

# THE SOUTH INDIAN TEACHER

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## ARE OUR TRAINING COLLEGES A FAILURE?

BY

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I have been invited by the Editor of the South Indian Teacher to contribute an article to the December issue of the Journal which is to be devoted to the discussion of problems connected with the training of teachers. I have no doubt the various aspects of this important and fruitful theme will be discussed by the several contributors to this issue. I want to raise in this paper a central and fundamental problem which is always cropping up in different forms before all those who have anything to do with the training of teachers—namely, whether our training colleges are really successful in their avowed objective and whether these objectives, in themselves, are worthy of approval.

We are all familiar with the manifold charges that are levelled against the Training Colleges by all sorts of people—and not infrequently, by the very teachers who have had the benefit (or otherwise) of their training. An analysis of these will help to clarify the situation. One very common complaint is that the training given in these colleges is not related closely enough to the actual conditions of school work and when

trained teachers pass out of their portals (often heaving a long sigh of relief!) they are not able to translate their educational theories and principles into practice. Their knowledge of theory and schoolroom practice remain confined in two water-tight compartments, instead of mutually enriching and interpenetrating each other. Soon, too soon, after being caught up in the grindstone of the school routine they fell into the traditional, uninspiring methods of teaching and fail to bring any fresh life and vitality into their schools. Very often the teachers themselves complain that all their knowledge of theory, laboriously imparted and laboriously acquired in college, has been 'useless' because they cannot, under existing school conditions, utilize it in a practical manner. The complaint takes a more general form when the question is asked: what have the Training Colleges contributed to the improvement of school education? How have they made it more effective or more joyous or more full of immediate meaning for the children? Have they succeeded in creating amongst their students a proper attitude towards their profession? Is it not a fact that the profes-

sional education of a large majority of teachers stops as soon as they leave the college? Instead of seeking to equip themselves ever more perfectly for their important vocation, are they not content to vegetate and fossilize, never caring to read even a single new book on their subjects of instruction or on the problems of education? What justification, then, can one offer of these Training Colleges?

We cannot deny that there is a great deal of truth in these allegations and the Training Colleges must accept the greater part, though not the whole, of this blame. The divorce of theory from practice is one of the most serious defects of Training College education and, unless it is removed, its effectiveness will continue to be very questionable indeed. The reason for this is not far to seek. There are very few colleges which have the right type—often any type—of demonstration schools attached to them, where teachers might demonstrate educational principles and methods for the benefit of their students. The result is that the ideas of the students remain vague and they are unable to visualize them as directive forces in school instruction; and, what is worse, even their professors often lack that clarity of vision and self-confidence which can only come when their theories have been put to the touchstone of practice and found practicable. Practice and theory must both be visualized as growing entities: theory illuminating practice and pointing the direction of its progress; practice constantly modifying, reinterpreting and strengthening theory, and checking its tendency to become mere airy persiflage. It is, therefore, essential that every Training College should have under its direct control a properly equipped Demonstration School, conducted on experimental lines and working on methods and principles advocated in the lecture rooms of the college. If students in training have had the per-

sonal, first-hand experience of these methods in actual use, if in the course of their teaching practice they have helped to run the school on these lines, there is a much greater likelihood of their acquiring an experimental attitude towards their work and of establishing, in later life, a fruitful interaction between their theory and practice. Also when they have once tasted the joy of creative endeavour, they will be impelled to continue for themselves the process of their education, ever seeking to add to their knowledge and didactic capacities.

In so far, however, as the conditions of work prevailing in schools are positively antagonistic to work on new lines, the responsibility lies not on the Training Colleges but on the schools and their authorities—whether Managers, Headmasters or the Departmental officers. Even the most enthusiastic of teachers, with the keenest sense of duty, find their spirits damped when they meet discouraging conditions in the schools and find their colleagues and their authorities passively disapproving, if not actively ridiculing, the attempts at reform as useless fads. The only remedy for this situation is to organize the progressive educational forces in the country in such a way that they may derive strength and inspiration from their association with one another and fight the forces of reaction and obscurantism. We cannot here discuss how this is to be done. But in this work, too, the Training Colleges can and should play a part and some machinery should be devised which will enable them to keep in touch with their ex-students and to guide them in their work. Under the new scheme for the training of teachers in Germany, a teacher is not certified as being a *pucca* teacher unless, after completing his training course, he puts in three years of supervised and approved teaching in some well-organised school. During this period he remains in a kind of *status pupillari*, work-

ing under the guidance of some really competent and experienced teacher of his school and his work is occasionally supervised and inspected by the inspectors of the Ministry of Education and the professors of the Training College belonging to that locality. In certain states in America, teachers are not confirmed and given their annual increments unless they can show that they have been carrying on at least a certain minimum of professional studies and attending refresher courses and, in various ways, improving their professional efficiency. Such checks are very useful—especially when they are not made merely official and red-tapish and some scheme can be devised whereby the emphasis is laid not on complying with certain technical forms but on securing conditions that will put a premium on experiment, on growth and development, on a continuous recreation by the teachers of their culture and teaching ability. The Training Colleges should, therefore, be utilised to exercise general supervision over the schools situated in the neighbourhood, to encourage teachers, especially their own alumni, to improve their teaching and to conduct educational experiments and, generally speaking, place their advice and resources at the disposal of those who may require them. Unless we can in some such way "follow up" the work of the teachers and see how they are actually shaping out after they have been released from the somewhat artificial environment of the Training Colleges, we shall always be faced with the danger of even trained teachers sliding back into easy and lazy ways, indulging in cheap sneers against their new and more enthusiastic colleagues and using their experience not as an asset adding to their control and insight and directing the course of their further experience into even more creative channels but as an excuse for shirking work and discussing progressive change.

On the side of their work in theory also they have been subjected to different, often mutually conflicting criticisms. It has been pointed out that they teach too much of theory; that they teach too little of it; that their theoretical courses should be curtailed, that there are many important things that they should but they do not teach! We can leave such criticisms to look after one another but there is one serious and justifiable charge which challenges our attention. Our Training Colleges have been far too preoccupied with the technical aspect of their work at the expense of the human aspect. They have tended to stress method and teaching devices and skills to such an extent that students get no chance for the play of their critical intelligence on problems of aims and purposes and values. They have often missed the sight of the wood for the trees; they have failed to visualize education as a social and cultural activity environed in the midst of a characteristic social and cultural life. The relation of the school to society and its living problems and issues has been obscured by concentrating short-sightedly on minor details and technical requirements. The shortness of time at the disposal of the colleges is possibly an explanation but not an excuse for this situation, because its unchallenged continuity indicates a wrong sense of values. In this respect, therefore, it is essential for the Training Colleges to revise their values and avoid the misfortune of the man in the cave who could see nothing of the fascinating vista around him because his vision was bounded by the four walls of his prison.

Now we can sum up the situation as it presents itself to us. The Training Colleges have failed to pull their full weight for various reasons. Some of which are within, while others are beyond, their control. The effectiveness of their work in practice is seriously handicapped because they have

no demonstration schools of their own and cannot work out any reliable well-knit and organized technique of teaching. The result is that when their half-baked teachers are actually face to face with school conditions, which are often very discouraging, they are not able to put the principles they have learnt into practice and soon fall into apathy and—into line with their played-out colleagues! On the side of their theory work, they often fail to create any sense of teaching as a noble vocation and to provide that broad vision which sees in the daily

routine and drudgery associated with their work a creative activity of the highest order—a shaping of a better world through the cultivation of the best in the individuality of every student. Thus the young, well meaning but often imperfectly equipped teacher finds himself beating his head against a stone wall, without either the faith that moves mountains or the disciplined energy which blasts a way through them. How this situation is to be met has been indicated, briefly and by implication in the course of this article.

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# THE MAKING OF THE TEACHER.

BY

MR. P. A. BARNETT, M.A.,

(Extracted from "Commonsense in Education and Teaching", to stimulate *discussion*.)

It ought not to be necessary to prove to this generation the need for some technical preparation of its teachers for their work. The whole trend of the time is to division of labour, and if ordinary men and women are to discharge special functions satisfactorily, one would naturally think that they must have something besides the ordinary training. The butcher, the baker, the candlestick-maker, are all inducted under supervision into the practice of their respective crafts, and they must all be the better for it, or else the practice of training them for their work would long ago have been discontinued. The work of teaching is not such work as can be undertaken by any one "dumped" into it at any time of life without preparation.

At the same time the opposition to the special training of teachers, such as it is, should not be dismissed as mere obscurantism or prejudice. It is based on a very wholesome sense of the primary importance and effectualness of a liberal education as a preparation for any profession; it is a protest against the excessive specialisation which makes men one-eyed and one-sided. If a liberal education is the chief thing necessary in any walk of life, it is most indubitably indispensable to those who are to teach others how to walk through life, more necessary than any other part of their equipment. And a teacher's information must not be wide only, but exact as well; for as R. L. Stevenson said, "a man must be very sure of his knowledge ere he undertakes to guide a ticket-of-leave man through a dangerous pass." Any scheme that affects to give a teacher the power of teaching others something that he does not

himself know, which is the definition of training once scornfully propounded by a supercilious and badly informed critic, is self-condemned; only this same critic had not conceived of a system which required the aspirant to get something approaching exact knowledge of the object as well as of the subject of instruction. It is emphatically true that one of the first qualifications for teaching well is a liberal education, and that nothing will take its place. But that is not the only equipment necessary.

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If the future teacher is fortunate and well advised, he will graduate before he applies himself to the study of education. But whether he does so or not, he must recognise that the preparation for his work has two sides, both of unmistakable importance, the practical and theoretical.

The practical side is, in my opinion, by far the more indispensable. For it is by practice in the schoolroom, and not by the reading of books or by discussion in the lecture-room, that a young teacher "finds his legs", or arrives at the timely conviction that he is incompetent. If first hand experience is postponed until the whole of the theoretical foundation shall have been well and truly laid, a double disadvantage is incurred: the tiro may either find that he has travelled a serious distance on a career for which he is unfit; or, if that danger is safely avoided, he will lose the only means of making his reading profitable, observation and experiment in school, made concurrently with his studies in theory and giving life to them.

It is essential that the practical work undertaken should be continuous and inti-

mate. A merely occasional lesson or a perfunctory series of visits of observation do not allow a young teacher either time or opportunity for testing his capacity to stand alone or to deal with a class under the strain and monotony of daily intercourse. And the single lesson devised, it is to be feared, for examination or parade purposes, tends, like all examinations, to emphasise the collateral and not the main conditions of the work—the plan of this lesson, without regard to its place in a whole scheme of instruction; the “illustrations” and “objects” that can be paraded before the class; the black-board summary which the teacher has determined beforehand is to be the outcome of this teaching, whatever may be already in the heads of the wretched victims.

The young teacher should have dealings with his class long enough and continuous enough to enable him to make and record observations in detail of individuals. Such records may be of no great value for the purposes of generalisation, but they will serve most profitably in directing the work and unifying the scattered impressions of the observer. Moreover, it is worth while to note here how desirable it is that a teacher's experience should begin with young children. In the first place, the organisation of a school designed for such pupils will be of necessity simple and therefore easily understood. Moreover, the relation between the liberal or formative part of the curriculum and other “subjects” imposed by the circumstances of the school will be less complex. Again, the pupils will be less self-conscious, and in a more ingenuous stage of mental and moral development than if they were adolescent; for in adolescence the material for observation is more reflective, more intricate, and more fruitful in obstacles. And, most important of all, it is easiest to see in the young child the intimate connexion between mind and body and the dependence of mental and physical states

on one another, which so vitally affect the conditions of teaching and discipline.

It is not less important for training that the student should see endeavours made by accomplished teachers to carry into effect the injunctions and conclusions of the lecture-room. It is not necessary here to urge at length the exceeding value of suggestion by example; the whole body of our experience is full of it. The best preparation for the systematic professional study of teaching is to have been taught well; every practical teacher knows how deep his obligations are to those who in his own case set a pattern of careful, thorough, and patient work. But the example set by the trainer should not, as Dr. Findlay shows, be vitiated by the notion “that the lecturer on Education or other experienced teacher should display himself as a model of perfection to his students,” to be followed blindly and slavishly; though “the theoriser can never be safe unless he follows the inductive method and builds up his doctrine out of his personal experience as a teacher”. Nothing else will prove to the student that to become a good teacher one must teach well, and that, though other things will help, nothing else will take the place of earnest effort. Only the sight of goodness in action is effectual to teach practical morality, and the good man, not the good theoriser, is the father of right action. “Does a man who is in training,” asks Plato in the *Crito*, “and who is in earnest about it, regard the praise and blame and opinion of any man, or of that man alone who is a doctor or trainer?” To be listened to with effect, the lecturer must show his competence to do what he assures his pupils can be done. Unless he does, they will not believe him to be a trainer. We must now ask what is the relation of theory to practice in the cultivation of teaching capacity.

There are many things which mere thinking will not do; for instance, it will not add

a cubit to a man's stature nor an inch to his chest measurement. But we do not know how effectually we can devise means to a desired end until we have tried. It is doubtful, perhaps, whether means can be devised to make a man tall—though illegitimate procedure may give him a false appearance of height—but it is certain that proper exercises will increase the accommodation provided between his ribs for a supply of air. And we are assured by those who have tried, that we can reason out means for improving the teaching capacity of all people who have the capacity by the original gift of Providence. We cannot, of course, give capacity to those who have it not, any more than we can construct a barrel round a bung-hole.

Theorising in education is nothing more than seeking a reason for success in educating; if we can find the reason, we have a valuable hint for further procedure. And it is quite worthwhile to remember that good teaching was not invented in the eighteenth or nineteenth century; so we start with some material by the gift of the past. If, however, we theorise without the genuine opportunity of seeing our ideas worked out in practice, either by our own efforts or in the work of others, and of varying procedure we inevitably fall into the pedantry of "methods" and "systems". The untrained and badly "trained" teachers are equally the victims of "methods"; with one difference. The badly trained teacher probably uses procedure which has at all events been the subject of some sort of discussion and public criticism, whereas, his untrained brother habitually adopts procedure which is the result of his own manufacture and has probably been amended by no other man's counsel. The science of education is no more an exact science with indisputable premises ascertained and affirmable, as a religious dogma is affirmed, than is the sci-

ence of conduct. It is not Religion, nor Psychology, nor Ethics, nor Sociology; but all these things and some others. The purpose of education, whatever our formal definition may be, is to influence people in such a way that they may have the will and the power to advance when the teacher's stimulus is removed. The study of education will therefore necessarily comprise all those sciences which concern themselves with the history of man, his constitution as a living and thinking being, and the purpose of his being.

Now it is perfectly clear that we cannot wait until a student has gone through a voluminous and complete course of history and philosophy before committing to him the duty of teaching. This would be pedantry indeed. Duties even more serious and far-reaching than those of teachers are imposed by nature on mothers and fathers without, unfortunately, the production of any certificate of competence. Pedantry would make rules and endeavour to fit the facts of the universe in accordance; it is our business, rather, to make the best we can of facts as we become acquainted with them.

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It must be remembered that the counsel given in this book, and especially in this chapter, is addressed to the student of education who has no means of postponing the serious business of teaching until he has satisfactorily traversed the circle of sciences bearing directly on pedagogy. He is, in my opinion, bound for practical purposes to rely first on tradition, and secondly, on a daily empirical method which can only gradually rationalise itself as he reads and thinks; he cannot, with any prospect of immediate satisfactory work, attack problems of aim and administration in any other way. To try to do otherwise would be, if the views here presented are correct, to paralyse action.

In the study of the history of educational practice we must include the reading of the great architectonic works of the famous educational thinkers. And here I venture to repeat words originally used in a somewhat different context.

In every branch of study, and in every stage, the same principle holds good. If we are studying a science, it is the great book, not the text book, that is most important in education. In biology, it is from books like the *Origin of Species* that the student derives the most real help and the truest inspiration; in mathematics, Newton's *Principia* and the like are the great stimulators; in history, the student is rightly sent to Thucydides, or Mommsen, or Gibbon, or Freeman; in education, nothing can take the place of the study of such writers as Plato, or Locks, or Rousseau, or Froebel, or Herbart. The profit of such reading lies not merely in the subject matter; that may be disputable—it must be disputable. The theorising may be philosophically unsound, the practical maxims may lead us to absurdities, just as in pure literature we may heartily dissent from the morals of a great essayist, poet, or dramatist. But the method of working by beginning at the beginning, the marshalling of great arguments, the pregnant reflections,—these, if our intellectual life is lived amongst them, are the things from which we draw the stuff for our best work, are the atmosphere, are the cultivators of perception, are the natural enemies of intellectual commonplace, vulgarity, pedantry, obscurantism.

