THE

SOUTH INDIAN TEACHER

Vol. VI. 15th February 1933 No. 2

"THE PROBLEM OF THE DULLARD IN MATHEMATICS"

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When a boy is backward in Mathematics it is usual for his teacher to remark that he has no *head* for the subject. How far is this statement true? If it means that the boy has no *brains* to grasp the subject, how is it that he can understand other subjects? The study of every subject requires, to a greater or less degree, the exercise of the faculties of Memory, Reasoning, and Judgment. If a boy has brains for one subject, he must have brains for any other. Is it to be supposed that there are different cells in the brain for the study of different subjects, viz., the Languages, Science, History, and Mathematics? Or, did the Almighty forget to put into the heads of some, the capacity for Mathematics alone. Let a Scientist answer these questions. Whatever be his opinion, the fact underlying the parable of the talents cannot be denied. All men have their talents—some more and some less. The Dullard is the lazy one who buried his talent, instead of using it like the others. Therefore, it is not right to say about any one that he has 'no head' for any subject and particularly for Mathematics.

It sometimes happens that idiots, who cannot be trained and educated, are born into the world. But how is it that a normal child becomes a dullard and an idiot in a particular branch of knowledge alone? Is it his fault? Certainly not, for he was born with his talents. How then did he become a dullard in Mathematics? No doubt, it can be traced to the earliest stage of his school life. In the first place, the presentation of the subject was dull to his mind to make him a dullard. No interest was created in the subject in the early stage and its abstract nature frightened him and made him bury his talent like the third man in the parable in fear of the master 'who would reap where he had not sown and gather where he had not strawed.' Secondly, lack of encouragement on the

part of the teacher made him despair of the subject. When trying to bring out his tallent, he was not helped but was dubbed with the title of a Dullard or a Dunce, which title was constantly dinned into his ears, both by his teacher and his classmates. Therefore, he closed up even the little excavation he made to reach at the treasure. Thereafter, he began to dislike the subject and gave it up as one beyond his reach. But unhappily, owing to pressure from outside, he was pushed on to higher stages of studies, in spite of his weakness in the subject and thus it was that he became a confirmed Dullard.

Now, the problem is "what is to be done with a Dullard?" Some may say "Let him alone. Why do you bother about him; he is a drag on others." But a shepherd, who leads his sheep to green pastures, does not leave the lame and the weak ones behind. His first care is about them. He does not leave them behind, but stays with them and carries some on his shoulders. The school master is indeed a shepherd and he cannot be a good shepherd, if he leaves his weak ones behind. He must take them along with the class, although there may be practical difficulties in his efforts. A fresh start should be made with these, laying a strong foundation in the Simple and Compound Rules. Graduated exercises on various principles should be given them separately from others. This process will necessarily divide the class into two groups, but it cannot be avoided. How can the lame be expected to keep pace with others? The weak group may work simple and direct problems on the principles taught while the other group is trying harder ones. It may be necessary to work extra time with the weak ones, but a teacher who really cares for the progress of his boys will not grudge the labour. Special home-exercises may be set on known principles. Assignments may be given as in the Dalton Plan, but they should not be overdone. There is no use of assigning work which cannot be done by the pupils themselves. When a problem is solved by a pupil himself, it gives him much pleasure. It creates a taste in him and induces him to go in for more. But when a problem is a puzzle and hard to understand, it is a stumbling block to further attempts. With special care, the weak ones in a class may be made to come into line with others within a year. But if there be some who are still far behind the others, they should be made to wait in the class another year and proceed with the new comers.

The Dullards in a class may show improvement if they are not given lift from one stage to another before they are fit. It may be hard sometimes for a boy to make a halt, but it is harder for him to go on limping until the stage of dropping down, never to rise again. Therefore, the weak ones in Mathematics should be stopped in one stage or other in the school course to get sufficient knowledge in the subject. Otherwise they will find themselves in a helpless condition, too bad to mend, when they reach the final stage.

The problem of the Dullard in Mathematics is no doubt a difficult one for a teacher to solve, when there are different grades of dullards in his class. It would be a beneficial arrangement if they are sent down to the classes where there are pupils of their own attainments; but it would be almost impracticable in our ordinary school. Therefore, the most convenient method of helping them is to put them into groups. The weakness in some may be due to deficiency in memory power. They cannot retain in mind even for a day the principles taught. There may be others who cannot control their wandering

thoughts and concentrate their minds on the problems before them. But a large majority of them will be found to belong to the class of easy-going gentlemen—the idlers and the lazy. Anything requiring a little bit of thinking or hard work is beyond their province to attempt. They lie flat and refuse to get up and walk. For such, the shepherd's rod is the best inducement to make them progress. There is considerate treatment and sympathy for the real Dullard, who has become such owing to weak foundation at the early stage, whereas there is nothing but the rod to the one who has become a dullard owing to lack of application through laziness.

In dealing with the problem of the Dullard the teacher has to study individual cases carefully and adopt methods suitable to each. He may have to **lead** some and **drive** others. He will have to take them in groups or deal with them separately. But he cannot ever think of neglecting entirely or of leaving behind as worthless, any or all of the Dullards in his class. They that are strong in Mathematics need very little help from the teacher; but it is the weak who require his full attention and care. When a taste for the subject is created, the Dullard will take it eagerly. Therefore, instead of giving him up as hopeless, every attempt should be made by the teacher to divest him of the ignoble degree that has been conferred on him.

THE SCOPE AND CONTENT OF A GENERAL MATHEMATICS COURSE IN SECONDARY SCHOOLS

BY

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The persistence of Elementary Mathematics in a syllabus of the secondary school course in all countries and in all centuries of the history of education is a proof positive of the value and importance attached to the subject in the promotion of the aims of secondary education.

Secondary education has for its principal aim the training of children to become fit 'citizens of the world'; that is, children should be given opportunities, under proper guidance and in healthy surroundings, to develop their innate and physical faculties so well as to be of use to themselves, to their parents and communities, to the state and to humanity at large. In the furtherance of this object, mathematics has a definite place as fullfilling two fold purpose, viz., utilitarian and cultural. The utilitarian aspect confines itself to teaching to the pupils such portions of Mathematics, i.e., Arithmetic, Algebra and Geometry or space-work as are of immediate use and application in the daily bread-winning life, and in technical courses, following secondary stage, like engineering, naval and military education, and other allied callings. The cultural aspect, consists in the presentation of the subject to the pupils in a methodical manner calculated to discipline the mind and develop the powers of logic, reasoning and coherent thought. From the standpoint of this aim Mathematics has enjoyed a unique place, as a member of the aristocracy, among the few subjects of school studies i.e., the humanities and the sciences. But its claim is being gradually questioned when an increasing number of other subjects of the plebeian family have come into prominence of late with the advance of democratic tendencies in thought.

Modern educational reforms in the sphere of secondary education, influenced by democratic tendencies and by advocates of New Education cult, a cult that presses for the inclusion of such subjects as sex hygiene, economics, eugenics, safety-first, nationalism and internationalism in the syllabus of a secondary school—have therefore consistently been attempting to minimise the importance of Mathematics by reducing the subject matter of its syllabus or by combining it along with other recently developed subjects for the purpose of a minimum standard without recognising a separate minimum for Mathematics, a position which it has enjoyed as the Queen of the subjects of school study.

Whatever might be the attempts of educational reformers in the recasting of the syllabus of a secondary education course under the influence of modern requirements, it is impossible (and I do hope the time will not come) to oust Mathematics from the compulsory or necessary course of a scheme of sound liberal education. The trouble with regard to this subject is the

antithesis between the two schools of educationists, the faddists and ultra-reformers. In their excessive zeal for their pet subjects, Mathematicians want to include in the syllabus even such advanced portion as might well be left severely alone; and naturally the resentment caused among ultra-reformers by this attitude of the faddists loses sight of all calm judgment and correct balance of mind and sets up a violent reaction tending towards the virtual elimination of it altogether. By elimination I mean even such proposal as does not recognise Mathematics as a distinct entity requiring a separate minimum standard along with language subjects.

Now if Mathematics is to fulfil the two aims indicated above, what portion of it should find a place in the syllabus of a secondary school course is the next question. The best answer to this question lies not in arbitrarily suggesting this and that, but to examine the subject as prescribed in advanced countries like, Germany, England, France and America in their secondary schools. A simultaneous comparison of the syllabus of their subjects gives us an idea of the minimum of general Mathematical study required in a satisfactory scheme of liberal education. To save space, time and repetition let me say that it comprises of all that is now found in the Madras secondary school leaving certificate course together with the following: Simultaneous equation in three unknown quantities, simple quadratic equations (by the method of factorization), simple factors of expressions up to second degree in one variable, graphs of quadratics, easy arithmetical problems solved with quadratic equations; the principal geometrical theorems with easy exercises thereon on triangles, circles, and rectangles and ratios comprised in any standard text on geometry used in secondary schools, easy geometrical problems; truncated cones, pyramids and truncated pyramids, spheres and their segments.

The above is the minimum syllabus required. Of course there is to be no separate subject like Algebra and Geometry as is now found in the S. S. L. C. C. group. The C. group should be abolished.

In my seventeen years of experience as a teacher of Mathematics, I have tried my best to aim at the above syllabus in forms IV to VI irrespective of the S. S. L. C. syllabus. Particularly between the years 1917 and 1924 my experiment was, to say the truth, gratifyingly successful and the result highly satisfactory, without detriment, if not with advantage, to other subjects. I was even able to take the IV Form boys into the mystery of algebraical variations—a chapter that is now taught in the Intermediate class—when teaching compound proportion, both direct and indirect, without the boys feeling the slightest strain of additional burden. Quadratic equations and problems thereon were taught in the V Form and the average pupil then was much better able to understand and appreciate the principle than the 'C' group mathematics pupil of to-day. But the difficulty of maintaining this standard commenced from about the year 1925 when, apart from several other reasons, there began to be attached some more importance to the so-called 'B' group subjects and vocational education. Boys could not find the time to read several subjects for the public examination; and with the reduction of periods from 1 hour to 45 and 40 minutes the time at their disposal for a particular subject has become less, with the consequent diminution in the standard of attainment.

I have no quarrel with those that desire to place before the growing mind opportu-

nities for knowing and learning the complex conditions of modern life but to treat these bits of information as 'sciences' and to thrust them into the school syllabus is certainly nothing but cruelty to the pupil who is oppressed with the sense of a big burden growing year after year with more and more additions. These had better be treated as extra school room or 'B' group subjects for those that have the aptitude and interest for them.

The disintegration of the society and the dismemberment of the joint family system are responsible for the neglect of 'home education' by which the children of a family were able to learn many things which are now sought to be consecrated by being included into the school course.

I have digressed a little towards the close of this article for I feel very strongly that in this modern craze for thrusting the responsibilities of parents and societies into the school, vital issues are forgotten and subjects which are the legitimate work of a secondary school course are sought to be eliminated, thus starting a vicious circle. Already there is a growing feeling to restore to Elementary Mathematics portions of algebra and geometry and to dispense with 'C' group. This feeling is due to the realization that all is not going on well with the present day education and a judicious combination of the old with the new might be a golden mean.

THE SOVIET SYSTEM OF EDUCATION IN THE UKRAINE*

Instead of the unprincipled, scholastic school of pre-revolution times, there has now been built up in the U. S. S. R. a distinctly designated Soviet system of education differing in principle from the former system.

Schematically, following the ascending line of age, the Soviet system of education may be represented as follows:

(1) Pre-school education (Kindergartens and play-grounds).

(2) Social education (unified polytechnic school).

(3) Middle vocational education (technical schools, "rabfaks" i.e., special courses for workmen—special schools at factories, workshops, collective farms, etc.).

(4) Higher schools (institutes).

(5) Institutes for scientific research (for preparing scientific workers and future college teachers).

PRE-SCHOOL EDUCATION.

Establishments for the pre-school education of children did nearly not exist at all before the revolution. The Czarist Government did not consider it their duty to care in any way for the education of children up to 8 years. Only in a few cities there were founded, by private initiative and on private means, some kindergartens which, however, comprised only small groups of children belonging to the bourgeoisie. But with the growth of socialist construction, attracting the whole adult and active population to the work at socialist undertakings and at collective farms, the network of kindergartens (permanent and seasonal ones) is rapidly increasing.

In 1932 there are accomodated in the Ukraine 1,617,514 children with kindergartens and day nurseries.

UNIFIED POLYTECHNIC SCHOOL FOR THE MASSES.

The polytechnic school for masses is educating new generations of builders of socialist society, full of energy and active partakers in socialist construction.

An integral part of communist education is made up by polytechnic teaching which is apt to give the pupils the foundations of sciences, to acquaint them, in theory as well as in practice, with all the principal branches of production, and to realise a close connection of teaching with productive work.

The combination of instruction with productive work is carried out on the principle that all the social-productive work of the pupils is subjected to the educational and training purposes of the school. The unified polytechnic school until this year had the following structure: (1) concentric cycle (4 groups) for children from 8 to 12 years of age, and (2) concentric cycle (3 groups) for children from 12 to 15 years. Entering now the period of the second five-year plan for socialist construction the Soviet power is beginning to realise the program of the Communist Party in the domain of enlightening the masses, viz., to organise a ten-year course at the polytechnic school which is to comprise all children up to 17 years.

