

The South Indian Teacher

JANUARY & FEBRUARY 1946

उद्धरेदात्मनात्मानम्.—The Gita.
Raise yourself by your own efforts

CONTENTS

ARTICLES:—	PAGE
XXI ALL INDIA EDUCATIONAL CONFERENCE — PRESIDENTIAL ADDRESS by Sachivottama Sir C. P. Ramaswamy Aiyar, K.C. S.I., K.C.I.E., LL.D. ...	1
EXAMINATIONS by Upadhyaya Sangha Karya Praveena Rao Bahadur S. K. Yegnanarayana Iyer ...	11
THE ROLE OF EXAMINATIONS by K. R. Applachariar, M.A., L.T. ...	13
SHOULD GIRLS HAVE THE SAME COURSES OF STUDY AS BOYS IN SECONDARY SCHOOLS AND COL- LEGES? by Mrs. M. Lakshmi Ammal ...	16
NEW COURSES FOR GIRLS by Miss Myers ...	19
ERRORS, DEFECTS AND DEFICIENCIES IN THE STUDY OF SCHOOL ARITHMETIC AND MENSURATION—By S. Balakrishna Aiyar ...	21
VOCATIONAL GUIDANCE FOR YOUTH "SCHOOL TO JOB" SERVICE: By Marion Slater ...	24
EDITORIAL ...	26

ANNUAL SUBSCRIPTION

Inland Rs. 4

Foreign Sh. 8

Single Copy As. 6

POSTAGE EXTRA

Equipment and Maintenance of Educational & Industrial Laboratories

PHYSICS CHEMISTRY BIOLOGY
ZOOLOGY BOTANY PHYSIOLOGY
METEOROLOGY

PURE CHEMICALS & ANALYTICAL REAGENTS

Please write to:

The Oriental Science Apparatus Workshop

(H. O. AMBALA CANTT.)

Agency Office for South India

4, Mitta Ananda Rao St., VELLORE, N. A.

Books Approved by the Madras Text-Book Committee
for Class use--Non-Detailed Study

SUITABLE FOR FORM I & Std. VI

Title	Price Rs. A. P.	No. of pages	Approved date Govt. Gazette
Benares, The Holy City	... 0 2 0	16	May 1st 1945
Travancore, The Land of Palms	... 0 3 0	24	do

SUITABLE FOR FORM II & Std. VII

Tales from the Panchatantra	... 0 4 0	28	May 1st 1945
Purand Lord Jagannath	... 0 2 0	16	Oct. 9th 1945
Madras, The City by the Sea	... 0 2 6	20	do

SUITABLE FOR FORM III & Std. VIII

The Tamil Country	... 0 6 6	48	May 1st 1945
Habu and Gabu and other Stories	... 0 3 0	46	Oct. 9th 1945
The Lords of the Castles: The Story of Child Charity: The Greedy Shepherd	... 0 6 6	48	do
The Little Tin Soldier	... 0 5 6	32	May 1st 1945
Three Tales from Anderson	... 0 6 6	48	do
Little Wanderlin and Little Silver Ear	... 0 6 6	48	do

MACMILLAN & CO., LTD.

(Incorporated in England)

MADRAS — BOMBAY — CALCUTTA — LONDON.

THE SOUTH INDIAN TEACHER

Vol. XIX

JAN. & FEB. 1946

Nos. 1 & 2

XXI ALL INDIA EDUCATIONAL CONFERENCE

PRESIDENTIAL ADDRESS

SACHIVOTTAMA SIR C. P. RAMASWAMI AIYAR, K.C.S.I., K.C.I.E., LL.D.,
Dewan of Travancore.