What a revolution, for instance, is implied in Froebel's great discovery, that, to use his own words, "Play is the highest point of human development in the stage of childhood." It is the fount and origin of much (not all) of what we admire and prescribe in the best teaching of young children. But what a dull and mechanical maxim

this may become—it has been well denounced in the "Instructions to Inspectors of Elementary schools", and in a special circular on Varied occupations,—if it is supposed to mean the use of a particular kind of toy, and romps, and songs. The fact is, it cannot be properly understood without reading its context in the book in which it is arrived at, propounded, and illustrated, in its own quaint, sentimental, and semi-poetic setting. And then see the "high seriousness and deep meaning" which Froebel claims for play set forth in an English way by our own great writer, Robert Louis Stevenson, in his *Virginibus Puerisque*, where he supplies us with a common measure for the little child's game of make-believe and for Shakespeare's *King Lear*.

We must therefore take our strong stand on the great books; on literature, as the most general of studies; on the great masterpieces in all studies, as indispensable to the profitable use of the text book. In the study of education, particularly, the school-management book or the book on psychology is a positive danger unless a classic is read also as an antidote to pedantry; and all the better if it is not read for examination. If narrower studies are to be fruitful, the atmosphere must be broad and wholesome; their roots in the ground, their branches and leaves in the sun and air. The best of text books, from its very nature must present summaries and conclusions rather than show by what unrestricted processes, independent of the pedantries of established opinions and psychologies, the great thinkers attack perennial problems afresh. Every really great book on teaching is, in its time and place, an instrument of disintegration, an object of ridicule to those who do not read it or read it without sympathy, but a breeze of fine air to those who like their lungs to be filled. The perpetual plague of education is the tendency to become dry and formal, the rule-of-thumb man being



the greatest formalist of all; and the practical teacher is observing only a proper precaution in refreshing himself frequently at headwaters.\*

The "historical" method does not preclude the "scientific" method; it is indeed an essential part of the scientific process. History is a note-book for the student of any science. It records the experiences, the experiments, the achievements, the errors, of other generations. If we neglect the history of a progressive science, we are constantly liable to waste time by covering ground already mastered and even to fall into ancient and confessed errors. The medical man who knows what mistakes his predecessors have made, why they made them, and how those errors were detected and amended, is assuredly a safer practitioner than the man who has worked out the whole of his detailed knowledge solely on the modern text books of medicine and allied sciences.

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The study that would seem to be next in importance for the practical teacher is psychology, and particularly the physio-psychology which is represented by such writers, among others, as Professor James and Professor Lloyd Morgan. It is safest to begin with generalisations and practical devices put at our disposal by books so frankly physiological as those of Dr. Warner. No teacher is too young (or too old) to begin to endeavour to interpret mental processes by physical signs. This is the A. B. C. of the teacher's business; and although for complete knowledge we ought to have a complete training in animal physiology, and perhaps biology, mechanics, chemistry, and the rest, yet we are bound (for life is short and art is long) to take a substantial part of our work as done for us in other people's laboratories. The school-room gives us ample opportunity for making observations and even crucial experiments without any sort of injury to our subjects.

One caution only is to be remembered: an observation or experiment is almost always invalidated if the subject is aware of our operations.

The assumption of an older school of theorists, that psychology gives us a map of mind with which in our hands we could safely traverse the whole field of education, would be valid on two conditions: that we had as many psychologies as there are minds to deal with, and that we had a map of each. Psychology can certainly give us many most useful rules, both positive and negative; but its value is chiefly in its cultivation of a methodically observant attitude. We learn by its aid to translate process into procedure, but above all things, not to be content with procedure alone.

The personality of the teacher is a very large part of his success or his failure. A man or woman may have all the wisdom of all the schools, yet lack of personal acceptability will go far to make the best intellectual and even moral gifts unproductive.

The first necessity is a high standard of life. Good work, or (should we say?) work relatively good, can be done by people of mean views and poor ideals. But the best work is done only by men and women of large heart and habitual singleness of purpose. It is these only who are most secure and steadfast. They are not turned aside by the petty worries and sordid cares of the daily turmoil of school from the great aims which dignify their office and grace all that they do. The great schoolmasters and school-mistresses live in the minds of their pupils as exemplars of the great saving virtues: honesty, justice, courtesy, courage. Our bearing before the pupils among whom so much of our life is spent reflects our inner life in a hundred ways not suspected either by us or by them. Most of us recall only too easily occasions on which we have shirked our duty, evaded difficulties, failed to press home a difficult or disagreeable

business, found our stock of patience or courtesy spent. Most of our pupils remember such things more easily than we, and all suffer from them.

We are bound to exact proper respect, but it is our office as teachers, not ourselves as persons, that claims most respect at their hands. It is easy to be too prim and stiff—a feminine fault, some people say, rather than one common in men. Genial “Chaff” is a weapon far more potent and infinitely less dangerous than sternness, which should be reserved for such serious cases as deserve moral displeasure.

We become tyrants, if we are not on our guard, in our own despite. Says Abraham Cowley, “I take the profession of a school-master to be one of the most useful, as it ought to be one of the most honourable in a commonwealth; yet certainly all his *Fasces* and tyrannical authority over so many bodies take away his own liberty more than theirs”.

A gentle and pleasant-sounding voice, a simple manner and few words, ease of demeanour, all are important defences against this danger. Even proper care about personal appearance has its reward; discipline (in the common application of the word) has been known to suffer because of the disrespect bred of so simple a fault as disorder in dress.

It is a teacher’s obvious duty to be in good health. Petulance of temper, a “jaundiced” view of venial faults, forgetfulness of one’s own youth and youthful failings, impatience in expecting rapid mental operations in immature minds, all these and the like faults may spring out of small *Malaises* but develop into habitual ill-temper. We must therefore observe the simple rules of hygiene in our own persons as we would keep tools of precision in perfect order. Overstrain and overfatigue are bad for both body and mind. One of the first

conditions of cheerfulness of soul is soundness of body.

And it is useless to attend to one set of rules if we habitually disregard others. The daily out-door exercise preferably a game;—the morning tub; carefulness in food; the spare use of strong drinks, alcoholic or other; these are excellent things to bear in mind. But if when we get into our class-room we shut all windows, light gas for purposes of warmth, misuse our voices and so forth, our other precautions are largely in vain.

For the rest we cannot aim too high; but it is not possible to be straining at every moment after a high ideal. We must cultivate character in ourselves as in our pupils, so that the pursuit of the great aim may be easy because it is habitual. Every now and then we must call a halt and refresh ourselves by a review of our own spiritual forces. This alone, with the aid of the stimulus provided in great literature, can save us from the tedium and depression to which the uninspired and vulgar life is subject. On one condition. We must think nobly of the individual soul, and no way approve the opinion of those who, seeing nothing but the poor tenements that it sometimes inhabits, do not recognise its infinite capacity for expansion and improvement. To educate well, we must believe in the ultimate triumph of good education, because we fight on the same sides as the stars in their courses.

Education is a constant force; so many souls, so much endeavour to influence other souls. It is as foolish to say that we have “too much education” as it would be to say that we have too much Gravity or too much Electricity. Education operates wherever ideas are alive; for good or for evil; whether we like it or not. The purpose of the wise organisation of this ever-active social force is to make it tend to conservation and not destruction. Of education rightly directed we cannot have too much.

# BUILDING UP VOCABULARY THROUGH COMPOSITION AND INDIVIDUAL WORK

BY

MR. S. JAGANNADHAN,

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“Conversation maketh a ready man  
Reading maketh a full man  
And writing an exact man.”

*Bacon.*

The reading power grows in proportion to the opportunity given to children for reading from books, cards and papers. The power of expression grows in proportion to the opportunities given to them for talking, reading and writing. By requiring children to give expression to their ideas in writing we can find out the extent of their vocabulary, their choice of words and their initiative for original thinking. These lie outside the scope of reading lessons and it is necessary to have lessons in composition and individual work. I propose to show how these lessons can be carried on in an Elementary school.

Sufficient time is not usually provided in the time-table for written work in the language. Writing work generally centres round dictation, reproduction of a story from a book, and the writing of answers to questions. Sometimes children are asked to fill up the blanks in sentences and write letters. These exercises are no doubt good but they reveal only the memory power of the child. Moreover each boy has the same exercise, the same questions or the same story as exercise in composition lessons. Would it be not better to give each boy a separate exercise and watch whether he comes up to our expectations and thus know for ourselves whether the child has imagination and thinking.

The word composition itself involves the “art of composing”. This art of composing

depends on the richness of ideas on the part of the child. These ideas have to be provided for through Nature-study, pictures, books and cards. Written composition should succeed lessons in oral conversation between the child and the teacher. Apart from the usual lessons in composition as given in the previous paragraph I have hereunder introduced a number of exercises in individual work and composition.

*Continuation of the Previous Year's Work.*

1. Last time I have observed how it would be valuable to have pictures and words which would match with the pictures. The same exercise may be continued with different pictures as shown in Fig. 1. on the next page.

Short sentences such as:—

He makes mud pots.

He makes iron things.

He makes wooden articles.

He is a fisherman.

He is a washerman.

He is a farmer, etc.

can be written in strips of cardboard and children ought to be asked to read these sentences and place them underneath the appropriate picture.

In the same way short sentences on the two important trees and on some of the wild animals can be distributed to children. These sentences may be mixed up. The children read the sentences and begin to think “Where shall I place this sentence? or with which picture will this sentence match,” and then keep the sentence correctly.

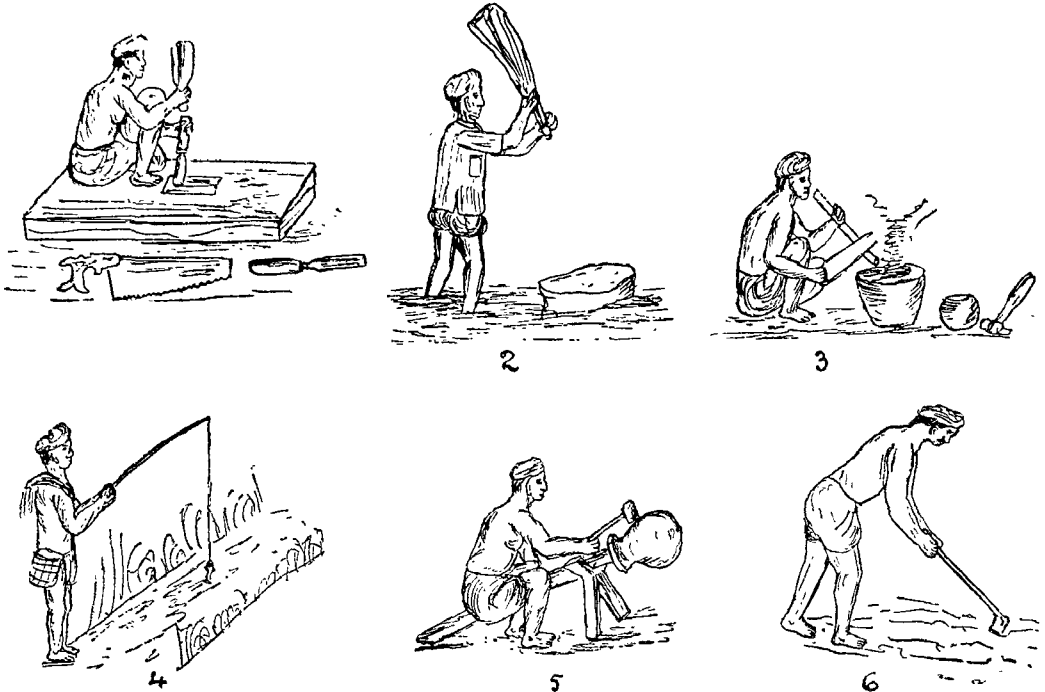


Fig. 1.

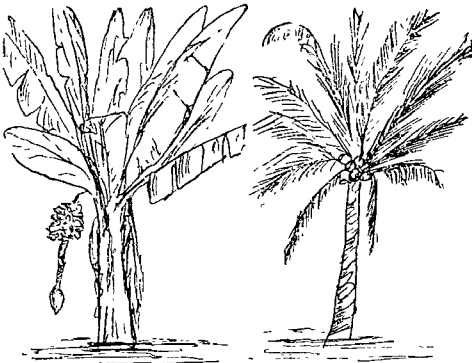


Fig. 2.



Fig. 3.

*Sentences.*

This is a tiger.  
 This is a monkey.  
 This is an elephant.  
 It has stripes on its body.  
 It has a long trunk.

It imitates man.  
 It jumps from branch to branch.  
 It is the strongest animal.  
 It is the biggest animal.  
 It has two tusks.

About the elephant.

Its—is like a



Its—is like a



Its—is like a



Its—is like a



Fig. 4.

2. Making up sentences with words.

Example.

(a) i The Sun in the west sets.

சூரியன் மேற்கில் அஸ்தமிக்கிறது.

ii Gives the cow milk.

iii The lessons read I.

iv Is sweet milk.

(b) i The elephant's a broom tail is like.

ii My is ring made of gold.

(c) I football playing am fond of.

3. Picking out words with a particular letter.

In the Tamil language we have letters which have hard or soft sound as the case may be. But children sometimes feel considerable difficulty. Some letters are used

either before or after certain other letters. Practice in seeing and writing the words with these particular sounds and letters which create such difficulties, will enable the children to overcome them little by little.

ந	ன	ண			
ல	ள	ழ			
ர	ற				
ந்	ண்	ன்	ற		
ஐ	ஸ	ஷ	ஹ	ஈ	ஈ
சை	செ	சே			
சை	செ	சே			
சூ	சூ	சூ			

After reading lessons in the class, simple exercises of the kind may be given to children. These exercises are useful to the children of all the classes in an Elementary school. As for other languages, exercises containing words with sounds like sh, ch, oo, tion, then, etc., may be easily employed. *Scrap-Book.*

The children of the third class may open a pocket note book where they paste their collections of pictures on the left side of the book and they may be taught to write any appropriate description about the picture on the right hand page. This exercise will set them thinking about the picture. The sentences may be short and simple. Before writing the sentences in the note-book the children may write them on slates and have the same corrected by the teacher. Each boy will have different kinds of pictures and this work will be a form of original composition for each boy.

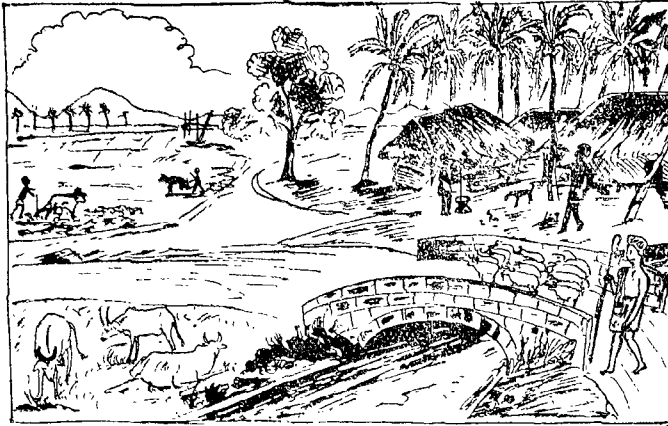


Fig. 5.

*Questions on Pictures.*

1. Is this a village or town?
2. Why do you say so?
3. What trees do you find in plenty here?
4. What kind of houses do you see here?
5. What do you see in fields?
6. How are these fields watered?
7. What do you see over the bridge?
8. Where are the cows grazing?

In this manner questions may be writ-

ten down underneath a suitable picture pasted over a cardboard. Apart from questions, some sentences may be written leaving some blanks in sentences. The words to be filled in the sentences may also be given mixed together. This exercise may be useful for classes 3 to 5.

*Story in stages as shown by a number of pictures.*



Fig. 6.

Here is an example of such a story. The children are engaged in conversation for sometime and the story is told with the help of these pictures. Then these pictures are left in the class and the children are asked to write out the story in brief. These pictures help the children to a very great extent in reproducing the story. These pictures will be very valuable in the lower classes for story telling and also for such individual work in language and composition.

*Questions on a story illustrated by a picture.*

The story is told to children with the help of this picture. The details are narrated to them. The children are given some hints so as to develop the story. In the lower classes the children can be trained to narrate the story with the aid of the picture and hints while in classes 4 and 5 the children may be asked to reproduce the story in writing with the help of the hints. Some questions may also lead the children to develop the story from the picture.

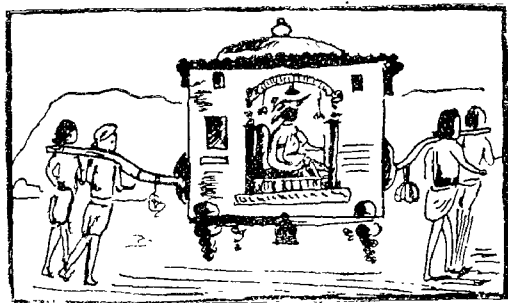


Fig. 7.