Thus since the autumn of 1932, we begin to open a third concentric cycle at the polytechnic school, i.e., to organise at many

*Contribution from 8 av. Mushurin Mo- reau, Paris XIX, France—Education Workers' International.

schools an eighth group. Simultaneously with enlarging the course of instruction at the mass school there is going on a lowering of the school-entering age, an organising of so-called "nought" groups for children of 7 years of age.

The problem of a universal teaching of children between their 8th and 12th year of age has been fully solved in the Ukraine, notwithstanding the enormous difficulties caused by the fact that we received from the old regime a population nearly throughout illiterate. This state of illiteracy has now been entirely abolished.

The following figures show the growth of school instruction among children in the Ukraine.

	Before the Oct. Revol.	In (x) 1928-29	In 1931-32
Number of schools ..	19,340	—	26,343
Do. pupils ..	1,663,901	2,529,900	4,065,760 (xx)
Percentage of children comprised (8-10 years ..	50%	82,1%	98,2%
Number of teachers ..	44,862	—	125,877

(x) Beginning of the period of the first five-year plan.

(xx) At the end of the period of the second five-year plan this number will probably have risen to 7,000,000.

MIDDLE VOCATIONAL EDUCATION.

Vocational education in the Ukraine Soc. Sov. Republic has been built up on practical principles. This means that every school is formed with taking into account the needs of industry, rural economy, cultural construction and the other branches of socialist construction. Training of great cadres of industrial workmen, especially of those with the highest qualification (locksmiths, mounters of electric machinery, turners of electric machinery, turners, etc.), is carried on by the schools at the works and factories (FZU) which are organised on the basis of the seven-year school and give workmen not only a certain qualification, but also the knowledge necessary for passing over to a higher school.

Note.—During the first years of their existence these FZU schools took half-grown striplings with unfinished lower education (having passed only 4 or 5 groups in a labour school. At present, the complex of pupils of the FZU consists mostly of persons that have finished a seven-year school. Thus the FZU have gradually become normal vocational middle schools.

Another type of a vocational middle school is the "Technicum", with a three-year course founded on the basis of the seven-year school. In these "Technicums" the students acquire besides a more specialised training for working afterwards as specialists in their branch, also a wider polytechnic and political outlook. The whole education, in these schools, as in all other schools of the U. S. S. R. is founded upon the principles of Communism. In general, these schools are not strictly professional. The elements of polytechnicism form an integral part of our whole system of education.

The following figures indicate the growth of vocational schools.

Number of schools in 1914-15—	
Middle vocational schools	10
Number of students in 1914-15—	
Middle vocational schools	1,674
Number of schools in 1931-32—	
Technicums	678
Number of schools in 1931-32	
FZU schools	869

Number of students in 1931-32—
Technicums 178,000
Number of students in 1931-32
FZU schools 241,000

INSTITUTES.

The old type of a Higher School—the University,—was not adapted to the new demands of a socialist society, either by its aims or by its organization. When the Soviet power began to build up a new educational system it was found insufficient only to rebuild and to reorganise the old Universities. It became necessary to abolish the whole of the former system with its scholastic education and universal learning and to create an entirely new University of Labour. And this has been done. The universities of the old type have now been replaced by institutes working along practical lines. Every important branch of State economy has now its own Higher Schools, preparing highly qualified cadres with a generally wide political and technical outlook.

In the 15th year of the Revolution the People's Commissariat of Education in the Ukraine Soc. Sov. Republic is starting the organization of Universities as the highest type of instructive establishments, preparing cadres for research work in the domain of Physics, Chemistry, Mathematics, Astronomy, Geology, Geography and other sciences. Neither by their practical organisation, nor by their complex of professors and students will the Soviet State Universities resemble the Universities of former, pre-revolution times. Our universities will carry on not only instructive, but also scientific research work.

For providing the Higher Schools with the necessary number of students who are not only sufficiently prepared, but are also closely connected with the proletariat, at all Higher Schools, there have been organised preparatory schools, with a 3 or 4 years' course, and teaching either by day or in the evening, called Rabfaks (workers' faculties). To each Higher School there have been attached some Rabfaks that have been organised at industrial, productive undertakings. Thus the selecting of students for the Institute is carried on in an organised way, principally amongst persons having finished the Rabfaks.

With the growth of the number of persons finishing the ten-year school (working on the basis of the seven-year school), the part played at present by the Rabfak, will be considerably lessened, but this will happen only at the end of the period of the second and at the beginning of the period of the third five-year plan.

RABFAKS

The increase in the number of Higher Schools and of their students is shown by the following figures:

1914-15 *Number of Higher Schools:*—17 with 27,604 students.
1914-15 *Number of Rabfaks:*—Nil.
1931 *Number of Higher Schools:*—167 with 96,000 students.
1931 *Number of Rabfaks:*—167 with 79,000 students.

SCIENTIFIC RESEARCH INSTITUTES.

Scientific research work in the U. S. S. R. is concentrated in Scientific Research Institutes of a special type. They are also founded on the principle of pursuing practical aims. The Scientific Research Institutes have their own staff of scientific workers and "aspirants" (assistants). These aspirants form the cadres of future scientific workers and teachers at the Research Institutes. They are provided by the State with the necessary subsistence for 2 or 3 years in the course of which they are trained either for scientific work or for the vocation of a professor. In the Ukraine, there are

now 234 such Research Institutes, with 3,000 aspirants.

As the Higher School provides the Research Institutes with fresh forces, i.e., with aspirants, they get, of course, into a closer touch with related research institutes, organise at their institutes special professoriates for teaching scientific research work, and in some cases take upon themselves the training of aspirants, etc.

MASS COMMUNIST EDUCATION OF ADULTS.

The proletariat, having come to power, is paying particular attention to organising the instruction of the working masses in such a way as to re-educate them in the spirit of Communism. Before the Revolution, the working masses in the Ukraine were nearly throughout illiterate. Even those who had been so fortunate to pass 3 or 4 years in an elementary school very soon lost their knowledge of reading and writing because instruction, received in a language unknown to them, as was the Russian language, could not be deep-seated, especially among the peasantry, and this fact finally led to a universal falling-back into illiteracy.

After the Revolution, we have got a widely spread network of schools for adults, and of other educational and cultural establishments of different types. All these educational and instructive establishments make up a defined system for educating the masses of adults on a communist basis. The aim of such an education is the thorough abolishment of illiteracy among the adult population by arming them with knowledge and by engrafting into them habits that are necessary for socialist construction. In this way, they are to be brought up fully conscious members of the communist society. Special attention is allotted to the technical and polytechnic instruction and education of the adult masses of toilers, for raising their cultural level in general as well as for training the necessary cadres of skilled workers.

At present, every second person in the Ukraine is being taught in one or another educational institution.

ABOLISHMENT OF ILLITERACY AND LOW LITERACY

1922: Number of adults taught	14,000
1932: Number of adults taught	4,015,000
1922: Number of teachers	1,091
1932: Number of teachers	335,250*
1922: Percentage of literacy	50
1932: Percentage of literacy	83.2%

* This great number is to be explained by the fact that in our country broad masses of teachers, students of High Schools, etc., were enlisted for teaching the illiterates.

TRAINING OF CADRES FOR THE NATIONAL ECONOMY OF THE UKRAINIAN SOCIALIST SOVIET REPUBLIC

The system of education in the Ukr. S. S. R. contains as an organic component a special system of instructive-productive institutions for training new cadres for Industry. The general characteristic feature of all these institutions is the fact that the whole instructive-educational work is built up on the basis of an organic connection of productive work with polytechnic instruction and with political education founded on the class-consciousness of the proletariat. Each branch of vocational-polytechnic schools is guided in its work by clearly defined standard types of skilled workers and specialists, created by the undertakings and the economic unions under the direction of the People's Commissariat of Heavy Industry. With respect to the number of persons that are to be trained the plans of the schools for training

cadres are fixed according to the requirements of Industry, and this planning in the training of cadres is an integral part of the planning in Industry as a whole. The system of vocational-polytechnic schools establishes the training of new cadres as well as the raising of qualification in regard to employed workmen, engineers and other technical employees (including the administrative and organising staff). In this training, an important place is occupied by the method of teaching without keeping the students away from their work at the undertaking, and also by the method of introducing correspondence-courses. During the period of the second five-year plan teaching without keeping away from productive work will become the principal and most used form for training new cadres, which is to be explained by the rapid growth of industry and by the great demand for skilled labour. The system for training new cadres consists of two closely connected divisions, viz., the school for young people, and the school for adults. These divisions having finished their separate courses finally flow together in the Institutes, forming the last step in the system. The vocational-polytechnic schools are built up on the principle of taking into account for their program the different branches of Industry. All schools for training new cadres, except a few institutes and technicums, form an integral part of industrial undertakings or of unions in certain branches of Industry. Industry also finances these schools and manages them under supreme guidance of the People's Commissariat of Education.

Thus training cadres of skilled workers for Industry is carried on by schools of three types: the FZU, the technicums and the institutes, the FZU conduct their teaching directly at the industrial undertaking where the pupils work 3½ hours at school and 3 ½ hours on production. The Technicums and institutes (or Higher Schools) organise for their students practical work at Industrial undertakings.

Principal Quantitative Indexes for the Training of Cadres

Type of School.	Number of graduates in 1931.	Number of students in 1932.		Number of graduates in 1932.	
		Full time.	Not interrupting productive work.	Full time.	Not interrupting productive work
FZU	9,469	162,743		61,567	
Technicums	3,526	25,086	6,803	5,880	1,589
Institutes	3,100	19,395	8,716	2,344	560

SOCIAL STATUS OF STUDENTS IN %

	At Technicums.	At Institutes.
Workmen	.. 55·3%	74·8%
Peasants	.. 40·0%	23·0%
Employees	.. 4·7%	2·2%

TRAINING OF CADRES FOR AGRICULTURE.

Before the revolution of 1917 there were no special agricultural higher schools in the Ukraine (there was only one agricultural faculty at the polytechnicum in Kiew with 300 students).

In 1929, the number of agricultural high schools was 9, with 6,829 students, while in 1932, they already numbered 26, with 9,200 students.

Agricultural middle schools were 4 in number before the Revolution, with 800 students.

Until 1932, the number of agricultural technicums rose to 253, with 39,309 students. The small number of primary agricultural schools before the Revolution has now increased so rapidly that in 1933 we have at state farms 148 of such schools with 13,985 students and at Collective farms 561 schools with 26,160 students.

Every year, the number of these schools is increasing, as well as the number of their students, and of those students who finish the course successfully. In 1931, there graduated at the agricultural institute (higher schools) 776 persons, and at the agricultural technicums—8,378 persons.

Besides the regular agricultural schools the training of cadres is also carried on in special accelerated preparatory courses. The students of these courses are selected out of the number of agricultural workers possessing great experience in productive work and sufficient theoretical knowledge for entering one of these courses according to their qualification. These courses are annual.

During the school-years 1930-31 and 1931-32, the accelerated preparatory courses supplied the following numbers of specialists for socialist agriculture:

1930-31 Of higher qualification	498
1931-32 Of higher qualification	1,965
1930-31 Of middle qualification	543
1931-32 Of middle qualification	15,538
Of lower qualification	181,557
1931-32 Of lower qualification	239,000

Moreover, at a series of higher and middle agricultural schools there were organised in 1931-32 correspondence courses for agricultural education which comprised the following numbers of disciples:

Of higher qualification	6,427
Of middle qualification	12,346
Of lower qualification	58,550

All the agricultural schools in the Soviet Union, in distinction from the pre-revolution schools, do not prepare people of "universal" knowledge, but specialists in a certain branch of husbandry, well acquainted with the technic and the organisation of their branch and able to mechanise its processes. The lower agricultural schools prepare cadres by 52 standard types of productive workers, the middle schools by 43, and the higher schools by 36. The productive work of students at undertakings (practical instruction) alternates with theoretical instruction, while the proportion of one to the other, for the whole time of the students sojourn at the agricultural school, is as 1 : 1.

TRAINING CADRES FOR THE INDUSTRY OF FOOD-STUFF

The People's Commissariat of Food Supplies which at present regulates and directs the whole industry of food-stuffs exists since about 2 years.

Before the Revolution, and at the beginning of the period of reconstruction of socialist industry, an industry of food-stuff can hardly be said to have existed, as there were only a few small factories, belonging rather to the type of private home-work undertaking and having only purely local importance.

Only in these last years the preparation of food-stuffs has acquired the character of a powerful industry with combines, the production of which surpasses that of foreign undertakings of the same kind, and to a

certain degree this explains the problem of cadres.

Until 1929|30 the system of the People's Commissariat of Food Supplies did not comprise own schools, and only in 1930 it practically began to organise higher, middle and lower schools.

At present, there are in the Ukraine:

9 higher schools with 4,300 students.

29 middle schools with 8,000 students.

59 F.Z.U. schools with 7,304 students.

As in all other branches of economy, these schools prepare specialists of one clearly defined branch of industry. About half the time of the pupils' sojourn at the school is devoted to practical productive work.

