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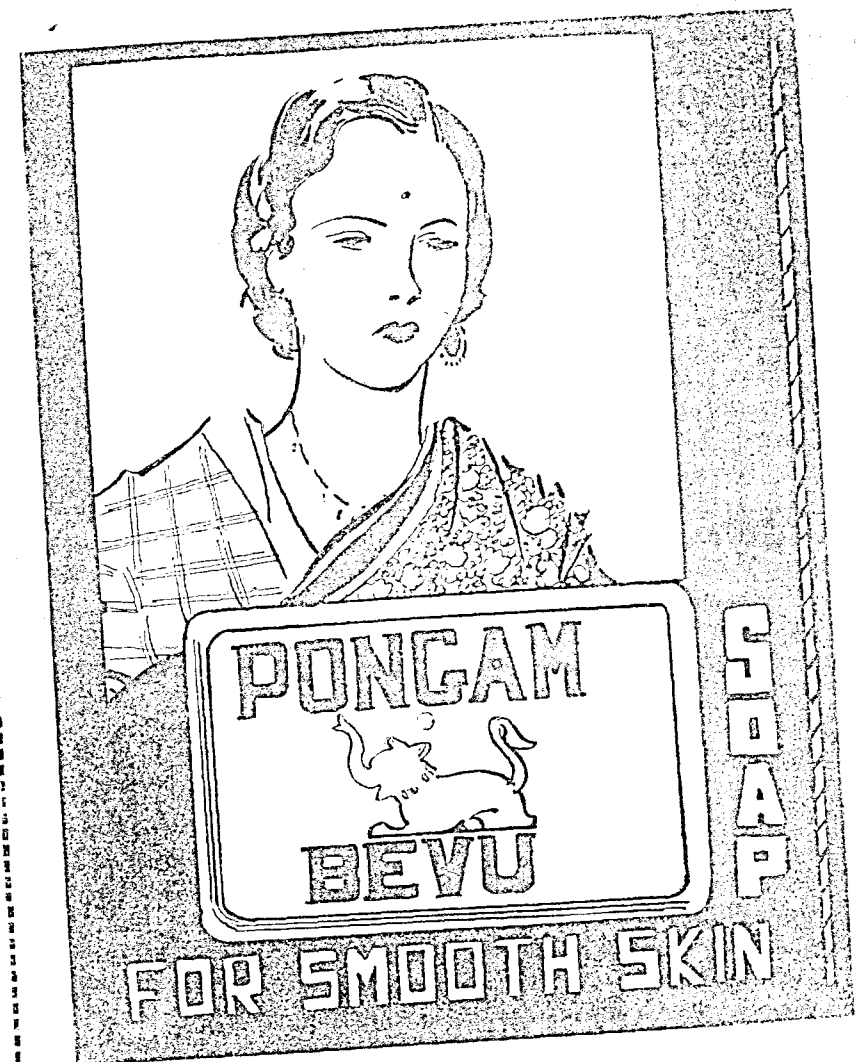
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THE SOUTH INDIAN TEACHER

Vol. IX.

JULY 1936

No. 7

A STATISTICAL APPRAISAL OF THE EFFECTS OF VERNACULARISATION IN SECONDARY SCHOOLS

BY

MR. K. RAGHAVAN NAIR, M.A.,

Research Scholar in Statistics, Madras University.

1. INTRODUCTION

The question of making vernaculars the medium of instruction in secondary schools is a subject of controversy even today. More heat than light has resulted from such controversies. The reasons advanced by the advocates as well as opponents of the adoption of the vernacular medium for class-room instruction and examination in secondary schools have been based purely on sentiments. Few have seriously attempted to subject the problem to a thorough scientific investigation and set at rest the fears and doubts of many an educationist.¹ It is the purpose of this paper to place before the public the results of a statistical investigation conducted by the author, bearing on this vexed problem.

The rapid growth of public opinion in recent years in favour of vernacularisation has induced educational authorities in some provinces to make half-hearted attempts to introduce the system. In the Madras Presidency this system has been working for the last ten years (first introduced in 1925-26), leaving to the option of managers of schools the use of English or Vernacular in teaching non-language subjects in the higher forms subject to certain restrictions laid down by the S. S. L. C. Board.² Even from the first year of the introduction of this reform a

(1) The only previous statistical work on the subject is "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 Mr. M. R. Paranjpe,—Occasional Reports No. 16, Education, India (1932).

(2) See Subsidiary Rule No. 21 of the "Madras Secondary School Leaving Certificate Scheme of 1929. Printed by the Superintendent, Government Press, Madras.

few schools began presenting candidates for the S. S. L. C. examination who answered one or more of the non-language subjects in their vernacular. With the advent of the '1929 Scheme' the number of such subjects increased, as History, Geography and Elementary Science were newly introduced among compulsory subjects. These with Elementary Mathematics formed the four non-language compulsory subjects for the Madras S. S. L. C. examination. Vernacularisation spread also to non-language optional subjects. Of late, the number of schools as well as the number of candidates adopting the vernacular medium for instruction and examination have rapidly increased.

2. THE SCOPE OF THE PRESENT INVESTIGATION

The first Public Examination under the "1929 Scheme" was held in March, 1932. The results of four Public Examinations (1932-35) under the new scheme were thus available when the investigation was taken up. It is of great pedagogic interest to see what light existing statistics shed on the supposed advantages of teaching in the mother-tongue.

The present analysis is confined to the effects of vernacularisation in the study of Elementary Mathematics, Elementary Science, History and Geography as reflected in the marks scored by the students who have availed themselves of the new reform.

It was also decided to limit the investigation to a small area of the Madras Presidency. The reason for such a step is not far to seek. Conditions regarding language are not uniform in the various districts of the Presidency. Some districts are bilingual and some even tri-lingual to which fact may be traced the rather slow response in such districts to the offer allowing the use of vernaculars in class-room instruction due to the obvious difficulty encountered by managers of schools in discovering a common language that can be understood by all the pupils in the same class. It was therefore found convenient to restrict the analysis to one major linguistic division of the Presidency. The division which came in quite handy was the seven Telugu districts of Ganjam, Vizagapatam, East Godavary, West Godavary, Kistna, Guntur and Nellore, which comprise the territorial jurisdiction of the Andhra University.

3. PROGRESS OF VERNACULARISATION BY DISTRICTS

A statement of the vernaculars of candidates who appeared for the S. S. L. C. examination in 1935 from each of the seven districts is given in Table I.

Table I. Statement of Vernaculars (1935).

District.	Tamil.	Telugu.	Oriya	Urdu	Total.
Ganjam	2	271	155	7	435
Vizag	..	633	16	15	664
E. God.	..	809	..	20	829
W. God.	..	562	..	4	566
Kistna	..	715	..	20	735
Guntur	..	912	..	19	931
Nellore	..	347	..	21	368
Total	2	4,249	171	106	4,528

Nearly 94 per cent of the candidates has Telugu as their vernacular. Those offering Urdu as their second language are Muslims who speak Telugu at home. Only Ganjam district can be considered bilingual, the Oriya language gaining one-third strength owing to the proximity of Orissa. The slow progress of vernacularisation in this district, as evident from Table II, can be attributed to the existence of bilingualism.

Table II. Percentages of vernacular answers in Mathematics, Science, History and Geography for each district (1935).

District.	Mathematics.	Science.	History.	Geography.
Ganjam	7.6	0	3.0	3.0
Vizag.	41.0	13.2	61.3	61.3
E. God.	37.2	60.3	81.5	76.3
W. God.	29.2	79.5	96.6	96.8
Kistna	20.7	34.2	41.7	40.9
Guntur	33.4	75.7	61.3	72.4
Nellore	26.5	35.4	69.1	35.9
	29.6	46.9	61.2	59.8

The extent of vernacularisation in each of the four years has been calculated and is presented in Table III. It is clear that a steady progress is maintained. In 1935, vernacularisation has reached the highest level in every district. Even then it is clear from Table II that the percentages for Ganjam fall far below those for other districts in each of the four subjects. We also note considerable disparity in the proportions of vernacular answers in the various districts for each subject. Taking all the districts together, vernacularisation has gone farthest in History and least in Mathematics.

In 1932, out of 4,193 candidates that appeared for the Public Examination, 1,300 were old regulation students (i.e., those studying in V or VI Form in 1929 but not passing S. S. L. C. before 1932), who do not offer Elementary Science, History and Geography. In 1933 their number dwindled to 356 in a total of 4,468. From 1934 they have completely disappeared.

4. SOURCE OF DATA AND 'MODUS OPERANDI'

The Madras S. S. L. C. examination is held in March of every year, and the candidates have to pass, according to the 1929 scheme, in the following six heads:—

	Head.	No. of Papers	Minimum Marks.	Maximum for pass.
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(2)	S. Indian language	2	100	35
	or	2		
	Classical language	1		
(3)	Ele. Mathematics	1	100	35 in any two and 25 in the remaining two and a total of 130.
(4)	Ele. Science	1	100	
(5)	History & Geography	2	100	
(6)	Optional subject	1	100	

Provision is also made for the condonation of failure by one mark in each, in not more than two subjects on fulfilment of certain conditions stipulated by the examining body.

The maximum marks for History are 60 and for Geography, 40. The marks scored in each are combined and put against "History and Geography"—head (5)—in the certificates of pupils. The original mark lists preserved in the office of the Secretary to the S. S. L. C. Board contain the marks scored in History and Geography separately. If a candidate answered any of the non-language subjects in a vernacular the name of the vernacular is noted against his or her name.

All the data used in this investigation was collected from the mark lists kept in the office of the Secretary to the S. S. L. C. Board, with his kind permission.

Candidates were classified in two groups under each of the four subjects, Mathematics, Science, History and Geography according as

TABLE III. PERCENTAGE OF VERNACULAR ANSWERS

District.	El. Mathematics					El. Science					History					Geography				
	1932	1933	1934	1935	1932	1933	1934	1935	1932	1933	1934	1935	1932	1933	1934	1935	1932	1933	1934	1935
Ganjam	0	0	0	7.6	0	0	0	0	19.7	20.7	8.9	3.0	19.7	20.7	8.9	3.0				
Virag	33.6	38.3	40.5	41.0	10.1	12.4	15.1	13.2	58.8	61.7	62.9	61.3	58.8	61.7	62.7	61.3				
E. Godavari	6.8	25.5	31.8	37.2	25.7	26.5	40.9	60.3	31.6	34.9	67.8	81.5	31.6	34.9	62.3	76.3				
W. Godavari	5.5	3.5	13.3	29.2	48.0	48.1	67.4	79.5	90.4	86.1	94.8	96.6	95.9	86.5	95.3	96.8				
Kistna	4.8	17.9	20.8	20.7	0.2	10.6	23.4	34.2	42.4	36.2	38.4	41.7	23.1	15.3	32.4	40.9				
Guntur	6.4	21.1	32.4	33.4	50.4	65.8	68.1	75.7	48.2	54.0	56.7	61.3	46.1	61.3	67.0	72.4				
Nellore	23.4	28.8	32.3	26.5	21.7	32.7	40.6	35.4	38.5	71.1	75.7	69.1	33.8	39.6	43.0	35.9				
Whole Area	11.4	20.4	25.9	29.6	25.6	30.2	38.9	46.9	48.1	51.1	58.8	61.2	44.2	46.2	56.4	59.8				

they answered the subject concerned either in English or in a vernacular. The arithmetic means of marks of candidates belonging to both the groups were calculated for each of the four subjects. These afford the key to our correct judgment of the superiority of one group over the other. For establishing any such superiority the arithmetic means by themselves are of little use. They must be accompanied by their standard errors. This requires the arrangement of pupils in the 'English group' and the 'Vernacular group' in frequency distributions according to the marks scored by each candidate, which, being a very tedious process, was done only for the latest year, viz., 1935.