1. Who is in the palanquin?
2. How many servants are carrying the palanquin?
3. What did the king say one day to the palanquin bearers.
4. What did the palanquin bearers reply?
5. Where did the bearers carry the king? (Over the hill, down the hill, in jungles, amidst towns, down the stream).

6. How did the palanquin bearers take this task?

7. What did they learn at last and what did they promise to do in future?

*Sequence.*

This is a very good exercise in enabling children to arrange their thoughts. We have come across so many children who narrate things without sequence. If, for example, a boy is questioned about the journey of a postcard the boys do not know what act they have to perform first.

The following sentences for example may be given to the children and they may be asked to mark down the sequence by noting the numbers 1, 2, 3, etc.

1. Then I will write down my father's address.
2. I pay half an anna in the post office.
3. Next he stamps the letters.
4. A postman takes the letters from the pillar box.
5. When the train reaches my father's place, the several bags containing the letters to that place are carried to the post office of the place.
6. The postmaster sorts the letters and ties them in small packets.
7. A postman carries all the letters to the mail train.
8. The postman of that place delivers the letter to my father.
9. The postman gives me a postcard.
10. I will write a letter to my father.
11. I put it in a pillar box in my street.
12. He puts all the letters in a bag.

In the same manner the story of a pot is illustrated by pictures so as to enable children to narrate the entire history of the pot. Then the sentences may be mixed as shown here under the journey of the postcard and the children may be asked to rewrite the sentences bearing in mind the proper sequence.

1. There is clay opposite to the potter's house.

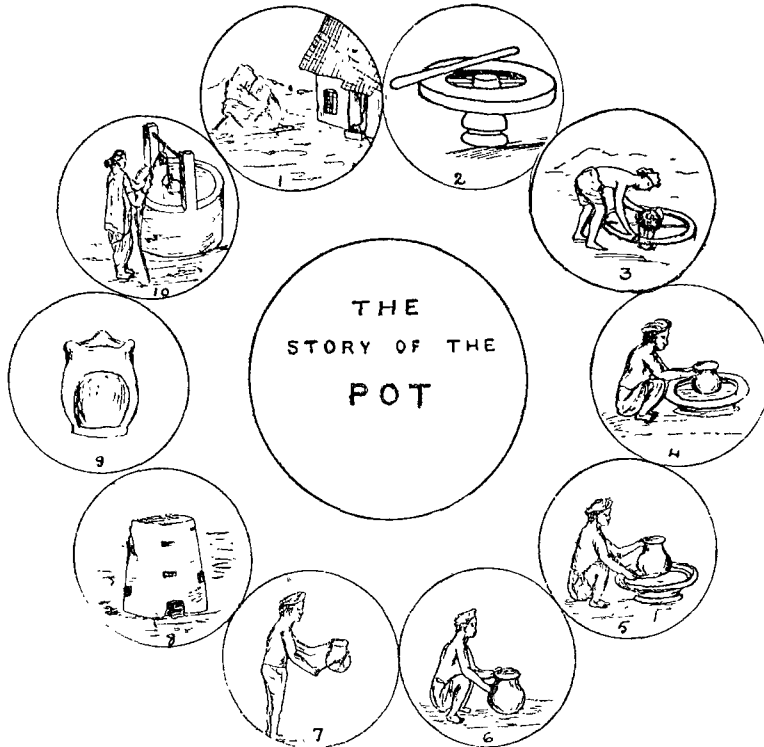


Fig. 8.

2. I see a wheel and stick.
3. The potter stands in front of the wheel and rotates it.
4. The potter shapes the clay.
5. He cuts the pot at the bottom.
6. He shapes the bottom.
7. He colours the pot
8. The pots are burnt in a kiln.
9. It is used as an oven.
10. The pot is used for drawing water from the well.

*Questions from lessons from Text-Books.*

This is a usual form of giving language exercise to children. Apart from questions found in the book the teacher may teach the child to frame questions and arrange for "mutual questioning" in class. Sometimes the questioner himself may be asked to answer his own questions and see whether he himself is able to answer his questions.

*Reading Printed Cards.*

Several invitation or wedding cards of different types may be collected and distributed to children for silent reading. These cards may be taken as an example for writing similar cards. After reading the children can attempt at writing a card of the type they have read. This exercise is a difficult one since the children must substitute different days, dates, etc., especially in a wedding card. Some preparation is necessary.

*Reading Manuscript Letters.*

We may ask the children to read letters. It is simply a test to see whether they are able to decipher different handwriting and this is a preparation for enabling them to write similar letters.

*Nature excursions as supplying materials for composition.*

The children may be asked to give an account of the excursion in their own words.



*Exercises in Words.*

1. There are indeed very good exercises to make children think about a right word to be used, at the right place. Take these squares for example.

கொ	சு	சூ
சு	ட	டு
சூ	டு	டூ

(a)

சூ	...	சு
சூ	...	டூ
சு	...	டூ

(b)

க	ர	...
ர	ரி	...
டி	ல்	...

(c)

These squares show how by completing the words as in (a), would be the same when read from left to right or from top to bottom. They are similar to the one given underneath.

P	L	A	Y
L	A	M	G
A	M	I	R
...	...	...	...

H	E	N
E	V	E
N	E	T

H	A	...
A	W	...
T	E	...

2. A second exercise is to eliminate a letter from a word and find out the meaning of the word left out.

B	E	A	T
B	×	A	T
×	E	A	T
B	E	×	T

வ	த	ன	ம்
×	த	ன	ம்
வ	×	ன	ம்
வ	த	×	ம்

வா	ட	ன	ம்
×	ட	ன	ம்
வா	×	ன	ம்
...	...	...	...

These exercises engage their attention and they evince an earnestness and enthusiasm. The children may be taught some of these exercises before hand so that they may not feel them as quite new exercises.

### Word Groups

Another interesting and useful exercise is to group words which are synonymous. These words are to be collected in the course of reading from text-book non-detailed book or story book. The children can have 3 pages in their note books set apart for these word groups.

The first page is for groups of three words, the next is 4 words and the last for groups of five words. (Example) lie, falsehood, untruth, etc. If we say jungle, bush, wood. or forest these came under a group though they may differ slightly. Especially in Tamil we have different words which give the same meaning. I give below a few examples:

#### A. Words which give the same meaning.

##### i. Group of three words.

அறிவு	மதி	புத்தி
ஆ	கே	பசு
உபாத்தியாயர்	குரு	ஆசிரியர்
அம்பு	அஸ்திரம்	தனுசு
வீடு	இல்லம்	அகம்
நெருப்பு	தீ	அக்கினி

##### ii. Groups of four words.

தாமரை	கமலம்	பங்கஜம்	பதுமம்
நகை	ஆபரணம்	பூஷணம்	அணி
கை	கரம்	பாணி	அஸ்தம்
குதிரை	பரி	அசுவம்	தூசகம்
துணி	துகில்	ஆடை	வஸ்திரம்
உண்மை	நிஜம்	சத்தியம்	மெய்

##### iii. Groups of five words each.

கடவுள்	தெய்வம்	ஈசன்	ஈசுவரன்	இறைவன்
அரசன்	வேந்தன்	மன்னன்	பார்த்திபன்	பூபதி.
காடு	அரணியம்	அடவி	கானகம்	வனம்.
யானை	கரி	வேழம்	கஜம்	குஞ்சரம்.
குழந்தை.	சிசு	குழவி	பாலன்	மகவு.

### Words of the same group.

These are easier than the first group of words.

### Examples.

சுக்கு	மிளகு	திப்பிலி	
பாக்கு	வெற்றிலை	சுண்ணாம்பு	
கிழக்கு	மேற்கு	தெற்கு	வடக்கு.
ராமன்	லக்ஷ்மணன்	பரதன்	சத்துருக்கன்.
சருமன்	பீமன்	அர்ச்சுனன்	நகுலன்
பால்	தயிர்	கெய்	கோஜலம்
			கோமயம்.

The words of a group are written down on pieces of thick paper and are put in a cover. The children mix these words and pick out the words of the same group. This is play as well as exercise. The children may at first make use of their note books in knowing the different words which come under a same group or quite the same meaning.

### One word answering two questions.

In Tamil we have short and interesting books known as இரு சொல் அலங்காரம். One word answers two or three questions. It so happens that the one word has two or three different meanings.

Example: The word திங்கள் refers to both "the Moon" and "Monday".

The questions "Why does Tuesday dawn? Why does it become dark on a moonlight day?" evoke the same answer "திங்கள் மறைய." This is equal to "After Monday" or "when the Moon goes away."

செவ்வாய் விடிவதேன் } "திங்கள் மறைய"  
 நிலா இருட்டுவதேன் }

Easier examples may be coined and the children may be trained to appreciate the beauty of words.

### Examples:

1. ஒன்று முக்கால் ஆவதேன் } கால் போக  
 'கால் கல் ஆவதேன் }

2. நரி பரி ஆவதேன் } ஈசன் அருளால்  
பரி நரி ஆவதேன் }
3. நாலு எட்டு பதினாறு } கூட்டக் கூட்ட  
ஆவதேன் } or பெருக்கப்  
விளக்குமாறு தேய்வதேன் } பெருக்க.

expressions, the endeavour to express things in the form of a verse, etc., are involved in these riddles.

Here is a picture from which a riddle is coined. Exercises on the picture:

Riddles.

These are very much liked by boys. There are numerous riddles in use in our houses and it is for the children and the teacher to collect them, to coin new ones and use them in language lessons. The art of composing, the search for new words and



Fig. 9.

1. பாம்பு பிடிக்கிறவன் .....
2. பாம்பு ஆட்டுகிறவன் .....
3. பாம்பை ..... அடைக்கிறான்.
4. பாம்பு ஆடும்போது .....
5. மூடித்திறந்தவுடன் .....

பாம்பாட்டி } சரியான வார்த்தை  
பாம்புப் பிடாரன் } யைப் பொறுக்கி  
சீறும் } கோடிட்ட இடத்  
முகம் } தில் வைக்கவும்.  
குடம் }

6. ஆடும்போது சீறும்  
ஆடிக் குடத்தில் அடையும்  
மூடித்திறக்கும்போது முகம் காட்டும். எது?

Here are six pictures and each picture is a solution to one of the six riddles noted below.

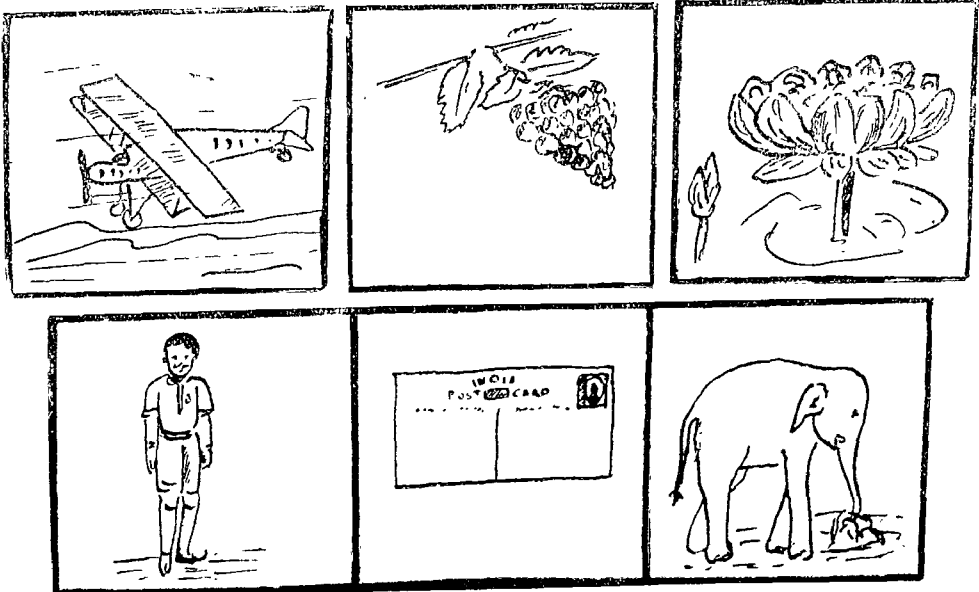
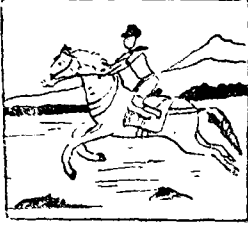
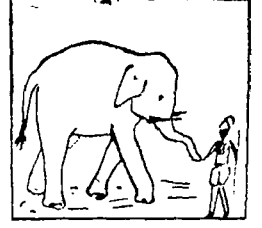


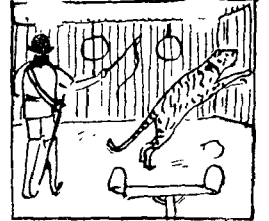
Fig. 10.



கந்துகமதக்கரியை வசமாய் நடத்தலாம்



கரடி வேம்புலி வாயையும் கட்டலாம்



ஒரு சிங்கமுதுகின்மேற் கொள்ளலாம்

கட்சேவி யேடுத்தாட்டலாம்



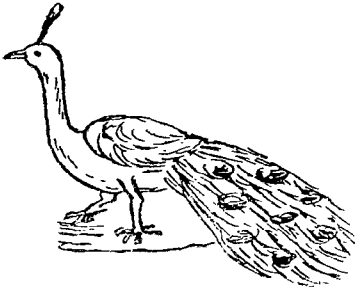
வேந்தழலினீர்தம் வைத்தைந்து  
லோகத்தையும் வேதித்து வற்று  
ண்ணலாம்

வேறேறுவர் காணாம லுலகத்து  
லாவலாம்

விண்ணவரை யேவல் கொள்ளலாம்

சந்ததமு மீளமை யோடிருக்கலாம் ;

மற்றேறு சரீரத்தினும் புதுதலாம்

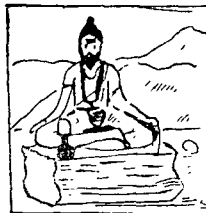


சலமேல் நடக்கலாம் கனல்மேல்  
இருக்கலாம்

த கரில் சித்தி டேறலாம்



சிந்தையையடக்கியே



சும்மாலிருக்கின்ற திறமறிது:

Riddles: —

1. கண்ணாடி கோலி கொத்து கொத்தாய் தொங் குகிறது, பசியோடு ஓடிவந்த வர சீ, சீ என்று ஓடிவிட்டது.
2. நாலுலக்கை குத்திவர,  
இரண்டு முறம் புடைத்துவர,  
துடுப்பு துலாவி வர,  
வெண்சாமரம் வீசிவர,  
ராஜமக்கள் ஏறிவர, அது என்ன?
3. எணிமேலே கோணி,  
கோணிமேலே குழாய்,  
குழாய்மேலே குண்டு,  
குண்டுமேலே புல்,  
புல் மீது பூச்சி. அது என்ன?
4. சேற்றிலிருந்து கிளம்பினேன்,  
நீர்மேல் பாய்ந்தேன் அம்புபோலே;  
கதிரவனோடு கண்விழிப்பேன். (சூரியன்)  
அவன் மலைவாயில் சாய நானும் சாய்குவேன்,  
பூநீ தேவி எனைக் கண்டாள்;  
வாரி எடுத்தாள். (நான் யார்?)
5. ஆறுகாசுக்கு நூறுகாதம்,  
அடிபட்டு குத்துப்பட்டு ஓடிவந்து  
சேதி சொல்லும். (அது என்ன?)
6. இயற்கையுண்டு உயரப்பறக்கும் கருடனே  
யல்ல,  
நீரின் மீதும் நிலத்தின் மீதும் விரைந்து  
செல்லும் கப்பலுமல்ல, மோட்டாரமல்ல,  
பட்டாபிராமன் பறந்துவந்தது இதுவே.  
(அது என்ன?)

In this manner the riddles may be written down on pieces of paper and 6 of such riddles with solutions in pictures or words may be together enclosed in a cover. The children may be asked to write down the riddles with the right solution against each. *Explaining and illustrating by means of Pictures.*

The riddles lead to the appreciation of language and stimulate one to coin new verses. But there are already verses which are rich in meaning. These have to be collected and explained to children. In the Tamil country for example there are many gems of poetry which when explained add to the richness of expression in the children. I have taken one example.

While I was collecting pictures for my illustrated weekly paper which I was editing for my class children some years before, I happened to get pictures of wild animals being tamed by men. This brought to my mind the famous verse as illustrated by pictures in Fig. 11. It is for the teachers to find out more verses which could similarly be illustrated and explained. Some ideas have also to be explained by short stories from literature. These verses could be usefully added to the verses which children learn from their text-books.