The preparing of cadres is concentrated:

In the meat industry—in one institute and 2 technicums, with 900 students,

In the canning industry—in one institute and one technicum, with 1,500 students.

In the sugar industry—in three institutes and 7 technicums with 4,200 students.

In the flour milling industry—in 1 institute and 2 technicums, with 1,200 students.

In the spirit distilling industry—in 1 institute and 1 technicum, with 1,000 students.

In the milk and butter industry—in 2 technicums, with 400 students.

At present, there has been raised the question of preparing cadres for Soviet Trade for which purpose there are to be opened a special technicum and a faculty of trade at the Institute of supplies, in the city of Kharkov.

The social status of the students at the schools of the People's Commissariat of Food Supplies is as follows:

Workmen and workmen's children..60 per cent.

Peasants from the Collective farms..25 per cent.

Children of State employees..15 per cent.

This network of schools which is continually spreading, and has in fact been created during the last two years, gives us the certainty that the problem of preparing cadres for the industry of food-stuffs will be successfully solved in a few years.

PREPARINC OF GADRES FOR THE PROTECTION OF HEALTH

I. Technicums

Denomination of Technicums	Number of Technicums	Number of Students.	Annotation.
Dispensary work	.. 48	5,797	By their social status the students were:
Midwifery	.. 37	3,164	Workmen or children of workmen .. 42·9%
Protection of Maternity and Infancy	.. 9	1,002	Peasants from collect farms .. 31·4%
Evening M. Technicum	.. 6	272	Peasants from indiv. farms .. 6·9%
Psycho-Neurolog	.. 5	266	Employees .. 18·8%
Sanit. Food Control	.. 3	81	
Dietetics	.. 4	122	
Prosthetic Dentistry	.. 1	97	
Roentgenological	.. 1	40	
Sanit. Hygienical	.. 10	1,495	
Total	.. 124	10,841?	

II. INSTITUTES

By their social status the students are

Denomination of Institutes	Number of Institutes	Number of Students	Workmen	Collective farmers	Individual farmers	Employees	Pupils of Child. Homes	Others
1. Medical	5	4,661	2,197	223	539	1,444	60	198
2. Pharmaceutic	4	975	450	188	49	257	3	28
3. Stomatologie	2	362	130	15	26	160	2	29
4. Medico-Pedologic	1	173	61	51	—	45	8	—
5. Medico-Analyt	1	266	129	66	20	44	7	—
6. Medical Evening Institutes	4	531	—	—	—	531	—	5
Total	17	6,968	2,967	543	637	2,781	80	260

III. RABFAKS (COURSES FOR WORKMEN)

Full-time Rabfaks	9	1,250	712	285	103	49	100	1
Evening	25	2,565	1,733	417	118	267	7	23

LANGUAGE MEDIUM PROBLEM*

[*From "A Report on the use of the Mother-tongue as the Medium of Instruction and Examination in certain subjects for the Matriculation Examination of the Bombay University," by M. R. Paranjpe, Published by the Government of India, Central Publication Branch, Calcutta. Price annas ten.*]

"Even the staunchest advocates of the use of English for class-room instruction in Indian schools, have now admitted the superiority of the mother-tongue as a vehicle of knowledge in the class-room and outside. In the Presidency of Bombay particularly the question has never been allowed to get into the background and if during the last fifty years English has been used in schools as the medium of instruction it has been done because of the belief that the advantages of the use of English far out-weigh the disadvantages, or that the languages of the Presidency—vernaculars—are not developed enough to be the media of instruction. In recent years, however, public opinion has rapidly changed and the Educational Departments and Universities in the different provinces in India are realising the importance of adequately responding to that change in public opinion. One has now to face and overcome the difficulties—real and imaginary—in bringing about the reform" and the Report under review describes how the University of Bombay has been doing it.

THE PROBLEM

"The Department of Public Instruction in this Presidency had always favoured the use of the mother-tongue for class-room instruction and officially recommended it as early as in 1914. In response to that recommendation a number of schools introduced vernacular text books—for second language and History particularly—up to standard V. As, however, at the Matriculation, the students were required to write their answers in English, the teaching in standards VI and VII had to be done in English only. Proposals were once or twice submitted to the Senate to allow the Matriculation candidates, the option to write their answers in English or their mother-tongue, but they were thrown out, chiefly on the ground of alleged impracticability of the plan. In 1925, however, an important breach was made in this wall of opposition and the Senate adopted the resolution which allowed the candidates the option to write in English or in mother-tongue, their answers in History and Indian classical language (Sanskrit, Pali, Arabic or Persian). Since that resolution was adopted there has been, year after year, steady increase in the number of students taking advantage of the option allowed. Of the 333 schools registered by the University of Bombay (in 1930), 150 (or 45 per cent) had adopted the mother-tongue as the medium of instruction.

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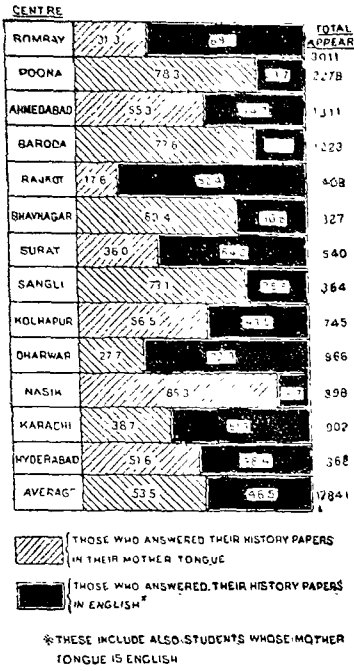
* From "The Progress of Education" January 1933.



"As against the popularity of the experiment among the students and the applause of the examiners in History, in 1926 to 28, may be put down the fears expressed by some influential teachers that the continued use of the mother-tongue in the class-room would adversely affect the students' knowledge of English. They contend that the practice of listening to and speaking English in History, Geography, Mathematics and Science periods supplements the direct teaching of English in the English periods and the use of the mother-tongue medium deprives the student of this valuable practice. In his recent Report on the Public Instruction in the Bombay Presidency (1930-31), the Director of Public Instruction remarks: "It remains to be seen whether the more extended use of the vernacular medium of instruction will not have an adverse effect on the standard of English."

"There is an obvious fallacy in this argument that Practice leads to Perfection and less practice in speaking and hearing English must affect the students' mastery of the English language. Practice to be helpful must be the practice of the right sort. Constant practice of wrong strokes would make one a bad tennis-player, and constant practice in bad English would spoil one's English. During the History periods the teacher cannot find time to correct his students every now and then and has to tolerate all sorts of mistakes. The students are thus drilled in bad English. Secondly, conscious of their inability to speak or write correct English, the students are oppressed by a sense of diffidence and this is transferred also to subjects other than English. Permitted to use their mother-tongue they feel more at home with the subject, cultivate confidence in their abilities and, it is contended, transfer that confidence to English also. The use of the mother-tongue, therefore, may actually tend to improve the student's knowledge of English.

MODUS OPERANDI

"In 1929, *i.e.*, four years after the experiment was started a stage was reached when the two groups—those writing their answers in English and those writing them in their mother-tongue—were nearly equal. Each group contained a little over 5,000 students and conclusions based on the results of such big numbers could be regarded as fairly representing the average. It was thus a year best suited for the first periodical investigation into the effects of the resolution adopted by the Senate in 1925. The *modus operandi* of the investigation may be briefly stated thus: The eleven thousand odd candidates who had appeared at the Matriculation Examination in 1929 were sorted out into two groups—those who answered their History paper in English and those who answered it in their mother-tongue. These were further classified into sub-groups according as they earned marks (in English

and in History-Geography) from 1 to 10, 11 to 20, 21 to 30, ... 91 to 100, 101 to 110, etc., and frequency tables were obtained representing these four groups. These frequency tables offer a good and tolerably reliable indication of the quality of the group of students examined.

"For instance, below are tabulated the *History and Geography* marks of the students who appeared in 1925 at Ahmedabad centre (Total No.=1205).

Range of Marks.	No. of students who answered in Mother-tongue[1].	English.
1 to 30	6	22
31 to 40	27	30
41 to 50	38	84
51 to 60	178	190
61 to 70	240	148
71 to 80	155	44
81 to 90	29	9
91 to 100	5	..
TOTAL	678	527
Median	63.7	56.7

"Certain aspects of the above table will be obvious even to a casual observer. The Gujarati-answers form the bigger group but in this bigger group the number of bad answers—those getting less than 20 per cent.—are only 6, while in the other group they are 22. Similarly among the Gujarati-answers the number of failures[2] is 71, while among English-answers they are 136. Among the Gujarati-answers again those that got more than 80 per cent. marks are 34, while among the English-answers they are only 9. It is, therefore, impossible to avoid the conclusion that the Gujarati-answers formed the better group of the two."

It is not, however, always so easy to distinguish between the two groups and it is necessary to fix on some other method which can be used in all cases." The method adopted in the Report is to suppose that the students are arranged in the order of marks earned by them and then divided into two *equal* groups. "The position of the dividing line gives a good indication of the quality of the group. This dividing line is called the *Median* of the table. It can be found with ease thus:

Gujarati-answers.—Total No. of these is 678; half of them is 339. The total of the first four sub-groups is 6+27+38+178= 249. Therefore the median is beyond 60 marks range, but not beyond 70 marks range. In the range 61 to 70 there are 240 answers; supposing they are evenly distributed in this range the position of the median can be obtained by solving

$$\frac{(339-249)10}{240}$$

that gives 3·7. Therefore the medians is at 63·7 (60+3·7) marks.

English-answers.—Calculated in the same way the median for English-answers is found to be at 56·7 marks.

As the minimum required for a pass in History and Geography is 52, the positions of the two medians show that the Gujarati-answers represent the better group of the two.

EFFECT ON HISTORY ANSWERS

Calculated as above the medians for History (only) and History-Geography for the different centres were as shown below:—

1. Mostly Gujarati.
2. Less than 35%.

MATRICULATION RESULTS—1929
HISTORY AND HISTORY-GEOGRAPHY MEDIANS FOR DIFFERENT CENTRES

Centres.	History Medians[3]			History and Geography Medians.			
	Mother-tongue.	English.	Difference	Mother-tongue.	English.	Difference.	Change in difference.
1. Bombay ..	67·8	56·6	11·2	64·7	59·3	5·4	—5·8
2. Poona ..	69·6	60·4	9·2	61·6	58·0	3·6	—5·6
3. Ahmedabad ..	68·0	55·2	12·8	6·7	56·7	7·0	—5·8
4. Baroda ..	69·2	61·6	7·6	65·1	61·7	3·4	—4·2
5. Rajkot ..	69·0	59·6	9·4	65·0	60·4	4·6	—4·8
6. Bhavnagar ..	65·4	63·2	2·2	58·7	59·8	—1·1	—3·3
7. Surat ..	68·6	65·4	3·4	65·6	62·7	2·9	—0·5
8. Sangli ..	63·4	65·4	—2·0	59·7	60·0	—0·3	+1·7
9. Kolhapur ..	65·4	56·6	8·8	63·9	60·0	3·9	—4·9
10. Dharwar ..	68·6	66·4	2·2	63·0	62·5	0·5	—1·7
11. Nasik ..	66·0	58·0	8·	60·8	58·3	2·5	—5·5
12. Karachi ..	61·4	62·0	—0·6	58·7	62·2	—3·5	—2·9
13. Hyderabad ..	54·2	66·0	—11·8	57·0	62·5	—5·5	+6·3
All Centres ..	67·6	59·8	7·8	62·3	0	2·3	—5·5

"From the above tables we can draw the following conclusions:—

(1) With the exception of Sangli, Karachi and Hyderabad the mother-tongue group has scored better than the English group at all centres, in the History paper.

(2) Except at Sangli and Hyderabad the mother-tongue group has lost a good deal of the advantage on account of the compulsion to answer the Geography paper in English.[4]

(3) At Bhavanagar the effect was so great that the mother-tongue group became worse than the English group.

(4) The average difference for median values for History only was 7·8. The average difference for median values for History and Geography became 2·3. It is possible to suggest that the change was due to inadequate preparation in Geography of the mother-tongue group but the real reason probably was that that group was not able to express its thoughts well in English.

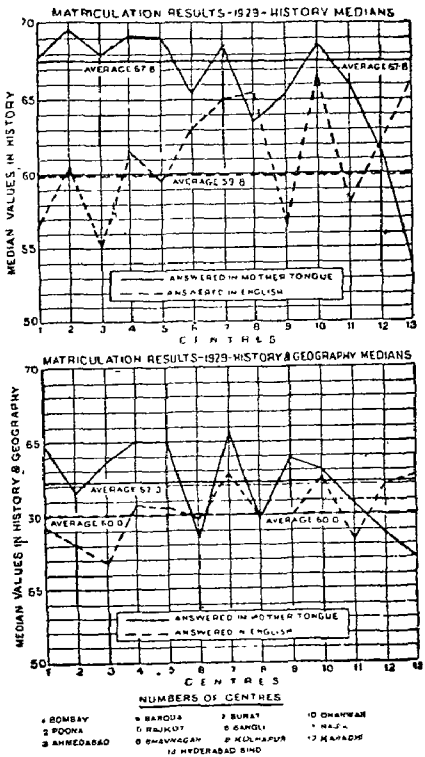
(5) The exceptional position at Sangli is probably due to the smallness of the English group. It is risky to draw conclusions from the behaviour of small group.