There is a strong feeling, justified or not, among all grades of opinion that the increasing use of the vernacular for class-room instruction would tell upon the efficiency of pupils in English. This important aspect has therefore to be closely examined. Since a larger percentage of pupils has taken to the vernacular medium for studying History and Geography, this problem can best be resolved by studying the differences in English marks of those answering History and (or) Geography in English and those answering in a Vernacular.

The English marks were first separated under the two heads: (1) those answering History in English, and (2) those answering History in Vernacular. They were re-classified according to the language used (English or Vernacular) in answering the Geography paper. This double classification was found necessary because of a small number of pupils answering one of the subjects: History, Geography in English and the other in Vernacular.

5. ANALYSIS OF MARKS

It is clear from the foregoing that we have to deal with the marks of five subjects, viz., English, Ele. Mathematics, Ele. Science, History and Geography, of which the first is classified under four heads and the remaining four subjects under two heads each, thus giving a total of twelve groups. For the first three years (1932-34) lists were drawn up for each school of the number of students belonging to each of the twelve groups and the total marks scored by them in the subjects concerned. All the schools in the same district were then combined to yield the arithmetic mean of the marks in each of the twelve groups for the district. The results are presented in Tables IV to VI. The bottom rows give results for the whole area.

TABLE IV. AVERAGE MARKS (1932)

District	English (max. = 100)				El. Mathematics (max. = 100)		El. Science (max. = 100)		History (max. = 60)		Geography (max. = 40)	
	Answered H. in English.	Answered H. in Vern.	Answered G. in English.	Answered G. in Vern.	E. group.	V. group.	E. group.	V. group.	E. group.	V. group.	E. group.	V. group.
Ganjam	27.3	26.5	27.3	26.5	38.8	NH	26.2	NH	15.9	17.9	9.8	8.0
Vizag.	30.1	26.8	30.1	26.8	37.2	34.3	28.7	40.3	16.3	17.5	9.4	8.8
E. Godavari	32.8	38.1	32.8	38.1	42.6	45.9	33.8	40.8	16.8	21.8	10.6	11.7
W. Godavari	33.8	31.1	33.5	31.4	38.4	38.8	37.9	39.7	19.8	19.6	8.9	13.1
Kistna	31.5	29.2	31.5	27.0	38.1	38.6	27.6	23.0	17.5	18.9	10.5	11.6
Guntur	32.2	31.1	32.4	30.6	41.2	44.2	33.6	38.1	15.5	21.0	12.6	14.5
Nellore	34.9	32.1	34.9	32.0	38.5	36.8	34.5	33.4	20.6	21.6	11.0	12.2
Whole Area	31.6	30.7	31.6	30.6	39.5	37.5	30.9	39.1	16.9	19.7	10.8	12.0

H. = History.
G. = Geography.
E. = English.
V. = Vernacular.

TABLE V. AVERAGE MARKS (1933)

District	English (max. = 100)		El. Mathematics (max.=100)		El. Science (max.=100)		History (max.=60)		Geography (max.=40)			
	Answered H. In English.	Answered H. In Vern.	Answered H. In English.	Answered H. In Vern.	E. group.	V. group.	E. group.	V. group.	E. group.	V. group.		
Ganjam	33.1	27.7	33.1	27.7	39.4	Nil	29.7	Nil	14.6	18.7	8.9	8.8
Vizag.	26.4	28.0	26.4	28.0	34.5	33.2	28.3	33.0	14.7	18.1	8.6	9.6
E. Godavari	34.9	35.2	34.9	35.2	40.2	43.9	30.9	35.4	16.7	22.7	10.7	12.3
W. Godavari	34.1	29.8	34.0	29.9	32.3	50.6	30.5	26.8	18.3	18.4	11.0	9.5
Kistna	30.0	28.0	30.4	22.8	31.1	35.1	27.8	26.4	15.0	18.9	8.7	11.1
Guntur	31.5	30.8	31.4	30.9	36.9	33.9	30.3	29.4	17.6	20.2	11.9	11.2
Nellore	32.4	30.4	32.7	30.2	35.8	28.9	31.8	36.2	17.2	20.9	10.0	11.4
Whole Area	31.5	30.1	31.6	30.0	35.6	35.6	29.5	30.4	16.0	19.6	9.8	10.5

H. = History.
G. = Geography.

E. = English.
V. = Vernacular.

TABLE VI. AVERAGE MARKS (1934)

District	English (max. = 100)		El. Mathematics (max.=100)		El. Science (max.=100)		History (max.=60)		Geography (max.=40)			
	Answered H. in English.	Answered H. in Vern.	Answered G. in English.	Answered G. in Vern.	E. Group.	V. Group.	E. Group.	V. Group.	E. Group.	V. Group.		
Ganjam	30.4	28.8	30.4	28.8	33.4	Nil	30.2	Nil	15.2	22.2	12.0	7.9
Vizag.	30.5	29.5	30.5	29.5	34.6	34.0	29.9	39.2	14.8	18.1	10.7	11.1
E. Godavari.	29.8	31.5	30.6	31.2	35.7	37.2	29.7	29.7	15.9	18.1	13.9	13.6
W. Godavari	31.1	28.6	30.1	28.6	30.9	37.1	30.3	31.1	16.8	17.5	10.0	11.3
Kistna	33.8	26.0	33.3	25.7	33.0	37.7	33.3	33.6	17.9	17.4	11.9	10.7
Guntur	25.1	27.2	23.7	27.6	37.1	36.0	31.4	31.9	17.5	18.1	12.8	12.5
Nellore	33.7	28.5	31.4	27.6	31.7	32.6	31.0	32.3	17.8	16.6	11.7	10.5
Whole Area	30.3	28.8	30.3	28.7	34.0	35.8	30.9	31.9	16.5	17.8	12.2	11.8

H. = History.	E. = English.
G. = Geography.	V. = Vernacular.

H. = History.
G. = Geography.

E. = English.
V. = Vernacular.

The latter figures show that the average English marks of those answering History and Geography in English are persistently higher than the average English marks of those answering these subjects in a Vernacular. Also, candidates answering Elementary Science and History in Vernacular score better in those subjects than those answering in English. The average marks of the 'English group' and the 'Vernacular group' in Elementary Mathematics and Geography point to opposite tendencies during the three years.

The difference noted above between the average marks of the 'Vernacular group' and the 'English group' in each subject must be either, simply a chance deviation or a true one. It is said to be a true one when the difference is found, on requisite tests, to be "statistically significant." The data for 1935 has been subjected to this process as indicated below.

Since the number of individuals falling in each group is considerably large, we are forced to compress the whole data in frequency distributions before calculating the arithmetic mean and standard deviation. The number and size of the class-intervals were suitably chosen for each subject. Though the marks scored by every candidate are given in whole numbers it must be remembered that the actual scores could have possibly ended in fractions of $\frac{1}{4}$, $\frac{1}{2}$ or $\frac{3}{4}$ and then replaced by the nearest integer. It was therefore decided as an improvement, to place the limits of each class-interval at 0.5 of a mark.

Tables VII to XI exhibit the frequency distributions of the marks scored in each of the five subjects under the various groupings, for the whole Andhra University area.³ At the foot of each table are calculated the A.M. and S.D. of each group distribution. Dividing the S.D. by the square-root of the number in the distribution we get the standard error of the A.M. on the assumption that our distributions follow the Gaussian Law. The standard errors of the A.M.s are also given at the bottom of each table.

(3) Owing to some candidates absenting for certain papers, the total number of candidates for both groups together answering each subject will be found to vary.

TABLE VII. ENGLISH MARKS (1935)

Marks	Answered History in		Answered Geography in	
	English	Vernacular	English	Vernacular
0—3.5	7	13	7	13
3.5—7.5	13	52	13	52
7.5—11.5	29	89	30	88
11.5—15.5	46	131	49	128
15.5—19.5	80	167	88	159
19.5—23.5	139	248	139	248
23.5—27.5	208	286	221	273
27.5—31.5	226	349	236	339
31.5—35.5	250	390	247	393
35.5—39.5	231	337	245	323
39.5—43.5	197	246	202	241
43.5—47.5	126	192	132	186
47.5—51.5	85	118	90	113
51.5—55.5	54	72	52	74
55.5—59.5	28	32	28	32
59.5—63.5	13	13	13	13
63.5—67.5	10	11	11	10
67.5—71.5	4	5	4	5
71.5—75.5	1	3	1	3
Total	1,747	2,754	1,808	2,693
A. M.	33.66	31.60	33.59	31.60
S. D.	11.50	12.36	11.49	12.21
Standard error of A.M.	0.275	0.236	0.270	0.235

TABLE VIII. ELEMENTARY MATHEMATICS MARKS (1935)

Marks	English group	Vernacular group
0—2·5	65	23
2·5— 7·5	105	57
7·5—12·5	153	75
12·5—17·5	172	70
17·5—22·5	159	70
22·5—27·5	223	100
27·5—32·5	251	105
32·5—37·5	315	136
37·5—42·5	317	121
42·5—47·5	303	118
47·5—52·5	268	98
52·5—57·5	221	99
57·5—62·5	193	73
62·5—67·5	132	61
67·5—72·5	103	50
72·5—77·5	79	24
77·5—82·5	42	25
82·5—87·5	23	12
87·5—92·5	22	4
92·5—97·5	9	4
97·5 and above.	3	1
Total	3,158	1,326
A. M.	39·78	39·16
S. D.	19·96	20·29
Standard error of A.M.	0·355	0·557

TABLE IX. ELEMENTARY SCIENCE MARKS (1935)

Marks	English group	Vernacular group
0—3·5	8	1
3·5— 7·5	40	11
7·5—11·5	65	26
11·5—15·5	106	58
15·5—19·5	155	93
19·5—23·5	196	172
23·5—27·5	255	244
27·5—31·5	273	295
31·5—35·5	310	295
35·5—39·5	292	322
39·5—43·5	243	234
43·5—47·5	195	155
47·5—51·5	115	93
51·5—55·5	69	57
55·5—59·5	40	24
59·5—63·5	12	14
63·5—67·5	3	5
67·5—71·5	4	2
71·5—75·5	1	1
Total	2,382	2,102
A. M.	32·34	33·54
S. D.	12·16	10·68
Standard error of A.M.	0·249	0·233

TABLE X. HISTORY MARKS (1935)

Marks	English group	Vernacular group
0—1.5	8	6
1.5—3.5	38	34
3.5—5.5	57	57
5.5—7.5	79	74
7.5—9.5	99	135
9.5—11.5	116	149
11.5—13.5	138	181
13.5—15.5	166	217
15.5—17.5	150	239
17.5—19.5	157	264
19.5—21.5	168	247
21.5—23.5	150	238
23.5—25.5	125	210
25.5—27.5	97	200
27.5—29.5	70	142
29.5—31.5	53	127
31.5—33.5	33	87
33.5—35.5	19	52
35.5—37.5	7	39
37.5—39.5	4	26
39.5—41.5	3	9
41.5—43.5	4	9
43.5 and above.	1	5
Total	1,742	2,747
A. M.	17.79	19.88
S. D.	7.86	8.20
Standard error of A.M.	0.188	0.156

TABLE XI. GEOGRAPHY MARKS (1935)

Marks	English group	Vernacular group
0—1.5	21	45
1.5—3.5	81	131
3.5—5.5	121	260
5.5—7.5	169	261
7.5—9.5	174	295
9.5—11.5	188	331
11.5—13.5	181	299
13.5—15.5	219	279
15.5—17.5	176	235
17.5—19.5	147	174
19.5—21.5	125	155
21.5—23.5	71	98
23.5—25.5	65	58
25.5—27.5	39	40
27.5—29.5	16	10
29.5—31.5	8	6
31.5—33.5	3	4
33.5 and above.	1	1
Total	1,805	2,682
A. M.	13.29	12.15
S. D.	6.51	6.25
Standard error of A.M.	0.153	0.121

Similar frequency distributions were constructed for each district and the A.M. and its standard error were calculated. The results are given in Table XII.