*Exercises bearing on grammar.*

These lend themselves admirably for individual work in language. These lessons have to be taught to the children before they are set for individual work.

The following are some examples:—

1. Picking out words of different parts of speech.
2. Picking out the subject, predicate and object in a sentence.
3. Splitting up compound sentences into simple sentences.
4. Splitting up compound words into simple words.
5. Picking out in pairs the words and their (a) synonyms or antonyms from a collection of words.

Example.

யோக்கியன் லக்ஷணம் இன்பம் துக்கம், சுகம் துன்பம், அவலக்ஷணம் அயோக்கியன் அநாகரீகம், செளக்கியம், நாகரீகம், அசௌக்கியம் etc.

The prefixes *அ* or *அவ* just like *dis*, *mis* or *un* (discontent, misunderstanding, unhappiness) bring out the opposite sense of the word succeeding these prefixes.

(b) Picking out the masculine and feminine forms. Picking out the words describing the young ones of animals, birds and plants, cries of animals, different kinds of sounds, etc.

In all these cases the words are written and enclosed in covers. The children sit

down, read them and sort out as required by the teacher.

In exercises 1, 2, 3 and 4 the teacher may assign different passages, sentences from the text-book so that each individual child will do his exercise himself.

*Some observations: Class Teaching, Group work and Individual attention.*

These exercises are admirably adapted for class teaching, group work and individual attention. By prescribing one exercise for the whole class an occasion for copying is provided. By assigning different work to the several group in class, it is possible to do different exercises, attend to each individual and explain the difficulties to children personally. It is necessary to see that all children do the various exercises set for the class for a year. All these exercises no doubt require some general teaching to the whole class at any opportune moment. There should be a record of the work done by children.

*Materials.*

From the foregoing pages it will be seen that in order to make individual work successful, the teacher will have to prepare carefully. He will have to frame suitable exercises for the class, planning out his work and getting the requisite materials ready for the class. This takes a good lot of time no doubt. But systematic work for one year in the direction will enable the children to become thorough in their work and will be a very good preparation for the next year. In many cases the children themselves can help the teacher in preparing materials for individual work.

1. Collecting and pasting pictures.

2. Ruling.

3. Writing down words on pieces of cardboard.

4. Getting a collection of word squares, riddles, etc.

In many instances I have been helped by my own children at home and in the school to a very large extent.

*Special Exercise Books*

We are indeed having enough text-books, non-detailed text-books, etc. for giving children practice in reading. But there are very few books which encourage in children the capacity for original thinking and composition. This practice in written works is as important as practice in reading. For the present the teachers have to be contented with their own personal efforts. But it will be a splendid idea to have special note books for Individual exercise and composition. If there is only a demand for these from the teachers, enterprising publishers will be emboldened to publish the exercise books and help the teachers and children.

*Conclusion.*

Many of these exercises have been the subjects of my own class work and I have also used them with children other than those of my own. It is not possible to exhaust the different exercises in such short space. I am sure the perusal of these exercises will stimulate the thoughts of the brother members of the profession especially in the Elementary school. I cannot help offering frequently words only from the Tamil Language. In some cases I have given some examples in English which are to be translated while teaching the Mother tongue.

# THE COMING CHANGES IN THE S. I. T. U. PROTECTION FUND RULES

BY

PROF. S. K. YEGNANARAYANA AYYAR, M.A.,

*President, S. I. T. U.*

As one of those responsible for the starting of the S. I. T. U. Protection Fund, as one who had the privilege of running it in the earlier years as its President and as one who did some propaganda both in the Tamil districts and in the Andhra districts of our provinces on its behalf, I feel it my duty to say a few words about some important changes that are likely to be brought up for consideration at the coming general body meeting of the fund.

It was my friends Messrs. C. S. Rangaswami Iyengar of Villupuram and Mr. S. T. Ramanujam, then of Kattuputtur and now of Trichinopoly that started this idea and to the best of my recollection it was intended as a Trade Union Organisation to afford protection to people thrown out of employment. My esteemed friend Mr. P. A. Subramania Aiyar who succeeded as President of the Fund suggested that we should follow the example of some Christian Benefit Fund supposed to be working in Tinnevely, and it was with some such vague idea, half trade union and half insurance conception, that we started the Fund.

Promoters of any technical organization naturally consult an expert, but in this respect though we did not seek the technical advice of an expert we had the inestimable advantage of the benefit of a sister organization—the Non-Gazetted Officers' Protection Fund. Our draft bye-laws were scrutinised and modified in the light of their experience by Mr. M. S. Sundareswara Aiyar, the life and soul of the N. G. O. Fund. Mr. K. V. Krishnaswami Aiyar, the eminent lawyer of Mylapore, helped us to

put our bye-laws into some shape and it is with the help of all these friends and well-wishers that the Fund was started in January 1927 after a definite mandate was given to the executive of the S. I. T. U. at the 1927 Provincial Conference held at Vellore.

The Fund worked apparently successfully for four years and when I had an opportunity of organizing a regular Insurance Company, though on a co-operative basis, I happened to know something about the principles of fixing premia, guaranteeing benefit and undertaking risks. I had the privilege of coming into close contact with Professor K. V. Madhava, the eminent Actuary of the Mysore University and I requested him to examine our fund. As my suggestion was also accepted by the President and other members of the management of the Fund, the assistance of this expert was called for. We are greatly indebted to Prof. Madhava for his services to the Fund. The report of the Actuary will shortly be published. I should like, however, to mention only two points in favour of the new changes recommended by the Actuary, and in condemnation of the old dividing plan which we have been following hitherto.

When I discussed the general features of the Fund with Prof. Madhava in December 1931 he pointed out two prominent absurdities in the working of our fund. "Suppose one of the pioneers who joined the Fund with great faith in its possibility had died in its earlier days when the membership was less than 100," the Actuary said: "The benefit to which the representatives of the deceased would be entitled, would be

less than Rs. 50; whereas suppose some of those who set out with a super-critical mind and even scoffed at the pioneers, join the Fund when the number on the rolls was very near 1,000 and suppose for argument's sake one of those scoffers died; his nominee would have got very nearly Rs. 500. That is, the man who had faith, the man who had risked everything, the pioneer would have to be satisfied with Rs. 50 benefit and the scoffer and the cynic and the man of no faith by the mere accident of his joining the Fund when the number was very much higher would have got ten times the benefit. This is absurd on the face of it. This is one of the evil results of the dividing system."

Another and equally absurd thing is the following:—Suppose two applications were received when the number stood at 999; naturally one of them would be admitted as the thousandth member and the other would have to wait and perhaps join another branch of 1,000 to be formed and become the first member of that second branch. For the sake of argument it matters little whether of the two persons A and B, A becomes the thousandth member or B. If again for argument's sake we take that both of these died, the nominee of the man who was admitted as the thousandth member will get Rs. 500 benefit; whereas the other man who is the first in the second unit of thousand will get only 8 annas or Rs. 5 if by the time he dies the second unit has about 10 members. Pointing out these two absurdities the Actuary said "Every man must know how much exactly he has to pay and what benefit he is to get and these should not be made to vary from time to time." He also advised us not to attach much importance to the ultimate limit of thousand, but to throw open the membership without any limitation of numbers. I hope his advice in these

respects will be accepted and the modifications suggested will be given effect to.

In the report of the Actuary there is a statement about the present position of our fund which we are glad to see is described to be very satisfactory. There were doubts expressed by certain experts about the solvency of the Fund and we are glad to be assured on the high authority of the Actuary that we are in a sound condition. This state of affairs is due, as the Actuary has pointed out, to the low mortality among the members. I may add it was due also to the fact that our investments were good and that from the very beginning we set apart the whole collection of premium towards the life fund and confined our expenditure to the amount specially collected for that purpose. I hope that in the future working of the Fund these three features will be adhered to, that is, firstly there would be great care exercised in the choice of lives and secondly the Funds will be profitably invested so that 4 per cent. compound interest net taken for granted by the Actuary will be assured and thirdly the good practice of confining the expenditure of the Fund to the one rupee per member per year specially raised for that purpose would be continued.

It is worthy of note that with rare foresight we have strengthened our position by setting apart half a rupee per member per year for a reserve fund. This is bound to grow from year to year and to be a source of great help to the life fund. We have also the good custom of setting apart another half rupee per member per year to the profession fund which has been of great use in rendering financial help to the members of our profession in actual distress. With all these good features and with the wise modifications suggested by the Actuary our fund has before it a very bright future.



# THE S. I. T. U. PROTECTION FUND

BY

AN OLD MEMBER.

It is five years since the above Protection Fund has been started and it will be desirable to examine its present position in the light of our experience gained during this period. The idea of a Protection Fund was discussed frequently at the Conferences of the S. I. T. U. held before 1928 and various proposals were brought up from time to time for consideration. For instance, the Conference held at Madras in May 1923 adopted the report of a sub-committee and it is strange to see that this committee recommended the organisation of a benefit fund for each district. Obviously this proposal proved impracticable and in 1925 the idea of organising a provincial fund under the auspices of the Union took definite shape. Rules were framed with the help of a lawyer friend and propaganda work was undertaken. Members were enrolled on the basis of the rules circulated to teachers but the response was very slow. The President of the Union made a statement on the occasion of the Mahanandi Conference in 1926 and pointed out to members that the then rules were regarded by experts as financially unsound. I may note in passing that no provision was made in these rules for the working expenditure of the fund. The organisers did not perhaps have a clear idea of the volume of work and should have considered the Protection Fund more or less in the nature of a friend-in-need society. A committee was appointed in the Mahanandi Conference to revise the rules so as to ensure the financial stability of the fund. The rules as revised by this committee were adopted at Vellore in December 1927 and it

was resolved that the Protection Fund be brought into working order from January 1928. The Board of Management elected at Vellore took the matter in hand and issued circulars calling upon the subscribers to *satisfy the conditions laid down in the revised rules and become eligible for membership*. The changes made in the revised rules provided for working expenditure and fixed calls; and the amount of benefit for retirement was reduced to what was regarded as a reasonable figure. In the first year the strength was about 250 including the 157 original members.

In spite of continuous propaganda work, the increase in the number of members was not rapid and it has taken five years for the maximum strength to be reached. This slow progress appears to me to be due to two contradictory points of view. One section consisting of the senior teachers felt that the terms were not sufficiently attractive for them. "Make the fund attractive," was the cry heard everywhere. This feeling is reflected in the amendments to the rules suggested by some members at the meetings of the general body. Some of the amendments sought to increase the percentage of benefits for retirement and also to make members retiring after five years eligible for benefit. The other section has been urging that the junior teachers under thirty years of age pay more while the seniors who pay less get much more by way of benefits. It is also their contention that the benefit prescribed in the rules for retirement within fifteen years is distinctly high and that the person who has been in the fund for a longer period is likely to get less. Some of us felt that the rules, as they

stand, seemed to make it worthwhile for teachers not to join the fund till they reach forty. An attempt was made last May to counteract this tendency by the proposed levy of an over-age fee. The general body expressed its wish that this question along with other points be referred to an expert actuary. The general body should be congratulated on the excellent business instinct it has shown. The time has come to get the basic principles of our fund examined by an expert. Such a scrutiny was not found possible in the beginning since there was no money available. A rule of thumb procedure which amounts to an imitation of similar mutual benefit schemes may not be safe and it is highly necessary that the fund started under the auspices of the Union and managed by teachers for the benefit of teachers should not be open to criticism.

Some of our friends who look at the fund purely from the benefit side will do well to remember that the Union fund has not got to its credit any separate endowment from which it can hope to meet readily all claims. Benefits which are prescribed in the rules are proposed to be paid from out of the call money collected from time to time from members. Calculations which some of us made for our own satisfaction show that it will not be possible to meet the claims arising after 20 years. It is clear from the rules that a member retiring within 15 years may hope to get much more than what his "call amounts" will fetch if invested in a bank; and there is the further advantage that he is providing for a risk. Is this a sound business principle for a fund of this kind? If some teachers hesitated to join, they had perhaps their own doubts about the capacity of the fund to meet all the claims.

The expert actuary has, it is understood, forwarded his report to the Board and the final recommendations of the Board may

be expected to come up for consideration at the annual meeting to be held shortly. One important recommendation of the Actuary reported to have been made is that the contributions from members as well as the benefits to members should no longer be allowed to continue as "variables". Every member should know definitely what he has to pay and what he can get under certain contingencies. The proposal of the Actuary to make the call amount a definite monthly premium of one rupee and to fix the benefit amount as so many rupees at the end of a specified period is a very desirable change and this should be welcomed by teachers. Those who are keen on realising a greater amount as benefit can easily influence the Board to make the scheme more elastic. A single unit under the new scheme involves the payment of a premium of one rupee per month and it may be left open to a member to take two or more units up to four and thus to realise a proportionately greater amount. The emergency calls which are likely to give trouble will no longer be necessary. It is understood that persons withdrawing for any reason between 5 and 25 years are also shown some concession without materially affecting the finances of the fund. It seems to be the view of the actuary that retirement from the fund in the real sense should be only at the end of 25 years and that a person leaving the fund at the close of the 25th year shall be eligible for the full benefits. He is, however, prompted by considerations of equity in providing for cases of teachers who have to withdraw from the fund for some reason or other while in service between 5 and 25 years. If it be really the wish of members that teachers should get full benefits at the time of death or of retirement after 25 years, they cannot afford to be very generous to persons who withdraw. The difference between "retirement bene-

fit" and "withdrawal concession" should be sufficiently marked to induce a person to be in the fund for the entire period. Since the rules leave it open to a member to be in the fund even after leaving the profession, it is possible for a person to remain in the fund for 25 years and to become eligible for the full benefits. The actuary should have felt that the existing scale of benefits for premature retirement between 5 and 25 years will be a serious strain on the resources of the fund and lead to complications in the future, **especially when the investments will not be able to multiply rapidly owing to a distinct fall in the rate of interest.** The actuary is reported to have also recommended that the strength of the fund need not be restricted to one thousand and it may therefore be possible to consider the applications for membership favourably. The opinion of the actuary should be regarded as being decidedly against the continuance of the "division system" but he may hold out a future for our fund if the general body can make up its mind sufficiently early to modify the rules on the lines indicated by him. It is a fortunate thing that the question has been referred to the Actuary before the fund got into troubled waters. Our fund is unique in one respect. The members of the fund, whether in the Board of Management or not, are all in the same boat. There is absolutely no conflict of interest between the "greedy shareholders" and the "policyholders." Taking the recommendations of

the Actuary on the whole, it may be asserted that the interests of individual members are really safeguarded. This is made possible by improving the stability of the fund. The actuary seemed to have suggested that periodical scrutiny be undertaken every five years and that profits if any, be distributed among members. If there be any group of members who may consider themselves deprived of some rupees under certain circumstances, they may find it possible to influence the Board to bear the interests of the original members in mind at the time of allocation of profits and the Board as well as the general body will not be slow to consider their case on its merits.

I trust the Board will lose no time in convening a general body meeting as early as possible so as to arrive at a decision at the beginning of the official year. I had my own opinion about the existing rules but I continued to be a member in the hope that the mistakes would be rectified by the expert in course of time. Neither the senior nor the junior teacher should have any cause for complaint, and at the same time, the soundness of the principles of the fund should not be open to criticism. I hope the general body will view the question from a broad standpoint and do what is needed to place the fund on a stable financial basis so that it may be in a position to continue to afford relief to teachers and also to promote the spirit of professional solidarity.

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## FROM OUR ASSOCIATIONS

### SALEM DISTRICT SECONDARY SCHOOL TEACHERS' GUILD

#### 8th Educational Conference

The Conference was held at Dharmapuri on December 11, 1932 under the presidency of M.R.Ry. M. J. Sargunam Avl., M.A., L.T., Principal, London Mission High School, Coimbatore. Almost all the constituent associations were largely represented.

Proceedings began at 9 a.m. with a Tamil Prayer and the Conference was opened by M.R.Ry. T. B. Krishnaswami Mudaliar Avl., M.A., B.L., D.E.O., Salem.

The substance of the spirited address:—A full discussion of the outstanding educational problems that needed definition and immediate execution (a) *Vernacular* must be the medium of instruction and that *at once*, English medium being irrational and unnatural; with quotations from Michael, Bradley and Jerome K. Jerome, he placed before us for imitation the Englishman, the pushful missionary of the English tongue all over the world. Two-thirds of the time-table must be done either by or for the Vernacular and one-third intensively in and for English. Suitable technical terms must be drawn from other languages, e.g. Sanskrit, (Greek and Latin of India). He regretted the assumption that the language that produced Tholkappiam when England was under ice, was unfit for scientific expression. (b) A purely literary education is useless. Physics and Chemistry are compulsory, experimental sciences, useful and professional courses, the crying need of the hour. (c) The teachers' guilds must be strengthened and teachers must try to become managers of their own schools. (d) The value of educational exhibitions and (e) the need for proper physical education.