(6) It is more difficult to explain the position at Hyderabad and Karachi. It may be that the Sindhi examiners used a particularly stiff test or it may be that the mother-tongue groups at Karachi and Hyderabad wrote Sindhi worse than English.

(7) Heads of the registered schools have been for some years demanding immediate extension of the option, to write answers in one's mother-tongue, to Geography and the above discussion shows that the demand is fair and in the interest of the students.

3. The values in this column are double of the actual values, for easy comparison with the median values in the other column.

4. In Bombay University History and Geography together form one head but while the candidates may answer the History paper in their mother-tongue the answers in Geography paper have to be answered in English.



IS ENGLISH AFFECTED?

"The purpose of the investigation, however, was two fold; (1) to find if writing answers in one's mother-tongue gives the marked advantage which the examiners said it did; and (2) to find out if this process of vernacularisation which must necessarily lead to the increasing use of the mother-tongue medium in class-room instruction has any adverse effect on the students' knowledge of English. We have seen above how the median values in History and History-Geography can be used to obtain a reply for the first. The same process helps us to obtain a reply for the second; thus:—

MATRICULATION RESULTS, 1929

English Medians for different Centres

"In the above table it is obvious that the mother-tongue group at all centres is the weaker group in English and one is led to believe that probably there is a strong basis

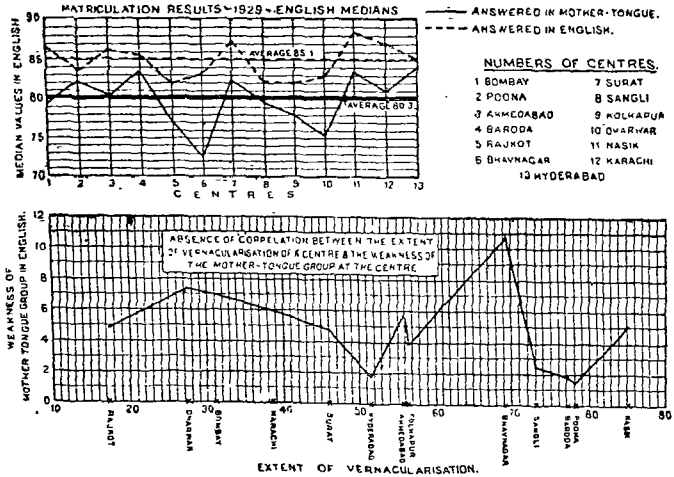
Centre.	English Medians of those who answered.		Difference.	Extent of Vernacularization.[5]
	mother-tongue.	English.		
1. Bombay ..	79·5	86·4	6·9	31·3
2. Poona ..	82·2	83·6	1·4	78·3
3. Ahmedabad ..	80·4	86·2	5·8	56·3
4. Baroda ..	83·5	85·3	1·8	77·6
5. Rajkot ..	77·1	82·0	4·9	17·6
6. Bhavnagar ..	72·6	83·2	10·6	69·4
7. Surat ..	82·5	87·2	4·7	46·0
8. Sangli ..	79·7	82·2	2·5	73·1
9. Kolhapur ..	78·0	81·9	3·9	56·5
10. Dharwar ..	75·5	82·9	7·4	27·7
11. Nasik ..	83·4	88·5	5·1	85·3
12. Karachi ..	81·0	87·0	6·0	38·7
13. Hyderabad ..	83·8	85·0	1·8	51·6
All Centres ..	80·3	85·1	4·8	53·5

5. See page 291.

for the fear expressed that the increasing use of the mother-tongue in the class-room will tend to affect the students' knowledge of English. But if this be a fact one would expect a certain amount of correlation between the weakness exhibited by the *mother-tongue group* at a centre and the vernacularisation of that centre. An inspection of the last two columns would show that such correlation is non-existent. Poona, Baroda and Sangli are highly vernacularised but there the two groups are almost equally strong. Bombay, Rajkot, Dharwar and Karachi are apparently resisting vernacularisation but there the disparity between the two groups is comparatively greater. Obviously increasing use of the mother-tongue is not the cause of the comparative weakness of the mother-tongue group; at least that is not the sole cause.

"Therefore, in order to ascertain the exact position, a letter was addressed to the heads of all schools. It was found that many students though taught in English throughout the year, in the Matriculation Examination prefer to write History answers in their mother-tongue because they know that they are weak in English or are diffident of their power to express themselves in English. Swelled by such students it was but natural that the mother-tongue group did not do well in the English paper.

"It seems that at least at present the comparatively poorer English of the mother-tongue group is mainly due to a sort of automatic classification going on, the students weak in English preferring to answer the History paper in their mother-tongue although they are taught through English in their schools.



"There is one more factor that needs consideration, a factor which will have increasing effect on the median values as the number of schools teaching through the mother-tongue medium increases. Among the students appearing at the Matriculation there are about 300 whose mother-tongue is English and there is at least an equal number of those who have adopted English as the language of home. These six hundred are in this investigation included among those who answered their History paper in English but strictly speaking they ought to go with the mother-tongue group. They form about 10 per cent of the English group at present and will form a much bigger part as this group becomes smaller. This error of not including these students in the mother-

tongue group does not much affect the median values for History but it does affect considerably the median values for English. For this group of 600 writes the English paper with the facility which one has in writing in one's mother-tongue, gets good marks in English papers and increases the disparity between the two groups.

"There does not, therefore, appear to be sufficient evidence to declare with any certainty that the disparity in English marks in the two groups is necessarily the result of the increasing use of the mother-tongue. The median values at Poona, Baroda, and Nasik, which are the centres most vernacularised, rather indicate that if there be any adverse effect on the students' knowledge of English it is probably not very great. The impression of the heads of schools using mother-tongue medium appears to confirm this view.

CONCLUSIONS

"The investigation has so far shown that

(*a*) Those who answer the History paper in their mother tongue do, as a rule, score better in History than those who answer it in English.

(*b*) The compulsion to answer the Geography paper in English only, partially deprives the students of the advantage they get by answering the History paper in their mother-tongue. The option to write answers in one's mother-tongue should be as soon as possible extended to Geography.

(*c*) Those who answer their History paper in their mother-tongue do, as a rule, fare badly in English. This may be due to the increasing use of the mother-tongue in the class-room but a closer scrutiny shows that that is probably not the case.

(*d*) There is complete absence of correlation between the extent of vernacularisation of a centre and the amount of weakness in English exhibited by the mother-tongue group at the place. Thus, at Poona, Baroda and Nasik, where the vernacularisation is over 75 per cent the mother-tongue group is only a little weaker than the English group; while at Bombay and Dharwar, where the extent of vernacularisation is very small, the disparity between the two groups is greater.

(*e*) Among the mother-tongue group there are a large number of students who are taught in English but who prefer to write their answers in the mother-tongue for they feel diffident of their power of expression in English. Their presence is to a large extent responsible for the comparatively lower median values of the mother-tongue group.

(*f*) This automatic shifting of the weaker element to the mother-tongue group naturally tends to improve the quality of the English group. Moreover this group contains about 10 to 12 per cent students whose mother-tongue is English. They score heavily in English and are responsible for the better median values of the English group.

(*g*) The University of Bombay and the schools registered by it have so far followed a policy of "laissez faire", a policy which would appear illogical and unpedagogical to an arm-chair critic but which appears to have helped the progress of the experiment by avoiding friction. Those willing to take the risk led the way and others less bold followed when they discovered that the risk was not great."

NOTES BY THE WAY

(By Searchlight).

A Fiction-Writer in "The Hindu" of Madras writes:—

"I had always thought that Uncle Nanu would be a sane man, if he had not become a schoolmaster, had not been caught in a narrow, grinding system, which, by some unconscious process, makes many schoolmasters so self contained, that they would 'stew only in their own gravy' would not seek outside company, would not mix with the general public and enlarge their outlook on life."

* * * * *

The writer indulges in a humour at the expense of the poor schoolmaster. If the writer possesses a correct and up-to-date knowledge of the place of the schoolmaster in the public life he would not have cast this fling at him. Schoolmasters do not start exclusive clubs like 'Bar clubs' and 'Hospital Clubs' of the members of other learned professions; on the other hand, they occupy prominent places in all institutions for the betterment of man, be it a club where he can 'seek outside company' and 'mix with the general public or a co-operative institution where he does a great national service or a Municipal Council or a Taluk Board or a District Board where he serves the best interests of the country. His strength and influence on these institutions is as much as, if not more than, those of the members of other learned professions. 'Searchlight' further understands that the President of the Taluk Board where the Fiction-writer lives is an Assistant Master of a local High School.

* * * * *

The Fiction-writer is probably indulging in an Anachronism.

* * * * *

This does not mean that the schoolmaster should be content with his present place in Society. He must strive for more and secure a fair strength on all self governing, nation-building and social institutions. Let the fling of the Fiction-writer be a whip for the schoolmaster's further progress, for him to assert and capture his rightful place in Society; at the same time let him not be ubiquitously aggressive.

* * * * *

The Fiction-writer further writes:—

"A headmaster has not much more to do than to take classes three hours in a week, nag the Assistants during the rest of the hours, walk in a stately gait round the school building to see that it did not suddenly collapse, and stand rigidly on the threshold of the building, watching the street, and inspiring on juvenile minds, alarming notions of his terrific authority."

* * * * *

A very uncharitable caricature of the Headmasters! This only betrays the ignorance of the writer about the duties and responsibilities of Headmasters.

* * * * *

The *co-operators* of a place assembled to celebrate the co-operator's Day resolved thus:—"In view of the fact that the only hope of salvation of Rural India is through co-operative effort, with a view to inculcate sound notions about the movement in the minds of the rising generation, this meeting of co-operators appeals to the Madras Provincial Co-operative Union and to the Government of Madras to take immediate steps to introduce the study of co-operation and allied rural activities in the curriculum of studies for the S. S. L. C. and the T. S. L. C. courses."

The curriculum is not already heavy in the eyes of these co-operators! Teachers and parents are crying for lightening the present curriculum and co-operators are agitating for increasing the burden of the same. If co-operators are to think only in terms of co-operation who is to think in terms of the students who are the rising generation? These students are the hope of our country, the hope of co-operators as well as of others. Hence every true citizen should satisfy himself that any curriculum of studies does not cast a heavy strain on the mind and physique of the taught whose average age is 16. One would naturally expect co-operators to give a more constructive proposal, to define the whole curriculum of the S. S. L. Course and the place of the study of co-operation in it.

Co-operators may also run a few secondary schools with a co-operative and rural outlook just as they are now running some rural reconstruction centres. This will be a real solution of the educated unemployment problem.

* * * * *

The Reception Committee of the 25th Provincial Educational Conference has issued its first bulletin. The Secretary of the Papers Committee is requested to inform the teachers whether he is going to allow the papers presented, to be read at the conference or whether he is going to have them printed and distributed or whether he would have them printed and allow the authors to give short summaries of their papers at the conference.

'Searchlight' feels that the papers may be printed in a book form, supplied to the delegates and then taken *as read*. This will save a good deal of time and energy of the conference. If papers are of a topical interest or relate to a burning question of the day, suitable resolutions based thereon may be tabled for discussion at the conference.

* * * * *

Schools generally close for Summer Vacation by the end of April and reopen after recess in the last week of June. If the conference is held in the middle of the long vacation it is felt as an inconvenience by many. The first or second week of May will be a suitable time for the holding of the conference.

THE S. I. T. U. PROTECTION FUND

The following are extracts from "A criticism of the Rules governing the working of the S. I. T. U. Protection Fund" by a friendly critic of the Fund, with actuarial experience.

RETIREMENT BENEFITS

Taking the present strength of the Fund to be stationery, a member retiring at the end of 10 years is eligible to receive a benefit of 40 per cent. of about Rs. 1,000 i.e., about Rs. 400. This sum is far greater than what he himself contributed, viz., Rs. 120 to the benefit fund and Rs. 6 to the Reserve Fund. At the end of ten years the second call money will have to be collected, for by that time deaths would have become more frequent. So a member retiring at the end of 15 years would have contributed Rs. 120 in the first ten years, and not more than Rs. 120 in the next 5 years probably a little less; on the whole Rs. 240. He is promised 50 per cent of Rs. 1,000 i.e., Rs. 500. Those retiring at the end of 25 years would have contributed Rs. 120 in the first 10 years and about Rs. 360 or less in the next 15 years as in several months there might be no need of for the second call. They are promised Rs. 750 as benefit. In these cases also *the benefit allowed is far in excess of the subscriptoins collected .. .. The promises offered by the Rules of the Fund* about the return of at least the whole of call money, let alone the other fabulously high amounts, *can never be fulfilled* without drawing upon the contributions accumulating to be returned to the Junior members. *If the present rules are not altered shortly,* for the first few years the retiring members will draw their claims according to the rules from the Benefit Fund which will soon be exhausted. The Reserve Fund which in 20 years cannot go above Rs. 10,000 will be drawn upon, and yet *there will be a large number of members who will have to be paid and who will be forced to go without any return for their subscriptions.*

Having considered the amount paid to and by individual members, it is easy to consider the working of the Benefit Fund as a whole, which is summarised in the following Tables.

