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PHYSICAL EDUCATION FOR SCHOOL BOYS.

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THE following paper which discusses the kind of physical education which should be provided for school boys was presented to the Physical Training Conference held in Madras in October 1927.

I am taking for granted that we all agree that physical exercise is necessary to maintain the proper functioning power of all the bodily processes and to ensure health. We need not, therefore, dwell at any length on this point.

Our bodies as we find them to-day are what they are because of the long ages of strenuous physical activity through which our ancestors passed. Primitive man was not permitted to live the easy sedentary life which is so prevalent to-day. His very active life has not only determined the muscular and organic make-up which we present to-day, but it has likewise determined that the type and amount of our activity should, to a large extent, parallel his if we

wish to prevent deterioration of our inheritance.

The biological sciences all teach us that the body was intended for a great amount of exercise. This is evidenced by the large number of muscles and by their size, by the elaborate nervous system developed to permit proper functioning of the muscular system, and by the great power and capacity of lungs, heart, and other vital organs whose business it is to care for the huge muscular system. When these organs are not stimulated to activity they cannot help but deteriorate, and that is one of the reasons doctors are kept so busy and why there is so much misery instead of real joy in living.

When we take the child from his normal environment of play life and physical activity and place him in school under artificial abnormal conditions with no play life and no facilities for catering to this innate desire for healthful physical activity, we are courting

disaster for the future and placing a blight upon the vigour of the nation. But school life need not and should not be abnormal. In planning for education we seem to have forgotten that life has a physical basis. This forgetfulness has cost us a great deal and therefore more intelligent planning should make provision for normal physical activities as an essential part of school life.

What Type of Physical Exercise.

The kind of physical training supplied must be determined by the needs of the school children. Any system, whether indigenous or otherwise must be scientifically based on correct physiological principles and must be conducive to health. It is only right that indigenous games and activities should be used when possible if they meet the needs, but it is useless to employ indigenous exercises merely because they are indigenous and to cast aside foreign activities merely because they are foreign. It is quite possible that some indigenous exercises are not conducive to health and that some western exercises should be discarded for the same reason. However we need to be open-minded and to select the best that can be found in all systems.

The Anatomical and Physiological make-up of human beings are the same the world over. Physiological effects of exercise are therefore the same in the west as in the east. There is no doubt a difference psychologically and this of course must be taken into consideration. There are two chief aims that should be kept in mind, 'Health education' and 'Character Development.' The nation needs both physical stamina and moral stamina.

If then it is our desire to so plan physical training that it will meet the needs of the school-going population, what are those needs?

I am led to believe that the following are some of the outstanding needs:—

- (a) Posture Training.
- (b) Development of the Musculature and Vital Organs.
- (c) Hardihood and Resistance to Diseases. (Partly through exercise, partly through health instruction on hygiene, sanitation, and diet.)
- (d) Training in Self-Discipline and Self-Control.
- (e) Training in Sportsmanship.
- (f) Training in Rythm and Co-ordination, Motor Skills.
- (g) Medical Inspection needs to be co-ordinated with Physical Training.
- (h) The Greatest need of all is Qualified Physical Training Instructors.

How are we going to meet these needs?

Posture Training.

Even a casual observation of our school and college students reveals a woeful lack of good posture. The round shoulders, sunken chests, protruding abdomens, spinal curvatures and careless shuffling gaits are proof conclusive of the evil effects of school and college life minus normal healthful physical activities. And since posture, aside from its aesthetic value, has such a bearing on general health this condition of poor posture needs to be remedied and prevented.

We must include then in our physical training lesson a portion devoted to special corrective exercise.

Those who object to "Drill" will realize that here is one place in which "Drill" serves a very real purpose. Naturally "Drill" should not occupy the entire stage but "Drill" wisely used enables us to strengthen those muscles or groups of muscles which function in good posture. Those persons who have from early childhood led a normal play life and who have been fortunate enough to attend schools where normal physical activity has been provided daily in sufficient amount will not need special corrective exercises. But with school life as it is, with long hours of inactivity, with this tendency to poor posture to be overcome, the monotonous "Drill" needs to be provided. This "Drill" however must be intelligently planned and should be entrusted only to intelligent, specially trained teachers.

The Muscles and Vital Organs.

It is also quite apparent that our students have poor strength and little endurance. Strength is dependent upon muscle, and endurance upon the vital organs. While we do not believe in mere muscular development at the expense of vitality, we do feel that exercises should be so planned that we get a rational harmonious muscular development simultaneously with organic vigour.

In order to obtain this goal we need to apply gymnastics for muscular development and games and athletics for organic development.

Here again the proper sort of "Drill" wisely planned and intelligently administered can be made to give general muscular

strength and organic vigour at the same time.

But any system of P.T. that employs only "Drill" and gymnastics, and neglects play, games and athletics has no right to exist. The athletic type of activity is a normal type of activity and needs to be introduced to bring about organic health and to supply recreation. However a happy combination of calisthenics, gymnastics, games, athletics, and defensive arts, each in its proper proportion and according to anatomical and physiological needs, will best meet the requirements of our students. Through such activities as these it is possible to develop the musculature and vital organs in a rational way and to teach in addition lessons with mental and moral value.

Hardihood and Resistance.

I may be mistaken but it appears to me that there is little or nothing in the boyhood of India to develop hardihood. Something needs to be introduced into his education to make him more self-reliant and less effeminate.

Activities which develop courage, initiative, perseverance, leadership, and which teach the dignity of labour will do much to develop one kind of hardihood.

But another type of hardihood or resistance to disease is very much needed. This can be developed partly by physical activities which call for self-reliance, endurance, grit, recognition of the rights of others, and for both muscular and vital power, but not alone through physical activities and discipline.

Health instruction must also be imparted to acquaint the student with his own body, to give him an understanding of the effects

of exercise or lack of exercise upon that body; to point out to him the cause of illness and disease and the methods of prevention, and above all the type of food required for energy, growth, and repair of the body, and the ill-effects of the wrong kind of food. In fact it is my opinion that this whole problem of diet and nutrition and of prevention of disease should be considered as of first importance in a programme of Physical Education.

Training in Discipline and Control.

There are those who contend that training in discipline can be given only through military training. I disagree with them. Military discipline is the kind that compels through fear, and does not necessarily obtain satisfactory or permanent results.

Self-discipline is more desirable and this type of training is made possible in those physical education programmes, where an incentive is given to take pride in developing perfection in performance and pride in developing perfection of physique and health. Naturally such self-discipline will compel the individual to go much further than mere perfection of the physical, for he soon learns that in order to attain an efficient musculature and efficient vital powers, self-control or control of the emotions, particularly of the sex powers, is also essential for perfection. Setting an ideal and giving an incentive to work toward that ideal is a much better method than forced obedience without an ideal.

Our Indian students, just like students in other parts of the world, need to learn self-discipline and self-control, but like morals, self-discipline cannot be legislated. Good P. T. Instructors with intelligence and re-

sourcefulness can do more to bring this about than can any other member of the staff.

Training in Sportsmanship.

The types of activities best suited for the development of sportsmanship are competitive and co-operative games. We cannot hope to make good sportsmen of our boys and young men through purely individualistic activities. For this reason a large part of the physical education programme should be devoted to well organized, well conducted and well supervised major games, and these games should be so organized that the entire student body, rather than a select few, may derive the benefits.

The lessons to be learned are those of co-operation, obedience to the spirit of the game, subordination of self for the good of the team, recognition of the rights of others, respect for referees decisions, respect for opponents, courage, grit, determination, ability to smile under defeat and to accept victory without boasting.

The proper development of sportsmanship is possible only when school authorities are prepared to make athletics a really vital part of education and when steps are taken to place the leadership and supervision of such activities under adults with high ideals.

Rhythm and Co ordination.

Due to a lack of consistent directed physical activities and to the fact that too much time is spent in mental gymnastics, our boys and young men are woefully lacking in motor skill or neuro-muscular control. One aim of physical training is to develop a lithe, graceful, agile body, as opposed to the awkward, ungainly, inefficient, untrained

motor powers. The awkward individual is neither beautiful to behold nor is he an efficient machine.

Rhythm of movement adds poetry to life, awkwardness indicates prosaic life. Activities which develop the sense of rhythm and produce neuro-muscular co-ordinations should be included in the physical education programme.

Medical Inspection.

Mere medical inspection without follow-up work is useless. It is one thing to ascertain physical defects and another thing to remedy them.

Medical Inspection and Physical Training are both necessary, but there must be very close co-operation between the medical examiner and the physical director to ensure the proper sort of the follow-up work, remedial measures and to safeguard the health of those students who may need medical or nutritional treatment before they are ready for physical exercise of any sort. Physical exercise is not a cure-all and while the Medical Inspection always reveals a large number of cases that merely need corrective measures at the hands of an intelligent Physical Director, there are other cases which should not be subjected to severe physical exertion until certain defects have been remedied by other means. The educated, technically trained, qualified Physical Director is equipped to co-operate intelligently with the Medical Examiner.

Qualified Physical Instructors

Anything that is worth doing at all is worth doing well. Physical Training is worth doing but it cannot be done with illiterate "Drill Masters."

The best system in the world will fail under the present methods, but even a poor

system will get far better results in the hands of instructors with sufficient intelligence and training to sense defects and to use initiative.

Our greatest need is for qualified Physical Directors. Given the proper personnel, each institution will be able to develop the system best suited to its particular needs.

We are now training such educated men for the profession of Physical Education to meet the demand which comes from some quarters in India but too many institutions are still content to put up with the ordinary "Drill Master."

A Lesson Plan for Students.

- (1) *Introductory.*
Mental and Physical preparation for the lesson
- (2) *Corrective.*
Exercise to develop good posture.
- (3) *Educational.*
Exercises which promote neuro-muscular and psychomotor education, inhibition, precision, alertness.
- (4) *Hygienic.*
Exercises which stimulate the vital organs to greater activity; induce perspiration, increase circulation, respiration, etc.
- (5) *Recreative.*
This section should occupy about two thirds of the lesson period. It consists of games and other activities intended to give happiness as well as organic vigour.
- (6) *Dismissal or Assembly.*
For disciplinary purposes the class is assembled for a few commands, parting instruction, and dismissal in an orderly fashion.