TABLE XII. AVERAGE MARKS WITH STANDARD ERROR (1935)

District	English (max. = 100)		El. Mathematics (max.=100)		El. Science (max.=100)		History (max.=60)		Geography (max.=40)	
	Answered H. in English.	Answered H. in Vern.	Answered G. in English.	Answered G. in Vern.	E. group.	V. group.	E. group.	V. group.	E. group.	V. group.
Ganjam	35.3 ± 0.542	26.8 ± 3.323	35.3 ± 0.542	26.8 ± 3.323	42.5 ± 0.943	33.2 ± 3.606	30.2 ± 0.502	NIL.	13.2 ± 0.308	8.5 ± 1.366
Vizag.	32.3 ± 0.432	28.7 ± 0.667	32.3 ± 0.432	28.7 ± 0.667	35.2 ± 1.073	32.6 ± 1.213	29.9 ± 0.581	35.6 ± 1.074	10.6 ± 0.386	10.2 ± 0.306
E. Godavari	34.3 ± 0.928	36.9 ± 0.400	35.7 ± 0.824	36.6 ± 0.412	40.8 ± 0.765	42.2 ± 1.083	33.2 ± 0.602	33.6 ± 0.387	12.7 ± 0.480	12.9 ± 0.235
W. Godavari	39.6 ± 2.735	28.8 ± 0.527	39.9 ± 2.866	28.8 ± 0.526	37.7 ± 1.013	36.6 ± 1.470	35.5 ± 1.191	33.7 ± 0.539	15.6 ± 1.479	10.9 ± 0.265
Kistna	32.2 ± 0.524	28.4 ± 0.641	32.2 ± 0.519	28.4 ± 0.634	39.0 ± 0.900	47.6 ± 1.586	35.2 ± 0.540	31.4 ± 0.772	13.9 ± 0.309	12.7 ± 0.334
Guntur	34.0 ± 0.535	31.0 ± 0.500	33.4 ± 0.598	31.7 ± 0.462	42.4 ± 0.787	38.7 ± 1.145	32.1 ± 0.742	33.0 ± 0.416	15.6 ± 0.385	12.9 ± 0.238
Nellore	33.3 ± 1.058	34.0 ± 0.689	32.6 ± 0.740	35.8 ± 0.893	39.5 ± 1.189	42.9 ± 2.255	34.0 ± 0.757	38.6 ± 0.824	13.1 ± 0.428	15.3 ± 0.581
Whole Area	33.7 ± 0.275	31.6 ± 0.236	33.6 ± 0.270	31.6 ± 0.235	39.8 ± 0.355	39.2 ± 0.557	32.3 ± 0.249	33.5 ± 0.233	13.3 ± 0.153	12.2 ± 0.121

H. = History.
G. = Geography.E. = English.
V. = Vernacular.

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On applying the test of significance, to the observed differences in the A.M.s of the 'English group' and the 'Vernacular group' for the whole area of Tables VII—XI we find that in the case of Mathematics alone (Table VIII) the difference is not significant. Here, the 'English group' has scored slightly better but not by a significant margin. For all the other subjects the observed differences are significant. We find that those answering History or Geography in the Vernacular are poorer in English than their comrades sticking to the 'English group' in these subjects (Table VII). In the answering of Elementary Science the 'Vernacular Group' is showing signs of superiority over the 'English Group' (Table IX). Table X points to the same conclusion with regard to History. Table XI shows that in the answering of Geography, the 'English Group' has fared better than the 'Vernacular Group.'

Had we confined our investigation to the figures of a single year (for example, 1935), some of the conclusions we are likely to draw from the analysis of 1935 marks, would no doubt lead us astray. A glance at the corresponding arithmetic means of marks for the previous three years tells us that no definite conclusions can be drawn regarding the advantages or disadvantages of using the vernacular medium for instruction and examination in the case of Elementary Mathematics and Geography. In all the other subjects the same tendencies persist throughout.

It is the contention of those opposed to the adoption of the vernacular medium for class-room instruction, that the continued use of the mother tongue in the class-room would adversely affect the students' knowledge of English. The present analysis has shown that students who have adopted the vernacular medium for studying History and Geography are on the average poorer in English than the rest. The question is whether this weakness in English was originally there or was brought about by the rapid progress of vernacularisation. Mr. M. R. Paranjpe (vide his Report) also gets the same results as here and finds a plausible explanation in the fact that in Bombay each individual student is given the liberty of studying and answering in any language he pleases, the non-language subjects History and Geography. Under such conditions, students weak in English naturally feel greater confidence in answering these subjects in their own mother-tongue. In Madras, where the freedom of choice entirely rests with the managers of schools who have to abide by the strict rules of the S.S.L.C. Board that students should answer in the Public Examination only in the language in which they have received instruction, such an explanation falls to the ground. Neither have we any *a priori* grounds to take it that schools originally

weak in English first took up the vernacular medium. There are, of course, strong and weak schools in any subject; but, it is not true to say that managers of schools derive their inducement to introduce the vernacular medium, from the weakness of their students in English.

The statistical evidence at our disposal is too meagre to lead us to a perfectly satisfactory solution of the problem. To say that the scheme of vernacularisation has deteriorated the students' knowledge of English would be making rather a hasty conclusion and perhaps an unjust one too! In the absence of more pertinent data we have to give it the benefit of the doubt.

SUMMARY

The present investigation is based on the marks obtained in English, Elementary Mathematics, Elementary Science, History and Geography by candidates who appeared for the Madras S.S.L.C. Examination from schools in the Andhra University area during the four years 1932—1935.

In all the districts excepting Ganjam, the use of vernaculars for instruction and examination in Secondary Schools is becoming rapidly popular. Of the four non-language compulsory subjects, the extent of vernacularisation is highest in History and least in Mathematics.

The analysis of marks has so far shown that:—

(a) Students answering History and Geography in the vernacular score decidedly less in the English papers than the rest.

(b) Students answering Elementary Science and History in the vernacular score better in these subjects than those answering in English.

(c) Effect of vernacularisation in the study of Elementary Mathematics and Geography is difficult to discern. Results of different years point to opposite tendencies.

In conclusion, I wish to express my thanks to Mr. N. Sundara Rama Sastri, M.A., M.Sc., Lecturer in Statistics, University of Madras, for first suggesting this problem to me and for valuable guidance during the preparation of this paper.

EDUCATION REFORM AND AIDED MANAGERMENTS

By

SIR P. S. SIVASWAMI IYER

The statement in the Government of India's circular letter that a large number of private educational institutions have become vested interests and that their authorities are not prepared to invest further funds to give technical education is, I think, quite wrong and misleading. If private institutions are not prepared to invest further funds, it is because most of them have reached the limits of their own resources; it is not because they have become large vested interests. Whether it is true in the case of institutions which are carried on as proprietary concerns or not, it is certainly not true of a large number of aided schools which are run not for the benefit of the management, but solely in the public interest. For instance, the High School at Tirukattupalli in the Tanjore District with which I am connected is vested in trustees and the whole of the income from endowments which amounts to about Rs. 5,000 per annum is used entirely for the purpose of the school. The Government cannot expect institutions of this kind to find still more funds for the purpose of giving technical education, if the whole of the additional cost is not found by the Government. *Let me also add that I have not hitherto seen any definite scheme of technical education formulated and announced by the education department in connection with secondary schools.* Even the educational authorities seem to have only very loose and vague notions of the kind of technical education that may be usefully combined with the instruction usually imparted in secondary schools. If the idea is that secondary schools should be abolished and only technical schools provided, that is a different matter. But so long as a system of sound secondary education is considered desirable, it is necessary to have definite ideas as to how far a course of technical education may be combined with instruction in the subjects which are considered a necessary part of a course of secondary education and in what subjects such technical education should be given.

EDUCATION REFORM AND AIDED MANAGEMENT

By

HIS GRACE THE MOST REV. DR. L. MATHIAS, S.C., D.D.,
Archbishop of Madras.

Interviewed by the *Madras Mail* on the Government of India's letter recently addressed to Provincial Governments, stating "that a large number of private educational institutions have become large vested interests and that their authorities are not prepared to invest further funds to give technical education," His Grace said:

"In the opinion of Government a large number of private educational institutions which originally came into being with a missionary zeal for uplift have now become large vested interests and their authorities are not prepared to risk the adoption of a system which would certainly reduce their income from fees and, on the other hand, require them to invest further funds to give technical education."

"If Government opinion be correctly reported, I am afraid they must be charged with not having their finger on the pulse of Catholic endeavour. Perhaps they do not even know that each Society in the Catholic Church was brought into being to meet a definite and particular need—and thus though, in the course of the ages, there has been some duplication and overlapping, yet each Society is a specialist in some particular sphere. Jesuits, Carmelites, Franciscans, Benedictines, Dominicans, etc., all these have each their own distinctive work, each member of which has a special vocation (or perhaps we might call it "leaning") towards the special work done by that Order.

SALESIANS SPECIALISTS IN TECHNICAL SCHOOLS

The Salesians of Don Bosco, for example, that great Society to which I have the honour to belong, was founded some 75 years ago with the express purpose of uplifting the poor of the working class by the formation of well trained artisans—and hence wherever the Salesians go you find them planting well equipped Technical Schools. They are specialists in the imparting of technical education, and are recognised as such, so much so that a year or so ago they were given charge of the Government Technical School in Hongkong, and the authorities there were very generous in their tributes to the work done, in this field, by the Salesian Fathers.

India has not lagged behind. Before coming to the South, I was for 14 years Superior of the Salesians in India, and during my tenure of office, technical schools were established in Shillong, Gauhati, Krishnagar, and Calcutta. In Raliang and Saharanpur I set up Agricultural Schools whilst also, to come a little nearer home we started an Industrial School—though on a very modest scale—in Vellore.

But the Salesians have no monopoly of this work . . . similar institutions run by other Catholic Societies are to be found all over India—to mention but a few, Vizagapatam, Tindivanam, Bezvada, Trichinopoly, and Mangalore, and, perhaps it would not be out of place to quote from the last Annual Report of a Catholic, non-Salesian school in Dadar, Bombay. 'We have always felt that the education our boys are receiving, is not of the right kind. We are convinced that the scope to-day for technical, industrial, and vocational training is 95 per cent. leaving barely 5 per cent. for literary education. With this conviction we have been trying to get our boys to take up more manual work. Our attempts do not seem to have any bright outlook. The Indian by nature regards manual labour as something unbecoming his dignity. To make him work with a shovel or with a hammer and chisel is to degrade him—to lower his caste. Nevertheless we have practically decided to open from June next a school for carpentry, a school for typography, a school for poultry farming with agriculture carpentry, and a smithy . . . If our venture meets with the least success, we intend opening schools for tailoring, electric wireman courses, motor engineering and the like. . . .'

The Fathers in Bombay, in the Report cited above, seemed to be a little pessimistic, but the scheme has been well tested in India by the Salesians and proved a great success.

SKILLED WORKMAN

It must be understood that "the aim of Salesian technical schools is not to turn out foremen or bosses, but to make of the boys good, honest skilful workmen, craftsmen, who take a pride in their work—men who would disdain to turn out a shoddy, dishonest, made-to-sell article." Hence the course is a Five Years' one—the boys spend their day in a well-equipped, up-to-date workshop, under the guidance of specialists—in the evening they have their night schools—and so, at the end of their course, they go out into the world with a sound admixture of practical and theoretical knowledge. For the brighter boys, there is added an extra year, what is termed the "Perfecting" year, and it is from this type of boy that the foreman and leader of the future will be drawn.