Your Excellency, Mr. Vice-Chancellor, President and Members of this Conference and the Federation, Ladies and Gentlemen,

I rise with feelings of great thankfulness as I am deeply sensible of the honour done to me by inviting me to participate in today's function and in the deliberations of this important Conference. I regard that honour as due mainly to my position as the Head of the Indian State of Travancore. Both Your Excellency and the Vice-Chancellor, to my great regret, skirted round the subject of Indian States, (laughter) and were rather reluctant to say anything with reference to Indian States and I may therefore have done well to be hesitant and timorous. (Renewed laughter). But I shall surmount my timidity. I am glad that I am in a position to speak to you as one representing a country where education was started as a programme in 1817-53 years before England started on that programme, (Cheers and laughter), mainly on account of the stimulus and encouragement of a great Maharani-Parvati Bayi, who laid down that for every village there must be a school and for every three villages there must be a dispensary or a hospital. It was in pursuance of that programme carried out during these hundred and odd years that today we are able to say that the literacy amongst men in Travancore is between 50 and 60 per cent. and amongst women, between 40 and 50 per cent. (Cheers).

I see a distinguished administrator who was my predecessor, before me on the dais, and he, as a matter of fact, will bear me out when I say that it is not an uncommon thing to see an artisan, or a member of the fishing community—be it a man or woman—reading a book or newspaper in Travancore. I regard this honour granted to me as an honour due to the work that has been done in that State and can be done anywhere else, whether in an Indian State or in British India.

I have been connected with education for a considerable time and I entirely share the feelings and the ideas that have already been expressed by such eminent administrators and thinkers as have preceded me. But I am a lawyer first and foremost (laughter) and a lawyer, in arguing a case, generally consults authorities, cites precedents, fortifies himself from time to time so that he may not be tripped up. I therefore propose to keep certain essential sayings in the foreground. To teachers anywhere in India or outside, there is one essential saying that I wish to quote from the Taittiriya Upanishad which may be said to proclaim the ideal, the practice and the achievement of education. In the 8th anuvaka of the Taittiriya Upanishad, a preceptor speaking to the students who gathered round him, used these words:

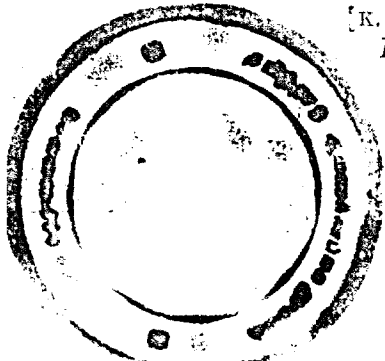
युवा स्यात् साधु युवा
अध्यापकः आशिषो बलिष्ठो दृष्टिः

NUG-19-1-22



SACHIVOTTAMA SIR C. P. RAMASWAMI AIYAR

[K. C. S. I., K. C. I. E., LL. D.,
Dewan of Travancore.



Let me translate: "Let the student who comes for instruction be a good boy; let him be diligent in his studies; let him be disciplined; let him be strong of body and firm of mind." Thus the ideal of education which was enunciated in the various hermitages 3,000 years ago is as profoundly or as essentially true today as it ever was; the object of education, the aim of the educationist and the ideal of the teacher should be to bring into existence not only the diligent student, the one who can pass examinations with bated breath and who can do well in all literary matters, but one who is disciplined and strong of body, (because mental and spiritual strength is a function in mathematical terminology). If our education, whether as part of the post-war reconstruction scheme or otherwise, has to serve its purpose aright, it must proceed on these lines. I stress physical education first and foremost and I say so before this distinguished audience with all the greater alacrity, since I have recently attended a convocation of our own University. Boys and Girls, men and women, trooped past before the dais, and I say deliberately that year after year, the physical standard and the stamina of the products of Secondary and University education are deteriorating. There is no doubt, and I take it that it will be the aim of every educationist to see to it that no promotions are allowed unless there is a certain physical standard kept up (*Cheers*), because it is not mercy but undiluted cruelty to allow a person who is not fit to stand the intellectual and the physical strain of higher education, to go from class to class. Therefore it is that in those schemes in our State we are trying to bring forward one of the conditions—I hope the Vice-Chancellor will not think it is too much of an inroad on the part of the State upon the possibilities of the University (*laughter*) namely, that promotions will not be allowed from class to class unless the student has been duly certified by a Doctor as being physically fit to proceed to the next higher class. There ought to be special schools for defectives in which one or two years' preparatory training should be given, special schools where the children should be fed because we find that the main trouble with our elementary schools is that a child comes to the school half-starved, not having had