TABLE A.

No. of years elapsed since commencement.	Fund at the beginning of the year.	Premiums.	Interest.	Sum of (1) plus (2) plus (3).	Provision for Death claims.	Retirement Benefits.	Fund at the end of the year.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
5	17,164	12,000	696	29,860	4,310	..	25,550
6	25,550	12,000	947	38,497	4,425	..	34,072
7	34,072	12,000	1,202	47,274	4,550	..	42,724
8	42,724	12,000	1,462	56,186	4,685	..	51,501
9	51,501	12,000	1,725	65,226	4,845	..	60,381
10	60,381	12,000	1,991	743,372	5,940	..	68,412
11	68,412	12,000	2,232	82,644	6,150	4,000	72,494
12	72,494	12,000	2,355	86,847	6,384	8,400	72,165
13	72,065	12,000	2,342	86,347	6,336	16,000	63,711
14	63,711	12,000	2,091	77,802	6,918	23,200	47,684
15	47,684	12,000	1,610	61,294	8,428	31600	21,266
16	21,266	12,000	818	34,084	*8,967	*45,000	
17					9,415	55,000	

N.B.—*(5) plus (6) equal to 53,967. The fund has only Rs. 34,084 to its credit—The claim of the succeeding years are yet to be provided for.

TABLE 'A'

1. It is assumed that the membership remains stationary at a thousand.

2. Death claims are provided for on the basis of actuarial experience.

3. Retirements are provided for according to the existing rules.

4. The call money is supposed to be collected at the present rate of Re. 1.

5. The average age of each member is assumed to be 29 years. If the age is less the fund may work for a slightly longer time, say two or three years more; if more, proportionately less.

6. Retirement benefits are calculated on a rising scale with advancing years. Even though the claims provided for in one year are not actually made they are a charge on the Fund and will have to be paid during the next year or year after.

7. The present assets, liabilities and Reserve of the Fund have been taken as the basis for the calculation.

8. Interest rate is assumed at 3 per cent, per annum. If the rate is a little more it will not make much difference. Since the liabilities are so stupendous.

9. Claims occurring in any particular year are assumed to be paid at the end of the year.

TABLE B.

No. of years elapsed.	Fund at the beginning of the year.	Premium.	Interest.	Sum of (1) plus (2) plus (3)	Provision for Death claims.	Retirement Benefits.	Fund at the end of the year.
	1	2	3	4	5	6	7
5	17,164	24,000	870	42,034	4,310	..	37,724
6	27,724	24,000	1,492	63,218	4,425	..	58,791
7	59,791	24,000	2,124	84,935	4,550	..	80,365
8	80,365	24,000	2,771	107,136	4,685	..	102,451
9	102,451	24,000	3,434	129,885	4,845	..	125,040
10	125,040	24,000	4,111	153,151	5,940	..	147,211
11	147,211	24,000	4,776	163,987	6,150	4,000	149,837
12	149,837	24,000	4,855	178,692	6,384	84,000	163,908
13	163,908	24,000	5,277	193,185	6,636	16,000	170,549
14	170,549	24,000	5,476	200,025	6,918	23,200	169,907
15	169,907	24,000	5,459	199,366	8,428	31,600	159,338
16	159,338	24,000	5,140	188,478	8,967	45,000	134,511
17	134,511	24,000	4,395	162,906	9,415	55,000	98,491
18	98,491	24,000	3,315	125,805	9,990	60,000	55,815
19	55,815	24,000	2,034	81,849	10,584	65,000	6,265
20	6,265	24,000	547	30,812	11,258*	70,000*	..

N.B. *(5) plus (6) equal to 81258, and the Benefit Fund amount is only 30,812 and yet claims of the 21st and succeeding years are to be paid.

Note: (As already mentioned there is a Reserve Fund which may stand at about Rs. 10,000 at the end of 20 years. As the amount is too small to meet the liabilities it has been neglected in these calculations. That does not mean that its existence has been lost sight of and this will be evident from the previous remarks.)

TABLE "B"

All the assumptions made in Table A stand with this difference:—

The call money is presumed at the maximum rate of Rs. 2 a month. As the rules allow this amount to be raised only when more than one claim is made, only the lower amount can be collected in all the months during the first 10 years and in several months afterwards, and hence the Fund can work only for a shorter time than that shown in this Table.

The working of the Fund is defective in these respects and it cannot continue longer than 15 *to* 20 *years from now.* It is as yet too early to experience any of its defects. It is only in course of time when death claims increase and retirements take place in large numbers that the inadequacy of the Fund to discharge its liabilities will become evident.

Inequitable Distribution of Burdens: Having shown that *the scheme is financially unsound* I should also like to draw the attention of the members to another important defect. As *the rules* work *at present* they *are a hardship on younger* members. They pay the same amount of call money as the older people and their advantages in the matter of benefits grow less as they advance in years and pay more and more to the Union. The older people either die or retire early and benefit at the expense of the younger members. With the advance of age a man's chance of death increases, and in any equitable scheme *the premium charged should be proportionate to the risk of death covered.* This is a very important point for the union to consider.

R. RAMAKRISHNAN,
Hon. Secretary.

A VIEW FROM THE OTHER SIDE.

A fraternal actuary has at the instance of the Board studied the fund's financial position and suggested a radical alteration. His proposal has been published with the blessings of an ex-president and an old member. Is it presumptuous to expect of them a more convincing argument for the change before a member could make up his mind to vote for it.

A great benefit that is claimed for the new rules is that they allow a withdrawal benefit within five years. Yes. This withdrawal provision is a new one but its benefit is of a very restricted nature. One unit member at the end of five years has contributed Rs. 60, unit payment and Rs. 10, annual fees. If he then withdraws he gets a return of Rs. 40. Is then Rs. 20 in the unit amount and Rs. 10 in annual fees, and Rs. 8 in interest, in all nearly Rs. 40 the price one has to pay for support to the Fund? Hence one is tempted to exclaim "Save me from these new Rules."

Let us next take up the case of one who retains membership for 20 years. The Actuary in his concern for the safeguarding of the Fund's financial position for all years to come assures him a return of Rs. 240, the amount he has paid. The member for his loyalty to the professional Fund has not only given away Rs. 40, the annual fees but is asked to forego interest for his deposit; Here it is said that he will be given bonus. This amount can only be an apology for interest, when we find that this contribution of Re. 1 for 20 years under the Basak Scheme in a co-operative Society (with no annual fees as in our Fund) will secure him Rs. 466-6-4 in all. Is then an amount of nearly Rs. 200 the price one has to pay for professional solidarity?

"These two are only instances of retirement. What then about death? Death even in the first year of membership secures the member's family Rs. 250. The supporters of the New Rules, ask, "Is it not a great sacrifice on the part of the Fund? Is it not in consonance with the scientific Insurance Scheme?" Well, an Insurance Society gives the family of the deceased member the whole insurance amount, no matter in what year the member dies. Let us for our purpose here take the 25 years death or withdrawal Benefit amount as the Life Assurance amount for one unit payment, which comes to Rs. 370. For this our member actually pays Rs. 300 + Rs. 50. His gain therefore is Rs.20 plus the expected bonus which cannot go beyond Rs. 50 roughly. This contribution under Basak Scheme will secure him his Rs. 300 plus Rs. 401-7-3. But let us leave this and compare it with an Insurance Society figure. For Re. 1 contribution for 25 years the Assurance amount will be Rs. 300. But he will get a bonus of Rs. 150. So our Fund member after a long 25 years of waiting finds himself faced with a loss of Rs. 80. Hence the scientific nature of the New Rules is a grim cruel one.

So far for the so-called benefit. Let us next turn our attention to the Acturial apprehension of Fund facing insolvency as it were at the end of 25 years. Neither he nor the two supporters have given facts and figures to prove this point. Does not the burden of proof lie on the protagonists of the New Rules? Till they do so, it is not irrational or unscientific on the part of members to refuse to entertain such fears. In 1928, the first proposed rules providing only for distribution scheme with

only emergency calls were altered as they now stand under the experienced guidance of the Secretary of a Sister Fund. Was it not then believed that with this alteration the fund would grow steadier and safer? What then has happened calling for this fundamental alteration?

These new Rules while claiming to safeguard the Fund's eternal solvency, restrict badly the benefits to members, take away the old Fund's high moral feature of mutual help the advantage being fixed to accrue at a rate increasing proportionately with the years of membership and number of members. Therefore it seems to me that we would do well not to change the Rules, so radically but to modify the present Benefit Scheme by reducing if need be, the Proportional rate of Benefit payment to the safest limit possible and by removing the restriction of maximum of 1000 members alone. In brief, let us not do anything in hurry under a fear.

V. JAYARAMAN,

(We refer our correspondent to the note of the Secretary of the Protection Fund published above. We are afraid that our correspondent puts the bones from an Insurance Company of a fabulous sum. We would like him to be true to facts.

Editors, S. I. T. U.

FROM OUR ASSOCIATIONS

The Third Refresher Course for Elementary teachers organized under the auspices of the Masters' and Pupil-Teachers' Associations of the Government Training Schools for Masters, Cannanore, was held in the 3rd week of December last and extended from the 19th to the 24th of that month. The course was primarily intended for teachers who underwent training prior to 1927 and about 300 teachers, men and women, representative of most of the ranges in Malabar attended the course.

The course commenced on Monday, the 19th Dec. with a short and felicitous speech by M.R.Ry. V. R. Vaideswaraiar Avl., Headmaster of the Training School, who, in offering the teachers a hearty welcome, expressed his great joy in their cordial response to his invitation to attend the course and requested the President, M.R.Ry. K. Sankara Menon Avl., B.A. (Cantab), D.E.O., Malabar, to deliver his inaugural address. The officer expressed his extreme satisfaction at the organization of the course and observed that such courses alone could keep teachers abreast of the reforms in education. He observed that India was on the eve of great constitutional changes, that the Government of the country tended to become more and more democratic and that, as the village of the country were sure to play a very important part in the administration of the country, it was imperative that Elementary School Teachers should be well equipped to educate their children in character and citizenship. He closed his speech by wishing the course every success.

Mrs. G. Sankunni, M.A., L.T., Inspectress of Schools, followed the address by a short speech in which she deplored the present state of Elementary education and remarked that refresher courses were far more useful than mere spectacular exhibitions to give teachers right idea of education. She congratulated the organizers on their venture and hoped that the teachers would immensely profit by the course.

The programme of work during the course was planned on the basis of the present scheme of work in Elementary Training Schools and a number of lectures and model lessons on the several subjects were given by specialists in each subject, consisting of assistant teachers in the Training School, one lady assistant of the local Government Girls' High School, Deputy Inspectress of Schools and a few assistants from other schools.

Group games by the pupils and pupil-teachers of the Training School, demonstrations in drill by the pupils of the Government Girls' High School, a merry camp fire by the Rovers of the Training School, a cinema display of educational films and a magic lantern lecture on health were some of the attractions of the programme that combined instruction with entertainment. A Harikatha programme by the Headmaster of the Training School was another special feature of the programme. There was also a demonstration in teaching appliances.

The course was wound up with a discussion of the existing syllabus in Elementary School. The discussion concluded with a request by the students of the course that a special Committee may be formed to frame syllabuses in subjects in the Elementary School curriculum and communicate them to all Elementary Schools in the District.

A pleasant social in the afternoon of the 24th brought the course to a close.

The Refresher Course Committee has decided to issue certificates to those who have satisfactorily attended the course and the notes of the teachers on the lectures and model lessons have been collected to serve as a guide in granting them.

PENUKONDA

At a meeting of the Teachers' Association, Board High School, Penukonda, held on the 6th instant the following resolutions were passed:

Resolved to request the President, District Board, Anantapur, that the G. O. No. 1804 dated 10—12—1932, suggesting to the local boards and municipalities, as a retrenchment measure, the advisability of abolishing the post of one of the teachers in the higher forms in those schools where strength is less than 400, and treating the Headmaster as a class-teacher be not given effect to for reasons shown hereunder:—

(a) The present S. S. L. C. curriculum with its different optional subjects does not admit of any reduction in the High School staff.

(b) The District Educational Officer is of opinion that every High School should be provided with an additional L.T. Assistant, to cope up with the requirements of the revised S. S. L. C. curriculum.

(c) It is impossible to frame the time-table for the High School classes giving due regard to the importance of the various subjects, the syllabuses

being so heavy as not to admit of a reduction in the number of periods for each subject as at present adopted.

(d) And last but by no means the least, the standard of the S. S. L. C., which is already low will go down still further.

2. Resolved that in view of the fact that even the Government is pleased to consider the restoration of the emergency cut in salaries, the District Board be pleased not to effect any retrenchment in the salaries, or in the number. of teachers employed under the Board.

3. Resolved that the President, District Board, be pleased to invite the opinions of the District Educational Officer, the heads of Secondary Schools under the Board and the organised Teachers' Associations of the various schools before giving effect to any kind of retrenchment in the matter of education.