TEACHERS' PENSION IN THE UNITED STATES OF AMERICA.

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1. Production.

1. 1. The development of pension systems for public school teachers in the United States has been both recent and rapid. The credit of having established the first system goes to the State of New Jersey which organised a scheme for Teachers' pension in 1896. To-day, there are very few States without some form of teachers' pension systems. In fact, there are still only six such States. Although these pension systems have had but a brief history, they have already shown considerable variation in the nature of their organisation. These pension systems may be studied mainly from five points of view :—

- (2) The extent of the system—Whether it is local or State-wide.
- (2) The administration of the system with particular reference to the extent to which the teacher have a voice in the same.
- (3) The financial burden placed upon the teacher.
- (4) The benefits of the system.
- (5) The financial aspect of the system.

2. The Extent.

2. 1. The first pension systems were largely local. This was but natural. For, interest is more rapidly enlisted among small groups of people and organisation is consequently more easily effected. The interest aroused by the early local systems led to the establishment of other similar ones and as the pension

idea gained recognition, the systems were extended over larger areas and developed into country or State organisations.

2. 2. The following tables shows the extent to which local and State systems were established :—

Period.	Number established in the period.			Percentage.	
	Local	State	Total.	Local	State.
1894—1904	13	2	15	87	13
1905—1914	65	11	76	86	14
1915—1924	13	17	30	43	57

2.21. It is easy to see, from the above table, that the establishment of the local system reached its *Mode* before 1915. It should be further stated that many of the local systems have been absorbed in the State systems established at a latter date. In fact, the number of local systems that are operative to-day is not 91 but only 48 and they are to be found mostly in large cities. The small local system has practically disappeared and if present tendencies continue, it is doubtful if any other local system will ever make its appearance in the future. This is an important trend in the development of the Teachers' pension system and it is probably merely a matter of time for the remaining six States to fall in line with the other States in providing for their Teachers' old age.

3. Administration.

3. 1. The pension systems, whether local or State, are usually administered by a special pension Board, Commission or Committee, called by various names. To what extent

teachers are represented on these boards and what the general tendency is, are brought out by the following table, which takes into account 90 pension systems.

Period.	1894-1904 Percentage.		1905-1914 Percentage		1915-1924. Percentage.	
	Local	State	Local	State	Local	State.
With Teacher Representation.	89	50	74	45	69	63
Without Teacher Representation.	11	50	26	55	31	37

3. 11. It is obvious from this table that the local systems are more liberal in Teacher representation than the State systems. However, the percentage of local systems providing for teacher representation decreases steadily during the period under consideration, whereas the percentage of State systems with teacher representation, while showing a slight decrease in the second period, has increased appreciably in the third period.

3. 2. It may be asked what is the average extent of teacher representation in the governing bodies. This is answered by the following table that has taken into consideration all the systems that allow teacher representation :—

Period.	Percentage of teachers on the governing Board.	
	Local	State.
1894—1904	43	22
1905—1914	49	48
1915—1924	49	40

3. 21 From this table, it is clear that local systems have had more teachers on the governing bodies than the State systems.

3. 3. From the two tables taken together, it may be inferred :—

- (1) that teachers have never had in their hands the major proportion of the

control of the administration of the pension systems.
and

- (2) that the State systems have tended to grant teacher representation more often but to decrease the percentage of representation.

4. Financial Burden.

4. 1. The next point to be considered is the extent to which the teacher is taxed towards the upkeep of the Pension fund. From this point of view, the funds are usually classified as free, wholly contributory and partially contributory. Free systems are those towards whose funds the teacher makes no contribution. In the wholly contributory systems, the teachers contribute a definite amount and these funds are not augmented by contribution from the State or management. In the partially contributory system, the teacher contributes a portion of the funds, while the State or the management assumes the responsibility for the remainder.

4. 2. The following table shows the percentage of the three classes for the last three decades :—

Period.	Percentage.		
	Free.	Wholly contributory.	Partially contributory.
1894—1904.	21	72	7
1905—1914.	18	4	78
1915—1924.	10	10	80

4. 21. From this table it is obvious that the number of free systems has never been large and that it shows a steady decline all along. The early years of pension organisation witnessed the establishment of a large percentage of wholly contributory systems and the ground lost during the second decade seems to have been re-gained to a slight

extent in the third decade. The partial contributory system predominates throughout the later years of pension history and the large percentage of this system appearing during the last two decades must be taken to be significant.

4. 3. In the case of the contributory systems, the following points require special attention :—

(1) Whether the teacher's membership in the system shall be compulsory or optional, whether any distinction shall be made between teachers already in service at the time the system is established and new entrants and whether beginners shall be exempted from membership until they have definitely allied themselves with the profession.

(2) On what basis, the teacher's contribution is to be fixed.

(3) How the funds derived from teacher's contributions are to be managed.

4. 3. The following table shows how the question whether the teacher's membership shall be optional or compulsory has been settled in the contributory system of the United States :—

Membership.	Percentage of systems.		
	1894-1904	1905-1914	1915-1924.
Optional both for those in service and for new entrants.	18	17	8
Compulsory for teachers in service and for new entrants.	46	45	23
Optional for teachers in service and compulsory for new entrants.	36	38	69

This table shows clearly the great tendency that there is to make the membership optional for teachers already in service and compulsory for new entrants.

4. 312. In some of the systems making membership optional for teachers already in service, time limits are fixed within which the teacher may exercise the option. In 35 per cent. of the systems, no such time limit is fixed. Of the remaining 65 per cent. of the cases which fix a time limit, the time allowed is one year or less in 50 per cent. of the systems, two years in 10 per cent. and five years in the remaining 5 per cent. of the systems.

4. 313. With regard to the new entrants, while the Research Committee of the National Education Association urges that new entrants may be exempted from membership until such time as they have definitely allied themselves with teaching profession, only three per cent. of the systems, which make membership of new entrants compulsory, have exempted teachers under 25 years of age.

4. 32. With regard to the amount of Teacher's contribution, there are two main groups of cases. In the one group, the assessment is a flat sum ; in the other group it is a percentage of the salary. The following table shows what percentage of the contributory pension systems falls into each of the groups.

	Percentage.		
	1894-1904	1905-1914	1915-1924.
I. Flat Sum.			
1. Flat sum irrespective of age or service.	9	8	15
2. Flat sum granted according to length of service.	0	20	30
II. Percentage of Salary.			
1. Fixed rate.	91	45	33
2. Rate graduated according to length of service.	0	27	7
3. Such percentage as will provide the annuity fixed.	0	6	15

4. 321. This table shows that the fixing of the Teacher's contribution as a percentage of salary, has predominated throughout the three decades of teachers' pension history. Although this is still the fashion, there has been a steady decline in the number of systems employing it. On the other hand, the policy of fixing the teachers' contribution as a flat sum increases steadily in popularity.

4. 322. As regards the amount or percentage of contribution, the following table shows the tendency, in the case in which they have no relation to the length of services :—

	1894-1904	1905-1914	1915-1924.
Average amount of contribution assessed as a flat sum.	18	12	44
Average percentage of salary.	1	13	41

4. 31. As regards the management of the teacher's contributions, the pooling of the contributions was a common feature of the early pension plans, with the result that the contributions of the younger members were used to pay the pensions of those who had retired. With the development of the actuarial reserve plan of pension financing, the teacher's contribution is considered as a savings account and all sums deposited in that account are held in trust for that teacher. The following table, giving the percentage of the systems following either practice in the last three decades, shows how marked that tendency is :—

	1894-1904	1905-1914	1915-1924.
Systems providing individual accounts.	0	3	52
Systems not providing individual accounts.	100	97	48

5. The benefits of the System.

5. 1. The teacher's pension system offer a variety of benefits—superannuation, disability, withdrawal and refund in case of death. Pension benefits must be fairly large if they are to be satisfactory. They must be sufficiently large to furnish adequate subsistence in case of disability or old-age retirement. They must also be large enough to induce retirement. It must be remembered that the relief of teachers from a dependent old age is not the only purpose of a pension system. It is just as necessary that the system should enable the schools to rid themselves, in a dignified and kindly manner, of teachers whose services cannot any longer be effective because of advanced age.

5. 2. The points to be considered with regard to the benefits of the teachers' pension system are :—

- (1) the various kinds of benefits. and
- (2) the conditions under which the benefits are granted.

5. 21. Let us first consider the case of superannuation benefit which is the most vital from the point of view of the teacher. Pension systems fall into four groups according to the manner in which this benefit is paid.

- (1) Those that pay a lump sum on retirement.
- (2) Those that pay a fixed flat annual sum.
- (3) Those that pay an annual sum which is fixed as a percentage of the salary.
- (4) Those in which an annuity is purchased from the teachers' accumulated

contributions and an additional pension is paid by the State.

5.211. Out of 93 pension systems, only one falls into the first group. This will appear strange to the teachers of our Province. 37 pension systems fall into the second group, 42 into the third group and 13 into the fourth.

5.212. In the case of the second group, three methods have been employed in determining the superannuation pension as a flat sum. In the first method, the annual benefit is not graduated according to service, the average annual benefit being £ 450. About two thirds of the systems in the second group follow this method. Under the second method, the annual benefit is graded according to the length of service and ranges between £ 250 and £ 700. About a fourth of the systems falling into the second group adopt this method. Under the third method, the amount of annual benefit is determined each year. Only one or two systems adopt this method.

5.213. With regard to the 42 systems comprising the third group, there is considerable variation in the percentage of salary chosen as pension amount. The following table gives the number of pension systems adopting different percentages:—

Proportion of pension to salary.	Number of pension systems adopting the proportion.
1. 50% of final salary.	19
2. 50% of last five years' average salary.	16
3. 60% of last five years' average salary.	2
4. 2/3 of final salary.	1
5. 1/3 of final salary.	1
6. Number of years of service multiplied by 2% of last five years' average salary.	1
7. 30% of last five years' average salary plus 2% for each year in excess of 25.	2

This table makes it clear that one half of the teachers' salary has been taken as the standard for superannuation pension in the majority of cases.