enough to eat in the morning. The result is that the child merely gazes at the teacher in utter lassitude and so it proceeds from day to day. Therefore, the feeding of children as also the clothing of children, so as to maintain their self-respect when they sit side by side with others, should be the prime concern in rearing up the young students. The feeding and the clothing of children, the giving of proper moral as well as physical stamina to the children is the first thing that has to be cared for. Education, therefore, will be failing in its purpose unless it keeps that ideal in view.

The other point on which I may dwell for a few moments is this: The main trouble in India today and even in fairly well-educated countries outside India is the tremendous wastage of effort, the wastage involved in promoting pupils who have no right to be promoted and in promoting such persons from the secondary stage to the University stage. Therefore, as a part of the reorientation of education, as a part of the new theories and practices of education, it must be made clear that at every stage there should be an alternative course; as soon as the primary stage is gone through by a boy who is quite good with his hands and eyes and brain, he should be given an opportunity to switch on to vocational instruction. The Middle school will also prepare everybody for some trade, vocation, industry or art, so that at that stage you can find out exactly where the boy will find his best choice for his future career, whether in a Technical school or in a high school or in the polytechnic or in the University. Stage after stage, therefore, there should be prevention of wastage and of stagnation. In order that what I say may not be regarded as the vapourings of an irresponsible politician turned into an Educationist overnight (*laughter*) I wish, as I have done in pursuing my general programme as a lawyer, to place before you certain great ideas which have recently been expressed, and with those as my thesis, I shall proceed with my remarks.

In the first place, this Conference itself is 20 years old now, and its inauguration was due to the initiative and the energy of Professor Seshadri along with two others. It has had the

guidance of Professor Wadia and Professor Raman and I need hardly say of our friend who spoke earlier at this Conference. This All India Federation of Teachers' Associations was started in 1925 with the background of the Hartog Committee's Report which said that "no child can become permanently literate who has not completed a course of at least four years. There is a want of adjustment between the curriculum and the environment of village life and there is a very low standard of teaching. Secondary education should not be dominated by the University and students should be diverted to commercial, industrial and agricultural walks of life." These remarks were made twenty years ago and they are as appropriate today as they were then. (Laughter). It is as imminent and urgent today as ever before. At the last Conference held in Madras this Association expressed the opinion that schools of music and various varieties of Art as well as intense and comprehensive Physical Training should be established. The All-India Session of 1942 at Indore, considered the importance of close relation being established between educational, industrial and commercial interests—rather vague, but very well-meant, and I presume sooner or later, that aspect will be borne in mind. It asks for the improvement in the salary and status of teachers. Your Excellency has reinforced it in Your Address. The Conference then insisted that teachers should be appointed solely on the basis of experience, personality and ability. That has been the background of this great Conference which has been meeting for the past 20 years and which has to a large extent dominated and influenced educational thought. But quite recently we have had a complete reorientation of the whole idea of education. The Sargent Report is before us and the first thing that is notable in that Report is what it has said and very wisely said, that public instruction consistently applied can produce impressive results. We talk of totalitarianism. We talk of Nazism, of Fascist supremacy or the Japanese method. The results of broad systems of training have exhibited themselves in these dreadful apparitions which have afflicted this world. There is no gainsaying the fact that the system of education, sedulously and

continuously pursued in Germany, Italy and Japan produced a human product which was considered to be useful for certain particular purposes. To a certain extent, those systems justified themselves in their success and produced results contemplated by the originators and founders. I therefore take up Dr. Sargent's report at that point and re-emphasise what he said. He says: "Public instruction consistently applied can produce impressive results." Impressive results have been produced in particular directions in Germany, Italy and Japan. Why should not more impressive results and more beneficial and philanthropic results in the wider sense, and humanitarian results be achieved by wisely planned education consistently applied elsewhere? That is what we are here for.