"Why not try something in Madras", you ask me. I had hardly set foot in this City when I commenced to work for this ideal, but I am

sorry to say *that the authorities have hardly given me the encouragement due*. I have been in correspondence now with Government for nearly twelve months, trying to get what would be an ideal site for our Purpose in Perambur, but they seem to think it too big for us! In Shillong we put up several buildings with 7 departments: printing, book-binding, shoe-making, carpentry, smithy, electrical, and automobile—each department excellently equipped and adequately housed: and yet Shillong has a population of but 35,000 people. In Vellore, which is comparatively speaking, but an overgrown village, nothing grand need be put up, but surely Madras, with its 600,000 people needs a decent sized school. Lady Willingdon who was personally acquainted with our work in Shillong and in the Visitors' Book there expressed the wish that similar institutes should be established all over India, cordially approved of my plan for the acquisition of the plot in Perambur, and—indeed—with her customary, genial and generous kindness—actively interested herself in putting me into touch with the authorities concerned, but—despite her help—the matter is still pending . . . and 'it may be for years, and it may be for . . .'

It is my firm conviction that the future of India lies in a new orientation of her education, and instead of fiddling about with S.S.L.C. syllabuses and chopping and changing High School courses; instead of experimenting to find the magical machine which will succeed in churning out an ever and ever increasing number of B.A. (failed), she would be much better employed in establishing vocational institutes, in the establishment and running of which she will find no stronger allies than the Catholic Church."

AIM LOWER AND GO HIGHER

BY

MR. R. M. SAVUR, B.A., (CANTAB),
District Educational Officer, Madras.

I would like to begin by saying that in this article as in all previous ones I am giving expression to my own personal opinions for what they are worth in the hope that they may serve as food for thought for the critical reader; the uncritical reader—one to whom every printed word is gospel truth—would do well by avoiding reading this article.

Text-books on educational psychology say that there can be no progress without a definite knowledge of the goal or aim. If the question is asked what is the aim of elementary education we shall probably get a dozen different high sounding definitions culled from different text-books. All these definitions invented by Westerners may be quite satisfactory aims for European countries. Are they therefore suitable for India today? Of course every one is aware that conditions say in England are vastly different to the conditions in India. But in adopting an English definition of the goal of elementary education we seem to have completely forgotten the vastness of the difference in the conditions in the two countries.

We have on the one hand a small, rich, thickly populated area, literate parents, well equipped schools and what is most important highly qualified, well-paid teachers. On the other hand we have huge masses of poor illiterate parents thinly scattered over vast areas, ill-equipped schools many of which lack even books (some lack even pupils), and ill-paid comparatively ignorant teachers. Yet we have in our elementary schools the same subjects that one would find in the curriculum of an English school. Not content with this we have one group of educationists agitating for an agricultural bias, another for a vocational bias, a third demanding compulsory 'Hindi' to be taught to children who have not yet learnt to read their mother-tongue—and so on. And who are the teachers to teach these subjects? Half starved teachers with the most elementary knowledge of some of the subjects and entirely ignorant of the others. I think it was Huxley who said years ago something to this effect—that it is a great mistake to think that an elementary knowledge of a subject is enough to teach the elements of it to beginners. Yet the word bias seems to have acquired so much prestige that we teachers are silenced and awed into acquiescence when we hear it.

What is the consequence of all this? Let the reader step into any elementary school—even the smallest, worst equipped school in the cheri of the remotest village and he will find an approved syllabus of studies in language, Arithmetic, History, Geography, Nature study, Hygiene, Civics, etc., etc., and a time-table on the wall providing periods for teaching each and every one of these innumerable subjects. And what does the pupil actually succeed in learning? Statistics available to every one show that it is only a very small fraction of the vast numbers that enter standard I that reaches standard V. Yet it is extremely doubtful whether even these persistent few actually receive that amount of education that is necessary to convert an illiterate into a barely literate person.

Can it be that in attempting a multiplicity of subjects we fail to impart even that irreducible minimum of education necessary to make a literate child out of an illiterate one? Is it not possible that by attempting a little less we shall achieve little more than we are achieving now? Should we aim lower may we not go higher? If there is any truth in this should we not concentrate all our energies and direct all our resources towards achieving that irreducible minimum—literacy?

The sum total of human knowledge is so vast that even a full life time is too short a period to acquire more than a minute fraction of it. Four or five years in an Elementary school are too short a period to acquire even that part of it which will be “useful” to the child, immediately and in the future. Even were the acquisition of useful information a sound principle on which to base the secondary school curriculum, it is quite unsound for elementary schools as the elementary school life of a child is too short to acquire thoroughly even the necessary skills—reading, writing and simple computations. Considering the rapid advance the country has made towards political freedom and the further rapid advance that are likely to be made in the near future, the rapid conversion of an illiterate electorate into a literate one is of paramount importance. When we consider the extremely limited funds at our disposal it becomes all the more imperative that we should moderate our present pretentious aims. The immediate less pretentious aim should therefore be to ensure that every child—of course there will be a small percentage of mental defectives who will never learn to read or write—which enters school learns at least to read and write—to read with comprehension and to write intelligibly. If after succeeding in this we have still some time and money left we can go in for frills. For some time to come—that is to say until we can get better qualified teachers and universal compulsory education—this should be our sole aim. All ideas of a curriculum loaded with useful knowledge subjects should be dropped. Any man who can read with comprehension can always acquire any knowledge that he

wants just when he wants it; and that is the best time to acquire useful knowledge. To stuff a child with information now because it might come in useful sometime when he is an adult is as ridiculous as eating ‘six meals to-day because to-morrow one is going on another tour and may not find time for a square sit-down meal *en route*.’

Were what I have said above entirely original and novel then one can understand the error that most elementary schools and most teachers are committing. But these ideas are neither original nor novel. The possibilities of such an error being committed must have been foreseen by those farseeing people who framed the Elementary Education Act and the rules under the Act. The warning stares one in the face in the first page.

Under section 3 (v) Elementary education, we find “Elementary Education shall mean the imparting of instruction in a vernacular in reading and writing, arithmetic, drawing, nature study and physical training and in the case of girls’ schools, needle work.”

It may* also include the following additional subjects.

Hygiene, First Aid, Geography, History, Civics, English or a Vernacular of the Presidency, Practical instruction. (* Italics are mine).

It is obvious that the Elementary Education Act divides subjects into two classes. One class consisting of a few subjects an elementary school must teach and another of subjects that a school may teach. Why has this differentiation been made?

A man with strictly limited means must first buy the essential loin-cloth before he buys neckties and collars. Only that school must attempt History and Geography which has made certain of imparting literacy. In my opinion one of the main reasons for the failure of our elementary schools is that they have been attempting far more than they can accomplish. By aiming too high our elementary schools have been achieving next to nothing. It would be wiser, now at least, to be less pretentious in our aims. If we aim lower probably we would go higher. Let us concentrate on seeing that the majority of the children who enter school receive the irreducible minimum of education. What then is the irreducible minimum? Under prevalent conditions what we fail to teach a child does not matter so long as we teach it to read. At present reading ability is not acquired by children in our elementary schools.

Because we have taught we presume the child has learnt. Because we have taught the child to read an inadequate text-book by innumerable

repetition we presume the child has acquired the ability to read. When later some one discovers the ex-school boy cannot read we explain it by saying he has forgotten what he must have learnt. We give this phenomenon a name. We call it "relapsing into illiteracy". Thereby we set ourselves an additional problem to solve. How can there be a "relapse" into illiteracy when the child never slipped out of its illiterate condition?

My advice therefore to the average elementary school teacher is:—
AIM LOWER AND GO HIGHER.

ACCIDENT PEOPLE

By

AN ASSISTANT MASTER

"GIRL RUN OVER BY BUS:—A girl aged 14, engaged in road repairs was knocked down and run over by a bus, resulting in her instantaneous death. The bus driver reported the accident to the Police."

BOY ELECTROCUTED:—"A boy of six years by name Subramanyam happened to touch a live electric wire. He was thrown down on account of the shock and died immediately."

A HARBOUR COOLY CRUSHED:—"A workman in the harbour died under tragic circumstances. He slipped and was soon caught under the wheels and his body was crushed to death."

"A LITTLE BOY AGED 12 was the victim of an accident in..... He was knocked down by a motor cyclist, who, to avoid a bullock cart swerved to the right when the boy was knocked down. The boy sustained serious injuries."

The driver of the bus might have been careless, the live electric wire might have easily been mistaken for something to play with, the harbour cooly might have been tired and worn-out and the little boy might have been running about in the road, as though it were a playground. The public, very often give these explanations. It is equally possible that every one of these victims might have been accident-prone, the new phrase which psychologists have coined to describe a type of persons more often susceptible to accidents and risks than others. It is a common notion that most of the road accidents are mainly due to recklessness of drivers of motor vehicles. Yet if one should peruse the reports of enquiries held over such accidents, one would notice that in a large number of cases, the verdict is "accident" and the driver is held blameless. It is as it should be. Drivers of motor vehicles have generally to satisfy the licensing authorities of their ability to drive carefully. The penalty for careless driving is so severe that no driver of a motor vehicle can afford to be negligent or reckless. Accidents occur not only in roads and in respect of motor vehicles; they occur in railways, in workshops and factories, in schools and playgrounds nay even in houses. In fact accidents may happen anywhere. It is a popular notion about accidents that they merely occur as a result of carelessness. Hence the subject of accidents has not been taken up for extensive

scientific investigation. It is however interesting to learn that the German Insurance companies held even a hundred years ago that certain persons were liable to accidents. This liability to accident was based on the nature of the occupations. Quite recently however an interesting investigation on the psychology of accidents was conducted by Prof. Karle Marbe of the University of Würzburg (Germany). A brief account of his investigation was published in 'The Human Factor' for March 1935. His investigation reveals that a more direct cause for accidents than occupational conditions is a certain human factor.

He studied a large group of persons engaged in risky occupations. He divided them into three groups.

Group I. Had not experienced any injury or accident in the previous month.

Group II. Had experienced one accident.

Group III. Had experienced more than one accident.

He maintained a table of accidents relating to these groups and found at the end of the month:—

Group I had an average of .52 accidents; Group II, had an average of .91 accidents; Group III had an average of 1.34 accidents.

Another investigation concerned 3,000 officers of the German Army. They were for purposes of study divided into 10 units and each unit was divided into 2 groups—accident prone and non-accident prone. Accident sheets for all the 10 units were carefully maintained and it was found that the accident-prone group in each unit met with a greater number of accidents than the non-accident prone.

A third investigation regarding soldiers who were on off-duty also revealed the same tendency. In this investigation (a) soldiers engaged in office work, (b) soldiers engaged in outdoor work with no special risk, and (c) soldiers engaged in occupation involving considerable risks were studied. Accident sheets were maintained and the relationship between present accidents and previous accidents was more marked. Risky occupation did not produce a greater number of accidents. The Professor carried on his investigation to school children. A group of 144 children were selected from three schools. The headmasters of the respective schools were requested to prepare accident charts for them. The group was divided into two sub-groups, the accident-prone and non-accident prone, on the basis of the Headmasters' report. The two groups were subjected to two tests: The Pea Test and the Bottle Test.

In the pea test, each child was given a beaker half full of peas and six test-tubes and was asked to shake the peas equally into each test-tube. To spill a pea or to put one too many was counted an error. The number of errors of the accident-prone group ranged from 14 to 38. In the other group it was around 8. This study revealed a very important tendency. The number of errors in the accident prone group, was greater in the younger children, i.e., children in lower grades and it decreased in the higher grades. In the non-accident group, the number of errors had little or no bearing on either the age or the grade of the child. It was almost the same in all grades.

These investigations show that there is a human factor to be reckoned with in accidents and that this human factor is susceptible of training. Educators have to realise that there are some people with an inherent tendency to accidents and must so train such people as to get over that tendency. Such people ought to be found out when they are quite young and trained. In recent years psychologists have been concerning themselves about finding this prone-ness to accidents but as yet have not been able to devise any test for general accident-proneness. A lead has been given by the Board of Medical Health Research in England. They regard as the main fact in avoiding accidents quick mental reaction coupled with good muscular co-ordination. To test these traits they have devised a machine. A roll of perforated paper is passed over a brass drum. The subjects of the test have to stab the holes; they pass, if they succeed in hitting at the holes, but if they hit the paper too often they fail. At the National Institute of industrial psychology there are many devices to test accident prone-ness of people engaged in different occupations. It is interesting to find that one who is susceptible to accidents of one type will be quite safe as regards other types of accidents. Thus there are tests for Electrical workers, air folks, drivers of motor vehicles, etc.