4. Resolved to send a copy of the above resolutions to the D. E. O., the District Teachers' Guild, and to the South India Teachers' Union with a request to safeguard the interests of teachers.

MADRAS

At a meeting of the Council of the Madras Teachers' Guild held on the 21st January 1933, Mr. T. S. Ramanujam of the Indian Bureau of the League of Nations, Bombay, addressed the members on the League and how teachers can propagate the ideals of the League.

A meeting of the Madras Teachers' Guild will be held on the 20th instant to discuss the report of its sub-committee regarding contracts between teachers and managers of aided Secondary schools.

A meeting of the Guild was held on Monday the 13th instant, under the auspices of its Sanskrit section, when Brahmasri Vedanta Visarada Pandit S. K. Padmanabha Sastrigal delivered a lecture in Sanskrit on "the teaching of Sanskrit in High Schools."

A batch of students and teachers of the P. S. High School, Mylapore, went on week-end excursion to Ranipet, Vellore, Conjeevaram and neighbouring places on the 20th, 21st and 22nd January 1933.

The St. Gabriel's High School, Madras, celebrated its Silver Jubilee on the 27th of January. The celebrations were presided over by His Grace the Most Rev. E. Mederlet, S.C., D.D., Archbishop of Madras, and Mr. A. P. C. Albuquerque, B.A., B.L., delivered the commemoration address. Rev. Fr. F. L. Manrique, S.C., Principal of the School, presented a short history of the school. He traced its history from its very early beginnings in 1839 when it was first started as a seminary for Catholic pupils. It was later raised to the status of a second grade college. But in 1907, due to its bifurcation into an European and Indian section, it was transformed into a Secondary school with its present name. In the course of his report Fr. Manrique mentioned how the school was under various missionary bodies till in 1928 its management was taken up by the present Archbishop. The school has now a strength of over 500 pupils.

On the 28th instant, the annual school sports were held in the morning and in the afternoon Mrs. Albuquerque was kind enough to distribute prizes to those pupils who have distinguished themselves in (a) Religion, (b) Good conduct and application, (c) Regularity of attendance, (d) Excellence in sports. His Grace, who presided on this day also, congratulated the prize winners and encouraged the others saying that with greater effort they might win prizes in the following year. In the afternoon, just before the prize distribution, all the pupils of the school were treated to light refreshments.

TINNEVELLY

A meeting of the Tinnevelly District Guild was held on the 11th instant at Tuticorin in the S. P. G. High School, Melur. M.R.Ry. S. K. Yegnanarayana Aiyar Avl., M.A., President of the Union, presided.

SOUTH ARCOT

A meeting of the South Arcot District Teachers' Guild was held on the 28th January at Villupuram with the President of the Guild, Mr. J. Pakianathan, in the chair. Mr. S. T. Ramanujam of Trichinopoly addressed the members on the work of the Union. Prof. S. K. Yegnanarayana Aiyar who happened to be at Villupuram, met the members and exhorted them to work their guild enthusiastically.

The Annual Athletic Sports and Games Competition was held on 9th, 10th and 11th on the spacious Subbarayulu grounds of the Board High School, Panruti. As many as 13 schools took part in the athletic events. 7 schools entered teams for badminton and 5 for football. The finals came off on Saturday. The following were the winners of trophies.

Gregg Medal—Ramanujam, P. H. S., Chidambaram.

Senior Championship—M. H. S. Villupuram.

P. R. Chari Championship Cup for the Intermediates—B. H. S., Panruti.

General Championship Cup—P. H. S., Chidambaram.

The Football Challenge Shield—M. H. S. Villupuram.

Badminton Challenge Cup—M. H. S. Villupuram.

Among the intermediates and juniors, Noor Mahomed of B. H. S., Panruti and Abdul Rahim of B. M. S., Porto Novo, respectively, secured the largest number of individual prizes.

Rao Bahadur Manavedan Raj, Collector of South Arcot, kindly gave away the prizes and trophies. While asking him to do so, Mr. J. Bhagyanathan, the Secretary of the Association, traced briefly the history of the Association. The Collector after distributing the prizes spoke a few words stressing on the value of sports as helping to cultivate the spirit of give and take and of implicit obedience. The local Secretary and Headmaster, Mr. S. R. Krishnaswami Ayyangar, proposed a vote of thanks. The function closed with Mr. V. Jayarama Aiyar thanking on behalf of the visitors the local committee for its excellent arrangements and kind social.

RASIPURAM

The first anniversary of the Teachers' Association, Rasipuram, was celebrated with great eclat in the High School Hall on Wednesday the 8th instant. M.R.Ry. T. B. Krishnaswami Mudaliar Avl., M.A., B.L., District Educational Officer, Salem, presided over the function and delivered the valedictory address.

After social, Mr. S. M. Lakshmana Chettiar, Headmaster of the school, welcomed the Educational Officer and requested him to preside over the annual meeting. Prayer and garlanding of the president over, Mr. A. V. Ranga Rao, the Secretary of the Association, presented the annual report which recorded a year of steady progress.

Mr. Krishnaswami Mudaliar next delivered an eloquent and stirring address on "Life's Leisure Hours" in the course of which he exhorted the teachers to cultivate useful and intelligent hobbies. He emphasised the fact that the cultivation of right hobbies was a correct index of a man's character and culture.

With the distribution of pan supari and the usual vote of thanks by the Secretary of the Association, the pleasant function came to a close.

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. 14. Feb. 1933.

PUNJAB.

1. The Ludhiana Educational Festival was held during the week 14—22 Dec. 1922. On the first day the Ludhiana District Teachers' Association held their Annual Conference and Exhibition.

2. A physical training refresher course was held at Talagang, Mr. Tek Chand Nanda, B.A., District Physical Training, Supervisor, was in charge of the course which was attended by nearly 30 teachers.

MEERUT.

An Education Week was observed in Meerut during the 1st week of this month.

CENTRAL INDIA.

Mr. William Ownes, Director of Education in Jaipur, has left on a tour of inspection of all State and private schools within the jurisdiction of the State territory.

He has finished inspection of all the educational institutions lying in the Eastern Circle of the State, including many in the far interior, which had not been visited. He has now proceeded to Shekhawati, a district which has a large number of private schools of every grade. It is likely that the tour may result in the revision of the system of district education in the State.

The new Maharaja's College building is nearing completion, and the examination conducted by the Board of Education, Rajputana, and Agra University will be held in the new building in March. The new session of the Maharaja's College in July will commence in the new building.

BENGAL.

1. The pressing problem of un-employment in Bengal is receiving the serious consideration of Government. The Director of Industries, Bengal has deputed Dr. R. L. Dutt, D.Sc., to teach the unemployed youths of the province the process of preparing Soap in the Industrial Research Laboratory.

2. Delegates from Bengal have in recent years, mustered strong in the Annual Conference of the All-India Federation of Teachers' Associations. The Executive Committee of the All-Bengal Teachers' Association sanctioned four hundred rupees to meet in part the expense of 13 Delegates to attend the next Conference at Lahore. But as the All-India Educational Conference could not be held in December and will sit during the Easter Holidays Bengal will perhaps remain unrepresented as the Provincial Conference of the All-Bengal Teachers' Association will take place at the same time.

3. It is understood the Government of Bengal has given up the idea of abolishing one of the Training Colleges for teachers as recommended by the Retrenchment Committee. But stipends granted to those admitted in the Training College will be either altogether abolished or substantially cut down.

4. Bengal Muslim Literary Conference had its sitting in Calcutta under the presidentship of the well-known Muslim Poet Kaikobad. The President declared in unequivocal language that Bengali and not Urdu was the mother tongue of the Muslims of Bengal. He strongly protested against the use and introduction of Arabic and Persian words in the Bengali Language. He put an impassioned plea for a common language of the Hindus and Muslims of Bengal, and maintained that the special characteristics of Muslim culture and civilization should be retained through the propagation of their ideas and not by bifurcating the language and literature.

BOMBAY.

The Annual Meeting of the Senate of the Bombay University was held from 30th Jan. to 1st Feb. when a fairly heavy agenda was disposed of. Extension of affiliation was granted to the Royal Institute of Science, Bombay and the Ismail College, Andheri, both of them being institutions under Government control. It was also resolved to grant conditional affiliation to the Arts College at Belgaum, proposed to be started by the Lingayat Education Society. The National College at Hyderabad, now renamed Dayaram Gidumal National College after the well-known sindhi philanthropist, the late Dayaram Didumal, was also granted a further extension of affiliation for five years.

Some very important resolutions were presented to the Senate, like the reduction of fees prescribed for different University Examinations, the ap-

pointment of a committee to consider ways and means for reduction of the cost of University Education or the introduction of honorary service in the University. The Senate however was not in a mood to discuss them. It would not have been wise to accept measures to cut down revenue when the University was contemplating extension of its teaching activities and the cost of education depended on varied factors, those controlled by the University having but a minor place. Again most of the work done for the University was being done without payment, and that for which payment was made—supervision at the examinations and checking of papers—could not be entrusted to honorary workers without jeopardising efficiency.

When the new University Act was put into operation in January 1929 the Syndicate then existing had not carefully examined the Statutes and Ordinances submitted to Government for approval. The regulations which were in operation under the old Act were simply regrouped as Statutes and Ordinances and they have been again and again discovered as being inadequate. One important group of these Statutes consisted of those regulating the work of the Senate meetings and that group has now been carefully revised and redrafted. In this connexion one of the Fellows had made the following proposal:

"The ruling of the Chairman on any point of order shall be final and binding on the meeting at which the ruling is given, provided that it shall be open to the Senate at any subsequent meeting to express its opinion thereon at the instance of any member who calls it in question by a specific notice of motion."

This proposal was ruled out of order for the lawyers in the Syndicate opined that the Senate had no right at any time to question the ruling of the Chairman. It is doubtful as to how far the lawyers were correct in their view, for a ruling given by the Chairman of a meeting has no value after the meeting is over and may be disregarded by the Chairman of the next meeting. But the legal aspect apart, it would be very helpful to the Chairman if once in a year the Senate discussed some or all the rulings of the chair in the year. At least in the Bombay University where the Chairman has to interpret the "atrocious piece of legislation", the Bombay University Act of 1928, some guidance from the Senate ought to be most welcome.

In July 1932 the Government of Bombay was pleased to appoint a committee to make recommendations for the more efficient organization of the whole machinery of Government and of effecting all possible reductions in the expenditure of the Government of Bombay. That committee has now submitted its Report which appears to have created a great stir in all sections of the public. It is a bold document but the suggestions made therein are more destructive than constructive, and there appears little likelihood of its acceptance in toto. It may even be predicted that it will be one more document to be shelved; but there is the danger that some of its recommendations will serve as a useful tool to strike the weak. Under "Education" for instance the Report suggests that the Government should withdraw from the secondary and higher education altogether by closing down schools and colleges maintained by Government and the Committee recommends that even the College of Commerce, the College of Agriculture, the Veterinary College and the J. J. School of Arts should all be closed. It is hoped that Government will not be permitted to commit this act of vandalism. But the Committee also recommends reduction in the salaries of Primary teachers and it is feared that the Minister of Education will not hesitate to accept it. The poor Primary teacher will be powerless to oppose the step if taken. The Re-organisation Committee's Report will receive a good deal of the attention of the Legislative Council when it meets in February.

The term of the present Vice-Chancellor, Rev. John Mackenzie, expires in April and the Chancellor has nominated for the place Mr. V. N. Chandavarkar, the present Mayor of the Bombay Municipality. Mr. Chandavarkar is not at present connected in any way with the University but has achieved the reputation of being one of sanest and steadiest of publicmen in this Presidency. Son of an illustrious father, the late Sir N. G. Chandavarkar who was himself a Vice-Chancellor of the University, Mr. V. N. Chandavarkar inherits sound tradition of scholarship and public service and one may reasonably entertain high expectations of Mr. Chandavarkar's regime in the University. It is at the same time not a flattering situation that the Chancellor has to fish for the Vice-Chancellor outside the walls of the University.

The retiring Vice-Chancellor, Rev. John Mckenzie, had an uphill task when he accepted the office two years ago, but intimately conversant with the University administration, as he was for several years, he got over many a hard situation with tact and it was expected that he would be re-installed.

Lord Sydenham, whose death was announced in the first week of February, was the Governor of Bombay from 1908 to 1913. Although a die-hard in politics he held advanced views in educational matters and as Chancellor took an active interest in University affairs. It was his influence chiefly that drew out the munificent donations which gave this Presidency the Sydenham College Commerce, the Sir Chinubhai Madhavlal Science Institute of Ahmedabad and the Royal Institute of Science, Bombay. He very much desired to transform the University of Bombay into a Teaching University but owing to his reactionary politics he could not secure the confidence of the public.