5.214. With regard to the 13 pension systems which fall into the fourth group, different methods are employed to determine the pension to be paid by the State in augmentation of the annuity yielded by the accumulated contributions of the teacher. The following are some of the methods adopted:—

- (1) A sum equal to the annuity purchased from the teachers' contributions.
- (2) Such a sum as will make the combined annuity and pension equal to half the average salary.
- (3) 25 per cent. of last ten years' average salary.
- (4) \$ 10 per year of service and so on.

5. 215. It may be asked which of these four methods of deciding the amount of superannuation benefit is getting more and more popular. An answer to this question may be found from the following table, which gives the percentage of pension systems, established during each of the last decades, that have adopted the various methods.

Method.	Percentage of systems adopting the methods.		
	1894-1904	1905-1914	1915-1924.
I. Lump sum	Nil	Nil	1
II. Flat sum pension	7	46	46
III. Percentage of salary pension.	93	52	10
IV. Annuity purchased from teachers' contribution plus pension from State.	Nil	2	43

5. 2151. It is clear from this table that the flat sum pension method increased in

popularity in the second decade and that it is still occupying the same position. The percentage of salary method, while in general use in the first decade, is declining rapidly and steadily. The fourth method is showing a tendency to become popular, while the lump sum method, which is generally adopted in this country, is but beginning to appear.

5. 216. With regard to the conditions, which are usually imposed before superannuation can take place, it has been found that,

- (1) 64 per cent. of the pension systems retire teachers on a service basis only,
- (2) 2 per cent. of the systems use age basis,
- (3) 21 per cent. of the systems use both service and age basis,
- (4) 10 per cent. use either service or age basis, and
- (5) the others impose no requirement of age or of service.

It may be stated that the average service required for superannuation has arisen from 29 years to 30 years during the last three decades and it is usually stipulated that more than half of this service (17 years is the average) should have been rendered within the city or the State providing the pension. The age usually taken as the standard in the systems that retire teachers on age basis has fallen from 65 to 60 during the last thirty years.

5.22. The benefits that come next in importance are the "Disability benefits." It is not possible to get any idea of the tendency regarding the amount of disability benefits, as in nearly every instance this sum

is left indefinite. It may be said, however that it is usually a fraction of the full pension. But the increasing recognition of the need for this benefit is brought out by the following table which gives the percentage of the pension systems, established in each of the last three decades, which allowed or did not allow disability benefits:—

	Percentage of systems established in the decade.		
	1894-1904	1905-1914	1915-1924.
With Disability Benefits	57	81	93
Without Disability Benefits	43	19	7

5.221. With regard to the conditions under which disability benefits are given, it may be stated that practically all the systems insist upon a minimum of years of service. This minimum has fallen from 14 years to 12 years during the last three decades. Of these 12 or 14 years, it is usually required that at least 10 years of service should have been rendered in the city or State granting the pension. It may be further stated, in this connection, that 38 per cent. of the pension systems require that a disability should be supported by a medical certificate before the allowance is granted.

5.23. While the principal object of teachers' pension system in the United States has been undoubtedly, to provide for the retirement of the superannuated and the disabled, contingencies of resignation, dismissal and death before retirement have not been altogether disregarded.

5.231. The extent of withdrawal benefits and the tendency with regard to the same is brought out by the following table which gives the percentage of the systems established in each of the last three decades

which allow various classes of refunds in case of withdrawal from service from causes other than death:—

Class of refund.	Percentage of systems established in the decade.		
	1894-1904	1905-1914	1915-1924.
1. Total contribution with interest	25	7	32
2. Total contribution with interest plus total contribution of State after 6 years of service.	Nil	Nil	7
3. Total contribution with interest plus pension from State after age 50.	Nil	Nil	8
4. Total contribution without interest	Nil	30	28
5. Half of total contribution with interest.	50	17	Nil
6. Half of total contribution without interest.	Nil	11	12
7. 75% of total contribution without interest.	Nil	5	Nil
Total Refund allowed	75	70	88
" No refunds.	25	30	12

5.232. From this table it may be seen that the majority of the systems established in each of the decades have granted refunds in case of withdrawal before retirement. It is further seen that the percentage of systems allowing such withdrawals has increased in the last decade and that the percentage of systems refunding the total accumulated contributions of the teacher has also increased appreciably, while some systems established in the third decade have also returned the States' contribution under certain conditions.

5.24. The extent to which refund is made in the case of death while in service is a little less liberal than in the case of refund due to resignation. In fact, no system established in the first decade allowed any refund in case of death before retirement.

In the second decade only 44 per cent. of the systems allowed any refund at all. But, about 76 per cent. of the systems established in the third decade thought it fit to make some refund. This grudging attitude with regard to the refund in cases of death would be very revolting to the Indian mind. It must be due to the vast difference that exists between the two countries in social sentiments, domestic obligation and the imagined or real responsibility of the individual to posterity.

6. Financial Aspect.

6. 1. The problem of how to estimate and maintain the funds necessary to pay retirement allowances is one of the most vital questions in the establishment of pension systems. The difficulty of providing sufficient sums to meet the liabilities as they accrue has been the rock upon which many a pension system has been wrecked. The idea of teachers' pensions arose rather suddenly in the United States and spread very rapidly. This naturally led to the establishment of many systems without a scientific basis. There was no doubt an abundance of good will behind the establishment of these systems, but the preliminary financial investigation was in most instances entirely inadequate and, in many, mere guess work. Time and experience have disclosed many fallacies in these early systems.

6. 2. Three distinct methods of handling the funds of the pension system have been used in the United States:—the cash disbursement plan, the reserve plan, and the actuarial reserve plan.

6. 21. The "cash disbursement plan" seemed, at the outset, simple and easy to administer. All moneys collected were cre-

dated to a single fund from which payments were made, as retirements occurred, so long as the cash held out.

6.22. The "reserve plan" provides for the gradual accumulation of a fund year by year to meet future liabilities. In some systems, the reserve is the surplus set aside after the annual disbursements have been made. In other systems, definite sums are set aside each year in the reserve fund.

6.23. In the "actuarial reserve plan", the reserve is built up on a more scientific basis. The increases in future pension payments are anticipated and taken care of before they are due. Each teacher is regarded as a fixed liability against the system and the sums necessary to meet such liability are carefully calculated by actuarial investigation and computation. A reserve fund is then built up by setting aside the necessary amounts during the teachers' active service.

6.3. The following table throws some light on the extent to which these plans were adopted by the pension systems started in the United States during the last thirty years.

Method of Management.	Per centage of systems started in the decade.		
	1894-1904	1905-1914	1915-1924.
I. Cash disbursement plan	Nil	3	Nil
II. Reserve plan	38	24	48
III. Actuarial reserve plan	Nil	3	52
IV. No definite plan	67	20	Nil

6. 31. Thus, it is seen, that the cash disbursement plan and the practice of having no plan, have definitely disappeared in the last decade. The reserve plan, while predominating in the second decade, declines sharply in third decade. The high per centage of the new pension systems organised on the actuarial

reserve basis in the last few years is full of significance. It indicates that the practice of establishing pension systems without reserves or with insufficient reserves is, in all probability, passing away. If this tendency continues, it is doubtful if any teachers' pension systems will be established in future without proper actuarial investigation and estimation of the funds needed to maintain it.

6. 32. In the majority of Teachers' pension systems operating on an actuarial reserve basis, provisions are made for subsequent actuarial investigation of the funds. This is an additional protection for the safety of the funds, as subsequent adjustments doubtless tend to reduce errors.

6. 4. One of the difficult problems to be met in pension financing is that of providing for what may be termed "premature liabilities." "Premature liabilities" may be defined as the demand made upon pension funds by those teachers whose period of service, after the establishment of the system, will be so short that they cannot contribute, during their service, even a fraction of the cost of their pensions. In the earlier systems no special provision was made to meet such cases. This led to the rapid exhaustion of funds. But, in later years, it was realised that it was not wise to leave the solution of this problem to chance and all systems based on the actuarial reserve plan are devising special methods for meeting such "premature liabilities" in a scientific manner.

7. Conclusion.

7.1. In concluding, I wish to congratulate the South India Teachers' Union on the patriotic step they have taken in esta-

blishing the "Teachers' Protection Fund." that I shall not be taken to be either too critical or too cautious, if I suggest that while I fully appreciate the immense good-will that lies behind the management of the fund and the spirit of service and sacrifice evinced by its honorary workers, I trust it is never too early for the organisers of the Fund to take adequate actuarial advice for handling the finances of the Fund.

The source for the data of this paper is Bulletin 23 (1927) of the Bureau of Education of the United States.

XXth PROVINCIAL EDUCATIONAL CONFERENCE.

The Secretary, South Arcot District Teachers' Guild writes:—

"It is the desire of the Executive Committee of the Guild under whose auspices the conference is to be held that this year's should be made as fully fruitful in its discussions and as inspiring in its decisions as possible. The Exhibition is to be made really educative with objects of class room interest and utility more than those of hobby or fancy merely. Physical education, Secondary Education ideals and the extent of their realisation so far, the success of the compulsory Elementary Education scheme and the subject of science in schools have been specially selected by the Executive of the Guild for concentrated attention at the conference proceedings. It is also intended to invite papers on these questions and have them printed in book form for distribution to the delegates at a nominal price.

This early intimation is given so that teachers everywhere shall set about working at their share of intellectual co-operation. Any further suggestions will be thankfully received by the undersigned."

THOUGHTS ON PEDAGOGY.

Mr. N. K. Venkateswaran

iii

(The Teaching of English in India.)

There may be some folks to say that India is not a nation but not many will take them seriously. Nationalism has become nearly real to-day in India and if there is communalism also to be found, it can only be understood as a concomitant of nationalism. The growth of every great unity gives a temporary fillip to several tiny 'separatist' forces.