Other factors tending to increase accidents are fatigue and worry. These play a prominent part in taking people into accidents. Psychologists say that a remote cause for accident is the unconscious or rather sub-conscious urge in the victims to get into accidents. This urge arises from an overwhelming dissatisfaction. If accident-prone people could be marked out and treated psychologically, if the worker and the work are fitted one to the other, if fatigue and strain be avoided, then accidents and accident-proneness would diminish—nay accidents may disappear altogether.

IF! It is a big if and impossible of achievement in the near future or even in any distant future. But it should be possible to so organise

the educational system that every child should be trained and educated to adjust himself properly to the world in which he lives. This can be done by acquainting the young pupils on Safety-First principles. It is true that the human mind is characterised by an obstinate unwillingness to accept unpleasant facts. How often have we noticed the child taking no heed of a danger till he actually experiences it and suffers pain! This instinctive resistance has to be broken. The children should be helped to profit from other people's experiences and should not be left to slowly adjust themselves to situations as they rise. For we have seen accident-proneness is a growing tendency and must be eradicated at the earliest stage possible.

This can be done by having a definite programme for Safety First education in all primary schools and middle schools. In the school its purpose will not be creating merely a road sense (Road accidents are so prominent that all measures to prevent accidents in general are taken as preventing Road accidents). It has a higher objective. It has to start from the simplest personal and physical relationship and reach the most complicated social and moral relationship. The child of to-day should be educated not only for competition and competition in a different world but for co-operation. Safety First Education in schools must have at its back the development of an attitude of mind which shall recognise the supreme worth of the individual's personality and a regard for his social relationship. The White House conference on child education has set forth the following as the objectives of Safety First Education:—"The general objectives of Safety First Education is the development of such safety habits, safety attitudes and safety skills as will cause a decrease in the number of accidental deaths and injuries to children, produce safer adults for the future and give to each individual freedom from fears and conditions which may restrict his enjoyment of life. The importance of activities in a Safety programme is the direct result of habit formation as one of the results of that programme. Attitudes are important too and a child who has been taught safety effectively should have distinguishing characteristics." Schools can do a lot in the direction outlined. But they need the active assistance and co-operation of the public and the Government. In England and in America the schools work in close co-operation with National Safety First Associations. Safety First Education is an integral part of the school curriculum in American Elementary, junior and senior schools. In England the National Safety First Association of England is working in very close co-operation with the schools and much of its success depends on the interest in the association taken by the public and the ministries of Health, Education and Transport.

In Madras too, the need for a Safety First programme is great. The Corporation authorities have introduced Safety First as a subject to be taught in the Elementary schools. A useful primer on Safety First prepared by the Bombay Safety First Association and published by Messrs. Longmans Green & Co., Ltd., is used as a text. But this only touches the distant fringe of the problem. A Safety First programme for all school children and for all adults too is necessary if we are not to pass through the alarming accident statistics which compelled other countries to interest themselves in this line of educational activity. Much propaganda has to be done in the form of leaflets, and posters and short weekly talks to adults and children, Safety First cinema shows to children, etc. It is commendable that the South India Teachers' Union is interesting itself in Safety First and is publishing a series of Safety First pictures as a supplement to its Tamil magazine *Balar Kalvi*—a journal largely subscribed for by elementary schools. A central voluntary organisation having the co-operation of the public, the Government and the teachers can do a great deal in enabling the citizens of Madras to develop a safety sense. The Mayor of the Corporation is now evincing keen interest in the civic affairs and is giving a lot of his personal attention to problems that go to increase the amenities of life in the city. Would he interest himself in this vital problem and help to organise and work a Safety First Association in Madras?

AN ILLITERACY PROGRAMME

(From the Proceedings of the 63rd Annual Meeting of the National Education Association of America, 1925.)

The purpose of this paper is to set forth the situation in the United States with regard to illiteracy, to set up a goal towards which to work and suggest the agencies by which the goal may be attained. Very few of the facts contained in this paper are new. They are to be found in the various bulletins of the National Education Association and of the United States Bureau of Education and in magazines and other publications, but so far as the author knows they have never been brought together as this paper proposed to do.

Before we can intelligently discuss the problems of illiteracy we must agree upon a definition of illiteracy But who is an illiterate? Clearly from a practical social point of view it is one who has not mastered the arts of reading and writing sufficiently to use them in daily life. And this implies ability to read the newspaper and to write at least family letters. Unfortunately we have no census of a State or of a community based on such a definition. However, we have some very illuminating and disturbing data furnished by the tests given by men in the first army draft at the beginning of the world War. It will be remembered that leading psychologists through carefully devised examinations tested the mental ability of more than 1,500,000 men in the first army draft to determine the line of service for which they were best fitted. These tests incidentally revealed the conditions of literacy among these men. The results showed that 24.9 per cent of the men examined could not read ordinary English or write a letter home. Here was a practical test of literacy and the finds were humiliating and alarming. Taking the army tests as a basis, it is reasonable to accept the conclusion of the Illiteracy Commission of the National Education Association that there are approximately 20,000,000 of our population above the age of ten who are practically illiterate, i.e., who cannot effectively use reading and writing in any language in their daily lives.

The standing of the United States among the leading nations of the world, with reference to illiteracy, is not flattering to our pride. Our rank is tenth, with an illiteracy percentage based on the census of 1920 of 6 per cent, while Germany and Denmark lead the list with a percentage of less than two tenths of one per cent. Our nearest contestants for undesirable honours are France with 4.9 per cent and England with 1.8 per cent of illiterates.

Here, then, is our situation. Now, let us look for causes. Outstanding are three—inadequate schools, inadequate and unenforced compulsory attendance laws, and immigration. Immigration is a large fact as it supplies two fifths of our illiterates. Our ignorance and pride incline us to blame immigration for most of our illiterates, but the fact is that three fifths, that is, three millions of our five million illiterates, are native born, and of the native born illiterates approximately one and a quarter million are white and one and three quarter million are coloured. We then must blame ourselves and no one else for our three million native illiterates above the age of ten. The cause of this native illiteracy is two-fold—poor school facilities and unenforced compulsory school attendance laws. In some of our States which rank well educationally, we are still breeding illiterates in sections which are sparsely settled and in certain States which are educationally retarded the situation is extremely disheartening. We have decreased illiteracy but one per cent in ten years and the last census returns show a half million native-born illiterates between ages of ten and twenty and what is more alarming, the last available figures for a complete year show that 1,437,783 children between the ages of ten and thirteen did not attend school a single day. Unless we mend our ways the problem of illiteracy will vex us for a hundred years.

But why bother about illiteracy? There is less of it in the United States and in the world than ever before. What if a few millions of adults and children above ten years old cannot read or write? The human race existed on this planet several million years before written language was invented. There are enough who are literate to look after the concerns of humanity. Let the illiterates enjoy their ignorance. The reply to this let-alone argument is threefold. The first is humanitarian, the second is economic and the last is patriotic. In the first place, then, we campaign again illiteracy for the purpose of subtracting from human misery and adding to human happiness. In this day of print, when the sleepless printing presses are turning out tons of literature in the form of daily papers, of magazines, and of books, in this day when the world, so far as inter-communication is concerned, has shrunk to the size of a country of a century ago, it is pathetic to think that there are millions who are unable to get instruction or enjoyment from the printed page. When for any reason whatsoever we are personally deprived for a time of the pleasure of reading we begin to appreciate in a small degree the pathetic condition of those to whom written language is an impenetrable mystery. The humiliation and the loss of self-respect which come to those who are illiterate is something we can only imagine. Illiteracy is a badge of inferiority, a disgrace which is felt by every one to a more or less degree who is a victim of

it. The testimony of those who in adulthood have learned to read and write is touching and compelling. A world-wide war against illiteracy would be justified on purely altruistic grounds, for happiness is a legitimate human goal.

But there are other considerations as well. It was a maxim of Napoleon that an army travels upon its stomach. So does a nation, so does the entire human race. We are assured by the world's best authorities that the human race is nearing a critical situation so far as food supply is concerned. Most of the nations of the old world have already arrived at the stage of over-population. The new world is approaching the saturation point. It will require all of the enlightenment and intelligence that the world can muster to safely adjust population and food supply. The hope of the world in this direction lies in the development, popularization and spread of scientific knowledge. Here enters education. It takes educated brains to produce wealth. The illiterate is economically inefficient and unproductive both for himself and for society. Compare the most illiterate and the least illiterate States with respect to the production of wealth and note how the balance tips in favour of literacy. In 1920, the *per capita* production of wealth in the five States which had maintained the most efficient school systems, measured by the Ayer's scale was nearly double that in the five States which had maintained the most inefficient school systems. Franklin K. Lane estimated that illiteracy is costing the Nation \$825,000,000 annually. The commission on waste in Industry estimates \$1,000,000,000 in the United States on account of preventable sickness. These amounts each approach closely the total cost of our public schools. The only remedy for these enormous losses is education. Illiteracy breeds ignorance, unproductiveness, poverty, ill-health, and low moral standards. For economic reasons alone the struggle against illiteracy must continue.

But there is another consideration which impels us forward in the effort to eradicate illiteracy, and that is patriotism—our interest in the stability and perpetuity of our political and social institutions. With a faith in the political capabilities of the common man, which to the rest of the world seemed fanatical, this Nation established manhood and has added womanhood suffrage, and in several States the primary, the initiative, the referendum and the recall have been adopted. The Government of this mighty Nation is in the hands of the people. Public opinion elects our officials and controls them while in office. The ballot is at once the hope and menace of all democratic nations. It is a saviour of life unto life or death unto death. An ignorant ballot is a menace and a threat, and intelligent ballot is a well-placed stone in

the foundation of the republic. A voter who cannot read is necessarily a prey of the demagogue and the political and social profiteer. The number of such voters is appalling. In 1920, 4,333,111 illiterates were twenty-one years or over, and consequently voters. In many of our States this unintelligent mass would be sufficient to turn an election and decide tremendous issues of social significance. In the old New England days the town meeting was the form of public discussion and through such discussion the intelligent though illiterate man could become informed on public questions. That day is gone for ever and the printed page in book or magazine or daily press is the source of information. A voter who cannot use the printed page cannot hope to be informed and consequently is a dangerous voter. The country cannot safely perpetuate him.

We have now considered the present situation, the cause which produced it and the reasons for an unceasing campaign against illiteracy. It remains to consider our objectives, ultimate and immediate, and the methods by which they are to be attained. Of course, our ultimate objective is the banishment of illiteracy from the United States. Our first immediate objective should be the stoppage of the supply of illiteracy. We stand today in the situation of a man who is pulling victims out of a river while someone above is throwing them in. He has a perpetual job. The only sensible thing for him to do is to dispose of the men throwing the victims in. Analogously it should be our first business to stop the creation of illiterates. A generation at most would settle the matter if no more illiterates were bred.

We have found that immigration has been responsible for 2,000,000 of our illiterates. Our new immigration laws will greatly reduce, though they have not yet wholly stopped, the influx of illiterates from alien lands. The Bureau of Immigration reports that 11,356 persons who could not read or write were admitted to this country during 1923. The second source of illiterates is insufficient schooling. Here the line of procedure is evident. Our States that are backward educationally must have more and better schools. If the amendment to eliminate child labor becomes effective, as no doubt it will, one source of illiteracy will be stopped, for when States quit working their children there is hope that they will send them to school. Throughout many of our States there must be a better enforcement of the compulsory education laws. No blow at illiteracy would be more effective than one delivered against laxity in the enforcement of the laws compelling school attendance. Need or greed or the indifference of parents should not be permitted to rob the children of the United States of their rightful inheritance through the public schools and to weaken our social and political structure through the breeding of illiterates.