At the same time, there is no getting away from the fact that only to the extent to which that mission is understood, appreciated, envisaged, shall success be ours.

Quite recently I was reading a Report drawn up by a noted American psychologist who says: "If we wait until the child is three years old, it may be too late to form those habits of physical, mental and moral health which are the foundation of character and citizenship. What can be done is to have a liberal provision in every locality of open-air nurseries as well as adult education." We are, therefore, face to face with the problem and face the situation aright and we realise that the character, the trend of thought and the emotional and the psychological impulses have already been described in the Upanishads and also in the Itihasas. I am not referring to synecopatia or psycho-analysis but I am referring merely as an educationist that the sooner you take hold of the boy or the girl, the better would it be for the boy or the girl and for society at large, and therefore, although it may seem to be a very idealistic approach today, it appears to be inescapable that you must necessarily provide for those children who in their present environment cannot become useful or effective citizens of the future. Therefore, a system of primary education started by itself, without that aspect of the open-air nursery being

kept in the fore-ground and sedulously worked for, will not be as useful as it would otherwise be.

At this juncture, I cannot omit to refer to the great and transcendental work done by Madame Montessori who is now, I understand, trying to start work on somewhat similar lines in Madras. At the present moment she has been taken away by Jaipur for the purpose of co-operating with similar efforts elsewhere but I trust that—though I am a retired Madrasi (laughter), she will give us her advice and counsel. But at this moment, it may be useful for you to keep in memory what she has said in a recent pamphlet. "The child who has never learned to act alone, to direct his own actions, to govern his own will, grows into an adult who is easily led and must always lean upon others. The school child being continually discouraged and scolded, ends by acquiring that mixture of distrust of his own powers and of fear, which is called shyness and which later, in the grown man, takes the form of discouragement and submissiveness, of incapacity to put up the slightest moral resistance. The obedience which is expected of a child both in the home and in the school—an obedience admitting neither of reason nor of justice—prepares the man to be docile to blind forces." Fascism and Nazism led the child into pre-determined and pre-conceived methods of thought and action and that is why I desire to lay emphasis on that aspect. Our seers have stated.

नायमात्मा बलहीनेन लभ्यः

and they have emphasised that courage and fearlessness are fundamental; and the supreme is not attained by the weakling. The essence of manhood is fearlessness, the desire to investigate and be fearless. The punishment so common in schools which consist in subjecting the culprits to public reprimand, and is almost tantamount to the torture of the pillory, fills the soul with a crazy unreasoning fear of public opinion, even an opinion manifestly unjust and false.

Let me remind my listeners of what felt from Your Excellency. Politics and the work-a-day world make demands upon us. Slogans to the right and to the left we hear; and we shall frame a curriculum for our own conduct irres-

pective of those slogans, at the same time paying respect to those ideals which are behind the slogans. That is the attitude which is needed at the present time. "In the midst of the adaptations and many others which set up a permanent inferiority complex, is born the spirit of devotion—not to say of idolatry to the *condottieri*, the leaders!" Dr. Montessori might have added that the inferiority complex often finds expression in compensatory brutality and cruelty.

Not many years ago I was reading one of the well-known works of probably the greatest universal mind that was born in Europe within the last two or three centuries. I am referring to Goethe. He talked and wrote much on most subjects that concern mankind. Like Leonardo De Vinci he was a man with a universal mind. What he says on education is of interest here. With your permission I shall read it to you: "The modern educationist advocates a method of teaching which rests on the direct apprehension of the concrete world through the senses. By depending on their fingers and on their arms and legs rather than on their slates and pencils, their reasoning and memory, children will inevitably make mistakes; but mistakes which they can see and rectify for themselves. The eye of the body and the touch of the hand will convince in a way that a correction on an exercise can never do. In this way they will gradually learn the 'No' which life so often opposes to our human efforts, but they will learn it, not through stupid, meaningless denial, but through surrender which is yet a satisfaction. Through the manipulation of a medium and the mastery of a technique the child will learn the importance of form and discipline." I pause here for a moment and will now in very rapid survey deal with what I consider to be the essentials of education—primary, secondary and university. I wholly agree with the Vice-Chancellor of the Madras University that it is criminal folly on the part of any Government or any administration to say: "Thus far will it be our responsibility and there it will stop on educational matters." The State is responsible for primary education because it affects the largest number. It is responsible for primary education in