The *Welcome Address* was read by M.R.Ry. V. Swamidass, B.A., L.T., Headmaster, Dharmapuri, and it dealt with the organisation of the District Guild, vernacularisation and physical education.

The *Presidential Address* by Mr. M. J. Sargunam, M.A., L.T., dealt with (1) the present standard of English, the causes of its low level (Faulty method, poor material, lack of co-ordination, neglect of grammar and inadequate equipment.) and the remedies for improvement (Better co-ordination, persistent and systematic cultivation of expression in English—grammar and text

classes and the employment of specialists.), (2) the immediate adoption of the Vernacular medium to discuss whose utility was too late in the day, (3) the need for teaching of History and Geography as two subjects, (4) the inclusion in B. Group of technical subjects in the event of the abolition of C. Group and (5) the imperative need for a better physical education.

After the usual thanks the Annual Guild meeting was held.

After dinner the Subjects Committee had lively discussions over the draft resolutions. At 3 p.m. M.R.Ry. V. K. Aiyappan Pillai Avl., M.A. (Hons.), B.A. (Oxon), Professor of English, Presidency College, delivered a lecture on "Some aspects of Life at an English Public School," and stressed its three-fold activity—common life at the hall and the games-field, the tutorial aid in the course of self-study and the unconscious moulding of character and training for life—without omitting the welcome freedom from the nightmare of an examination. The D. E. O. who was present at the lecture, while thanking the lecturer, eloquently appealed for immediate adoption of the Vernacular medium.

The Conference passed some resolutions relating to the improvement of their own equipment and status of the curriculum of studies.

The President in his concluding address, pleaded for a better organisation of the guild and suggested, in passing, the sectional activities of, for instance Coimbatore's for adoption.

The usual thanksgiving followed by a tea-party, a group photo and a trip to Hogainakkal Cauvery (which last was indulged by a few) brought the Conference to a close. Its next venue is Tiruchengode.

K. S. CHENGALROYA AIYAR,  
Asst. Secretary, Salem Dt. Guild.

#### BUSINESS MEETING OF THE GUILD

A general body meeting of the Salem District Secondary School Teachers' Guild was held at 11 a.m. on the 11th December, 1932 under the presidency of M.R.Ry. M. K. Swaminatha Aiyar Avl., M.A., L.T., President of the District Guild. The auditor's report for the years 1930 and 31 were read and approved. The S. I. T. U. Secretary's letter dated 24-8-'32 requesting the views of the Guild in the matter of raising the delegate fees for delegates attending the Provincial Educa-

tional Conference from four annas to one rupee was read; it was resolved to raise the delegate's fee from four annas to eight annas, 50 per cent. of the same to go to S. I. T. U. M.R.Ry. M. K. Swaminathan Avl., M.A., L.T., Headmaster of the Krishnagiri High School, and Edwin I. Rajaratnam Esq., B.A., L.T., Headmaster of the Namakkal High School, were re-elected President and Secretary of the District Guild respectively. M.R.Ry. K. S. Chengalroya Aiyar Avl., of the Krishnagiri High School was re-elected to the S. I. T. U. Executive Board for the Salem District Guild. The Assistant Secretary, Mr. K. S. Chengalroya Aiyar explained the particulars required for the S. I. T. U. Silver Jubilee Year Book and requested the Guild to interest itself in the collection of materials required for publication in the Year Book. It was resolved to co-operate with the S. I. T. U. in the preparation of the Year Book and the Headmasters of the Secondary Schools be requested to give the history of their schools. It was also resolved to incur the necessary expenditure not exceeding Rs. 25 including the price of an advance copy of the Year Book. The Guild executive was permitted to do the needful in bringing into the Guild the teachers' associations of schools which have not yet affiliated themselves. The question of inviting the Provincial Educational Conference to Salem was deferred for the present in view of the fact that the College and High Schools in Salem Town have not yet joined the Guild. It was resolved that every possible effort should be made to make the other institutions join the Guild and the Secretary was authorised to meet the heads of these institutions and to do the needful in the matter. The Tiruchengodu High School Teachers' Association's request to hold the next session of the Conference at Tiruchengodu was accepted with great pleasure.

The proceedings of the meeting were brought to a close after the President thanked the members for re-electing him as the President of the Guild for another year and requested them to help him in the discharge of his duties as President.

Mr. M. J. Sargunam, M.A., L.T., Joint Secretary of the S.I.T.U., and the President of the Conference, was present throughout the meeting and helped with his suggestions when the various questions were being discussed at the meeting.

(Sd.) M. K. SWAMINATHAN,  
President.

This Conference records its heartfelt thanks to the President, District Board, Salem, and the District Educational Officer, Salem, for their uniform generous educational policy and their sympathetic attitude towards the District Board Secondary Schools.

2. This Conference exhorts such of the institutions of the District as still keep aloof from the District Guild to affiliate their Teachers' Associations to it and thereby strengthen it, and authorises the Secretary to take the necessary steps to bring in such associations as still keep aloof.

3. This Conference urges that (a) Teachers' Associations ought to take a deeper interest in Adult Education which is a part of rural reconstruction, a new movement vital to the growth of the nation and (b) for the furtherance of the Adult Education referred to above, its limb, the library movement, which is now afoot, may, for the present, be advantageously started in every High School centre.

4. This Conference, while expressing its appreciation for the encouragement given so far to the S.I.T.U. Journal, the South Indian Teacher, exhorts all the teachers of this District to really profit by it, by subscribing for it in large numbers.

5. This Conference requests the authorities to fix the number of working days for schools under Local and Municipal Boards, instead of fixing the number of holidays for them.

6. This Conference requests the Government to amend the Provident Fund rules for Local Bodies so as to give greater facilities for taking advances as is being done in the case of Government General Provident Fund.

7. This Conference requests all the Co-operative Societies in the District and the Salem District Urban Bank Limited to set apart from their Common Good Fund a decent sum for purposes of scholarships to poor and deserving pupils of the various schools in the district and for purposes of Adult Education and Scouting.

8. This Conference resolves that pupils appearing for the S. S. L. C. Examination be examined only in the work done in Forms V and VI.

9. This Conference requests the management to depute one teacher from each school to attend the Geography Refresher Course to be held in Trichinopoly under the auspices of the Provincial Educational Conference in May 1933.

10. This Conference requests all managements to give free education to the children of teachers in their institutions.

11. This Conference urges on the Government the deletion of the clause in M. E. R. compelling Headmasters to be chief Superintendents for the S. S. L. C. Examination since the inclusion of such a clause is not in keeping with the dignity of the teaching profession.

12. This Conference requests the President, District Board, Salem, to rescind his order prohibiting private tuition in the Board Secondary Schools.

13. This Conference prays to the Government for the extension of the concession granted to the bona fide teachers of three years' standing to appear for the S. S. L. C. and University Examinations, to Pandits of five years' standing irrespective of their general qualifications, on their production of a certificate of fitness for the same, from the Headmasters of the institutions in which they work.

14. This Conference resolves to accept with great pleasure the invitation of the Trichengodu Board High School Teachers' Association to hold its next session at Trichengodu.

(Sd.) M. J. SARGUNAM, President.

THE SALEM DISTRICT SECONDARY SCHOOL  
TEACHERS' GUILD

Auditor's Report for the year 1932.

Sirs,

I have the honour to present the audit report of the Salem District Secondary School Teachers' Guild for the year 1932.

The year opened with a balance of Rs. 40-4-0. The total receipts of the year from the affiliated associations nine in number were Rs. 87. Individual member subscription from one member Rs. 2. Ten associations are affiliated to the District Guild, one association is yet to pay its annual subscription. The total expenditure comes to Rs. 59-14-6, leaving a balance of Rs. 69-5-6.

All items of expenditure are supported by vouchers and are duly sanctioned by the Committee as per the rules of the Guild. All postal expenses incurred by the Assistant Secretary were verified with the letter book maintained by him and found to be correct. The cash book kept by the Assistant Secretary is in good order.

Herewith is appended the balance sheet of the Guild accounts. The closing balance of the year is Rs. 69-5-6 of which Rs. 5 is with the Secretary.

BALANCE SHEET.

<i>Receipts</i>		<i>Charges.</i>	
Opening Balance.	40 4 0	S. I. T. U. annual subscription for 1932-33.	20 0 0
Subscriptions from nine affiliated Associations.	87 0 0	S. I. E. W. donation to S.I.T.U.	5 0 0
Do. from individuals	2 0 0	T.A. to Mr. K. S. Chengalroya Aiyar for attending S.I.T.U. Ex. Board meeting at Madura in May '32.	17 8 0
		Cost of reprints, P. F. Rules, etc.	1 13 9
		Covers, note books and binding	2 2 0
		Postage and M.O. C.	13 6 9
		Closing balance	59 14 6
			69 5 6
Total.	129 4 0	Total.	129 4 0

Krishnagiri,  
7-1-'33.

B. H. School, Krishnagiri,  
7-1-1933.

(Sd.) K. GANGADHARAN NAIR, B.A., L.T.,  
Auditor for 7-1-'33.

(True Copy.)

(Sd.) K. S. CHENGALROYA AIYAR,  
Asst. Secretary, Salem Dt. Guild.

PACHAIYAPPA'S HIGH SCHOOL,  
CHIDAMBARAM

School Day and Prize Distribution.

The 82nd School Day and Prize Distribution function was held on December 17 and A. Chakravarti Esq., M.A., I.E.S., Principal, Government College, Kumbakonam, presided.

The annual competitions were held in the preceding week and recitations, amateur music, mimicry, ex tempore speech and sports excited much enthusiasm. Prominent gentlemen of the locality and a number of teachers of the Annamalai University, acted as Judges and decided the prizes.

The anniversary celebration began at 5-30 p.m. in the school hall which was packed to the full. The elite of the town and the members of the Annamalai Syndicate were present. After prayers, Mr. R. Kalyanasundaram Aiyar, Headmaster, welcomed the President and the audience in a felicitous speech and read out messages of good wishes from absent invitees. A varied programme of entertainments was gone through. Amateur music and mimicry and the Tamil farce on Elementary education were much appreciated.

The Headmaster then presented the Annual Report on the working of the school. It dealt with all round progress made by the school and referred to the question of insufficiency of accommodation. In spite of the stringent condition of their finances the Trustees were prepared to put up additional accommodation at a cost of Rs. 40,000 but the Government could not promise the usual half grant. The school had made considerable progress in extra mural activities which were a special feature of this school. Of these sports and games, students' associations, school assembly and the Pachaiyappa Review deserve mention.

The President then distributed the prizes to the successful pupils and also the gold medals awarded by Messrs. C. V. Srinivasachariar, Dr. Natarajan, and the Old Boys' Association. He then addressed the audience. He said that the educational system of the Government had worked quite well in the past, but was not suited to the needs of the present. It required overhauling and reconstruction on lines suited to the genius of the people and the needs of the country. It however produced a very desirable result and Indians had the benefit of English literature and English history. The ideal of progressive realisation of freedom was the moving spirit of English literature and art. It helped to unite together the

various elements of Indian society into a single nation.

But the system caused a breach in the continuity of Indian culture. The ideal of freedom must be linked on to the true traditional culture. European civilisation raised on a mere economic foundation resulted in a scramble for the world market which resulted in the Great War. He wanted modern India to look back to the ancient ideal of Asoka which was a happy combination of political institutions and ethical ideals. In a way the modern political movement led by Mr. Gandhi was an attempt to revive this ideal. He appealed to the youths to prepare the ground for such a happy combination and believed that the west after all its fruitless research would finally turn to India for the solution of many of the national and international problems.

The speech was listened to with rapt attention and greatly appreciated. After a vote of thanks by the Headmaster and the singing of Mangalam the function came to a close.

V. VAIDYANADHASWAMY AIYAR,

Secretary, Teachers' Association,  
Pachaiyappa's High School,  
Chidambaram, 22-12-1932.

THE POPE MEMORIAL HIGH SCHOOL  
TEACHERS' ASSOCIATION, SAWYERPURAM,  
TINNEVELLY DISTRICT

A Short History.

This Association was started in 1918 under the name of "The S. P. G. Middle School Teachers' Association, Sawyerpuram," by Mr. J. A. Jesudason when he became the Headmaster of the institution. He was its President for a period of 12 years. It was affiliated to the Tinnevely District Teachers' Guild and hence to the South India Teachers' Union during the year 1923-1924, with 10 members on the roll.

Owing to the opening of the High School Department in 1930, the number of members increased and the name of the Association also was changed to "The Pope Memorial High School Teachers' Association, Sawyerpuram." There are now 17 members on the roll, of whom three have joined the South India Teachers' Union Protection Fund. M.R.Ry. S. G. Tangaswami Avl., B.A., L.T., (Headmaster) is the present President of this Association and he is also the President of the Tinnevely District Teachers' Guild for the year 1932-1933.

Every member contributes two pies in the rupee of his salary to the Association Fund. The annual

income amounts to about Rs. 110 and it is spent on the following items:—(1) Sending delegates to the District and Provincial Educational Conferences, (2) Arranging quarterly socials, (3) Getting journals such as the South Indian Teacher, the Educational Review and Ananda Vigadan, (4) Annual subscription to the District Teachers' Guild and (5) Contribution towards the recreation of the members.

W. K. THABASU,  
Secretary, 1922-32.

President:—M.R.Ry. S. G. Tangaswami Avl.,  
B.A., L.T., Headmaster.  
Sawyerpuram,  
15-11-1932.

THE 1ST MEETING OF THE MADURA HEAD-  
MASTERS' ASSOCIATION AND THE PASU-  
MALAI GUILD SESSION  
on 10-12-1932.

The 1st meeting of the Headmasters' Association of the Madura District was held within the premises of the Madura College High School at 11 a.m. on Saturday, the 10th of December, 1932. Mr. G. S. Abraham, President of the Association, gave a warm welcome to all the Headmasters assembled and pointed out how useful the association would prove if its activities were to be properly directed and kept up. He pointed out that the formation of the Association was a long-cherished want. He then thanked Mr. R. M. Savur, the District Educational Officer, Madura, for the lead given by him in the formation of the Association and its working.

The draft constitution of the Association was then passed formally. The District Educational Officer next addressed the meeting. He examined the work which is being done by the Headmasters and opined that their work was yet not far different from the work which is being done by the larger body of Assistant Masters, excepting for the extra-clerical work which they have got to do which can be easily done by an intelligent clerk. He regretted that Headmasters have not begun to concentrate their attention on educational experiments and methods. He substantiated his proposition with special reference to the choice of text-books in various schools which differed widely both from the qualitative and quantitative aspect of vocabulary, etc. He pointed out a number of ways by which Headmasters can conjointly help in the introduction of better methods as a result of experiments and research

work in the field of education which should occupy more of their attention. He laid stress on the fact that in the field of education great improvements and changes in every country always came from the ranks of teachers and Headmasters. He further added that well-considered and well-thought-out resolutions passed in properly organised Headmasters' Associations, would carry greater weight with the Government. He also pointed out that sometimes resolutions are passed in a haphazard manner in the big meetings of the Teachers' Guilds where the Headmasters cannot possibly exercise their potentiality in certain matters, as they are likely to be easily outvoted. By this, he did not mean that the Headmasters should secede from the Guilds. He believed that the Association of Headmasters will prove useful in solving certain special problems both educational and administrative. In conclusion, he expressed as his opinion that unless teachers and Headmasters become technical experts in teaching, a favourable public opinion cannot be formed conducive to securing adequate and deserving emoluments akin to those of other professions, like the Engineering and Medical.

Mr. Savur's address was throughout original and thought-provoking.

Mr. G. P. James, Mr. G. S. Abraham and Mr. P. S. Sankara Aiyar thanked the District Educational Officer for his excellent address and counted much upon his support and guidance.

Convenient arrangements had been made by Mr. G. P. James and by the District Educational Officer to take the Headmasters to the Guild session at Pasumalai, where after much useful and valuable sight-seeing all the Headmasters and teachers had a splendid chance of observing the new individual method of teaching so ably expounded from time to time by Mr. Savur and demonstrated specially on this occasion by the Pasumalai teachers.

It has to be observed incidentally, that other schools also have begun to make headway in giving a fair trial to this method.

The Board High School at Usilampatty and the Training School at Dindigul have made considerable progress already in the adoption of the new method. Much credit is to be given to Mr. Savur for his bold and original step in starting this new method in this district which is intended to solve the problem of wastage in Secondary education.