We must admit that the English language has been a real help to the evolution of our nationalism. It may seem paradoxical but it is nevertheless true that the English language has been making common cause with India, while it is possible to argue that the Englishman has been playing a dubious part in her destiny. It has given India a more impressive homogeneity than existed before. It has given her apparently differing races a sort of 'elective affinity' to mix with one another. It has enabled the educated Indian to envisage India as a whole and to look upon himself as an Indian before anything else. It has given him the key to western learning, to modern science. In fact it is the English language that has given the political aspirations of this country some of their moving force, that has recaptured for her, portions of her great past, that has to some extent enabled her to overcome the tyranny of dialects, districts, castes and creeds.

There is, therefore, little reason why the English language should be made to share the prevailing punishment of things from abroad, but he that runs may see that it has not been let off scott-free. A half-expressed desire to let English go down the wind is

discernible. A couple of years ago this desire was even stronger than now. It is often forgotten, that although English is spoken by a far less number of people than any of the major languages of India, those who speak it and use it in other ways live in all parts of the country. No thinking man can long refuse to see that the larger the number of people who gain knowledge of the English language in India, the greater must be India's gain. This fact, however is not so generally recognised.

Consequently the teaching of English in Indian schools has of late suffered considerably. The standard has fallen. The pernicious system of teaching other subjects, through the medium of the English Language has, more than anything else, led to this result. This system, while it relegates the vernaculars to secondary importance, teaches only 'pidgin' English. It has, as it were, hit, if not killed, two birds with one stone. The linguistic sense, which the mother tongue can only give and which is so essential to the intelligent learning of any 'other tongue', is simply not in the students. A dull bookishness pervades the schools. The 'fog and cotton-wool' of abstract things, of ununderstood words, wraps the student mind. It lies as under an ice-floe and thought-currents are frozen. It is certainly not unreasonable, therefore, to hope that a better grasp of English will accrue if English, released from its present office as the medium of instruction, is begun to be taught as a compulsory second language. Then only it

would be possible to pay greater attention to the teaching of it. To-day the English language is nominally the king in educational institutions, but the resultant rule is chaotic enough. The teacher of English has lost his former zest because he or she very often thinks that the increasing demand for the vernacularization of education in some mysterious way justifies less attention on his or her part to the teaching of it. The student has lost his former enthusiasm for it because he or she thinks that the same increasing demand in the same 'some mysterious way' makes the English language some-what 'suspect.' Thus the teacher generally is content to coach, the student generally is content to cram. While the teacher teaches the prescribed texts in English, the living English language is nearly always forgotten. There is a common understanding as between teacher and student. The teacher's job is to help the student to pass the examination, the student's, to pass it. If the student does not pass it each throws the blame on the other.

It is not generally understood that there is no harm in securing a certificate by 'honestly' delivering the goods. Nor is it understood that one cannot always successfully palm off spurious ware on the examiners, a most credulous kind of people as they are. It is not even understood that a certificate gained by knowledge is better than one cleverly snatched with cram, and that cramming is really more difficult than learning, if only for the reason, that there is no joy in cramming. The upshot is coaching has driven out teaching, cramming has driven out learning just as the bad drives out the good money.

Here are some 'howlers' casually gathered from answers given to an English

Question Paper in a School Final Public Examination. It would be seen that they indicate a fundamental error in the prevailing processes of both teaching and learning.

"humble (humble), eny (any,) Gesus Crist (Jesus Christ), Portia was intense love with Bassanio, Jews (juice), He heard the explains of the soldier, Rama succeeded his object, The picture of his lower Portia was contains in the right basket of led, gass (gas), The hunting party assaulted their horses over the poor man, The corn is ripe for reaping, He wears bears, (beards). It is a false flee (plea), A sing was sung, Politics are selfish, Christ was once killed, Bassanio said that Portia was belonging him, in the Spannish Armada the poet expressed the same lights in different types."

Nothing is easier than to produce shovel-fuls of such material because they are so ready to hand. It is not the 'Morons', to use an Americanism, that provide the treat. Ninety out of every one hundred candidates are the same funny sort. Good answers are not altogether absent, but they only serve to bring into fuller relief the great harm that is being done by the twin falsehoods of coaching and cramming. Here is the beginning of a good answer.

'In the early hours of Saturday the 16th November, 1532, the Spaniards under Pizarro were roused from their sleep by the loud call of the trumpets. The chieftain informed his men of the projected attack on the Peruvians and disposed of his small army into three divisions.'

The whole essay is written in the same gentlemanly style and shows that the Indian schoolboy and schoolgirl can learn the English language well if they care and that the teacher can teach it well if he or she cares.

THE GOOD AND BAD IN RUSSIAN EDUCATION*

By Carleton Washburne.

EDUCATION in Russia to-day is an exceedingly interesting combination of certain elements of the New Education with other elements of the old. Russia's schools are new and progressive in much of their methodology, in the activities and project work of the children, in the re-organized curriculum from which many traditional topics have been removed, and particularly in the spirit of experimentation. Russia retains, on the other hand, the restrictions of the old education in her highly centralized control of all schools, in her ignoring of individual differences, and in her attempt to form the minds of all her children in one common mould.

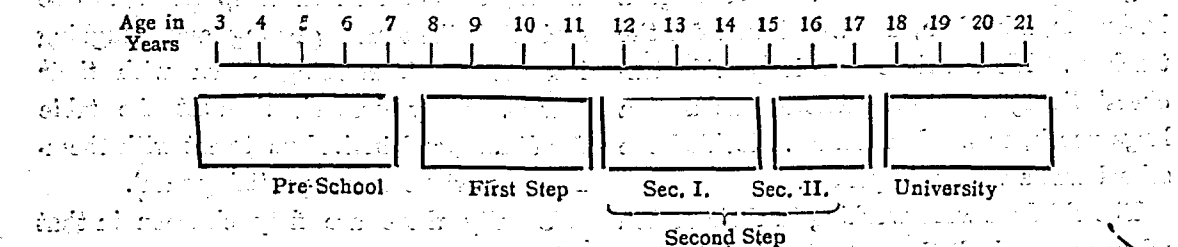
But perhaps the most significant phase of Russian education is the vital part it plays in the New Russia. No other nation in the world takes the question of education so seriously or sees so clearly that the nation of to-morrow is being made in the schools of to-day.

In this article it is impossible to give an adequate picture of Russian education as a whole. What Russia is doing for her 300,000 waifs; the factory schools; the opportunities for adult workers to study music, art, and literature; the Rabfacs in which adult illiterates are given schooling

and vocational training; the battle against illiteracy waged by evening classes for peasants and by reading-rooms and libraries; the great "Palace of Culture" just being completed in Leningrad; the nation-wide health drive, with factory basketball teams, swimming teams, boat crews, with the great physical education demonstration week in Moscow last August, and with the Institute for Welfare of Motherhood and Babyhood in Leningrad; the great universities with their thousands of students and their scientific research—these and dozens of other characteristics of Russia's great educational system, cannot be touched upon. It will be necessary to confine ourselves to the common schools—the regular State schools for children from the age of three to the age of seventeen.

These common schools are called United Labour Schools, and the education they give is called Social Education.

The organization of the United Labour Schools is much more like the American organization than like the English. There is a single school system for all children who go to school—an entirely simple progression from one unit to the next. The following diagram (figure) shows the scheme:—



Reprinted by kind permission, from the 'New Era', of January 1928.

From this it will be seen that the first school unit, the Pre-school for children from 3 to 7, corresponds with the English Infant School. Under 2 per cent. of the children in Russia have access to Pre-schools—only 11 per cent. in Moscow Province. The Pre-schools, where they exist, are probably the most progressive, experimental unit in the Russian system. Certainly those we saw were delightful.

[May I pause here to say parenthetically that we were *not* guided to schools. We went about freely in three provinces—Moscow, Leningrad, and Nijni Novgorod—to city and rural schools, sometimes taking random points on a map, so that none could say we were even unconsciously guided. We usually went quite alone (Mr. Washburne and I), except for our interpreter, a young Anglo-Russian Jewess. We almost never indicated in advance where we were going. Our school visits were obviously unexpected.]

The Pre-school in which we spent the most time was in a village (Malakhofka) about twenty miles from Moscow—far enough out so that horses shied violently at the strange sight of a motorcar. The building—like most schoolhouses in Russian villages—was made of logs. There were two group rooms, one for the five-year-olds, one for the six. Between them was a small woodworking shop. There was also a rather large room for rhythmic and dancing, a bathroom, a kitchen, and a bedroom for the teachers. Most village schools provide teachers' living quarters. There was also a large porch, or wooden terrace. Behind the school was a vegetable garden.

The children were working in their garden when we reached the school. A little boy

of five took me by the hand and led me from row to row. "These are carrots; these are cabbages; these are potatoes," he explained to me. "He is chairman of the garden committee," said the teacher.

The teacher, Anna Tumorovskaya, was very attractive, enthusiastic, intelligent, refined; a little bashful, yet so full of interest in her work that she soon forgot herself. All the Russian teachers we met impressed us favourably. Anna (her last name was too hard for us to use) took us into the school and showed us the children's work. There were weather charts and attendance charts kept by the children; there were wooden boats and toys the children had made; there were things modelled from clay—in fact, all the things one sees in any good New School for little children.

She showed us how she taught reading and number, the latter growing out of the children's projects. Her methods were modern and good.

"Would you like to see the children have a sun bath?" asked Anna. We would—and did. They lay on their tummies, naked in the grass, while the sun beat down on them. After a few minutes a signal was given and they all turned over on their backs. When they were well sunned, Anna's assistant, Soya, called them for their shower. She had a large sprinkling-can full of cold water; the children came up in turn to be sprinkled, then ran gasping and laughing into the school, rubbing down with their towels. They dressed, then set the table for dinner, and invited us to eat with them. It was a wholesome, appetizing meal.

Usually there are fifty children in that school. Half of them were away returning

the visit of another school when we were there. Anna's school is not a show school—we usually avoided such. She apologized for its poverty and crudity. But it is an experimental school, and Anna is a well-trained, unusually alert teacher.

Above the Pre-school comes the First Step. This is a four-year school for children of 8 to 11 or 12. It is the most nearly universal school of Russia. Nearly every village has its school of the First Step, except where several such schools are consolidated and take care of a group of villages.