that at that stage the deflection is made—the deflection of certain persons in the vocational and other aspects which may be called the learned aspects of education. The State is again responsible at the end of the secondary stage, *viz.*, to choose, to discriminate and to select so that the tremendous crowding into the universities may be counteracted. Nobody knows what is to be done unless it be to enter the University. There should be a certain definiteness about the ideals of every State. In other words every State should be able to do the best it can for every child, boy and adolescent and give him the fullest chance for self-expression. It must give him the fullest possible primary and secondary education and take him through a vocation. The whole trouble arises because we have all been black-coated until yesterday (*laughter*). To day I understand that the home spun and hand woven things are likely to supersede the black-coated tendency. We have discarded the black coats in Travancore (*laughter*). What I make bold to say is that as soon as a child is born, the parent plans somehow to cram him into a school and get him out at the other end—the University—with “B.A.”, or “B.L.”, so that he might at once apply to His Excellency the Governor of Madras (*laughter*) or to his advisers and officers and try to secure an appointment. The whole position is this. As one who has had some experience of Government service, of administration both in British India and in the Indian States, I may say that University education is by no means the prime requisite in most Government offices. What is wanted in Government offices is ability to write simple understandable English without rhetoric (*laughter*). What is next wanted is ability to compress a certain file into a few words which the harassed and unleisured adviser to His Excellency can read through in a limited time. (*Laughter*) I make bold to dogmatise. While University education today has its undoubted advantages—I am the last man to deny that the University education during the last 70 years has made the modern India, has made for the idea of unity without which India will perish and has made for those ideals which are going to enrich this country—it has not fitted the person for the job for which he applies.

It should be made clear—I am not sermonising Your Excellency—that in all Governments, the fact that a man is a B.A. will not be a passport to any Government employment. You must, for that purpose, have a separate test for entry into Government service. For instance, a double-graduate wanted to be entertained in service recently in Travancore, and I asked him how long he had stayed in Travancore. He said it was four years. Then I put it to him: “Do you know where aluminium is produced in Travancore?” He answered it was in Alwaye. It is not so, because it comes from Bihar (*Laughter*). The point is that there is so much of unawareness and getting away from one’s surroundings or environments, so much wrongly directed idealism, so much impracticality. That is, what is wanted in the work-a-day world, you do not get in the University. But that does not mean that University training is valueless. What I am urging upon this gathering is that there should be a complete divorce between what may be called the University and the great callings or avocations. A University may be an advantageous training ground. It may be a corridor but it should not be the drawing room. That is the aspect which I am very anxious to emphasise before you. For that purpose, it is necessary to bring into existence as part of the educational system, first of all as many primary schools as possible. I hold the view that it would be criminal folly on the part of any Government to abdicate the responsibility of giving primary and compulsory education to every child, boy or girl between the ages of 5 and 12 or 14. To the extent to which that work is done by other agencies, to the extent to which that work has been done in the past, our thanks, our congratulations and our gratitude are lively and are forthcoming. But, for the future, I hold that the State cannot abdicate individual and personal responsibility for seeing to it that in the next five or six years there will be no boy or no girl who could say that he or she does not know how to read or write. Side by side it is necessary that there should be a well-designed system of secondary education, which will have two departments, one department providing vocational education according to the circumstances and aptitude of each boy deflected into it, and the other,

leading on to the University. That vocation depends upon the surroundings of the student. Suppose a person is living in a locality where basket-making or coir-making or weaving is the main occupation. Then he must be made fit to follow that profession; in other words, you must make every boy and girl able to earn his or her living. Those who display greater talents should be allowed to go to the Secondary School and then from the Secondary School to the University. Napoleon used the phrase “*La carrière ouverte aux talents*.” All careers must be opened to deserving talent.