The prevention of illiteracy through better school facilities and a rigid enforcement of attendance laws is clearly up to the States. An educational campaign of a fervid type is needed in some States to create new ideals and set up new standards. Nothing is so hard to change as custom. What stands in the way of what should be.

It is equally true that the education of adult illiterates belongs to the State. Illiteracy is a social blight and the resources of the State should be pledged to its removal. A matter of such general concern should not be left to philanthropy. A state programme administered through the office of the State superintendent of education is the sound and approved method of procedure.

We have stressed the responsibility of the States in preventing and removing illiteracy, but this does not dignify that we think the Federal Government has no responsibility in the matter. On the contrary we hold that education is a national concern and that the Federal Government should co-operate with the States in promoting it.

The country is ready for a great forward movement against illiteracy. Since this is distinctly an educational movement we have a right to look to the educational forces of the States to initiate it where it has not already been launched. The years ought not to be many until every State is thoroughly and effectively organized for the purpose of removing the dark disgrace of illiteracy from our fair land.

GLEANINGS

THE EXAMINATION OBSESSION

"SERVILE MIND!"

"Unless the habit of working and teaching for examinations before everything else is abjured I see little hope of the type of education which alone can save democracy and bring up a race of free men and women."

These words were used by Dr. A. W. Pickard-Cambridge, President of the Educational Science Section, in an address on "Education and Federation," a subject which, he suggested, had a "peculiar practical interest" to-day. In Germany, Italy and Russia we were watching the complete subordination of the individual to the State, not only in his external life and action but also so far as education and propaganda could achieve it, in thought and will. We would be blind who did not see the same tendency at work among ourselves.

PARTY DISCIPLINE

"We call ourselves a democracy, and the essence of democracy is that it rests upon the free expression of individual thought; but the rigidity of organization in our political parties has increased during the present century to an ominous degree, and with it the application of what is called "party discipline," depriving the individual of all freedom of action and speech whatever freedom of thought he may privately retain. Some of those who listen to me would not, I am sure, have to look far to find not merely Parliaments or Municipal counties but even education committees in which the vote of every member of a party, on questions imperatively demanding free and open discussion and not suggesting a division by parties at all, is determined by a previous party meeting, so that, whatever the discussion may bring forth he dare not vote otherwise, on pain of being drummed out of his party, and the spectacle of the management of, for example, higher education in some great city or country by such rigidly organized majorities, most of whose members may never have received any higher education themselves and may have little or no knowledge of schools or of teaching, and yet may not deviate an inch from the course marked out for them by their organizers, whatever considerations may be urged by persons of experience and independent judgment, is a spectacle in which comedy and tragedy are about equally blended."

EXAMINATIONS CONDEMNED.

He ranked examination (he went on to say), not in themselves but as they were treated in most schools at the present time, among the worst enemies to education in freedom of thought and independence of judgment.

"Examinations can be, and should be invaluable aids to education, but it is a condition of this that they should be only an incident in the work of the school, testing at convenient points the work of both teachers and pupils and really, and not merely by profession, following and not directing the curriculum. Their usefulness is undoubted in training the young mind to do what it will continually have to do afterwards—namely, to bring whatever knowledge and resource it may have to bear on a particular point at a given moment, and in this both intellectual and moral qualities are involved.

"But where the whole work of the school is planned to cover or lead up to the syllabus of some particular examination, where every subject is studied at a

rush in order to work into the pupils' minds what are virtually prescribed answers to questions which may almost be said to be prescribed, so narrow is the range from which they can be drawn, where the teacher does not dare to encourage his pupils to think, where he cannot go at his own pace and cover in his own way the ground which he can effectively cover, for fear of the effect on the statistics by which the local education authority, knowing little of education, judges the efficiency of his school and his own fitness for promotion or by which the employer, knowing even less, judges the suitability of individuals for purposes never contemplated by the examination authorities—these examinations are a very mischievous thing.

"No one who has seen much at any rate of secondary schools, and has heard on every speech-day the predominant emphasis on the results of examinations, and the proofs which every school confidently produces that its averages are above those of the whole country, can doubt that the attitude towards examinations which is forced upon schools is wholly wrong, and I have no doubt that herein lies the chief obstacle to an education which should produce men and women of alert and independent minds, proof against ready-made answers to any problem, adaptable and originative and with the powers of vision and of criticism with which nature has endowed them unblurred and ready for use.

AN UNHAPPY FAILURE

"The thing most essential is to distinguish examinations as an aid to education from examinations as a test of fitness for purposes external to the school. As it is the attempt to combine the two aims has had a sufficiently long trial and has proved a most unhappy failure. The external purpose has virtually eclipsed the internal. I should certainly not abolish examinations, even external examinations—which may be of great use to a school if they are based on the actual and freely arranged work of the school—but there should be no issue of certificates of any kind nor any publication of results beyond the school itself.

"Scholarships and positions outside the school might be awarded for the most part upon special examinations involving no specially prepared work, and much more weight might be given to school records (in schools much more thoroughly and regularly inspected than at present), and the activities of local education authorities might be restricted so far as possible to the non-educational aspects of school life and work."

"The suggestions he had made, he said, had nothing new in them. His object had been "to assert that these are no matters merely of theory or of finance or of administrative or political convenience, but of vital and immediate urgency if we are not unconsciously to bring up a race which, with its mind stunted, its capacity for freedom undeveloped, will be the easy prey of the politician, the journalist, and the dictator; and that if a free democracy is to continue we must educate for it, for in many respects our present educational system is better calculated to produce a servile and passive mentality than to elicit an activity of mind and an independence worthy of free men and women."

(*The Punjab Educational Journal*, July 1936).

JUVENILE CRIME: CAUSE AND CURE

The "Sunday Times", Madras, has the following extracts on Juvenile Crime—Cause and Cure. We are sure teachers will read them with interest as they reveal the many causes underlying the various discipline problems in the class-room.

In a group of boys the trained observer can quickly detect the potential delinquent. If all teachers were trained to recognise and deal with such boys there would be an enormous reduction in juvenile crime, writes Dr. Alfred Adler, the famous psychologist, in the *Daily Herald*.

A characteristic which all potential delinquents have in common is a lack of social interest. By this I mean inability to co-operate with others to contribute something to life. The development of social interest is absolutely essential if a human being is to be healthy and happy.

Pampering, on the one hand, neglect on the other, are able to inhibit in children the development of this all-important social interest.

A SELFISH START

They expect life to do everything for them. They do not wish—or feel unable—to make a contribution in return.

In the neglected child this attitude is caused by a fear of life, which he feels to be hostile.

In the pampered child it is caused by an expectation that everything should be brought to his feet.

In either case, they become "getters" rather than "givers". And "getting" is followed by "taking". They completely disregard the rights of others and set out to help themselves.

It is easy to detect the type with this tendency in any group of boys, and one can safely prophesy that sooner or later, when the pressure becomes strong enough, or opportunity sufficiently tempting, such a one will, become delinquent.

HANDSOME FACE

An observer will also notice amongst a group of young criminals some boys who are exceptionally handsome. These are probably those who have been pampered.

A handsome face can be a boy's ruination if it leads his relatives and friends to make such a fuss of him that he comes to think he has a sort of pre-ordained right to the best of everything.

Such a boy (or girl) when finding that the big world does not conform to the pattern he has been used to, is inclined to think himself entitled to go out and take what he fancies.

MAKES HIM WORSE

When you understand the mind of the delinquent you realise how hopeless it is to send such a person to an ordinary prison.

He does not spend his time there repenting the error of his ways and deciding to reform in future. He spends it in searching for his "little mistake" and vowing to be cleverer next time. He is itching to get out and try in order to reinstate his self-respect.

He exchanges experiences with the other prisoners, each of whom is also looking for his "little mistake". They pool their experiences and are encouraged to try again in the light of increased knowledge. Prisons, as at present constituted, are not a reforming influence but a breeding-ground for increased delinquency.

THE ONLY REMEDY

The fact that retired criminals often make tip-top craftsmen shows what society is losing through so much of its human material operating during its prime as an enemy rather than as a friend. The loss is the worse in that it is unnecessary.

There is no reason why potential delinquency should not be cured in youth.

The remedy is to develop social interest by providing creative instead of destructive activity.

I believe that if teachers and psychologists could co-operate in schools to this end we could arrest delinquency at its source and direct what is at present a destructive force, feeding on society, into a powerful influence for construction and good.

WHY CLEVER CHILDREN GROW DULL

Have you ever noticed that "clever" school children are usually small, thin and dislike games?

What is the explanation of this? A London physician says that it is because the brain, as a result of too much of study, monopolizes the "vital force" at the expense of the body.

It is not sufficiently widely recognised, he continues, that the mere action of growing and developing throws a big strain on a child's physical and mental powers. Only the most robust have sufficient energy both to grow at a normal rate and to study.

And when a child is forced to cram things, not only does the body suffer in health but the brain also gets weakened in course of time.

That is why most children who are early "clever" do not rise above mediocrity in later life. And that is also the reason why many of the "backwards" become outstanding successes.

And he illustrates this theory by the following example:

Consider a simple apparatus like the electric accumulator. If it is to give good service it must be charged at a certain rate, and only a fixed amount of electricity must be put into it. If either of these facts is exceeded, the plates will be buckled and will be ruined.

Now the human body—particularly the body of the child—is very like an accumulator. It is safe to pump only a certain amount of knowledge in at a certain speed. Naturally, the amount and the speed will vary with individuals, just as it varies with different types of accumulators. But the limit is there, and it is fatally easy to exceed it.

So the brilliant and intelligent child should receive more encouragement from the teachers and parents in body-building than in studies, so that in later life he can, with a carefully matured body and mind, shoot up like a rocket instead of getting "old at forty" as at present.

MALNUTRITION AND CRIME ARE CLOSELY RELATED

Crime is closely associated with malnutrition—observed Dr. Elizabeth S. Chesser, in an address to the Women's Conference at Blackpool.

"Many forms of delinquency—from hooliganism to the gangsters' exploits of this so-called civilization", she said, "are associated with malnutrition."

Women, especially, she said, should know everything about food values and dietetics. Without that knowledge they cannot call themselves educated.

(Sunday Times, 7th June, 1936.)

FROM THE LEAGUE OF NATIONS

COMMITTEE MEETINGS OF MAJOR INTERNATIONAL ASSOCIATIONS

The Joint Committee of Major International Associations consisting of representatives from about thirty associations, constituted for different purposes—educational, social, religious, charitable, womens' suffrage, etc.—met this year in Geneva on July 6th. The main points discussed were, the problems of unemployment among young intellectual workers, the tendencies displayed by international congress held since 1935, relations between East and West, the Press, and education for peace.

In discussing the question of unemployment, the Committee considered the drafted by Rev. Fr. Dubois in co-operation with the International Labour Office and the International Institute of Intellectual Co-operation. This report defined the scope of the problem and referred, *inter alia*, to the establishment of university statistical offices; the reform of secondary education to prevent it from being regarded as necessarily leading to the university; prohibition of holding two posts simultaneously; lowering of the age of retirement; co-operative organisation of the liberal professions; creation of new branches of employment and raising of the school age. The discussions showed that the speakers realised the lamentable situation of unemployment amongst young graduates.

The resolution adopted by the Committee stresses the problem of unemployment amongst intellectual workers and the non-employment of young graduates, which is due, to a great extent, to the lack of adaptation of modern society to the new economic and social conditions of life. In particular, the Joint Committee advocates a body of reforms leading up to a better organisation of the work of intellectual workers. It asks that the problem of unemployment should be definitely defined and its elements determined. It proposes that university and vocational centres of documentation should be set up and organised for the purpose of getting precise statistics. It recommends the creation of employment bureaux which would receive the constant assistance of vocational institutions, associations of students, and university authorities. It also urges the institution of international employment bureaux and requests the help of the League of Nations, the International Labour Office, and the International Institute of Intellectual Co-operation in the co-ordination of these efforts.