Most children of Russia (between 70 and 85 per cent) go to school for at least three or four years (or part of each of three or four years) in First Step schools. This number has steadily increased since 1922, when less than 50 per cent of Russia's children were in school.

Let me describe one of the crudest of the First Step schools we visited. We had gone up the Neva River in a steam-boat almost to its head (Lake Ladoga). At Piesky (a tiny village we had spotted on the map) we disembarked and visited the log school house; but we wanted to get further from the beaten path, so we got a boy (a half-wit) to row us across the river, we bailing the water out of the boat with a tin as fast as the waves came in over the gunwales. On the other side (after visiting the school of Anenskoe) we sought out a peasant, who with much persuasion hitched up his springless cart, threw in some hay, and took us across fields, through woods and over streams to a village (Gori) that was on no railroad and on no navigable stream.

The astonished, barefoot teacher in the school was most hospitable. She showed us

the children's work, the shop in which they had made fascinating toys, their drawings, their text-books, and, most illuminating of all, the report of the inspector. He had got to the school only once last year, but he had stayed three days!

His report was a long one. It made recommendations concerning the building and ground and concerning the teaching methods. "Your children haven't enough variety in their play," it said. "They are getting tired of the same games on the playground. Bulletin 18 will give you suggestions for improving student government. In your discussion period the children are interfering too much with each other; there should be more chance for longer reports. Bulletin 40 will help you to organize Complexes for fourth class"; and so on.

The health drive in Russia was evident in this school as everywhere. There were posters made by the children illustrating the lungs, the pores of the hand, simple rules of home hygiene ("My mother sweeps with a *wet* broom"—illustrated; "My mother washes dishes with *hot* water"—also illustrated; and so on).

The teacher insisted on our staying to tea. We had a stimulating conversation with her husband, an intelligent member of the local Soviet, while her little girl played around us. Then we jogged on across country to Mga, where a dim, candle-lighted train took us back to Leningrad.

Above the First step comes the Second Step divided into two sections. Section I is a three-year course for 12, 13 and 14-year-old children. Section II is a two-year course for children from 15 to 17. The principal difference between the two sections

is that the general projects ("Complexes") of Section I give way to vocational training in Section II. In both sections about 70 per cent of the day is spent on academic work, which is practically continuous for the five years.

Each Second Step school usually houses a First Step school in the same building. One has, therefore, the typical 9-year United Labour School of the cities and the larger villages. Sometimes Section II of the Second Step is lacking and one has the 7-year school.

There are not nearly enough of these 7-year and 9-year schools to go round; so pupils from schools of the First Step are selected by their teachers for work in the Second Step. They are never selected by examination; examinations everywhere are taboo as a means of determining entrance to a higher school or university. Other things being equal, the First Step teacher selects the child or children having the most ability for higher grade work. But if intellectual ability is anywhere nearly equal, the child of the worker or poor peasant is always given preference over any other child.

By way of contrast with the village schools of the First Step let me describe very briefly the magnificent new 9-year school just being completed in Leningrad.

It is built of poured concrete with thick walls built to last centuries. It has shops, laboratories, cooking and sewing rooms, gymnasium, baths, even an astronomical observatory. Everything in it is substantial, simple, thoroughly good. Except for the expensive private Lyceum in Amsterdam, and a ridiculously extravagant high school

building on the iron range in Minnesota, I do not think I have ever seen a finer Secondary School building.

Throughout the Pre-school, First Step and Section I of the Second Step, Russian schools make use of the "Complex" system—a modified form of the project method, and not unlike the Decroly method. A single topic, called a Complex, is made the unifying centre for a wide range of school activities. At first all subjects were taught through Complexes; now there is some academic work and regular drill in addition to them.

"Health" may be the Complex for a certain group; they may go out into the village and inspect the sanitary conditions, report back in the school, make the report the basis for reading, for social science, for the study of hygiene, and so on. Much of the work of the school will, for a period, centre round the health Complex. Then "Labour" may be the next Complex, then something else.

These Complexes are determined in Moscow. All education in Russia is highly centralized in the People's Commissariat of Education, to which the abbreviated title Narkompros is given. Narkompros decides what Complexes shall be used each year, how much time shall be given to academic work, what types of vocational training shall be given in Section II of the Second Step—in short, Narkompros runs the schools of Russia.

It runs them through a hierarchy, of course, each lower unit having some degree of autonomy and freedom; but in its centralization of authority Russia resembles France, and even goes farther, in contrast to

the freedom given to the local units in Germany to-day, in England, and in America.

All children go to the State schools. Private schools, private tutors even, and of course parochial schools, are all strictly forbidden. The State attaches too much importance to its schools to allow any undirected person to tamper with education. The rising generation is to be made 100 per cent communistic. All instruction, all social science in general, is directed to this end. Even the literature and general reading is carefully selected to give just one side—the struggle of the working class under the heel of autocracy and capitalism, and its ultimate emancipation through revolution. The dignity of labour is exalted: private profit execrated.

The schools are also atheistic. So are many, if not most, of the teachers. I asked Anna if she were an atheist. She smiled at the absurdity of the question—"Of course. Aren't you?" "Do you teach these little babies to be atheists?" "Well, I don't say. There is no God," because some of their parents still believe and would be alienated if I did. But I show them that when a seed grows it is the sun and air and water that makes it grow; that when there is thunder it is not God thundering, but electricity leaping from cloud to cloud. I teach them in such a way that in time they will see for themselves that there is no God.

This is quite characteristic. The only God the Russians knew was the God of the Orthodox Russian Church, who divinely appointed the Czar to rule over them, whose priests linked religion with superstition,

and bade the people submit to their rulers. In throwing out the Czar the communists threw out his God and priests. There is freedom of worship in the churches, but the authorities hope that in another generation or two there will be none who wish to worship in these churches.

There is one mitigation to the centralized control of education. This is in the State system of experimental schools. I do not think any other nation in the world has so generally established experimental schools as part of its educational system. These schools have definite problems to work out, and their findings determine the programmes and method outlines sent out by Narkompros.

Anna's school, it will be remembered, was an experimental school. She is working over a period of three years, on the problem of whether children are more interested in group activities or in individual activities. As a phase of the experiment each child has an individual garden plot, but has an interest in the common garden. In which gardens do the children show more interest? Where do they work better? Careful observations are made and records kept. Once a month these are summarized and sent to Narkompros. The school inspectors and others visit this experiment; call conferences of the teachers; discuss results and make recommendations.

The programme of the Russian schools is centralized, but it is far from static. It is undergoing constant change and revision.

Just as there is a single programme and method outline for all Russian schools, so is there an ignoring of the individual differences that exist among the children. We saw no sign of any attempt to recognise differences

in intelligence. Children are handled *en masse* everywhere. In one-room country schools, children are admitted only in alternate years because the teacher cannot handle more than two classes. This is the one of the most backward phases of education in Russia to day. About 25 per cent of the schools of Section I of the Second Step have an emasculated Dalton Plan—but the individual progress element of it is omitted!

In its "Complex" method Russia is using certain elements of the New Education. In its handwork and activity it is educationally progressive. Its system of experimental schools is admirable. All schools have pupil government. Most purely traditional and abstract school subjects have been replaced by practical things like health education, the meaning and dignity of labour, and an understanding of the State and its problems. In these respects Russia is probably the most widely progressive country, educationally, in the world. Almost every country can boast of some schools that are more progressive than Russia's. No other large country can show an entire State school system which embodies as many progressive elements as does that of Russia.

On the other hand, Russia's centralization of education, even though it may be a temporarily necessary expedient, is in the long run a hindrance to progress. Her failure to recognize individual differences in children's intelligence is stupid. Her thrusting of communism and materialism down the throats of her children seems to some of us criminal. It is true, of course, that all

countries have to a greater or lesser degree been similarly culpable. American schools try to give children reverence for the Constitution and our form of government. English children must all sing "God Save the King," and attend prayers in school. Children in all capitalistic countries are taught to respect private property. Yes, we indoctrinate our children with our kind of civilization as truly, even if not as ardently and efficiently, as does Russia. But the New Education bids us to desist from such propaganda and to give the children training in seeing both sides of each question, in thinking for themselves.

The very one-sidedness of education in Russia, however, has one great advantage. The people take their schools in grim earnest. In America, and in Europe, I believe, schools are regarded rather casually by the man in the street or the legislator in parliament. (Has the Fisher Act come into full force in England yet?). The making of the schools footballs of personal politics, as happens in some of our American cities, the ignoring of the schools by parliaments or legislatures, cannot happen in Russia.

Russia sees in its schools its own future. On the success or failure of its educational system depends the success or failure of communism and the Soviet form of government. This Russia realizes poignantly. I wonder when the other nations of the world will realize equally profoundly the fact that in the world's state schools the world's future is being determined?

THE LATE MR. T. G. SRINIVASA ACHARYA. B.A. L.T. A LIFE SKETCH.

Mr. M. Veeraswami Aiyah, B. A., L. T.,

In the sudden death of Mr. T. G. Srinivasa Acharya on Tuesday the 21st February last, there has passed away from the teacher-world an able Headmaster who served the cause of education for over thirty years.

five years, during which his services were so greatly appreciated by the then Superintendent, Rev. Mr. Meston that, when he chose to leave it to complete his B.L. course, he said "that the tone of his work was all that could be desired."

He was born of humble but respectable parents in May 1874. His father was a school master who died early leaving Mr. Acharya, his only son helpless. It was to the munificence of his numerous rich friends that he owed his education. After completing his High School course in the Christian College School, he went through his University career in the same College with distinction and graduated from it in 1895. Next year he joined Law College and passed his F.L. Domestic difficulties now stood in the way of his completing the B.L. Therefore he qualified



that he was sorry he had to leave to prepare for the practice of the law; and that he grudged him law for he had a Teacher's gifts in rich measure."

Now a tempting offer came from Rev. C. Pollard of the Wesley College which he accepted, leaving Law once for all owing to the compulsion of his teacher friends. He served for over three years and joined the Hindu Theological High School to the services of which he consecrated the latter part of his life. His ability as a teacher was recognised both by the Department and the management wherever he served.

himself for the profession of teaching by passing his L.T. Examination in 1898.