There need be no dismay and dissatisfaction at the formation of the Headmasters' Association in the Madura District the working of which is in-



tended to help all teachers in their professional work of teaching and organisation. It is to be admitted that there are directions in which Headmasters also have to be specially guided and corrected in the best interests of the whole profession by original thinkers and experts in Education. There is no gainsaying the fact that there are various ways by which a new orientation can be given to Secondary education. The Pasmalai teachers are to be congratulated on their special success in the new method, which has thus far been practically confined only to the Primary and Middle School department. The application and extension of the new method to the higher forms of the High School department will presumably be a matter of course in future years.

M. R. RANGASWAMI AIYAR,  
Headmaster.

The Victoria Memorial High School,  
Periyakulam, dated 14th December, 1932.

THE FOURTH ALL-COORG TEACHERS'  
CONFERENCE, NAPOKLU  
(From the Hony. Secretary, All-Coorg  
Teachers' Association.)

The fourth annual Conference of the All-Coorg Teachers' Association was held in great eclat at the Government Model School, Napoklu, on the 3rd, 4th and 5th of December, with M.R.Ry. A. Rama Rau Avl., I.E.S. (Retired), in the chair. Many prominent officials, non-officials including the Vice-President of the District Board and a few council members were present during the Conference.

On the third, the annual general meetings of the Coorg Teachers' Co-operative Stores and the Society were held with Messrs. A. B. Chengappa, M.L.C. and P. A. Chengappa, M.L.C., in the chair, respectively. On the fourth morning there was sports and in the afternoon the Conference proper began. First the President of the Conference opened the Exhibition. In opening the exhibition he said that the purpose of education was not merely the teaching of the three R's, but to fit pupils to lead a better economical life, that the pupils should be taught some kinds of handicrafts in schools by doing which the pupils learn to use their eyes and hands together with the brain, and that the greatness of any country depends upon its commercial and industrial enterprises. He further said that the education imparted in schools must be suited to the conditions of home, i.e., if the father is an agriculturist, the son should be a better agriculturist and so on.

Moreover, he said that there were not enough posts for all the learned men in the country and their only chance is in commerce and industry.

After the opening of the Exhibition, the President opened the Conference, with an impressive speech. In the course of his speech, he observed among other things that "Elementary education in Madras has been transferred to popular control, and compulsory Elementary education has been introduced. Compulsory Elementary education removes two great defects in our educational system, i.e., wastage and stagnation. By compulsory education, a pupil has to study at least till the 5th Standard and there will be no question of pupils leaving school from the 2nd or the 3rd Standards or staying in the same class for two or three years together. Hence much wastage of money can be avoided. Another movement that can be introduced in Coorg is that of Scouting. It is a movement for training young men and boys in public service and village work. One difficulty with us is that we love our families and communities very well, but we have not got the idea of national service regardless of caste, creed or community. Scouting teaches our boys a new feeling of national service. I hope you, teachers, undergo Scoutmaster's training and introduce it in our schools. The great problem now is not Elementary education, but Secondary education through Elementary education. At present everyone who takes to education thinks that he must get a Government job and settle in town. This is because he has been cut off from his parents' profession from his sixth year. To remedy this he must be taught some kind of handicrafts, such as carpentry, rattan work, weaving, etc. At Marthandam in Travancore, the Y. M. C. A. is giving special attention to spinning, weaving, poultry-farming, bee keeping, cattle-breeding, etc. You can undergo training there and try to introduce some of these in your schools. I want our teachers to be not only teachers of pupils, but also of parents. If the teachers have lost much of the prestige which they once had, it is because they have been less useful to their villagers. Another important aspect of work in the villages is adult education and together with it rural reconstruction. In these adult education classes do not attempt to teach three R's but attempt to give them all necessary knowledge for their life by means of readings from the Indian epic poems, lives of great men of our and other lands, life in foreign lands, etc. If our teachers work on these lines, our country will in no time make great progress. The most important person

in the village or the town is the teacher. The officers of the other departments simply carry on the government, but the teachers look to the future and bring up future citizens. They gather knowledge and add it to the stock of the country."

The next day a very interesting programme of events was gone through. First, two lessons were given in Geography and English by Messrs. B. S. Kushalappa, B.A., D.F., the Deputy Inspector of Schools, and K. P. Muthanna, B.A., L.T., of the Government High School, Virajpet, respectively. Then there was a debate, the subject being whether religious instruction should be imparted in schools. A good number of speakers took part in the debate and the discussions were very lively.

In the afternoon first, there was a lecture on "The Modern Tendencies in Teaching" by F. F. C. Edmonds Esq., M.A., B.Sc., Inspector of Schools, Coorg and Bangalore. In his lecture he compared the advantages and the disadvantages of class-teaching and laid emphasis upon paying more attention to the needs and the attainments of the individual students, this, he said, could be done in a class by dividing it into different groups according to their intelligence. He further said that we must visualise our teaching whenever possible by means of pictures, blackboard diagrams, etc. After his lecture, Mr. N. S. Narayana Sastri, M.A., of the Maharajah's College, Mysore, spoke in a very interesting and impressive manner on the "Teaching of the Young". He said that the period between 2½ years and 5 years was the most important in the life of a man and it is then we should try to create a suitable environment for the toddlers to learn. He then proceeded to give the results of some experiments which they were carrying on at Mysore in a school called "Shishu Vihar" in the matter of child education. He said how we must inculcate habits of neatness and cleanliness, how we must teach them to associate words with the objects they repre-

sent and how we must give them a sense of numbers and so on. Towards the end he exhorted the mothers to train their children well. His lecture was made very interesting by means of some models and picture and letter cards.

Next, there was a lecture by Mr. P. C. Utaya, B.A., L.T., Headmaster, Government High School, Virajpet on "The World Revolution and the teachers' duties." He said in the course of his speech that the feeling in all the countries till the last great war was one of local patriotism, and that the feeling of oneness of the human beings had been neglected. After the Great War, the people were questioning whether civilisation has progressed. At present, the whole world must form a federal organisation and must bear the losses and the difficulties of the last Great War, and not by being separate. This opinion sprang up in the minds of the different nations of the world and as a result, the League of Nations was formed. But again we have gone back and place the interests of our own countries before that of the whole world. Many empires have risen and fallen and so long as there is national patriotism in the world, no empire will permanently stand. Therefore the teachers should give such teaching that will root out all parochial and national patriotism. Then there will be a feeling of oneness among the people of the world, therefore a heavy responsibility lies on the shoulders of teachers when bringing up the future citizens.

The last but one item in the programme was the singing of some songs on Malaria by Swami Shambavanandaji of Sri Ramakrishna Astrama Ponnaupet, Coorg. Then the president reviewed the work of the conference from the beginning, and thanked the members of the Association for having given him an opportunity of revisiting Coorg after an absence of 16 years. Then with the usual vote of thanks from Mr. P. M. Utapa, the president of the Association, the conference came to an end.

***Don't Forget the Teachers  
in Distress***

SEND YOUR MITE ON THEIR

BEHALF TO THE S. I. T. U.

## THE TEACHER'S BOOKSHELF

### THE RAMAKRISHNA STUDENTS' HOME, MYLAPORE

The Ramakrishna Mission Students' Home with the Residential School and Industrial Department attached thereto constitute an interconnected set of institutions which no visitor to Madras should miss. The 28th Annual Report of the institution is as usual a record of steady progress and improvement. The most serious loss to the institution was the death in June last of Mr. C. Ramaswamy Iyengar, the founder and its secretary from 1905 to the day of his death. His services to the cause of students were recounted at a public meeting held recently presided over by Raja Saheb of Chettinad.

Mr. R. Venkata Varada Iyengar of Madura made a gift to the institute of 125 acres of wet lands and 15 acres of dry lands in a village in Chingleput District estimated to be worth 20,000 rupees.

The general policy of the Home is to take up students of very young age and train them throughout their high school career and encourage them to go to college department only if they show real ability in their school career and promise to be profited by University education. Otherwise they are advised to turn to vocational pursuits and it is with a view to give facilities for such students that the Industrial School has been organized and conducted. Speaking about the residential school, the tutorial guidance to students by teachers, ample physical training and playing of games, religious instruction by competent persons, development of the artistic faculties of boys by the teaching of music, opportunities for social service—these form some of the special characteristics of the school. We are glad to note that recently a Boys' Court has been organised which did excellent work. The institution has started a branch at Mambalam and it is peculiarly gratifying to us to note that Mr. T. N. Krishnaswami Iyer, Queen Mary's College, has endowed the school with a sum of Rs. 500 in memory of his deceased mother. The school was visited by a large number of distinguished visitors, His Holiness Jagat Guru Sri Sankaracharya of Conjee Kamakoti Mutt and His Highness the Maharaja of Travancore being amongst them and the high praise which the school has won from its supporters and occasional visitors is an eloquent testimony to the very good work done by the institution. We wish it continued prosperity and success. We hope the appeal issued by the authorities for funds would be responded to by the public.

S. K. Y.

### SRI RAMAKRISHNA GURUKUL AND VIDYA MANDIR, TRICHUR (COCHIN)

In a place about four miles away from Trichur, the seat of important public offices of the Cochin State, some members of the Ramakrishna Mission have started a Residential School and Village Service centre. It had its origin in the earlier work carried on by the members of the Mission in the flooded areas of the State in 1924. There are at present 277 pupils on the rolls of the school of whom 162 are *Harijanas*, 26 boys live in the Gurukula and the others are day scholars. The life in the Gurukula seems to be very well adapted for the needs of the pupils. It is pervaded by what the Report calls the Tuskagee spirit. "Earn and Learn" is their motto. The general education is imparted according to the departmental rules, but great care is taken to develop self-reliance on the part of boys who lead a simple open-air life following a daily routine of self-help and study. Boys are given industrial and agricultural education of an elementary sort. The workers are painfully conscious of the many difficulties that confront them but they have faith in themselves and in the high mission of their institution. The school serves as a centre radiating good influence upon the neighbourhood and the staff are interested in adult education, economic relief by means of co-operation medical relief and other acts of social service. The authorities have issued an appeal for putting up buildings and we hope this appeal will be generously responded to by the enlightened citizens of Cochin and by public abroad. Mr. Mathai, Director of Public Instruction, Cochin, Mr. P. V. Seshu Iyer, Mr. V. Subramania Iyer, Retired Registrar, Mysore University and many eminent men have spoken very highly of the institution. We wish this institution and its self-sacrificing workers all success in their selfless and noble task.

S. K. Y.

### MAGAZINE OF THE PACHIAPPAS SCHOOL, CHIDAMBARAM.

We have received a copy of the Pongal Number of the School Review of the Pachappas High School, Chidambaram. As usual it contains a large number of highly readable articles both in English and in Tamil and it is a satisfactory feature of the review that most of the articles are contributed by the students. There are two cartoons, one of which about the plight of Harijan is highly instructive. We wish all success to the Review.

## EDUCATIONAL NEWS BULLETIN.

(Issued under the auspices of the All-India Federation of Teachers' Associations, by the Association of Editors of Educational Journals, 41, Singarachari Street, Triplicane, Madras.)

No. 13.

Jan. 1933.

### THE PUNJAB

*All-India Educational Conference:* The prevalence of small-pox in a virulent epidemic form made it impossible for us to hold the Conference on the dates fixed for it, namely, December 27-30, 1932. The All-India Educational Exhibition also had to be postponed. Now it has been decided to hold the Conference, the Exhibition, Display of physical exercises and Scout Craft and the Poetic Symposium with redoubled enthusiasm and eclat during the Easter holidays (April 14-16, 1933). The Exhibition will open on the 13th April, which is a holiday, too.

The session of the All-India Muslim Educational Conference of the Aligarh University and the annual meeting of the Punjab Subordinate Educational Service Association, which were to be held in Lahore during the Christmas week, also had to be postponed to Easter holidays for the same reason.

*Convocation of the University of the Punjab:* The Convocation of the University of the Punjab was celebrated on the 23rd December, 1932, to which Sir H. Suhrawardy, Vice-Chancellor of the Calcutta University, was invited to address the Convocation. Diplomas, prizes and medals were presented by A. C. Woolner Esq., Vice-Chancellor of the University of the Punjab.

*New Year Honours:* Malik Feroze Khan Noon, M.A., Minister for Education, Punjab, has been dubbed Knight along with the recent New Year Honours.

Rai Sahibship and Khan Sahibship have gone to Prof. Mukand Lal, M.A., and Qazi Fazal-i-Haq, Professors of the Government Colleges, respectively.

### UNITED PROVINCES

(1) *XIII Conference of the Non-Gazetted Educational Officers' Association:* The Conference was held at Gorakhpore during Xmas vacation. The presidential address delivered by the Founder of the Association, Mr. D. N. Mukerji, B.Sc., L.T., M.R.S.T., Lecturer, Training College, Agra, was a monumental one. Mr. Mukerji is one of the

few men in the province who have given considerable thought to our educational problems. In his address he lays special stress on certain essential reforms, viz., (1) classification of scholars, that is, primary education should end at about the age of 11 plus and secondary at about 15 plus (2) that certain subjects ought to be recognised as non-examination subjects and that one examination at the end of primary stage should be considered enough; (3) that Government schools should be turned into educational laboratories rather than carry on the same work which the economic school, managed by private committees are doing with this difference that in fairly large number of cases they are perhaps doing it better.

At the same Conference a veteran educationist, Pt. Manoharlal Zutshi, M.A., delivered what may well be called a message to teachers. His address was very refreshing, indeed. His main theme was that schools should be made nurseries of self-respecting nation. He drew pointed attention to the need of teachers continuing to be learners and that scholars should not be treated as automatons but as human beings with feelings and passions, and reason and will of their own. He laid great stress on the ample opportunities to teachers to inculcate ideas of national self-respect and uproot the evil of communalism.

(2) *VI Educational Ministerial Officers' Conference:* This was held at the Boys' Normal School, Allahabad and was very fittingly presided by Rai Sahib Kali Prasad who has recently retired from principalship of the Lucknow Intermediate College to which eminence he rose from a ministerial post in the Educational Department. His address was very very frank. He did not mince matters. He openly admitted that representations to the Government were not given heed to and advised the delegates not to relax their efforts to improve themselves on that account. This point he illustrated by a reference to another gentleman in the Education Department, Pt. K. P. Kichlu, M.A., who too rose from another ministerial post to be the D. P. I. though as a temporary measure only.

(3) It is gratifying to learn that educational officers in the P. E. S. grade too have decided to

form an association of their own. It is interesting to note that they are at present engaged in solving the difficulty as to how to usher themselves in, whether to admit openly that the main object of their association was to safeguard their interests of service or to take cover under the more ennobling flourish of purely pedagogic interests.

(4) *Allahabad University*: The election of Pt. Iqbal Narain Gurtu, M.A., LL.B., as the new Vice-Chancellor was the most notable event in the University last month. He is the second Vice-Chancellor under the new Act, Dr. Ganganath Jha relinquishing his office after long nine years. Mr. Gurtu has long been connected with the affairs of the University. He has long been known as a Liberal Publicist of high integrity, as a first-class debator-councillor, as an educationist of repute and above all a man who has dedicated his life to the service of the country. As a Theosophist in outlook on all spheres of life he brings to the youth of the University a highly cultured but modern atmosphere around him. This is in special contrast with the personal influence of the outgoing Vice-Chancellor.

(5) *Agra Conference*: The eleventh session of the U. P. S. E. A. Conference was a grand achievement. The group meetings in History, Geography, Mathematics and Drawing were all very well attended. In pursuance of the suggestion of the D. P. I. in his message to the Conference a committee has been appointed (1) to collect and collate information on instruction through the cinematograph and sound films; (2) to establish a subscribers' library of silent and sound films, specially for educational purposes to be shown to students at picture houses hired for the purpose by the combined efforts of the educational institutions of the larger towns. Another important and significant resolution requests the Board of High School and Intermediate Education to allow for its Intermediate examination the option of answering question papers in subjects except English through the media of Urdu and Hindi. The next Conference will be held at Fyzabad.

(6) *Vernacular medium of instruction in the Intermediate*: Pt. Malaviya has just now announced at the last Convocation of the Benares University that from the next year (July) instruction in the Intermediate will be imparted through the mother tongue.

(7) *Experiments in Benares Circle*: We had noticed in previous bulletins that sprouting gram was being supplied to students as an experiment

as tiffin and that a special handicraft course was being followed in vernacular schools. Both these experiments have now received the approbation of the Government. The D. P. I. has issued a special circular to all schools in the province recommending sprouting gram tiffin to boys. And the Government of India have published the details of the handicraft experiment in one of their pamphlets. Mr. H. N. Wanchu, M.A., I.E.S., the Inspector of Schools of the Benares Division, deserves congratulation.