Other questions before the Committee referred to the part played by social services in the maintenance of peace, and the role of the press in modern life, from the point of view of education and peace and the forthcoming Congress on the Teaching of History which is to take place in Paris or in Madrid in 1937.

LEAGUE OF NATIONS ADVISORY COMMITTEE ON LEAGUE OF NATIONS TEACHING

The League of Nations Advisory Committee on League of Nations Teaching met in Geneva on July 8th under the chairmanship of Professor Gilbert Murray. The agenda included the teaching of history and geography, teaching of modern languages, relations with the International Studies Conference, and Study Tours by Educational Experts.

The Committee considered various suggestions from its members such as, suitable documentary information on the League to be placed in the hands of teachers, organisation of international camps for young people, extension of system of exchanges of pupils, appointment by ministries of education, of correspondents to follow the work of the Advisory Committee.

In dealing with the teaching of geography in relation to League of Nations teaching, the discussion showed that it would be desirable and possible to find in the teaching of geography—if carried according to certain principles—a means of awakening and developing a comprehension of the League of Nations in the minds of the young. It also demonstrates the necessity of an enquiry into problems and methods of teaching geography in secondary schools of different countries, the place allotted therein to the various League institutions, the inculcation of the League spirit and the methods by which this may be secured.

The Committee decided to forward to Governments and professional associations the various suggestions submitted to it. These relate to methods of teaching, programmes, the use of maps, manuals and technical means of spreading instruction, such as films and radio, students' tours, exchanges of pupils, etc.

ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS.

No.

Post Box No. 52.
Cawnpore, July 15, 1936.

Dear Sir,

The 12th All-India Educational Conference will be held at Gwalior on December 27-30, 1936. In order that the work of the conference may not be delayed the Constitution provides that suggestions should be invited from Associations and individual members as well as from educationists in general on the following:—

- (a) Topics round which the papers and addresses should centre in the General Session and the Sectional Conferences.
- (b) Subjects on which papers should be invited for General Sessions and the Sectional Conferences.
- (c) Names of Educationists who should be invited to read papers or deliver Addresses at General Sessions and Sectional Conferences, together with the subjects in which they specialise.
- (d) Resolutions that should be passed by General Sessions or Sectional Conferences.

The following Sectional Conferences have been decided upon:—(1) Primary and Rural Education; (2) Secondary Education; (3) University Education; (4) Childhood and Home Education; (5) Vocational Education; (6) Adult Education; (7) Examinations; (8) Health and Physical Education; (9) Moral and Religious Education; (10) Training of Teachers, Experiment and Research; (11) Internationalism and Peace.

I shall be obliged if you would kindly send suggestions to me regarding each of these matters for the General Session and for each of the Sectional Conferences separately. The Suggestions should reach me by the 5th August 1936 at the latest.

Yours fraternally,

D. P. KHATTRY,
Honorary Secretary.

FROM OUR ASSOCIATIONS

TRICHINOPOLY DISTRICT TEACHERS' GUILD

Trichinopoly, June 28.

The unexpected termination of the services of four of its teachers by the authorities of the Roman Catholic Boarding and Training School, Trichinopoly, was the subject of severe criticism at the third quarterly meeting of the Trichinopoly District Teachers' Guild held yesterday at Karur, Mr. V. Saranathan, M.A., President of the Guild, presiding.

WELCOME ADDRESS

Mr. T. J. Mulley, Headmaster of the Municipal High School, Karur and President of the Municipal High School Teachers' Association, welcomed the delegates and offered a few remarks on the burning educational topics of the day. In the course of his address he said that the State whose primary duty was education of its citizens had not fulfilled all its obligations. There was no educational objective. There was a multiplicity of agencies. Illiteracy was staggering. It was incumbent on the State to take up full responsibility for Elementary Education and Secondary education. Concluding he wanted the Trichinopoly Guild to contribute its share to the solution of these educational problems.

The Tamil Pandit of the local school then presented an address to the President on behalf of the school association.

PRESIDENT'S ADDRESS

The President then delivered his address. At the outset he put in a plea for keenness, devotion and courage on the part of members to speak out in the face of wrongs and insults, terminations and cuts which were the stings and arrows of outrageous position in the teachers' struggle for existence. Teachers had to take note of the chief questions and put things right by united action and by constitutional agitation. They were working under different managements, alien and indigenous and they had to express their feeling and opinion clearly about the conduct of managements specially in matters of policy which had to be tested.

HAPPENINGS IN THE DISTRICT

He felt called upon to refer to recent happenings in the district. Some institutions were run by people who had no notion of the teachers' self-respect. The teacher was regarded as an employer whose services would be terminated and whose service was at the mercy of the sweet or sour will of the management. One agency had terminated and disgraced them according to a report in his private file. Another big employing authority (District Board) was taking every opportunity to ill-treat every member of one community out of ill will. There were again instances of managements in which groups were taking sides and encouraging party spirit, of teachers and open defiance of discipline in schools by boys. These were factors in the teachers' life and the evils were so rampant, that the teachers of the present generation were suffering from ill-treatment born of insolence and the Guild had to agitate and concert measures against ill-treatment and fight perversion and injustice, whether of organised or disorganised educational agencies.

THE GUILD AND TEACHERS' DIFFICULTIES

What the Guild should do in the face of the situation was the immediate question before them. The Guild was like the League of Nations. It was not able to do any-

thing except discuss. Discussions had their value. A local organisation like the Trichy Guild had to make its collective opinion felt on the local public. To do that it had to be strong enough to cut across barriers of caste, class and conditions of service. It had to make one opinion prevail and talk with one voice. It had to organise protests from every Guild centre, create public opinion and keep it alive. Teaching opinion had to be alive to suffering hardship and shame. The members as a Guild had to keep their body, soul and name alive by cohesion, by strength of membership, by attendance, and by creating in every Guild centre dare devils to ventilate grievances which was the British weapon against injustice. They had to set up local Committees to serve as a working committee for that area. Work even in the remotish areas and tour in order to give a fillip to organisational and agitational work.

ELEMENTARY EDUCATION

The Elementary Educational problem was also before them, but it was a problem for the State. It bristled with difficulties. The State was bankrupt and there was no State worth speaking about to help education with money. Even the little money available was wasted. The Educational Officers were impotent men. The managements would not come together to reorganise elementary education. The schools were poor and ill-equipped. The country was a cock-pit of old ideals. Their duty as a Guild was to watch these, investigate and give publicity to their views. They could not expect any quick changes or turns in the elementary education, unless they got a Mussolini of their own brand to get a move on. They had to aim at literacy and make every child learn useful things. That was possible only with better schools, better teachers and better equipment. The Salem Conference resolution asking them to make a survey of elementary education was a good idea, as what was wanted was a pooling of knowledge based on reliable data relating to local conditions.

The secondary education problem was an All-India one. What mattered in secondary education was what the student was up to and not the courses. They had to realise that their background was different from the background of the west. They had to make secondary education the basis of self-education and as a Guild their right was to shape the practical part of secondary education viz., the working syllabus.

Concluding, Mr. Saranathan wanted the Guild more and more to tackle local problems according to local conditions and carry on investigation so that the Guild might be effective.

RESOLUTIONS

Condolence resolutions were first passed on the deaths of Rev. Father Bertram and Mr. C. R. Srinivasa Aiyangar both of whom had long been connected with the activities of the Guild.

Mr. S. T. Ramanuja Aiyangar moved and Mr. Lakshmi Narasimham seconded the following resolution:

"This Guild Conference views with great disappointment the unexpected termination of the services of four of its teachers by the authorities of the Roman Catholic Boarding and Training School."

The mover said that it was an official resolution of the executive of the Guild and was a mild expression of protest against the terminations which appeared to have a history behind them as the representations received from the teachers would

show. The terminations were well within the frame work of the contract, but the treatment of the class of teachers whose services had been terminated was disappointing and unexpected. There was also the implication of a catholic policy behind the terminations from the way in which teachers sent out had been replaced. The resolution was carried.

The resolution on "Government future grants-in-aid" ran as follows:

"This Guild Conference views with great apprehension the short-sighted policy of the Government as conveyed in its recent announcement that in view of the uncertainty of provincial finance under the new reforms the Government cannot guarantee the payment of the usual grants to educational institutions."

Mr. T. J. Mulley, Headmaster of the Municipal High School, moved and Mr. V. Radhakrishna Aiyar seconded the above resolution. The mover pointed out that the announcement of Government amounted to shirking its duty and was detrimental to education and therefore it was a short-sighted policy regarding the future of education. The motion was carried.

TRANSFER OF ELEMENTARY TEACHERS

Mr. S. T. Ramanuja Aiyangar proposed and Mr. Balasubramania Sastri seconded a resolution deploring the policy of the Trichinopoly District Board, as shown in the simultaneous transfer of numerous elementary school teachers from the locality in which they had been working for many years. The mover pointed out the hardships involved in the transfer of elementary school teachers and the resulting harm to steady education work in rural centres by a set of teachers who knew the locality. The numerous transfers, he said, indicated a policy which was subversive of the best interests of elementary education in the district. The resolution was then unanimously carried.

DISCUSSION ON ELEMENTARY EDUCATION

Mr. S. T. Ramanuja Aiyangar, Guild Secretary, initiated a discussion on elementary education and after considerable discussion the trend of opinion was elicited. The Conference was against differentiation in the curriculum of rural and urban schools, was for a five year course of elementary education for one session only in the case of elementary schools, for literacy being the immediate goal of elementary education; was against religious instruction as different from moral instruction in elementary schools, was against a test at the end of the primary school course, was against the increase of the inspectorate and the present kind of inspection.

DISCUSSION ON SECONDARY EDUCATION

Mr. T. J. Mulley, Headmaster of the Municipal High School, Karur, initiated the discussion on secondary education. After referring to the work of the Inter-University Board, Government of India, Sapru Committee and the Mysore Committees, he outlined the points for discussion under the following heads:—Duration of the course, content of the curriculum, nature of the test, and the need for a vocational bias. He was of the view that the course should be bifurcated at the end of the IV Form to lead to the University or the vocational colleges. The curriculum should provide for all round knowledge, for living. There ought to be a separate University test and issue of two kinds of certificates, one for public services and the other for University. He was against vocational training but was in favour of manual training for all.

After considerable discussion the Conference was in favour of bifurcation and in favour of the present high school course with a higher minimum, concentration and consolidation of high schools and parallel vernacular courses.

ADDRESS TO MR. S. K. DEVASIKAMANI

After lunch, the President welcomed Mr. S. K. Devasikamani, retired Headmaster of the Bishop Heber High School, Teppakulam, and paid a tribute to his ability, many-sided activities and energy. Mr. S. T. Ramanuja Aiyangar read the Guild address to Mr. Devasikamani who made a suitable reply thanking the guild for the address. After outlining the history of the Guild which was the first teachers' association in all India and recalling the work of the former leaders and his own association with the Guild he paid a tribute to the Guild's active part in the S. I. T. U. and in the discussion of educational problems. He wished the S. I. T. U. and the Trichy Guild a bright future.

DR. RAJAN'S ADDRESS

Dr. Rajan then delivered an address on "Nutrition in relation to Health." In the course of his address he referred to the way in which the Indian Cabinet was mixing up Land, Agriculture and Health and thus the Government of India was guilty of neglecting the health interests of millions of people in India. The research work done by the Government and putting into practice the recommendations, were two different things. The quinine policy of the Government was an instance in point. Out of 15 millions affected by Malaria two millions died every year. 13 millions were incapacitated for work during 15 days. This loss of health was a loss of several lakhs of rupees in terms of money. Moreover the present generation was becoming increasingly weaker than the past, and the reasons were not far to seek. The natural average life of an Indian has been reduced to 23 while it was 51 in England. The average earning was only 2½ annas. The result was a low national income and low vitality.