He served in various institutions in the Presidency; he was Headmaster for over three years in the North Madras Secondary (Sir Pitty Theagoraya Chettiar's) school; he was an Assistant-master in the Mission High School, Ongole for over a year; next he became an assistant master in the Christian College School, and served there for more than

As First Assistant he served the Hindu Theological High School with zeal and credit; and when the Headmaster's place became vacant, there was, in the interest of the school, no other option for the management than to put him in charge of it. At this time the school was passing through a crisis, financial and otherwise, which with the co-operation of his assistants and the management, he tided over successfully and he elevated the tone and prestige of the

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school that, when he died, he left it in a more stable condition.

The school was not the only centre of his activities. His zeal for the profession of Teaching was so great that, as an active member of the Madras Teacher's Guild for a pretty long period, he always evinced a keen interest in its activities and upheld the case and the prestige of the Teachers and in recognition of this, he was elected one of the Vice-Presidents of the Guild which honour he had at the time of his death.

His services to society were as great as to the cause of the Education of the youth. His capacity for organization and systematic work was remarkable. The Triplicane Urban Co-operative Society, The George Town Co-operative Credit Society, The Madras Schools Athletic Association, and last but not least, the Scout movement in the city were some of the Public institutions that he served in various capacities and in the discharge of his duties in all of them he showed a high sense of responsibility and inspired in his colleagues a great regard for honesty and faithfulness.

His activities, in his early days, in the direction of the development of Histrionic Art cannot be forgotten. He was one of the pioneers of the Amateur stage in the city of Madras. He played his role as an actor in the Oriental

Dramatic Society, the first of its kind; and as Prablada, Sarangadhara, Rukumangada, Chandrasa and a host of many other characters earned the encomiums of great men like, Goday Gajapati Narayana Raju, Rajah Sir T Madhava Rao, and the late Raja of Rinnad. He was one of the central figures of the Vidwan Mano Ranjani and a prominent member of the Deena Pokoshaka Samajan and Suguna Vilasa Sabha, in its early days.

It is impossible to detail at length in this short space of the manifold activities of this great soul. To conclude, Mr. Acharya was a gifted teacher "interested and interesting," "Careful and energetic"; a capable Headmaster, simple and unostentatious, strict but not harsh: a zealous Social Worker, honest and faithful, punctual and thorough; lastly, to those that knew him intimately he was an ideal friend and an inspiring example of "do and die."

He was a striking personality and his presence will be sorely missed in the various centres of his activities. He leaves behind a family consisting of a widow to whom he was an ideal husband two married daughters and a boy of 9 years to whom he was a loving and kind father which his sudden death, has left helpless.

May his soul rest in peace!

EDITORIAL.

"Under Consideration."

We understand that the secretary of the South India Teachers' Union has received a reply from the Private Secretary to His Excellency the Governor of Madras, that the question of the revision of the Grant-in-aid Code referred to in the memorials submitted to him by about 2000 teachers employed in over 130 aided secondary schools is being considered by the Government. All are aware that this subject has been "under consideration" for a number of years. Any further delay will be surely detrimental to the interest of Secondary Education. We have no idea of the proposals made by the Special Educational officer and we do not know what changes the Government propose to make in the existing Code. So far as we know, the opinion of the managing bodies has not been invited and no attempt has been made to understand their difficulties. Nor do we find any anxiety on the part of the managing bodies to place their case before the Government and to urge their claims for generous and liberal consideration. The need for the immediate revision of the Grant-in-aid Code has, however, been clearly explained in the memorial mentioned above and it should be easy for any member of the Legislative Council, especially if he happens to be associated with the management of a secondary school, to pursue the question further in the Council itself.

The Present Code.

The Director of Public Instruction rightly pleaded his inability to give an indication of the recommendations made by him in respect of the revision of the Code, but he assured

the Madras Teachers' Guild that the representations of the Guild would receive careful attention. We should therefore like to suggest that the modifications proposed at the Provincial Educational Conference held at Vellore in December 1927 should be taken as the basis for discussion. A general complaint against the existing Grant-in-aid Code is its element of uncertainty. Even District Educational officers have been compelled to admit that they cannot always explain how the particular figure showing the amount of grant has been arrived at. It is unnecessary to refer, at this stage, to that enigma of the article 32 of the Code. Managers do not know what scales of salaries are regarded as proper and legitimate when the amount of grant is assessed. We have heard of cases where a certain amount of expenditure was disallowed because the school had on its staff one too many or because the salary paid to teachers was regarded as fairly high. We cannot too strongly emphasise that this element of uncertainty should be removed and it will be in the interest of sound education if it be made possible for the management to have an idea of the amount which it can reasonably hope to receive as aid. It is with a view to remove this uncertainty that the South India Teachers' Union has been constantly agitating for the introduction of standardised scale of salaries to teachers of all grades.

Standardised Scales of Salaries.

There is a good deal of misapprehension about the principle of standardisation of salaries. The idea of standardised scale is neither novel nor impracticable. What about the Burnham scales which have been

HAVE YOU JOINED THE PROTECTION FUND?

If not send in your application at once to

Mr. S. M. RAO, B.A., L.T.

Secretary, S. I. T. U. Protection Fund,

41, Singarachary St.,

Triplicane Madras.

chiefly instrumental in improving the efficiency of Elementary Schools in England? Even in our own country standardised scales of salaries have been laid down in Burma, Assam, Bihar and Orissa. The arguments of those in power who oppose standardisation of salaries in this presidency are by no means convincing. We are told that the introduction of standard scales ignores the difference in the cost of living in the various districts. A second objection to this scheme is that it will raise the salaries of teachers in certain districts when there is no need for the same. There are those who tell us that uniform and standard scales will fail to meet the needs of certain districts and that the schools in the so-called backward districts will be adversely affected. Lastly we are told that the introduction of this principle will be interfering with the freedom of the management. We shall attempt to examine the soundness or otherwise of these arguments seriatim. There is no point in the first objection when the Government itself has been paying standardised scales of salaries to different grades of officers scattered throughout the presidency except in a few special cases. The authorities take it for granted that life in certain districts, such as Malabar and Tanjore, is a jolly good thing and that the principle of standardised scales will put more money into the pockets of the teacher when there is no necessity. It might have been possible years ago for teachers to live decently on low salaries in districts like Tanjore or Malabar, when they happened to be inhabitants of the locality. Now with the introduction of specialised courses in secondary schools the managements cannot depend upon local talents and very often teachers have to be recruited from the far off districts. The so-called "cheap living" cannot count for much on the whole. The third objection presumes that teachers will be disinclined to go to distant districts when they are sure of getting the same salary near at home. Those who advance this argument forget that the schools in the advanced districts can absorb only a fraction of the graduates coming out of the training colleges. A very large number will have to leave their native districts if they should be employed. If the schools in the backward districts should still find some difficulty in securing qualified teachers, the proper remedy is to hold out a higher start in the scale or to offer personal or duty or local allowance, as is now obtaining in Government service. We should like to invite the attention of the public and the Government to the two articles of Mr. S. Subbarama Aiyar, M.A., on the 'Economic condition of Teachers in the Madras Presidency,' published in our issues for March and April. The replies to the questionnaire issued by the S. I. T. U. have been received from teachers employed in different parts of the presidency and they point unmistakably to the conclusion that the life of the teacher is unenviable wherever his lot may happen to be cast. The last objection, that of interference with the freedom of the management, may appear plausible and we are told that the management will resent if the Government should make the adoption of standardised scale, a condition of recognition and aid. The Grant-in-aid Code contains many a provision which gives power to the Government to refuse recognition and aid. It is a condition of aid that the management should institute a provident fund for teachers. A manage-

ment is, under the Code, compelled to provide for the medical inspection of pupils. There is nothing unnatural in requiring the management to adopt standardised scales of salaries. The advantage of standardised scales should be obvious and the instruction of over one hundred thousand pupils reading in aided secondary schools should not be allowed to be neglected.

What is wanted.

If the Government be opposed to the principle of standardised salaries, it is not because of the objections referred to above but because of its unwillingness to incur any additional expenditure in respect of secondary education. The managing bodies are not enthusiastic about standardisation for the simple reason that they do not have the necessary resources. Sir Henry Stone has pointed out in his letter to the Government, that very few aided schools have any endowment worth mentioning. The Grant-in-aid Code will continue to be unsatisfactory and disappointing and secondary education can make no progress, if the principle of standardised scales of salaries be not accepted. This principle is, at bottom, one of finance. It is for the Government to get together the managing bodies to determine the extent of help that is needed. It may not be impossible to arrive at a formula which will enable managements to run the schools on sound and approved lines.

Schools under Local bodies.

It will be appropriate to consider in this connection the position of secondary schools under local boards and municipalities. The teachers employed in these schools are in no better position and the system of subsidies is not satisfactory. The Government

may consider the desirability of placing the local bodies on the same footing as the private management for purposes of aid. This common principle will promote healthy rivalry and the principle of standardised scales should be extended to these schools as well.

We heartily congratulate the Reception Committee of the 19th Provincial Educational Conference on the efforts they have successfully made to get ready the report of the Conference. This is the first time that a report of the Conference has been published in such a short time and we are thankful to Mr. T. Harris, Mr. S. Srinivasa Aiyar and their colleagues on the Committee for the pains they have taken. Copies of the report have been sent to affiliated associations, and we hope that they will give their attention to the several points contained in the resolutions. Much depends upon the activities of District Guilds and they should, along with the Executive of the Union, concentrate their efforts on strengthening the organisation. We appeal to the affiliated associations to help the Union in the matter of the journal. We understand that the District Guilds have been considering the question of the reorganisation of secondary education. This question should be viewed from different aspects and our pages are open for a thorough discussion of this question.

The 20th Provincial Educational Conference will be held in December 1928 and the Sout Arcot District Teachers' Guild has already arranged to get a reception committee constituted. The reception committee

intends to hold an educational exhibition on the occasion of the conference. It is hoped that the members of the teaching profession and the office-bearers of the affiliated associations will take advantage of this opportunity afforded by the reception committee and co-operate with it in making the exhibition a real success.