(8) *Parents and Teachers' Conferences*: Of late there have been organised in almost all important centres to facilitate exchange of ideas on medical inspection of students and to invite co-operation of parents in the matter. The medical officer concerned helped to clear the issues involved. Much good is expected out of these Conferences.

#### BENGAL

1. A deputation consisting of Rai Sahib Haridas Govindaswami, S.J. Manoranjan Sen Gupta, S.J. Sachindranath Sil, S.J. Birendranath Roy and S.J. Surendramohan Datta, waited upon the Director of Public Instruction and laid stress on the necessity of retaining the two training colleges, the vocational institutions and of restoration of the 10 per cent. cut.

2. The Corporation of Calcutta has fixed the following scale of pay to the teachers employed in the Corporation Model Schools.

Headmaster Rs. 80—5—130.

Assistant Headmaster Rs. 60—4—80.

Assistant Teacher Rs. 45—3—90.

3. The next Conference of the All-Bengal Teachers' Association is likely to be held under the auspices of the Hooghly District Teachers' Association.

#### BOMBAY

Speaking to a gathering of the Muslims at Ahmedabad, His Excellency Sir F. Sykes remarked: "I notice that a feature common to most of your requests is the desire to secure communal segregation in education. I fully sympathise of course with your desire to preserve intact the individuality and culture of your community, but I would venture to suggest that in the interests of the future unity of the country it is perhaps possible to press the desire for segregation in education too far." Muslim educationists will do well to consider these remarks for much of the backwardness of the community in higher education is possibly due to absence of contact with superior intellect, in the segregated schools.

Almost similar, though not identical, is the problem presented by the administration of Parsee charities. Mr. S. F. Markham was requested by the Ratan Tata Charity Fund to advise them on matters relating to the Parsee community and in his report he says that the huge Parsee charities are only creating professional beggars. Help is extended to a person not because he needs it or deserves it but because he happens to be a Parsee. Communal institutions and charities are helpful up to a stage; beyond that stage they become a curse.

Three schools in the month of December celebrated their jubilees. The St. Columba High School for Girls, conducted by the U. F. C. of Scotland had its centenary celebrations and the American Mission Boys' High School at Ahmednagar and the Nutan Marathi Vidyalaya, a primary school in Poona, celebrated their Gold Jubilees. The rise of this last named institution has been phenomenal and is indicative of the growth of many a well-known institutions in the Deccan. Started by half a dozen primary teachers, without any funds, in thirteen years it developed into a full-fledged high school and in twenty more years a first grade college was added to it. Many citizens in Poona to-day have learnt their alphabets in the Nutan Marathi Vidyalaya Primary School and passed their B.A. from the Sir Parashuram Bhau College which marks the apex of the gigantic educational structure built up and controlled by the Shikshan Prasarak Mandali, Poona.

The Conference of the Indian Mathematical Association held in Bombay under the auspices of the Bombay University was a great success. His Excellency Sir F. Sykes, the Governor of Bombay, made the opening speech and emphasised the importance of developing a bias for statistics. The President Rao Bahadur P. V. Seshu Iyer deplored the neglect of mental arithmetic. A day was reserved by the organisers for discussions on School Mathematics and that was a welcome innovation.

The Educational News Bulletin is not the place for reporting incidents in the Coroner's Court. But there is some justification in giving wider circulation to the annoyance exhibited by the Bombay Coroner Mr. B. N. Athavale. It has been his misfortune during the last three years to hold inquiries in the cases of deaths by burns, of young girls—all belonging to the Gujarati community. The primus stove is widely used by women in Bombay and most of them know how to use it. But the Gujarati girls are not pointed out the risk of moving by the side of a lighted stove with

loose saries on, and that has caused a number of these sad accidents. The Coroner vented his wrath first on the poor stove and now he is abusing the unfortunate husbands of the poor victims. The right solution will probably be found in schools. Most of the Gujarati girls in Bombay attend school upto the age of 14 and a few lessons each term on the use of the primus stove and precautions against accidents may do a deal of good to the community.

#### MADRAS

1. The University Commission appointed by the Andhra University to inspect its affiliated colleges, is visiting the several colleges and is expected to submit its report early March.

2. The Maharaja of Jeypore has opened an annual grant of Rupees one lakh to the Andhra University. The question of accepting the grant and introducing suitable legislation was discussed at a Conference consisting of His Excellency the Governor of Madras, the Hon'ble Minister for Education, the Director of Public Instruction and the Vice-Chancellor of the Andhra University.

3. An interesting suit is reported to have been filed in the Court of Hon'ble the District Munsiff of Conjeevaram against the Secretary of State for India and the Commissioner for Government Examinations claiming damages for having been "ploughed" in the last S. S. L. C. Examination.

4. The S. S. L. C. Committee of the Syndicate of the Madras University has approved the inclusion of Hindi as a second language in the S. S. L. C. Scheme.

5. A Conference of the Elementary teachers of the province was held early in January. Mr. M. K. Sundaravaradachariar was the Chairman of the Reception Committee and M.R.Ry. Dewan Bahadur P. T. Kumaraswami Chettiyar presided. The Conference was opened by the Hon'ble P. T. Rajan. A number of resolutions were passed, one of which related to the conduct of their official journal "Arambasiriyam" in Tamil. Mr. M. K. Sundaravaradachariar, Headmaster, C. C. High School, Perambur, has agreed to edit the journal. The Conference revealed that in many Elementary schools conducted by local bodies, teachers salaries were in arrears for long periods ranging from three months to even 12 months.

6. Refresher courses for teachers in Elementary schools were held in Cuddalore and Cannanore. The District Educational Officer, S. Arcot, was largely responsible for the success of the course at the former place, while in the latter it was ar-

ranged by the Headmaster of the Government Secondary and Training School for masters at Cannanore.

**COORG**

A Conference of the All-Coorg Teachers' Association was held at Coorg. There was also an interesting Educational Exhibition. The Conference was presided over by M.R.Ry. A. Rama Rau, I.E.S. (Retired), who also opened the Exhibition. Mr. F. F. C. Edmonds, Inspector of School, Bangalore and Coorg, took a keen interest in the Conference and was one of the principal speakers. He spoke on "The Modern Tendencies in Teaching".

*FROM OUR ASSOCIATIONS (Contd.)*

**MADRAS.**

Under the auspices of the Mathematics and Science section of the Madras Teachers' Guild, an excursion was arranged to the Victory Memorial Blind School, Poonamalle, early in December. A party of about 25 teachers went to the school where they were received by the Principal, who kindly took them round and explained to them how the blind are taught to read, count and calculate. It is a feature of this institution that the blind are taught some vocation like rattan, carpet making, weaving, mat-making, etc. The member of the

party appreciated the skill and workmanship and made some purchases. As the proceeds go to enrich the funds of the school, it is hoped that teachers and school authorities would place their orders with the Principal and thus indirectly help the unfortunate blind men and women of our country.

Under the joint auspices of the Geography Section of the Guild and the Madras Geographical Association an excursion was arranged to Nagari and the neighbouring hills, during the first week in December. The party consisted of 20 teachers and were assisted by Mr. V. Venkatasubbiah, B.A., L.T., Headmaster of the Pachiappa's College High School, Madras, and Assistant District Scout Commissioner. Mr. N. Subramanyam, Secretary of the M. G. A., led the party, who had a very enjoyable week-end of pleasure and study.

During his stay in the city of Madras His Holiness Jagatguru Sankaracharya of Kamakoti Peeth, Kumbakonam, visited some of the city schools (viz. The Schools managed by the P. S. Charities, Mylapore, The Ramakrishna Residential School, Mylapore, and The Hindu Theological High School, Sowcarpet.). The students of the P. S. High School, Mylapore, presented His Holiness with a gold cup, which His Holiness was pleased to accept and use in his daily puja.

**THE SOUTH INDIA TEACHERS' UNION.**

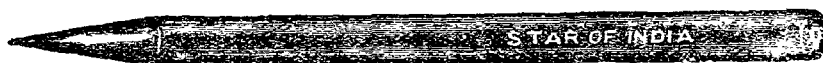
**THE SILVER JUBILEE FUND.**

**Rs. 20,000** must be collected before May 1933.

Please send your quota to the Secretary of the Union.

**MOTHER INDIA**

**Depends on the Youth of India for its Future  
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**THE MADRAS PENCIL FACTORY**

# THE ERODE TEACHERS' CASE IN COURT: A RESUME

BY

THE SECRETARY,

*S. I. T. U. Vigilance Committee.*

Two suits O. S. Nos. 343 and 344 between Messrs. K. G. Ramakrishna Iyer and C. S. Kasturi Ranga Iyengar and the management of the Mahajana High School, Erode, are pending disposal in the District Munsiff's Court, Erode. The cause of action arose in April 1930, and the suit was filed on 6-6-1932.

*The S. I. T. U. at work on 1930-31.*—The S. I. T. U. which had other cases besides the Erode case submitted to it at the Coimbatore conference on May 1930 appointed a Vigilance Committee to enquire into cases of insecurity of teachers, reported to the S. I. T. U. The report of the first Vigilance Committee of the S. I. T. U. dated 23-5-1931, consisting of Messrs. S. K. Yegnanarayana Iyer, M.A., M. S. Sabesan, M.A., S. K. Devasikhamani, B.A., L.T., S. Srinivasan, M.A., L.T., and T. Ramanujachari, contains the following about the Erode case:—

"The trouble seems to have arisen out of an alleged private misunderstanding between a temporary teacher and Messrs. C. S. Kasturi Ranga Iyengar and K. G. Ramakrishna Iyer (of the Mahajana High School, Erode.) complainants to the S. I. T. U. This came to the notice of the authorities and the Headmaster in the first instance reported confidentially to the Secretary after receiving the explanation of the teachers. The result of this was the Secretary's order dated 30-4-1930 dispensing with the services of Messrs. C. S. Kasturi Ranga Iyengar and K. G. Ramakrishna Iyer giving reasons. This has been followed up by protests on the part of the teachers to the President and Committee (of the Mahajana High School), the D. E. O. and the D. P. I., while the Committee through the Secretary has modified the order of dismissal into suspension of the teachers concerned on 5-11-1930. The teachers contend that they have been unjustly sent out, that they are entitled to back salary and reinstatement; and they demand an enquiry by the Department, besides which they want the S. I. T. U. to help them to get redress through courts of law. The S. I. T. U. has consulted the lawyer

on the point about the tenability of a test case and it has obtained a favourable reply. The Committee suggests that two members of the S. I. T. U. Working Committee be deputed to make local enquiries about the allegations and counter allegations and to report on the case before a suit is launched upon. If local enquiry lends support to the successful outcome of the suit, then it recommends the institution of a test case."

*The S. I. T. U. at work in 1931-32.*—In the light of the last Vigilance Committee's report the Provincial Conference at Palghat opened a fund called the Erode Sufferers' Fund. It also appointed the second Vigilance Committee, consisting of Messrs. S. K. Yegnanarayana Iyer, M.A., M. S. Sabesan, M.A., M. Venkatarangayya, M.A., V. Guruswami Sastri, B.A., L.T. and S. T. Ramanuja Iyengar, B.A., L.T., with a direction to immediately interest itself in the Erode case. On 24-5-1931, Messrs. S. K. Yegnanarayana Iyer, V. Guruswami Sastri and S. T. Ramanuja Iyengar visited Erode and interviewed unofficially the ex-Secretary of the Mahajana High School, Erode, as also three other members of the Managing Committee of that school, Messrs. Muthukumaraswami Chettiar, Narasimhachariar and Nanjappa Chettiar. On 25-5-1931, Messrs. S. K. Yegnanarayana Iyer and S. T. Ramanuja Iyengar interviewed Mr. Chikkaiya Naicker, Secretary of the Erode Mahajana High School, who was pleased to offer to place the facts of the case before the S. I. T. U.

In pursuance of this gracious assurance, the convener of the Vigilance Committee wrote to the Secretary of the Mahajana High School, Erode, for the management's version of the case. The following is the copy of the letter of the Secretary, Vigilance Committee, dated 29-5-1931.

(True copy.)

Two teachers of your High School, who are members of the South India Teachers' Union, who feel aggrieved regarding your notice to them dispensing with their services and your committee's order of suspension, have placed their cases before the S. I. T. U. for professional redress.



As a professional body, we feel that we must have the other side of the case before we decide to take any action on their behalf.

It is with this view that Messrs. S. K. Yegnarayana Iyer, M.A., President of the S. I. T. U., and myself as Secretary of the S. I. T. U. Vigilance Committee interviewed you at your residence on 25-5-1931. You were pleased to give a sympathetic hearing and to assure us that you would place all your facts about the case of the teachers concerned for our information.

While thanking you for this reasonable attitude, may I, on behalf of the Vigilance Committee, request you to be good enough to send those papers to me and help us further in the closing up of this case in any just and equitable manner possible without any more delay and needless publicity."

The Vigilance Committee waited for a reply from the Secretary, Erode Mahajana High School, in vain and after consultation by correspondence, unanimously came to certain conclusions, on 25-8-1931, which were published in the S. I. Teacher of September 1931 with the aggrieved teachers' consent.

That report says:

"The S. I. T. U. Vigilance Committee, while convinced that there is need for redress, is agreed

1. That the S. I. T. U. should watch the case, if instituted by the teachers concerned;
2. And that financial help, up to a percentage of the costs be given to the teachers concerned."

The Secretary of the Vigilance Committee then consulted lawyers in Trichy and instituted further confidential enquiries in Erode about the merits of the case and about the teachers' further course of action in the matter. On 3-4-1932, in his statement to the Vigilance Committee and the S. I. T. U. Working Committee, the Secretary of the Vigilance Committee reported among other things as follows in the April number of the S. I. T.

"Subsequently the convener consulted lawyers of standing in Trichy with a view to help the teachers in their resort to law. The teachers were repeatedly asked to intimate their filing of the suit. They wrote back asking for an increased aid from the S. I. T. U. and promised to send information about the filing of the suits. But no information has been received. It appears from the convener's private enquiries that the case has been given up."

*Teachers file the suit.*—Meanwhile the teachers concerned who allege that they have been wrongly dismissed, suspended and discharged, after exhausting the last step for redress out of Court by an appeal petition to the general body of the Mahajana High School on 29-11-1931, on their own initiative, filed individually a suit against the authorities of the Erode Mahajana High School on 6-6-1932, in the Court of the District Munsiff, Erode, after two years of anxious consideration.

*Authorities' move.*—The Erode Munsiff has framed the following issues:

1. Whether the Plaintiff is entitled to the declaration that the order of 21-6-1931 dispensing with his services is in the circumstances unjust, illegal and void?
2. Whether Plaintiff is entitled to the damages claimed?
3. Whether Plaintiff is entitled to be reinstated?
4. To what relief is Plaintiff entitled?

The D. E. O., Coimbatore and Nilgiris, in his R. O. C. No. 588 C|30 dated 3-9-1932 forwarded to the Correspondent, Mahajana High School, the following:

(True copy.)

From

T. S. Krishnamurthi Iyer, M.A., L.T.,  
District Educational Officer,  
Erode.

To

The Correspondent,  
Mahajana High School, Erode.

I forward herewith copies of the resolutions of the Sub-Committee of the Secondary Education Board and of the Secondary Education Board, in regard to the termination of the service of the two teachers, Messrs. Ramakrishna Iyer and Kasturi Ranga Iyengar and request you to let me know at your early convenience the action taken or proposed to be taken.

As the Director of Public Instruction has called for the information, an early reply is solicited.

(Sd.) T. S. Krishnamurthi Iyer,  
D. E. O., Coimbatore and Nilgiris.

*Copy of the Proceedings of the Sub-Committee meeting of the Coimbatore Dt. Secondary Education Board held on*  
31-5-1932.

*Present.*—M.R.Ry. G. R. Jagadisa Sastrial Avl.,  
President, M.R.Ry. Rao Saheb V. I. Muni-  
swami Pillai Avl., M.L.C., Janab Syed<sup>o</sup> Divan  
Humasa Hussein Saheb Bahadur.

The Sub-Committee sat to-day. Rao Saheb V. I. Muniswami Pillai endorses the opinion of Mr. G. R. Jagadisa Sastrial, Mr. Humsa Hussein Saheb Bahadur adds a dissenting minute.

"The Committee, by a majority of two to one, are of opinion that the charges framed against the two teachers in question are not of such a nature as to warrant a dismissal."

The following is the copy of the resolution of the meeting of the Coimbatore Secondary Education Board held on 20-8-1932.

"The Board endorsed the opinion of the majority of the Sub-Committee."

The Erode Mahajana High School Committee presided over by Diwan Bahadur C. S. Ratnasabapathi Mudaliar at its meeting on 25-9-1932 have sanctioned a sum of Rs. 200 to defend the suits and decided to inform the D. E. O. that the matter is *sub judice*.