The remedy lay in nutrition, continued Dr. Rajan. An understanding of the principles of diet was necessary. This would lead to adding a few more years of life. The feeding of babies, the use of cow's milk, the use of tinned foods, the functions of the body, the use of raw food, the increase of vitamins, the use of polished or milled rice, of butter milk, of chillies and irritating condiments were all subjects fit to be taught and correct principles had to be practised in day-to-day life.

Proceeding, Dr. Rajan asked the teachers to lessen the weight of the curriculum, take an interest in the lives and growth of children and in their diet, in their medical inspection and progress of physical health and collect data in the schools to help legislators keeping a chart for each boy. That way he said they could add to the health of the nation and the lives of the citizens and pay their homage to their common mother.

PRESIDENT'S REMARKS

The President, in concluding, said that the whole trouble arose with civilisation. Man had to unlearn the art of cooking. Poverty had to go, the low wages had to be improved. Teachers had no hold over the personal lives of pupils, yet they would try their best to follow the doctor's advice.

Mr. T. R. Sundaram Aiyar proposed a vote of thanks and Mr. S. T. Ramanuja Aiyangar thanked the Karur Teachers' Association which was at home to the guests.

TEACHERS' ASSOCIATION, PANRUTI

A meeting of the Panruti Centre Teachers' Association was held in Board High School hall at 1-30 P.M. under the Presidency of Mr. V. Jayarama Aiyar of Villupuram. The proceedings began with a model lesson on "Police" by Mr. Swaminathan. It was followed by an essay on 'Good Manners' by Mr. M. R. Vedanarayanan, Secretary. Next Messrs. K. Narayanaswami Aiyar of Villupuram and Packiriswami Nainar of Panruti spoke on the Protection Fund and a chapter in Kural respectively.

The President then gave a talk on the S. I. T. U. and its benefits. He showed how it had begun to expand from 1928 with the institution of the journal, the protection fund, vigilance committee and Education Week celebration. He pointed out how the S. I. T. U. had this year started *Balar Kalvi* for the benefit of elementary teachers and the Salem Conference had referred to the Working Committee to prepare a memorandum on the disabilities of elementary teachers. The association resolved to affiliate itself to the District Guild and subscribe for *Balar Kalvi*.

With a vote of thanks proposed to the president and the lecturers the meeting came to a close.

THE TEACHERS' BOOK-SHELF

Alcohol and Life. By John A. Hunter, M.B., C.M., (Edn.). New and Revised Edition. Publishers Macmillan & Co., pp. 109.

The new publication of "Alcohol and Life" is a great improvement upon the first publication in 1918, both in matter and method. The new arrangement makes the book quite readable and the purpose for which it was written is sure to be fulfilled.

The language is clear and simple. The presentation affords a pleasant and interesting reading. The lessons contain numerous interesting references to the modern researches on the evil effects of alcohol on life. The fundamentals have been clearly brought out and the difficult aspects of the problem have been carefully avoided.

Though rather elementary as a text-book for the High school classes it will be a very valuable addition to every school library. The book is well worth a reading by all teachers and students of High schools.

N. D. R.

EDITORIAL

LEAKAGE

We should like to invite the attention of our readers to the news published in *The Madras Mail* some days back regarding legislation to prevent the leakage of question papers. It is stated that "Mr. B. G. Khaparde, Education Minister will introduce a Bill in the coming session of the Council seeking to make the unauthorised possession of examination papers an offence punishable with six months' simple imprisonment or a fine of Rs. 1,000 or both." *The Madras Mail* was kind enough to publish the opinions of a few educationists and public men in regard to the soundness and need of such a measure together with an editorial note. No one will deny that the leakage of question papers is a serious evil and the teaching profession will not hesitate to co-operate with the authorities in its efforts to eradicate the evil and to maintain the fair name of our province. It is a surprise to us that the opinions expressed on this measure should show a confusion of issues. Consciously or unconsciously the real problem is lost sight of and the editor of the *Mail* finds it difficult to understand the mixed reception of the proposed Bill.

We have nothing to say against the measure so long as it seeks to make the unauthorised possession of question papers set for the public examination a punishable offence. Mr. V. V. Srinivasa Iyengar thinks much of the difficulties experienced by courts and we shall not be having a soft corner to any one in possession of unauthorised papers. But the advocates of the measure go far away from the measure when they begin to argue that this is necessary to "end the leakage of papers." Strong words, vague sentiments and irrelevant and unwarranted declarations betray how the real evil has not even been understood. We want a straight answer to the question whether the proposed measure will end leakage. Even the man in the street will say that the situation will be no better. The provision contemplated in the Bill is presumed to have a deterrent influence. Whether it will go to the root of the evil will remain an open question. We agree with the editor of the *Mail* in his view that the punishment proposed in the bill cannot be considered too high if the consequences of the leakage of papers be taken into account. May we ask the editor whether the proposed Bill is likely to be so effective as to do away the double strain on the innocent candidates and the additional expenditure to be incurred in connection with the re-examination. The Bill will create a feeling of false security and the chances of leakage will continue as before. We have not before us the various provisions of the bill so as to enable us to give any useful criticism. We feel that the Bill is very much restricted in its scope. There are

three ways of leakage which should compel the authorities to resort to re-examination. (1) Leakage of one or more questions (2) Leakage of question papers with modifications and (3) Unauthorised possession of the question papers. The Bill takes note of the third type alone and it may be after all an ignorant person that has been hired to sell the papers or to have them distributed. He may no doubt be punished but this will bring no relief to the candidates and authorities. Questions set for the public examination may leak out in different ways though no paper may be available for distribution.

Our public men find it convenient to condemn the teacher on every occasion simply because he does not choose to retort. They should know that most of the teachers have very little to do with the setting of question papers and those who speak ill of the teacher as though he is responsible for, or interested in, the leakage are grossly unfair in their attitude to the profession. Examiners are selected after a careful consideration of their qualifications by the authorities who may be reasonably expected to take all steps to ensure secrecy at all stages and to provide for proper vigilance. It is not worthwhile to have a measure in the statute book when not even the fringe of the problem is touched. We are not against bringing to book any offender referred to in the Bill but it will be taking a very narrow and erroneous view of the question if the leakage problem be not considered in its psychological and educational aspects. That the proposed Bill does not rest on any educational basis will be admitted. Teachers will however do well to read the signs of the times. They have been told that they should refuse to give any help to the students that approach them for help on the eve of the examination. They may think that the student is making a *bona fide* attempt to learn but they should realise that they are jeopardising their interests and position through their over-enthusiasm to serve. Any help which they may be willing to render may lead to their houses being searched for any unauthorised papers and they will lose their reputation.

They have to deny themselves this privilege of serving the pupil until the authorities and public men are able to evolve a scheme.

S.S.L.C. TEXTS

A curious and inconvenient situation has arisen in High schools as copies of the prescribed texts in English for the S. S. L. C. are run out of stock. Perhaps the authorities have underestimated the number of students in the Sixth Form and we do not know whether this increase in the strength of the Sixth Form is a consequence of the low percentage of eligibles in March. It is understood that it will take some weeks be-

fore copies will be available. There is a consensus of opinion that the get up of English Texts should be better considering the high price fixed for each copy. It is very essential that the get up of a book for the preparation of which the authorities are responsible should reach at least the standard set by private publishers. A well got-up book has its own charm and our pupils should not be denied the satisfaction of having with them for their use good books. One complaint against the selection of passages is that no heed has been paid to the oft-repeated suggestion that the pupils should be introduced to modern authors. As regards the Telugu Text, we have received complaints from qualified teachers engaged in the teaching of Telugu. It is pointed out that there are passages which are likely to be very offensive to certain sections or communities or are likely to create animosity or hatred. Serious objection is also taken to certain passages on the ground of obscenity. It has been the practice to give instructions for the deletion of obscene passages and such a procedure does not seem to have been followed this year. It cannot be said that the field is not wide enough in Telugu literature to enable the committee to select passages that may not be open to criticism. The annotations prepared by the Editorial Committee are considered to be still more objectionable and comments are out of place. It may be that the persons entrusted with the preparation of the text may try to explain away the whole thing but the fact remains that the teachers who have to handle the text feel that they are placed in an embarrassing situation. We appeal to the authorities to go into the question of the suitability of the Telugu selections for the S. S. L. C. and take such action as may be necessary in time. Teachers are not in the habit of complaining and in the interest of sound instruction the authorities should set things right.

POOR PARENTS

The G.O. on Text-Books has got its own comic side. Our readers will be aware of the text-book muddle in Vellore. The Government is reported to have taken objection to the procedure adopted by the Vice-Chairman of the Vellore Municipal Council and to have cancelled the list of books recommended by him. The list of books recommended by the Vice-Chairman has been announced and copies have been purchased with astonishing rapidity, though some books in the list are not in the departmental approved list. The Chairman is called upon to take action on the lines suggested by the Government. Should he call upon the pupils to purchase another set of books and thus cause inconvenience to the poor parent? Should the Municipality itself spend additional money on the purchase of text-books for the use of teachers in its schools? If the chairman looks to the convenience of the parents, he

will be going against the instruction of the Government. Should he enforce the orders of the Government he will be setting the *Palar* on fire. Under such circumstances the Council has at the suggestion of the special committee admitted the reasonableness of the order of the Government and decided to approach the Government with the request that the books already announced be permitted to be used for one year. We congratulate the Council on its successful efforts towards wriggling out of the situation. The Government which has no idea of penalising the parent may not, we hope, have serious objections to comply with the request of the Council. That the situation is very queer will be plain to all. That a similar situation is likely to occur later in other areas may also be taken for granted. The Government will have to thank itself for this intricate position. If the Government be keen on avoiding such pitfalls in future it should be pleased to cancel the G.O. on text-books. To trust the teacher, the man on the spot, is not only desirable but also necessary. Instructions regarding the constitutions of bodies for the selection of books should be modified immediately so that the selection of books may not become a fertile field for the play of forces that have very little bearing on the progress of schools.

DEFENCE FUND AND LOCAL BODY TEACHERS

In May last we appealed to our readers to contribute their mite to the Defence Fund of the Union to enable the union to find if the recent G.O.'s on salaries of teachers in Board and Municipal Schools could be applied to existing incumbents. We are glad that, in response to the appeal, donations are being received from teachers' associations. We give elsewhere the names of such associations as have sent their contributions. We hope that other associations will send their share in time so that the Union may take up the work in all seriousness.

VERNACULARISATION IN SCHOOLS

We invite the attention of our readers to the '*Statistical appraisal of the effects of Vernacularisation in secondary schools*' by Mr. K. Raghavan Nair. This investigation was confined to the Andhra area. The study of the pupils' performances reveals that the vernacular group score higher in History and Science than the non-vernacular group and that the vernacular group (History and Geography) score less in English than the English group. "The effect of Vernacularisation on Mathematics and Geography is difficult to discern." This is an investigation based on the performance of pupils in the S.S.L.C. Examination during the years 1932 to 1935. The performance of students at an examination is influenced by various factors. To make any appraisal of the effects of

vernacularisation other factors ought to be controlled. The personality of the teacher, the teachers' enthusiasm for vernacularisation, the availability of reading books in the vernacular to supplement the class instruction, the general intelligence level of pupils taught in the vernacular and the proficiency of the pupils in the vernacular, are some of the factors that are likely to have a bearing on the pupils' performance at the examination. It would be interesting if the performance of the vernacular group in vernacular be compared with that of the English group in the vernacular. This statistical appraisal is of very great importance and we congratulate Mr. K. Raghavan Nair on his very interesting study. In this article he has indicated how the problem could be studied and it will be worthwhile if each school should maintain its own record and study from year to year the effect of vernacularisation. It should be possible for school authorities to control the other factors. If the individual experiences of many schools be collected and studied, the way will be prepared for finding a real solution to the problem of the medium of instruction.

DEFENCE FUND

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Hony. Secretary.