I may boldly say that there is no distinction between one community and another, at all events in certain localities like Cochin and Travancore. I assure my friend Sir Lakshmanaswami Mudaliar, that “backward” communities are as forward as other “forward” communities in the matter of education and it shows how much can be done if education is brought to their doors and if they are paid all the subventions and scholarships that are necessary. I may also say that a member of the backward communities not only passed first in the highest examination in the State last year but one-fifth of the candidates selected for higher training in England and America are members of the backward communities. It is possible, therefore, that if there is a definite scheme taking up everybody and giving them all the help that could be given, there need not, should not and would not be any difference between “backward” and “forward” communities.

I do not wish to anticipate the debates and the discussions that will take place. There are, however, one or two observations of my own, which may be placed before you so that you might see that the troubles and handicaps afflicting us are not peculiar to India but are found in Britain and even in America which is considered the last word on all matters. (*Laughter*). The New York State recently conducted an enquiry for three years into the character and the cost of public education in that State. Let me read the findings of that Committee: “The primary school curriculum is entirely on the wrong lines and needs complete revision.” (*Laughter*). “Curricula in high schools and Colleges are too

narrow.” “Universities are less centres of research and learning than of mass production of uneducated graduates.” (*Renewed laughter*).

Let us for a moment turn to the other side of the Atlantic. There was what is called the Spens Report. The report of the Consultative Committee of the English Board of Education, commonly known as the Spens Report, says “Secondary Education must be freed from its past traditions and must be based on the requirements of a realistic youth psychology which has to be made by a new system of technical education.” We were saying that cricket and foot-ball, rugby and association foot-ball including, had taught the average English youth all that has to be known of corporate life whereas the fissiparous Indian community is nowhere. Unfortunately, the Spens Report seems to have had the same trouble in England also (*Laughter*). It says that the Tutorial system in schools and the value of corporate life are completely neglected. All educationists will agree that perhaps the most noteworthy of educationists today is Prof. Dewey. He says “The individualisation of instruction will follow the Montessori method for the young children or the Dalton plan for the older pupils, the motto being, in the words of Caldwell Cook: “Not here they teach but here we learn.” Self-reliance of the pupil is the main thing to be sought. Through self-expression, through mutual debate and mutual living together and rubbing down of angles and differences, they learnt the great lessons of life—academic and others. He says that in the present system of education it was the absence of intellectual control through significant subject matter which stimulates the deplorable egotism, impertinence and disregard for the rights of others apparently considered by some persons to be the inevitable accompaniment if not the essence of freedom.

I have sought to show that the troubles and the handicaps from which we suffer and by which we are afflicted are not singular and are not confined to this country alone. At the same time, I suppose it would be clear from the extracts to which I have invited your attention that from the beginning there have been seers and thinkers who have felt that a great deal more is involved

in education than is generally connoted by that term. From the point of view of character and from mental and physical training, it is an integrated effort and not a series of isolated attempts. So envisaged, so thought, education must proceed on an absolute universal primary basis in order to enable the whole body politic to be fitted as the result of and by virtue of the impact of that education to determine for each individual what he or she is best fitted for. Some may be fit for a vocation; some may be dowered with the gift of art and artistic appreciation. Some may be academically inclined; some may be philosophical and others may be realistic, but you cannot dissect; you cannot discriminate, you cannot distinguish unless the foundations of primary education are laid. The middle school will be a logical continuation of the primary school and will develop the same tendencies and the same possibilities a little further. Then will come the secondary school in which tuition should embrace the background, the environment, the history and the geography of one's own locality and the ideals of one's country, and at the same time give a practical bias so that at the end of the secondary period, you would be able to say whether a person is fit for being sent to the vocational side or to the University side. In the University, we have two great ideals. One is that of humanistic studies—those great topics of history, economics and philosophy which can never be neglected for the things that “see the eye and catch the prize” in the language of Browning. The other is that of realistic ideals. We must go forward, intensify our agriculture, increase our productivity, enhance our industrial output and compete with the rest of the world sooner or later—sooner, I trust, rather than later—on equal terms in those things that matter for industrial and manufacturing progress or processes. In order to do that, for the time being, perhaps, a certain amount of neglect of the usual curricula may be an inevitable concomitant, but nobody is going to wait for us to finish our education in our own leisurely way. We must work against time. I have said elsewhere that Australia and Canada within the last seven years have become great industrial nations through the one-pointed efforts of their national Governments. We have done deplorably little. Canada which had no aero-

