 from USIS)

— C. R.

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