For over twenty years Government has been subsidising the "Foreign Universities Information Bureau" maintained by the University of Bombay. The grant paid by Government has been very small, Rs. 6,000, and it was reduced last year to Rs. 4,500. But Government has now decided to discontinue even that and it is feared that this useful activity of the University will from next year come to an end. Retrenchment has also affected another useful department in this Presidency. Government of Bombay have in their custody a large number of documents, called Peshwa Daftar, which have incalculable value for ascertaining the rights of Inams as also for collecting information about Maratha History from 1700 to 1818. Some bits of them were published by the late Mahadeo Govind Ranade but it was only in the last four or five years that an earnest effort was made to make them available to the public. The well-known historian, Mr. G. S. Sardesai, and his colleagues have dived deep into the sea of documents and brought forth some which they think would throw greater light on the history of the Marathas. About twenty-four volumes have been so far published. But from last year the grant paid by Government for this work has been discontinued. A sum of Rs. 10,000 was collected by public subscription and the work was kept going for a year but the performance can hardly be repeated.

MADRAS

(1) The Government of Madras has in its G. O. No. 1804 of 10th December 1932, been pleased to suggest that as a measure of economy, in schools which have a strength of less than 400 pupils, one of the posts of teachers in the higher forms may be abolished, the headmaster being treated as one of the class teachers, his administration work being shared with one of the senior assistants.

This suggestion, it is feared, is likely to work serious hardship. Already many local bodies have effected large cuts in the salaries of teachers in some cases their cuts amount to 25%. Whereas the cut in the Government subsidy is only 3½ to 5%. This reduction in the staff, would necessitate very heavy work, thus bringing in underpay and over-work, the two obstacles to efficient work in a school.

This suggestion of the Government is rather surprising especially because as a result of their economies the Government of Madras is having a surplus and has decided in restoring in full the 10% cut imposed on its employees.

(2) The annual meeting of the South India Teachers' Union Protection Fund is coming on the 26th Feb. when important changes in its rules are coming up for consideration.

(3) His Excellency the Viceroy has given leave for introducing the Public Libraries Bill in the Madras Legislative Council. A non-official member will shortly introduce the Bill.

THE TEACHERS' BOOKSHELF

The Complete English Course for High Schools in India. Part I, price Rs. 0-12-0; Part II, price Rs. 1-1-0. Publishers:—Messrs. Basel Mission Book and Tract Depository, Mangalore, S. K.

These two parts, consisting of selections in English prose and poetry are intended to be used for detailed study in the upper forms of the High School. The selections fully justify the title that tht publishers have given it viz., "The Complete English Course," for it covers the whole of the English work—prose poetry, grammar and composition.

The selections in prose are very judiciously made. They represent the main forms of composition and will serve as models of expression. It is indeed gratifying to find that the selections are representatives of modern English. K. S. Venkataraman's Kedari's first brief, Sir Philip Sasson's Air route to India, the Junior League of Nations by C. Jinarajadasa, a Venetian Banker by Mark Twain, are some of the pieces included in these volumes, which also contain copious selections from the writings of Arthur Mee who is now pre-eminently the favourite of children with his graceful style and inspiring writings. We are quite sure that the publishers will be richly rewarded for bringing out these volumes and we owe it to them to say that the print and get up is all that could be desired.

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Physics. By T. S. Krishnaswami Iyer, Publishers: Messrs. Longmans Green & Co., Ltd., Price Rs. 0-12-0.

We are glad to notice in these columns this book whose publication was announced very early last year. This is intended to cover the revised curriculum in Physics of the Elementary Science part of the Madras S. S. L. C. The book is well planned and carefully written. It is commendable that the author has not bound himself to the bare limits imposed by the syllabus but has steadfastly placed before himself the idea that the boy who undergoes the course must be able to evince an intelligent understanding of the many modern appliances whose use has become inevitable. He has used very simple language. The book is full of instructive illustrations. Questions are given at the end of each chapter.

This book is one of a series of science books which Messrs. Longmans Green & Co., Ltd., are publishing. We congratulate them on the attractive way in which the book is got up.

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EDUCATION IN INDIA IN 1930-31.

This report is based on the report of the several provincial Directors of Public Instruction and that accounts for its belated appearance. Much of the beneficial values of a report of this kind is lost on account of its late publication. But Government machinery is slow and we can only suggest that the publication should be speeded up.

The year 1930-31 is an eventful year as it was in this period the wave of economic depression had its first reaction on the progress of education in our country. The increase in the number of the institution was only 357 as against 3038 in the previous year and the increase in enrolment is 158,235 as against 350,605 in the previous years. It is noteworthy to find that during the period while the number of the un-recognised institutions increased with a good increase in their enrolment, many recognised institutions had to be closed down. It is also telling that in 1929-30 5% of the whole population of India was in school, while in 1930-31 this percentage fell to 4.7. It will thus be seen that the year under review instead of marking a progress records only a set-back in education. The Commissioner for Education, attributes this set-back largely to the civil disobedience movement and in fact, as one reads the report an impression that the report was prepared with the object of assessing the effect of the C. D. Movement on education is gained. While one cannot deny that the political unrest is having very deleterious effect on the education of the young, one should not lose sight of the fact that the acute economic crisis is the main cause for the absence of progress during the period. "Salaries are in arrears in many schools and teachers are underpaid." This is the observation of the Director of Public Instrution, Bengal, and in this he finds the cause for the unsatisfactory progress. The report observes, 'though teachers are willing to go for training and managers are often ready to depute them, there is not sufficient accommodation in the training colleges to take in all those who whish to go'; and

again, "The schools are run on commercial lines . . . the irony of the situation is that people insist on a professional qualification for every kind of employment except that of a teacher." One wonders if such a state of affairs is due to the C. D. Movement or inability of the Government to finance adequately education. The report deals with the progress of all types of education. But it is sad to note that the report makes no mention of the outstanding educational event of the period. In December 1930, the All-Asia Educational Conference was held in Benares. It was a regional conference of the World Federation of Education Associations. It was organized by the All-India Federation of Teachers' Associations. A beautiful exhibition was held and the Department of Education of the United Provinces took an active part in the conference and exhibition. Various Universities had sent their representatives: Delegates from China, Japan, and other Asiatic countries attended the conference. Yet no mention of this great event is found in the pages of this report.

XXV PROVINCIAL EDUCATIONAL CONFERENCE

From the preliminary nominations made by affiliated associations, the following seven names have been finally selected. Affiliated associations are called upon to recommend one of them for the presidentship of the Conference. The recommendation should reach the General Secretary, Reception Committee, XXV Provincial Educational Conference, Trichinopoly, before the 24th February, 1933.

1. Sir S. Radhakrishnan, Vice-Chancellor, Andhra University, Waltair.
2. Sir C. V. Raman, President, Science Institute, Bangalore.
3. Rao Bahadur S. E. Ranganathan, Vice-Chancellor, Annamalai University.
4. N. S. Subba Rao Esq., Director of Public Instruction, Mysore.
5. Rt. Hon. V. S. Srinivasa Sastri, P.C., Servant of India Society.
6. K. V. Rangaswami Iyengar Esq., Trivandrum.
7. C. R. Reddi Esq., Ex-Vice-Chancellor, Andhra University.

A refresher course for Elementary teachers will be held along with the Conference in May. The course will last for six days and teachers desirous of taking advantage of the course should remit Rs. 2 in advance, being the charges for supplying materials required for the practical course. Further particulars can be had of the General Secretary, XXV Provincial Educational Conference, 19, Caldwell Hostel, Teppakulam, Trichinopoly.

PANDITS' CONFERENCE
NOTICE.

The Second South India Pandits' Conference will be held in Trichinopoly along with the 25th Provincial Educational Conference in May 1933. Pandits in each district are earnestly requested to form without delay Pandits' Association in their respective district with the usual office-bearers and to elect delegates for the approaching Conference. They are further requested to meet as early as possible and discuss problems concerning Pandits and their work and send me their resolution not later than 15th March. These resolutions will be taken up for debate at the South India Pandits' Conference in Trichinopoly. The constitution of the Pandits' Union permits not only Tamil Pandits but Sanskrit, Telugu and Urdu Pandits working in Schools and Colleges in this Presidency to become members of the Union. All communications may be addressed to the undersigned.

Refresher Course in Geography May, 1933

Under the joint auspices of the 25th Provincial Educational Conference and the Madras Geographical Association, a refresher course in Geography will be conducted for about two weeks in May next at Trichinopoly. It is primarily intended to give training in Practical Geography to teachers handling the subject in Secondary and Training Schools.

The course will consist mainly of practical work, field work and excursions, and will present the salient point, in such essential matters as map-making, map-reading and map-correlations, the study of land forms, climate and weather, use of graphic methods and statistics, and construction of diagrams, models and appliances.

It is expected that Principals, Headmasters and managements will, in the interests of efficiency of Geography teaching in their institutions, provide all the necessary facilities for their Geography teachers to come to Trichinopoly and undergo the course. The number proposed to be trained is 60.

Applications are invited, and such of the applicants as are selected will be furnished with other details regarding the course.

Applications should be addressed to :—

THE SECRETARY,
The Madras Geographical Association
Gopalapuram, Cathedral Post (Madras).

so as to reach him not later than the 10th March, 1933.

A fee of Rs. 10 will be charged for the entire course. This amount should be remitted to the Secretary, after receipt of the intimation of selection, so as to reach him not later than 10th April 1933. Those whose fees are not received by that date cannot have their seats guaranteed.

Lodging and Boarding for those that require it will be arranged in one of the hostels and the probable expenses will be about Rs. 10 for the whole period, payable in advance. Those wishing to stay in the hostel will remit in advance this amount also to the Secretary.

THE SOUTH INDIA TEACHERS' UNION

(FOUNDED IN 1908).

Address all communications on this subject to
The Secretary,
'Year Book Committee'

41, SINGARACHARI STREET,
TRIPLICANE, MADRAS.

1933.

THE PRINCIPAL/HEADMASTER,

COLLEGE/SCHOOL.

Sir,

In connection with the Silver Jubilee celebration of the South India Teachers' Union, the S. I. T. U. has undertaken the publication of a '**Jubilee Year Book and Educational Directory of South India.**' The Year Book will consist of the following sections: —

I. *The South India Teachers' Union*—History—the constituent Guilds and Associations—History of each Association and Guild with a list of members.

II. *University section:*—Descriptive notes of universities in the Madras Presidency and the Colleges in the Presidency with their history.

III. *Secondary Education Section:*—History of each secondary school.

IV. *Elementary Education Section.*

V. *Industrial and Technical Education:*—List of schools and colleges and history of each.

VI. *Special Education.*

(1) European Education.
(2) Women's Education.
(3) Muhammadan Education.
(4) Education of the Defectives.
(5) Education of Juvenile delinquents.

} List of schools and colleges and history of each.

VII. *Training of Teachers:* —

(a) Training colleges—History and descriptive notes of special features.

(b) Training schools— Do. Do.

VIII. *Administration.*

IX. *General.*

(a) Progress of University Education during the 25 years 1907-1932.
(b) Progress of Secondary Education during the 25 years 1907-1932.
(c) Progress of Elementary Education during the 25 years 1907-1932.
(d) Progress of Industrial and Technical Education.

May I request you to co-operate with the year book committee by furnishing it at an early date with information regarding your institution. Considerations of space require that the limit to the history of each institution would be about 700 words. It is requested that the history of the institution should furnish information regarding (1) Early beginnings and growth; (2) Finance; (3) Management; (4) Strength; (5) Special features of the institution; (6) Special Endowments if any; (7) Teachers' Association and (8) Hostels.

The committee will be glad to include in the book photographs of Educational Institutions (Buildings, class at work, group of pupils at play etc.,) if sent. **Each photograph should be accompanied by a remittance of rupees Five only.**

As it is intended to get up a directory of persons engaged in teaching work, the committee will feel obliged if you can give a list of the members of your staff alphabetically arranged giving their professional and academical qualifications, age and service as teacher.

The price of the book will be **Rupees Ten** (postage extra).

If, however, you book your copy **before 15th March 1933 it will be supplied at Rs. 8 post free,** this amount being payable **before the 15th March 1933.**

The committee earnestly appeals to your co-operation in sending **all the particulars about your institution so as to reach it on or before the 25th February.** Photographs, accompanied by a remittance of Rs. 5 should also reach us on or before that date.

The Year Book and Directory will be the only reference book on educational matters in this Presidency and as such it would be of immense value to you. May we therefore request you to register a copy for your school by remitting at an early date Rs. 8.

Yours faithfully,
S. NATARAJAN,
Secy., Year Book Committee.

EDITORIAL

GARDEN SCHOOLS

In any scheme of Elementary Education a higher place should be given to gardening. Here is ample scope for education through self-activity. The provision of facilities for garden work for thousands of children in Elementary Schools is by no means simple and strenuous efforts are being made in advanced countries to tackle the problem and to adopt suitable schemes. Unfortunately for us in this province very little has been attempted though official circulars point to the importance of gardening. What is passing for gardening in our schools is in the majority of cases nothing more than an eye-wash. We are usually inclined to find in the magnitude of the problem an excuse for utter neglect; and we do not care to face the problem and work at it steadily.