plane factory is now exporting aeroplanes to England. Australia has built up a shipping industry. We have been dreaming and thinking of it for the last 30 years. I am not concerned about whether this Government or the next Government or any other Government will do this, but we have been remiss. We have been shortsighted. We have thought only of the things that mattered most for today and tomorrow. We have been tied round, like the great Nero by the coils of the python, by the coils of red-tape. Tomorrow needs a different programme, a different pace; but that pace cannot be won, that programme cannot be achieved without a diversified, variegated and at the same time definitely one-pointed scheme of education integrated from first to last; carefully watched, supervised by the State but not ruled by the State (*Cheers*). I hold with you, Sir, that no intellectual freedom, no great intellectual gift or accomplishment is possible where the human mind is cabined and confined. The University must be completely free but in earlier stages the shepherding and watchful and guiding care of the State may be the *sine qua non* at this juncture. So proceeding, let us trust that we shall be worthy of our charge and work for the great India for which we are all yearning, dreaming, hoping and expecting. —(*Prolonged Cheers*)

Concluding Address

It now devolves upon me before this conference concludes, to make what is termed the concluding speech. I do not, however, feel called upon to detain you for any considerable time, especially as so many resolutions have been debated, discussed, different points of view indicated, analysed and opposed, and the results embodied in a series of very valuable motions and resolutions. This Conference meets, as I already indicated, at a very difficult juncture in this country's history. A great deal was said in the course of one of the discussions about the necessity for fostering in boys and girls ideals of internationalism, and regarding the homogeneity and the universality of culture. The task of the teacher is getting to be more onerous and more exacting day after day. But this Conference would have done well if it had concentrated on no other subject excepting this one, namely, the bettering of the emoluments and the

status of the teacher from the school to the University. (*Applause*). There is no use of asking the teacher to be the torchbearer if the torch which he carries is not supplied with the necessary oil or if the bearer himself is hovering between suspended and active animation. (*Cheers and laughter*). I say this after having a profound personal experience of the lot of the teachers not only of the primary and secondary schools but also of the University. Unless the emoluments of the teacher are assimilated to the remuneration derived by persons who are carrying on an equally valuable work, there is no hope for the future. Indeed it has been put to me by a very illustrious teacher, and it is also recognised in some countries, that perhaps the most poorly paid personage in the teaching hierarchy is the one who is to be the most highly paid. After all, in the University, a teacher, a professor or a lecturer is dealing with persons who have advanced intellectually and psychologically to a large extent. The work of the teacher is that of stimulation, of encouragement, of gentle admonition or regulation according to specified paths, but the work of the primary school teacher, the work of the child's teacher is something more fundamental, onerous and difficult, in as much as he has to evolve the whole of the conscience and thoughts of the child and so integrate them on the right lines. The lot of the primary school teacher is therefore the first charge and the primary concern of every Government and every Conference like this (*Cheers*) and I trust before we meet next all Governments in India would have paid adequate attention to this matter because there is no point in postwar educational reconstruction until three problems are dealt with. The first problem is that of the emoluments and status of the teacher, the second is that of keeping alive the student during the period of nonage and study by giving him such nutriment as will enable him to take advantage of the tuition that is given to him. In dealing therefore with a question of primary education, at least mid-day feeding of the pupils should be the first charge upon the State's finances. (*Cheers*) I hold the view strongly that there is no point in embarking on a system of primary education whether compulsory or not, unless the child is able to make something of that educa-

tion. The third point is that which was debated not fully perhaps, namely the physical examination of the children.