We congratulate the reception committee on having started their work in right earnest. It is a happy augury that they have commenced with a munificent donation of Rs. 250 from Dewan Bahadur Sir S. Rm. Annamalai Chettiar. It may be an attractive feature of the conference if the occasion can be made use of for organising 'refresher' courses in one or more subjects. We believe the reception committee will go into this question and if necessary seek the aid of Government.

Vernacularisation.

The number of candidates that have taken advantage of the provision of answering the examination papers in the S. S. L. C. in their own mother tongue has not, we understand, shown any appreciable increase. The examiners who have had occasions to value such papers will be doing real service if they could report with regard to the efficiency of the candidates in Vernacular. We request the S. S. L. C. Board to try to get, from the examiners concerned, information under the following heads:—

- (i) The No. of schools and the No. of candidates that have availed themselves of the provision.
- (ii) The proficiency of these candidates in the subjects in comparison with that of those who answer in English

(iii) Degree of accuracy attained in presentation of facts and in the use of technical terms; and

(iv) Whether Vernacularisation has affected the proficiency in English of these candidates judged by their marks in English.

There is a general feeling that students are not keen on answering their papers in the Vernacular because of the absence of suitable text-books in Vernacular and of a set of standard technical terms. We hope that the S. S. L. C. Board to be newly constituted will take on hand the preparation of suitable standard terms, and furnish each school with a list of such terms.

Physical Education in Madras.

The Government, we understand from the local dailies, are appointing a Committee to enquire into the state of Physical Education in schools in the presidency and make recommendations for improvement. It is also stated that the Committee is to be non-official, except for one or two District Educational officers, and that the Hon. Mr. Justice Beasley is to be appointed chairman of the Committee. We are glad that Government have at last awakened to the need for improved physical education for our boys and girls. We believe the Committee to be appointed, will be empowered to go into the question thoroughly and will be able to report their findings at an early date.

The Protection Fund.

The membership has just come up to 190. It has to reach 1000. We appeal to all teachers to become members of the Fund. Teachers as a body are not financially well

off and it is to afford teachers pecuniary benefits that this fund is started. It behoves therefore, every member of the profession to join the fund immediately, if he has not already done so. We would like to suggest that each member of the fund should become active canvassers and should make themselves responsible for five more members at least; for the benefit to be tangible, the strength must be increased to 1000. We earnestly

hope that teachers, all over the presidency will take time by the forelock and join the fund immediately. In this connection, we may also add that it will pay members of the fund, if all members from a particular school or locality jointly, if not individually, subscribe for a copy of the journal, as they will then have information from time to time *re*-the progress of the fund.

ACKNOWLEDGMENTS.

The Secretary of The Journal Committee, S. I. T. U, begs to acknowledge with thanks the following further donations and loans.

Loans.

	Rs.	A.	P.
Amount already acknowledged.		85	0 0
The teachers' association Pachiappa's H. S. Chidambaram.		7	0 0

Donations.

Amount already acknowledged		12	14 0
Staff of the H. H. School, Triplicane		1	4 0

The pupils of the Manual Training section Sree Mahant Devasthanam's High School, Vellore—
a writing pad.

NEWS FROM ASSOCIATIONS

Tanjore District Teachers' Guild.

The annual meeting of the Tanjore District Teachers' Guild was held on the 17th March in the premises of the Native High School, Mannargudi, under the presidency of Rao Bahadur P. V. Seshu Aiyar. Mr. Guruswami Sastri, Headmaster of the Thirukattupalli High School addressed the members on the advantages of the Teachers' Protection Fund started by the S. I. T. U. The following resolutions were then passed.

1. The Guild is of opinion that the institution of the Teachers' Protection Fund is very beneficial to the Profession and exhorts all members of the Guild to subscribe to the Fund.

2. Resolved that the Guild requests the Executive Committee to consider the rules of the S. I. T. U. Protection Fund and suggest necessary amendments.

3. Resolved that the Executive Committee of the Guild be requested to reconsider their report on Elementary Education in the light of the Draft Elementary Education Bill just published in the Gazette and submit their report to the Government before the end of April.

4. Resolved that members and Associations be requested to send in their recommendations to the Secretaries not later than the 12th April.

5. The Guild is of opinion that the teaching profession is very inadequately represented in the Secondary Education Boards and therefore recommends that their representatives in the Boards should be four.

6. Resolved that the Government be requested to constitute a single teacher-electorate composed of teachers of all schools, headmasters as well as assistants, for electing teacher representatives to the District Secondary Education Boards.

7. Resolved that Mr. Arpudaswami Odayar M. L. C. be requested to approach Government to make District Secondary Education Boards statutory bodies like District Elementary Education Councils.

8. Resolved that a committee consisting of Messrs. R. Swaminatha Iyer, V. Mahadeva Iyer, V. Guruswami Sastri, V. Raghava Iyengar, T. M. Venkataramaniah, V. Kuppuswami Sastri and T. S. Arunachalam Pillai be appointed to draft a report, suggesting methods of improving Secondary Education.

The Joint Secretaries of the Guild are to be the conveners. Five members form the quorum. The following among other points are suggested for the consideration of the Committee:—

Annual Promotions—Curricula—School hours—Discipline.

9. Resolved that the Executive committee be requested to draw up a scheme for the starting of a Reference Library for the Guild.

10. Resolved that affiliated Associations be requested to express their opinions regarding the desirability of collecting an individual annual subscription of annas eight and annas four from graduate and non graduate teachers respectively, in addition to the affiliation fee paid by Associations.

11. The Guild appreciates the opening of Training Colleges for training Sanskrit and Tamil Pandits to improve their qualifications but requests the Director of Public Instruction to consider the Pandits employed in Schools and Colleges before the opening of these institutions as duly qualified for the appointments they hold.

The following are the office bearers for the year 1928-1929:—

President. Mr. N. G. Punneyya, B. A., L. T.

Vice Presidents. (1) Mr. R. Swaminatha Aiyar, B. A., L. T.

(2) Mr. V. Raghava Aiyengar, M. A., L. T.

Joint Secretaries. (1) Mr. N. R. Subramanya Aiyar, B. A., L. T.

(2) Mr. N. Kalyanarama Aiyar, B. A., L. T.

The Coimbatore District Teachers' Guild.

The Guild held its fourth session at Gobichettipalayam on the 28th and 29th April under the presidency of M. R. Ry. K. S. Patrachariar Avergal, M. A., L. T., Principal, Government College, Coimbatore. About 70 delegates from all parts of the district were present. The proceedings began at 1 P. M., on the 28th instant with prayer and Mr. V. N. Venkatarama Iyer, Chairman of the Reception Committee delivered the welcome address. He touched upon the vital problems connected with Secondary Education. He referred to the lack of decision and woeful delay that characterise the educational policy of the Government and remarked that education must

engage the first attention of the State and have the foremost claim upon its coffers. He wanted that educational reconstruction should be taken up by the Government without delay and remarked that if it were only regarded as a Metur scheme as it has every right to be, there would certainly be no difficulty about the sinews of war. He quoted the remarks of an English writer about the teacher's calling: "To-day he is the servant of fickle democratic masters who are but half conscious of their real needs." He urged the necessity for an early revision of the Grant-in-aid Code, the need for the institution of an appellate authority which can deal about the grievances of teachers in aided schools. He touched upon the reorganisation of the S. S. L. C. Course, and expressed the hope that the reform contemplated will be such as to evoke the teachers' enthusiasm for work. He also dealt with Physical Education, Vernaculars as media of instruction and concluded by saying that it was a hopeful sign that the question of improvement of Secondary Education is engaging the attention of the Government. The President, in the course of his address, made many illuminating remarks upon the problems dwelt upon by the Chairman of the Reception Committee. He emphasised on the point that teachers should look upon the organisations of such guilds not only as a means of bettering their material prospects but also consider them as the means of securing professional efficiency. He also remarked that so long as parents of pupils look upon education as a means of securing employment, the question of Vernacularisation will be faced with difficulties too strong to overcome.

In addition to the reiteration of the resolutions passed in the Provincial Conference held in last December at Vellore on the Grant-in-aid Code, the security of tenure of teachers, standardisation of salaries of teachers, Physical Education, Secondary Education Act etc., the following resolutions also were adopted.

Provident Fund:—In view of the progressive reduction in the rate of interest on P. O. cash certificates and also in view of the inability expressed by the Government to increase the rate of interest, this guild requests the Government to amend the Provident Fund rules in such a manner as to make the management pay a contribution equal to the subscribers' and to raise its own contribution from one third to half and to apply the above modifications to all schools aided, Board and Municipal.

Secondary Education Board:—The Guild views with disappointment the reconstitution of the District Secondary Education Boards as per G. O. dated 4-2-28 and is of opinion that they should be placed on a statutory basis and that 75 per cent. of the members should be elected by Secondary School teachers without provision for separate Headmasters' constituency.

3. This Guild requests the District Educational Officer, to organise refresher courses on all subjects of the S. S. L. C. every year during summer and to insist upon managements deputation teachers concerned to attend such courses.

4. In view of the usefulness of teachers' associations for furthering professional efficiency and *esprit de corps* this Guild exhorts that such associations be formed in every school and that managers of schools be requested to recognise these associations and do all they can towards their successful working.

5. This Guild earnestly appeals to the Headmasters and managers of various secondary schools in this District to adopt the vernacular as the medium of instruction in all non-language subjects and requests that a beginning be made from the commencement of the next year in all non-language subjects from the fourth form.

6. This Guild requests that *bona fide* teachers of the secondary grade be allowed to appear for the Intermediate examination of the Madras University irrespective of their eligibility.

The following are the office bearers elected for the year 1928-29:

President.—Mr. K. S. Patrachariar, M. A., L. T., Principal, Government College, Coimbatore.

Vice Presidents.—1. Mr. V. N. Venkataramayyar, B. A., L. T., Headmaster, D. J. High School, Gobichettipalayam.