The "Gartenarbeitsschulen" or *Garden Activity Schools,* which are becoming a common feature in Germany, point out to us the lines on which we may proceed with advantage. Mr. Ali Akbar has given a fairly complete account of a school of this type in his book on "The German School System" and our readers will do well to consult it. The garden school described in this book is maintained by the municipality of Wilmersdorf and it seeks to create in boys and girls a love of nature. The Elementary Schools in this area which can hardly be expected to make adequate provision for gardening are divided into different groups and the pupils in each group of schools attend the garden school along with their Science teachers on the allotted days and work there throughout the day. The garden school is in the charge of a director who is very enthusiastic about the work of the school. This school has at its disposal eight acres of land and it also maintains a playground, a laboratory, a workshop, a poultry-yard and a museum. The director settles the programme of work for the day along with the teachers accompanying the pupils; and in addition to gardening and physical training, instruction is given in Elementary Science, Arithmetic and Mensuration. Care is always taken to correlate the lessons in these subjects with garden work. A plot is assigned to each group of pupils and they work along with the teacher. This regular and varied work in the garden school helps pupils to appreciate nature and also to realise the value of team-spirit and the dignity of manual work. It is also the pleasant experience of the garden school that the health of pupils shows appreciable improvement.

The municipality of Wilmersdorf has set an example which it is worthwhile for the Corporation and the municipalities in our province to follow. In each division of our Corporation a garden school may be maintained and it may be thrown open to all the Elementary Schools in the area. There may be no doubt difficulties in actual working but the experiment can be attempted in some divisions to begin with. What is needed is a carefully planned scheme and much will depend upon the enthusiasm and spirit of co-operation among the teachers themselves. The Corporation of Madras has not been indifferent to the needs of Elementary education and we are confident that it will give a chance to the children in this crowded city to come into direct contact with nature and to derive satisfaction from work in the garden.

UNREST IN SECONDARY EDUCATION

Should Secondary education be an instrument for the selection of an *elite*? Should not Secondary education promote the sound development of democracy? These are the questions that are being constantly raised everywhere. A satisfactory answer to these questions is yet to be given. Dissatisfaction with the prevailing system of Secondary education is everywhere unmistakable. The present classical system is attacked from all sides and the urgency of reform is admitted. There is a consensus of opinion that Secondary education which passes for a liberal education is undoubtedly a mere instrument for the selection of an *elite*. The feeling is strong that it is very often solely influenced by this consideration. Whether a single curriculum which is uniform in all Secondary schools can serve this double purpose is discussed seriously all the world over. Dr. Kandel's observations should leave no doubt in the mind of anyone. "The history of Secondary education and the experience of the leading countries of the world in the last thirty years tend to disprove the possibility of this attempt. The psychology of individual differences is nowhere taken into account and proposals to introduce differentiated courses, even within the traditional conception of culture, have been opposed as undemocratic. To a large degree the uniform curriculum is responsible for the high percentage of failures, for cramming, for learning by memory, for devotion to books rather than to ideas and practical situations." In America, the defects are sought to be remedied by introducing into the curriculum the modern subjects that have a direct bearing on the future occupational needs and on the preparation for situations in the pupil's later life. European countries attempt to solve the problem by providing different types of Secondary schools to meet different needs. The old classical schools of the gymnasium type are supplemented in Germany by Secondary schools with a modern side. This stir in respect of Secondary education is yet to become perceptible in our province. It is not that our system is perfect. The will to change is lacking. Perhaps the public, the authorities and the teachers take it that the problem will solve itself in course of time. Nothing less than a complete change in our outlook of Secondary education will meet our needs at the present moment; and the country will have to pay a heavy penalty if it should postpone the consideration of reform. The duty of teachers is clear. They have to warn the public of the serious consequences of the attitude of drift and to point out in unambiguous terms the need for reform. Otherwise they will be laying themselves open to the criticism that they are averse to any change since it is more convenient for them to move in the old groove. The reform will certainly involve more work and greater sacrifices for teachers but it will also secure to them their legitimate place in the sphere of education. We venture to call upon teachers to think over the following questions which Dr. Kandel has raised in respect of Secondary education in South American countries: —

(1) Does the traditional type of Secondary education prepare to meet the problems of modern social development, the needs of modern progress, the requirements of democracy itself?

(2) Can any nation afford to maintain a system in which only ten per cent. of the pupils succeed to the end?

(3) How many pupils successfully complete the Secondary course? What advantage have those received who have failed?

(4) What is culture or liberal education?

The South India Teachers' Union will be accomplishing a great task if it should concentrate its attention on the reform of Se-

condary education and give a proper lead. A careful and laborious investigation is what is required and the only way in which it can win for itself the expert position is by placing before the public the results of a fruitful research. Each guild may take up one aspect for detailed consideration and it is possible that a way out of the present *impasse* may be found.

SELECTION OF BOOKS

Mr. P. T. Srinivasa Ayyangar had something strong to say about the Text-Book Committee in his presidential address delivered at the Fifteenth Provincial Educational Conference held at Madras in 1923. He referred to the tables of headmasters groaning "under the weight of specimen copies of possible and impossible books in Tamil or other South Indian languages as well as English." It cannot therefore be said that there is now no wide field for selection. The publishers visit all the schools and commend their books to the notice of headmasters. Time was when the paucity of books appeared to stand in the way of efficient instruction. But the obliging publishers manage to bring out books on a variety of subjects to suit different needs; and numerous are the packets placed in the hands of headmasters day after day for favour of perusal and support. Some headmasters treat this attention of the publishers as a nuisance while some pretend that they have no time to look into these books. They are perhaps bewildered by the number of books in each subject and the task of selection from the multitude appears to be formidable.

By temperament and tradition some headmasters cannot easily persuade themselves to take into their confidence other teachers in the school. In the case of schools under some local bodies, a conference of headmasters of all the schools under a local body is held to consider the prescription of text-books and we are told that even the president of the local body finds it convenient to attend the meeting and guide the deliberations. We should shut our ears to all that is said in whisper in respect of selection of books in aided and other schools. We hope it is not true. The impression which the publishers manage to form during their visits is not always complimentary to teachers. Since they happen to be themselves interested in the transaction, their opinion may not perhaps count for much. But what about the impression among the teachers themselves? Rightly or wrongly the atmosphere is one of suspicion all round and the academic year begins with a feeling of bitterness. Teachers complain that unsuitable books are selected and that their opinion is not obtained before selection is made. Headmasters feel that active canvassing is going on and that indifferent books may be dumped. It is not in the interest of the school that "book selection" should be influenced by any extraneous considerations. Nor should it be allowed to be done in a perfunctory manner. The prime factor which should weigh with the responsible teacher is **suitability.** Preference should be given to such of the suitable books as are *less costly* and as *leave nothing to be desired in respect of illustrations and get-up.* The books that are chosen should be attractive and they should stimulate the habit of reading. We strongly feel that our schools should be at liberty to make their own selection. We are not sure whether any **real** advantage can be gained by prescribing common books for all schools simply because they happen to be under one management. It is better to leave the discretion to each school so that its teaching staff may take into consideration the circumstances

peculiar to the locality and select books with a due sense of responsibility. While it is necessary for each school to judge for itself, it is highly desirable that a responsible committee of the teaching staff should be appointed in each school to go through the books received as specimens and to record their observations for the consideration of the staff. It is the duty of the teaching profession to see that pupils always have access to books which are really *good.* Unless it exercises its choice in a responsible manner and in the interest of the pupil, it will be damping the enthusiasm of authors and publishers who are keen on maintaining high standards. The selection of books is a highly responsible work and the **teaching profession cannot let it degenerate into patronage.**

COLUMBIA UNIVERSITY

The Annual Report which the President of the Columbia University submits to the Trustees generally shows certain striking features. There is an attempt made to explain the new *role* which the Universities are called upon to play under the rapidly changing modern conditions. The report for 1932 refers to the work of the University and of its professors during the year with a pardonable pride. One important point which the President urges upon the attention of the University is the task of the University in regard to the present economic situation. He thinks that "the two parts of our economic mechanism, the technique of production and the technique of exchange, have evolved, not in interdependence but in semi-independence each of the other, with the result that they do not function in harmony for the service of the society." The President pleads that it would be an act worthy of Columbia University and one with the greatest potentiality of public service, were it now possible to form a group, composed in part of members of the University staff and in part of others outside our ranks, to attack this problem without delay in the confident expectation that they would be able, in co-operation, to think this question through and to offer some firm and sound ground on which its solution could be built." This liberal conception of the function of a University is very refreshing though it may appear strange to those who have faith in *red tape.*

While dealing with the importance of liberal education, the Report points out the need for making provision for vocational education in separate vocational colleges of the University. This idea is advocated with the object of relieving undue pressure on its arts colleges and of keeping "out of the liberal arts colleges students who have no real wish to be there and who therefore should not be there." The value of academic residence is emphasised and the halls of residence provided for the scholars are regarded as an educational necessity. The remarks relating to tests of academic performance are interesting. It is suggested that the candidate's intellectual performance should not have preference over his character and good manners. Here is a thought-provoking utterance for teachers: "It must not be forgotten, too, that the failure of a student to pass a given examination test following a stated course of instruction may be the fault of the teacher rather than his own.... If in any considerable number his students fail in these tests, then introspection and not external observation is the instrument to which the teacher should turn for an explanation." The short summary of the reports submitted by President Barnard from 1864 to 1888 is given and this gives us an idea of the progress in different directions made during this long period. The concluding para-

graph of the report for 1932 points out the need for a "complete overhauling of the University's point of view, of its habits of thought and life and work, in order that it may readjust all these and adapt them to the changed circumstances which have so affected, and will almost certainly continue to affect, its sources of material support."

SILVER JUBILEE.

Our readers will have learnt by this time that arrangements in connection with the Silver Jubilee of the S. I. T. U. are progressing. The working committee will consider the details of the programme at the meeting to be held on the 25th February. It is proposed to bring out the Jubilee Year book containing varied information regarding Educational institutions, Teachers' Associations, Educationists, progress of education and so on. The secretary of the year-book committee has sent a circular (published elsewhere in this issue) to all institutions setting forth the items in regard to which information is required and co-operation solicited. The Secretaries of District Teachers' Guilds have been requested to take steps to give wide publicity to the proposal and to gather information. A book of this kind will be a very valuable record and if teachers and managers be willing, the year book may also prove a financial success.

The resources of the union are not at all satisfactory and the executive can hardly take any work in hand when it is not freed from financial worries. The Silver Jubilee may be an occasion when every teacher may be expected to add to the funds directly and indirectly. It has been suggested that on the Silver Jubilee day a variety entertainment may be got up and every district guild be asked to contribute one item. Besides affording opportunities for enjoyment, this proposal will with the support of the delegates improve the resources of the union. We invite our readers to come forward with their suggestions for the celebration of the Jubilee and the improvement of the finances of the union.

G. O. No. 1804. EDUCATION

We understand that the Government of Madras in their G. O. No. 1804 Education of the 10th December 1932 have suggested to local bodies, that in High Schools which have a strength of less than 400 pupils, *one of the posts of teachers in the higher forms may be abolished* as a measure of economy. The headmaster is proposed to be treated as one of the class teachers and his administration work is expected to be shared with one of the senior assistants. The existing rules insist that there should be one graduate trained assistant for every class in the High School department. But even a single extra hand would be considered super-numerary, and this additional expenditure will not be taken into consideration in assessing the subsidy in respect of that school. The school authorities have been finding it difficult, ever since the introduction of the revised course of studies, to manage with the regulation number of trained L.T.'s; and the Director too, acting on representation made to him has, we are told, been pleased to accord sanction for the appointment of an extra L.T. when it is felt impossible to manage without that addition.

In single section schools, taking only the High School classes into consideration, it will be found that 95 periods of work of 50 minutes each (the school working for 30 periods a week) will have to be done by trained graduate assistants (assuming that the school offers only 3 subjects under C group). This number will increase still further, if the number of optional subjects be increased. According to the G. O. 1804 this school will have only three L.T.'s,

two assistants and one Headmaster. If the headmaster too should work like any other assistant, (which in these days of departmental circulars and returns is almost impossible), then each trained graduate will have to work 32 periods a week, 2 periods more than the actual working duration of the school! The absurdity of this position seems to have escaped the attention of those who are responsible for this G.O. Unfortunately our local bodies are so constituted that this G.O. will be literally followed, thus bringing about very serious consequences. There are nearly 200 schools managed by local bodies and this G.O. would be the cause for about 200 L.T.'s being thrown out of employment, while at the same time these schools would be so understaffed as to affect very seriously their efficiency. The direct and immediate effect of this suggestion will be disastrous to the pupils now reading in the schools. Teachers are already hard hit by cuts in salaries and increased taxation. In many schools they are now working 25 periods out of 30 periods a week. This G.O. will still further increase their work and thus produce a band of embittered and overworked teachers. What surprises us most is that, as this circular left Fort St. George, the Members of the Government met and decided that in view of a surplus budget, the cut in the salaries of Government employees should be completely restored from 1st April 1933. We do not grudge this good luck to our brethren in Government service. We only like to know what value the members of this Government attach to the words of their chief, His Excellency the Governor, who is reported to have said, that Education should receive the first consideration in any scheme for the utilisation of the surplus. It was expected that the cut effected under "Education" would be restored this year. But instead we are told the cut in Education subsidies to local bodies will be increased from 3½% to 5%. If this is **first consideration,** we can only exclaim, "Oh God, save us from first consideration!"