*The Progress of the suit.*—The Managing Committee of the Mahajana High School have filed written statements against the Plaintiffs, while the Plaintiffs have filed affidavits against these statements and submitted interrogatory petitions. The Court has passed orders asking the Defendant-President to answer the Plaintiffs' petitions and, produce records, and to appear to give oral evidence. The case is adjourned to 2-2-1933.

*The S. I. T. U. at work in 1932.*—The third Vigilance Committee elected at the Madura Conference in May 1932, consisting of Messrs. S. K. Yegnanarayana Iyer, M.A., M. S. Sabesan, M.A.,

V. Saranatha Iyengar, M.A., V. Guruswami Sastrri, B.A., L.T., and S. T. Ramanuja Iyengar, have carried out the directions of the second Committee. The Committee met at Madras in October 1932 at the S. I. T. U. Office with Mr. V. Saranatha Iyengar as Chairman and approved of an immediate payment of Rs. 100 to the Erode sufferers. Accordingly a sum of Rs. 100 was paid by the Secretary, Vigilance Committee, to the teachers in person on 28-8-1932, at Erode. The S. I. T. U. has appealed for contributions to the Erode Sufferers' Fund from all sympathisers.

*The Acid Test of Teachers*—The Erode case, the issues involved and the successful conduct of the case by the aggrieved teachers are of momentous importance to the teaching profession. So, it behoves the S. I. T. U and all the Guilds and affiliated associations to pay a nominal emergency levy of one anna per member of the S. I. T. U. to back up the teachers in their resort to law for professional redress before 2-2-1933.

This bare statement of facts about the case which is *sub judice* is published in the "South Indian Teacher" not to prejudice the case in Court, one way or the other, but to enable constituent members of the S. I. T. U. in the Province to know the facts as was promised by the Vigilance Committee in September last.

S. T. RAMANUJA IYENGAR.

Secretary, S. I. T. U. Vigilance Committee.  
Trichinopoly, 31st December, 1932.

## THE S. I. T. U. PROTECTION FUND

### Notice of an Emergency Call

Messrs. V. Subramania Aiyar of Tanjore (Reg. No. 348) and P. G. Sundaram Aiyar of Kattuputhur (Reg. No. 73), members of the Protection Fund, died on 29-12-'32 and 31-12-'32 respectively. News about their death reached the office in the first week of this month.

The Board of Management of the Fund at its meeting held on 15-1-'32 has (according to Rule 8) levied an Additional Call of Re. 1 for the month of December last. According to Rule 14 (b), the amount is payable on 5-2-'33.

Triplicane,  
18-1-'33.

R. RAMAKRISHNAN,  
Hon. Secretary.

(List of names continued.)

1075. Mr. K. Subba Rao, Headmaster, Municipal Higher Ele. School, Coimbatore.  
1076. " S. Venkataramana Rao, Asst., Municipal Higher Ele. School, Coimbatore.  
1077. " M. Royappan, Asst. Municipal High School Coimbatore.

(N.B.)—Applications from persons within 40 years of age will be received and kept on the "waiting list file", and they will be finally disposed of after the next General Body Meeting to be held on 26-2-33.

Triplicane,  
18-1-33.

R. RAMAKRISHNAN,  
Hon. Secretary.

# PROVINCIAL EDUCATIONAL CONFERENCE

Trichinopoly, May 1933.

(held under the auspices of the S. I. T. U., at the invitation of the Trichy Dt. Teachers' Guild.)

## Bulletin No. 2

### Nomination of President.

#### A

Under Rule 17 C of the S. I. T. U. Teachers' Associations affiliated to the South India Teachers' Union, directly or indirectly through Dt. T. Guilds, are invited to nominate six persons who, in their opinion, are fit to preside over and guide the deliberations of the XXV Provincial Educational Conference, Trichinopoly. The nominations should reach the undersigned *before the 15th February 1933* in the form appended to the Bulletin.

#### B

##### Resolutions and papers.

Under Rule 20 of the South India Teachers' Union, constituent Guilds and Associations desirous of moving resolutions in the Conference are required to do so two months before the Conference in May. Individuals and associations who want to give notice of such resolutions for discussion at the Conference are requested to forward to the Conference Office, their suggestions in the form of resolutions *on or before the last day of February 1933*.

Ladies and gentlemen engaged in Teaching and interested in Education are cordially invited to send papers to be read and discussed at the Conference, *before the 1st of April*, to enable the Papers' Committee to give publicity to the same.

Office of the XXV P.E.C. }  
19, Caldwell Hostel, Tep- }  
pakulam, Trichy, 27-12-32. }

#### C

##### Particulars about Exhibits.

Institutions and individuals desirous of participating in the Educational Exhibition in May 1933 at Trichinopoly are informed that an Exhibition Directory is to be published as part of the Conference Guild book. The Directory will contain the names of Institutions or individuals participating in the Exhibition and the lists of Exhibits with detailed description of the same for the benefit of delegates and visitors. As the Directory must be ready when the Exhibition opens with the Conference, exhibitors are requested to send particulars of their exhibits *before 1st April 1933*.

Exhibitors will have to bear the charges of their exhibits to and fro, subject to the concessions which Railway Companies will grant. Such of the institutions publishers and individuals who wish to participate in the Exhibition are requested to co-operate with the organisers by supplying them the information required *at an early date*. Exhibitors who want special and separate accommodation for Exhibits will please write for requirements.

N.B.—Heads of institutions are earnestly requested to respond to the Bulletins sent, by supplying promptly the information called for in the interest of effective organisation of this educational demonstration.

General Secretary.  
S. T. RAMANUJA IYENGAR,

# THE S. I. T. U. PROTECTION FUND

## NOTICE.

An Extraordinary Meeting of the General Body of the S. I. T. U. Protection Fund will be held in the Singarachariar Hall, Hindu High School, Triplicane, on Sunday the 26th February, 1933, at 12 noon, to consider the Actuarial Report and the amendments to the rules framed by the Board of Management, in the light of the Actuary's Report.

## FIFTH ANNUAL MEETING

Immediately after the conclusion of the above mentioned Extraordinary Meeting, the Fifth Annual Meeting of the General Body will be held to consider the Fifth Annual Report, to elect the office-bearers for the ensuing year, and to consider any other urgent matter that might be brought forward by the Secretary.

A copy of the Actuarial Report, the draft amendments by the Board, the Fifth Annual Report and the agenda in detail will be sent to each member in the course of this month.

Triplicane,  
18-1-'33.

R. RAMAKRISHNAN,  
Hon. Secretary.

## MAIN FEATURES OF THE ACTUARY'S REPORT AND RECOMMENDATIONS.

1. The Fund is made financially sound;
2. There will be no Emergency calls.
3. The Benefit amount does not depend upon the number of members in the Fund; but it depends upon the number of years a member has been in the Fund.
4. Each member knows what he has to pay each month, and he knows what definite amount he will get at the time of his retirement withdrawal or death.
5. The number of members is unlimited—not one thousand according to get any benefit.
6. A member need not wait for ten years of membership in the Fund, to get any benefit.
7. Withdrawal benefit after a membership of 5 years, is provided.
8. In case of need on urgency, a member can get a loan on very moderate terms.
9. A decent Bonus out of the surplus can be expected every five years.
10. The contribution to the Fund in the shape of monthly calls does not vary according to age.
11. The Maximum age allowed is 40 only.
12. Provision is made to suit the capacity of the member and to secure proportionately greater benefits; minimum Re. 1 a month (one unit); maximum; Rs. 4 a month (four units).

Triplicane,  
18-1-33.

R. RAMAKRISHNAN,  
Hon. Secretary.

## EDITORIAL

### THE NEW YEAR

With the issue of our journal for December 1932, we have completed five years, and now we are commencing the sixth volume. On this occasion we wish to send our greetings to all our subscribers. It is no conventional wish. It is a sincere and earnest wish for the dawn of a really bright era. The year that has just ended has certainly been one of the darkest in the history of education in this province. The economic depression was felt very acutely by all connected with education. Drastic cuts have been effected in the salaries of teachers; and these cuts amounted in some cases to 25 or 30 per cent. Stringent economy was practised even to the extent of cutting down drastically the provision for teaching appliances. So acute was the general depression that many pupils had to leave schools which had thus to face a difficult situation. An increasing number of managing bodies have found it difficult to pay their teachers regularly. Teachers have endured these hardships with considerable forbearance and have shown great appreciation of the difficulties of managing bodies. They have therefore a right to expect that in the coming year their grievances would be redressed. There is a talk that the authorities recognise that in any scheme for the utilisation of the surplus of sixty lakhs in the Budget, "Education" should receive the first consideration. The Hon'ble Minister for Education is no stranger to the difficulties of local bodies and of private managers of schools and the teaching profession can confidently hope that their interests would be safe in his hands. We therefore hope and pray that 1933 will be a really bright and prosperous new year to all our readers.

### BREAD OR NO BREAD

We wish to thank our numerous subscribers for the hearty support they gave

us during the last year. The journal is able to exist because of the loyal support which the profession as a whole is extending to it. The Editorial Board hopes that in the coming year this support would be extended in a greater measure so that the journal may be able to fight the cause of the teacher without fear or favour.

The teaching profession is sound at heart but its deplorable economic condition is a great handicap. We should like to refer in brief to the contents of one of the many letters we have received from our subscribers. It is from the secretary of an Elementary School Teachers' Association. It runs as follows:—

"I have to inform you with keen regret that teachers of this taluk board have not received their salaries from August 1932. I hope you will kindly sympathise with me for not sending your subscription in time." This letter reveals a tragic state of affairs in many Elementary and several Secondary schools. From time to time we hear from teachers in elementary schools that their salaries are considered as the last item of expenditure by the managing bodies concerned.

It is unfortunate that such a state of affairs should obtain in schools managed by local bodies. A few months back we heard of the plight of teachers in the Calicut Taluk Board. Now we are told that in certain taluk boards in the South and North Arcot areas, teachers have not been paid their salaries for periods ranging from three to six months. When the question of arrears of pay to teachers in taluk board schools was raised in the Legislative Council some months ago, the Hon'ble Minister is reported to have assured the Council that steps will be taken to put an end to such delay in the disbursement of teachers' salaries if it be proved. We hope that every case of such long and inexcusable delay

will be brought to the notice of the Minister.

It should not be difficult for a layman to understand the difficulties of the teacher who has not received his pay for months. The tragic equanimity with which a delegate at the recent Provincial Elementary Teachers' Conference spoke of arrears of pay for 12 months being the order of the day in a panchayat school, should certainly stir even persons who lecture to teachers on the value of teaching for teaching's sake. Will not the effect of starvation influence the education of children? The teaching profession would be glad to witness a demonstration by one of those advisers who preach the slogan "teach! bread or no bread."

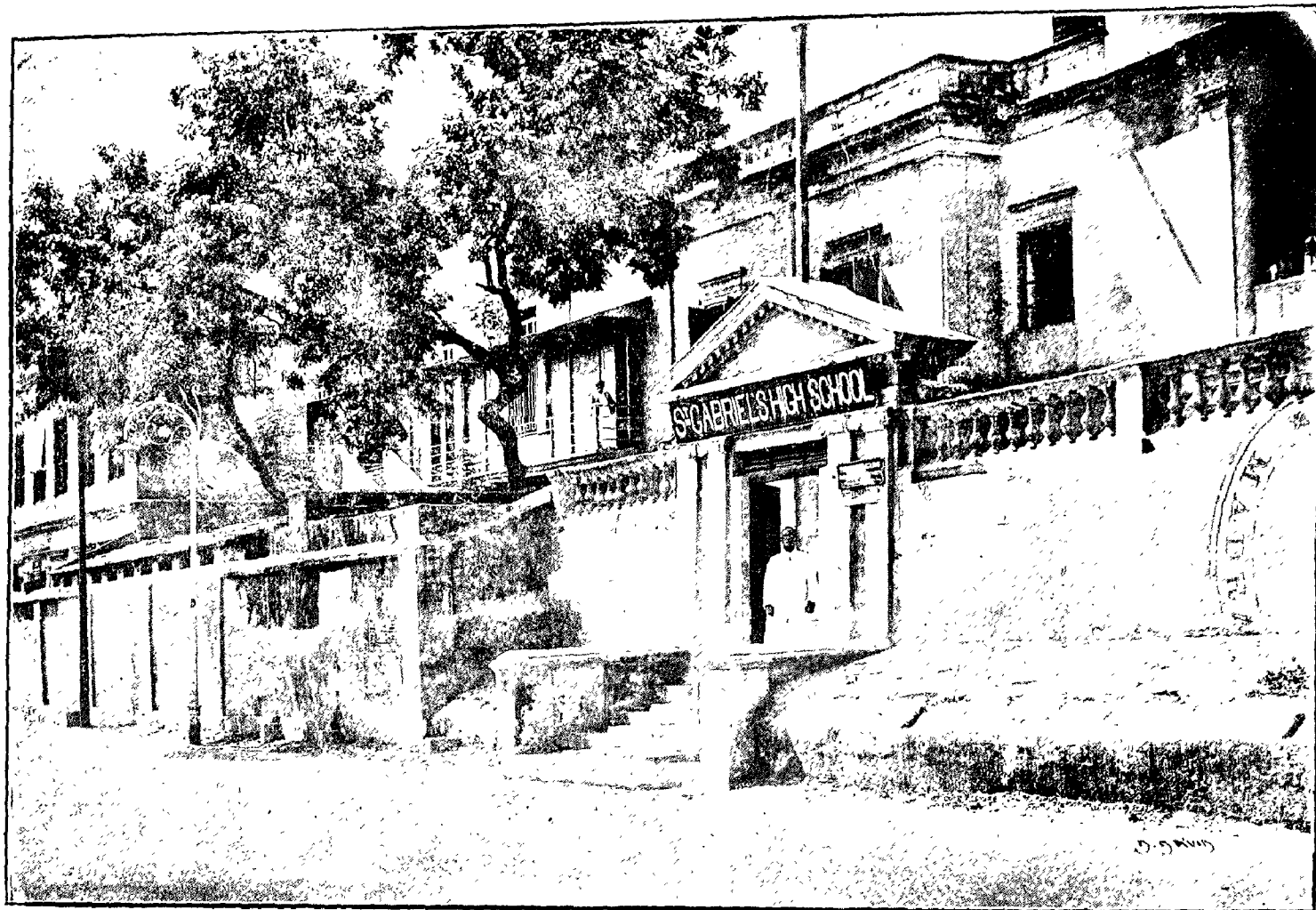
#### OUR PROTECTION FUND

We learn that the Board of Management of the Protection Fund met some days back to consider the report of the Actuary and the agenda for the ensuing annual meeting. The Board, it is understood, has unanimously decided to recommend to the general body that the modifications suggested by the Actuary be adopted without delay. A preliminary investigation by persons of actuarial experience disclosed last year that the Fund would not be in possession of adequate resources to meet the claims at the end of twenty years. A reference to the expert actuary for fuller investigation became necessary. It must be a matter for great satisfaction that the working of the Fund has so far been satisfactory owing to unexpected low mortality experience and favourable rates of interest on the investments. But the expert points out the danger of continuing the present division system and advises the Board to give it a decent burial.

While the objects of the Fund are allowed to remain unaltered, the stability of the

Fund is attempted to be secured by altering the variable nature of the monthly contributions from members and the benefits to members at the time of retirement or death. The expert has suggested a scheme of "unit system" which involves no serious deviation from the present practice but makes it possible for a member to take any number of units up to four. Under the revised scheme, the death benefit is more favourable and the amount of benefit either at death or at the time of retirement will not be influenced by variations in the strength of the Fund. The graduated scale of benefits prescribed in the revised scheme is on the basis of one unit and members taking one unit will have to pay only one rupee every month. The amount of benefit for one unit may appear to be less than that under the existing scheme and the reason for this is the deletion of the "Emergency Call" from the revised scheme. The existing benefits should be really regarded as corresponding to two units since the present rules permit the levy of two rupees every month under certain contingencies. If members have not so far paid two rupees, it is because occasions have not arisen frequently. A member who is anxious to provide adequately for his family or for himself may now take two or more units and become eligible for proportionately greater benefit.

We publish elsewhere articles on the Protection Fund contributed by an old member and by Mr. S. K. Yegnanarayana Aiyar, and the attention of members is also invited to the summary of the features of the revised scheme prepared by the Secretary of the Protection Fund. Members will do well to acquaint themselves with the proposed changes so that they may realise the need for urgent revision. The interests of the Fund should engage the careful attention of members and it seems to us that the proposed changes will place the Fund on a sound financial basis.



St. Gabriel's High School, Madras which celebrated its Silver Jubilee on the  
27th January 1933.