2. Mr. K. V. Subramaniayyar, B. A., L. T., Headmaster, Board Middle School, Andiyur.

Secretary.—Mr. R. Srinivasayyengar, B. A., L. T., Headmaster, Sarvajana High School, Peelamedu.

Chitore District Teachers Guild.

The annual meeting of the above Guild was held on the 14th and 15th April 1928. The 1st Session was held on the premises of the Sherman memorial Girl's High School, Chitore, when the members were addressed by Miss. Wychoff. The Conference was then opened by C. Ransford Esq., I.E.S., the District Educational Officer at Chitore.

On the 15th when the Conference re-assembled at the B. Z. Secondary School, Mr. M. S. Sabesan of Madras started a discussion on the place of Vernacular in the Educational Curriculum. In the afternoon, Mr. M. S. Sabesan explained to the members the aims and objects of the S. I. T. U. Protection Fund, and Mr. R. Janardhanam Naidu, Head master, Board High School, Chitore, delivered an interesting lecture on 'Secondary Education.' The following are the office bearers elected for the years 1928—29.

President.—Mr. R. Janardhanam Naidu.

Secretary.—Mr. K. Raghavachari.

The Educational Exhibition Tirupati

The staff and pupils of The Sree Mahant's Devasthanam Hindu High School, Tirupati, should be congratulated on getting a really useful and interesting Educational Exhibition on the 28th April 1928. Dewan Bahadur, T. Rangachariar, C.I.E., opened the exhibition. The exhibition was kept open for a full week and a large number of visitors visited the school. On the 29th April at 6 p.m. Mr. R.

Janardhanam Naidu, President of the Chitore District Teachers guild, delivered a lecture on 'East and West.' Mr. N. Subramanyam, M.A., L.T. of the Teachers' College Saidapet, delivered an interesting lecture on "Geography, as a study of Man and his environments", on the next day.

A special feature of the exhibition was the remarkable interest which the public of Tirupati evinced. The 30th April was a 'gosha' day and many ladies thronged the exhibition hall.

As usual the Natural science section was well exhibited under the able direction of Mr. R. V. Venkateshia. The History, Mathematics and Physics rooms interested the visitors very much. The chemistry theatre was set up with a fine 'coal Tar tree' in the centre, setting forth the various bye-products of the coal tar industry. The pupils of the manual Training section of the Sree Mahant's High school, Vellore had brought their handwork and exhibited them. The excellence of their varied exhibits can be easily judged by the fact that before the close of the exhibition week, all most all their exhibits were sold out.

NEWS AND NOTES.

Insecurity

The Headmaster of a Municipal High school in the Anantapur District has been given notice of discharge by the Chairman of the Municipality concerned. The teacher concerned has put in 10 years service in the same institution. The reason for this notice of discharge, it is alleged, is that while the unfortunate teacher acted as the headmaster, he could not find his way to permit the Chairman's son to write the S. S. L. C. Examination held in March.

In the City of Madras itself a Manager of an institution has thought it fit to issue the following rule; "In the interests of teachers seeking to promote their prospects, teachers may leave service in the school even during the middle of a term provided they give three months notice or in lieu therefore forfeit three months salary; similarly the management may dispense with the service of any teacher at any part of the year by giving three months' notice or in lieu thereof by paying three months salary." It is understood that

the manager had expressly advised his senior teachers to be on the look out for vacancies elsewhere, as he could not continue to pay them their high salaries. Most of the senior teachers, it is reported, have made arrangements to leave the institution. It is rather deplorable that at a time when the revision of grant-in aid code is under consideration, such things are being tolerated.

The teachers and pupils of High schools in the Anantapur District should feel grateful to the Government for permitting them to have seven weeks of summer holidays instead of six weeks, as hitherto.

A School Co-operative Society was started on 4—4—28 for the London Mission High School and Training School, Gooty. The Tadpatri Municipal High School, is also making efforts to start a School Co-operative Society. Will other schools follow?

Educational Gifts.

Sir Cowasji Jehangir, Bart, has donated Rs. 15,00,000, for founding a public school for

Parsi boys which it is said, will be the first institution of its kind in the country.

The Hon'ble Sir Annamalai Chettiar has offered Rs. 20 lakhs with properties attached to the Sri Minakshi College, Chidambaram, for the formation of a Unitary University called the Sri Minakshi University. It is understood, the acceptance of the gift will mean a recurring expenditure of a little more than Rs. 2 lakhs to the Government and that Government are considering the proposals.

A Research Board.

The All India Federation of Teachers' Associations has appointed a Board of six members 'to conduct experimental research work in Education methods and to co-ordinate such work done in various parts of India.' The need for such work and co-ordination cannot be denied and it will therefore be very useful if all teachers and others interested in such work keep themselves in touch with the Board. All communications should be addressed to "The Secretary, All India Federation of Teachers' Associations, Post Box No. 52, Cawnpore U.P."

Prof. Mahajot Sahai, M.A., writing in the 'Indian Review' for April 1928, describes the Teacher, as 'Not a Potter but a Gardener.' He says "It is the duty of the teacher to discover of what accomplishments a particular pupil possesses the germs in him, to provide the necessary opportunities of self-expression and to see that he grows straight and tall and yields a rich harvest of its best fruit and flower.The role of the teacher is that of a passive regulator, rather than an active builder...When the child stoops or falls, the teacher is to provide a prop, when he withers for want of exercise of his faculties the teacher opens out new fields of activity, and when moral death threatens him at the time of difficulties, the teacher is to protect and save him."

Summer School of Indian Music 1928.

For the 8th year the Summer School of Indian Music has met at the Y. M. C. A. Auditorium,

Esplanade, Madras from the 1st of May. This year's course lasts for five weeks. The school is well equipped with a staff of one Principal and four Masters. The subjects taught include the theory and practice of Indian Music, Vocal Music, Violin, Veena, Flute, Sitar, Harmonium and Mridangam. In each subject three courses are offered:—Elementary, Intermediate and Advanced. Towards the close of the session examinations will be held in the various subjects and suitable diplomas will be awarded. The programme for this session includes besides a course of educative lectures on Indian Music by leading music scholars, model musical entertainments by eminent musicians and an exhibition of musical instruments and other musical articles of rare interest. As was pointed out by the Hon. Mr. Justice Devadoss at the opening function, the school, since its inception has been doing steady work and some of its alumni are holding responsible positions as music mistresses in the secondary schools in the metropolis and in the mofussil. The school has now on its rolls 31 students of whom 21 are lady students, most of them being music mistresses come for special training.

JOURNALS AND BOOKS RECEIVED.

- (1) Education. Vol. 7. No. 2. February 1928.
- (2) The Indian Review. Vol. 29. No. 4. April 1928.
- (3) The Indian Educator. Vol. 4. N. 3. March 1928.
- (4) Rural India. March 1928.
- (5) Vidyapatricā. (Telugu) April 1928. Khojjilipeta, Masulipatam.

Books.

- (1) Mangayarkarasiy in Kadal (Tamil) by Mr. V. V. Subramanya Aiyar.
 - (2) History of England (in Tamil) by Mr. N. Vasudeva Aiyar, M.A., L.T.
 - (3) A hand book of S. S. L. C. Chemistry by Mr. R. Sankara Iyer, B.A., L.T., and Mr. V. Sreenivasan, B.A., L.T.
- (N.B.)—These books will be reviewed in our next number.—[Ed. S. I. Teacher.]

S. I. T. U. PROTECTION FUND.

List of members—(continued).

S. No.	Name.	Designation.	Place.	Regd. No
175	Mr. E. A. Guruswami Dikshit	Asst. B. H. School	Nanganeri	175
176	„ O. S. Duraiswami	Asst. Mahajana High School	Erode	176
177	„ A. P. Siva Prasad Sastri	Head Master, B. H. School	Nanganeri	177
178	„ R. Sankara Aiyar	Head Master, Madura College School.	Madura	178
179	„ V. R. Krishnaswamy Iyengar	Asst. Z. H. School	Kattuputur	179
180	„ C. Viswanatha Iyer	Asst. B. Ele. School	Do.	180
181	„ J. Chandamouli	Asst. B. H. School	Koilkuntla	181
182	„ Indla Subbaiya	Do.	Do.	182
183	„ Dharwar Thirumalai Rao	Do.	Do.	183
184	„ Karnam Narasayya	Do.	Do.	184
185	„ M. Ganesa Ratnam	Do.	Do.	185
186	„ Somayalu Venkata Ramamurthi	Do.	Do.	186
187	„ M. P. Rajam	Head Master Do.	Do.	187
188	„ A. Gopalakrishna Rao	Head Master B. H. School	Pattikonda	188

In response to several enquiries from members and non-members of the fund re—(i) Investment of the funds, (ii) Registration of the fund, (iii) Eligibility of women teachers, (iv) Issue of membership cards and (v) Publication in the Journal periodic reports of the fund, we are giving below the necessary particulars.

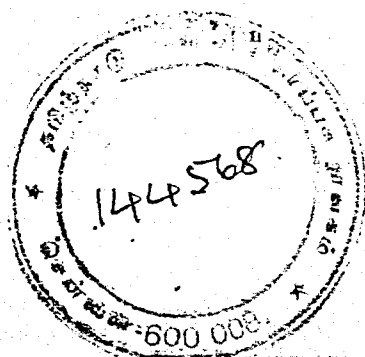
- (i) The funds are at present invested in the Madras Teachers' Guild Co-operative Society, one of our banks. We have Rs. 1,000 in fixed deposits and about Rs. 250 in current account with this Society.
- (ii) The present strength and other practical difficulties are in the way of having our fund registered. Steps are being taken to have it registered. But the

number of members should increase before it can be done.

- (iii) Lady teachers are eligible for membership.
- (iv) Arrangements are being made for the issue of membership cards. Members may receive their cards probably in June 1928.
- (v) The Journal, The South Indian Teacher, is the official journal of the S. I. T. U. and it will publish in its pages every detail about the activities of the S. I. T. U.

S. M. RAO, B.A., L.T.,

Secy. S. I. T. U. Protection Fund.



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