We then come to secondary education and there it is that stress has been laid on the technical aspect of education. I hold the view which was already expressed that the place that the technically educated man occupies is as lofty, as distinctive and as full of promise for the future as that of the purely academically instructed man. Indeed, later creative thought has been emphasising and enforcing this theory, namely, that properly conducted, adequately envisaged, technical education can be made the apt instrument of the highest variety of culture in the right sense of the word culture (*Cheers*). I am, therefore, of opinion that properly conducted technical institutions which do not obscure or eliminate those humanistic strains of education which are as important to keep in mind as anything else, will serve an equally important purpose. The polytechnic for which Charlottenberg in the deceased Germany was very famous was a great exemplar. I look forward to the period when educational reformers pausing at the stage of secondary education will strive to build up polytechnics which will take some students in one direction and deflect other students to what may be called the abstract or more intellectually barren (*laughter*) aspects of certain types of university education. Here there is a great deal of spade-work to be done. We are already suffering from the fact that technical education has not had its proportionate share in the general education of India. The war has made a lot of difference. I can tell you, my friends, that today, the technically educated man or indeed the labourer is much better paid than either the teacher or the lower grade clerk in any public office. (*Cheers*.) I know from my own experience that about 55,000 people went from Travancore to build the roads between Assam and Burma during the Burmese campaign recently. Each of them was paid Re. 1 to Re. 1/8 per day and was fed and was given clothing and medical assistance and radio and cinema. (*Laughter*.) I should like to know how many labourers before the war could have dreamt of such a state of things. How

many teachers today enjoy such amenities? (*Laughter.*) What I was going to say was that the war and the aftermath of the war have taught us that technical education and even manual labour are not to be despised. I trust that that consciousness will spread and that we shall not drift back into the old bad ways. Similar is the case with regard to university education. I do hope that more practical training will come into vogue in the education of the future. I am myself a student of history and economics and philosophy, but for the time being, until we catch up with the other countries of the world, we would like to concentrate a bit on the things which are needed for the education of the hand besides the education of the eye and the brain. I trust that the practical methods of education and the practical sides of education will receive larger and larger encouragement in the hands of the State. I am saying this because I find that we are now face to face with a tremendous dilemma. My good friend, Sir Joseph Bhore, has started a modest scheme for rendering us all healthy at a cost of a thousand crores, another friend of mine has started a road programme for Rs. 450 crores, and Dr. Sargent has been very modest as his budget is only Rs. 280 crores and between the various postwar reconstruction Committees that have been recently functioning, we have distributed to our own satisfaction and to the satisfaction of the readers of those reports (*laughter*) about 2,500 crores of

rupees. The question, therefore, will be raised almost immediately, namely: how are we to choose between all these? How shall we spend our money and how best shall we utilise our resources? I hold the view strongly that perhaps the best way of implementing these recommendations is to make our University products capable of those great and immense developments which have made all the difference in the war and which made all the difference before the war, which lead to the better aspects of the war and its results, not the atomic bomb, but the brain that went to make the atomic bomb, not the radar but the discipline and the intellectual organisation that were able to produce the radar. I, therefore, hold the view that in the conditions of this country the production of the best type of researcher, the technical student, the man who would create new things, as well as new ideas, is first and foremost the *sine qua non* of the State. Therefore, in no part of India, in no portion of the curriculum or the programme of postwar reconstruction should the urgent necessity of bringing into effect those trained intellects, those trained hands and minds be forgotten, ignored or obscured. I am sure that the deliberations and the resolutions of this Conference will prove of great use to those who are engaged in the solution of such problems. I wish you all godspeed and congratulate you on the work that has been done. (*Cheers.*)

'The Teacher is an artist, his medium humanity and he is most creative to whom his pupils turn for Serenity and Strength.'

—DR. ORDWAY TEAD.

EXAMINATIONS*

BY UPADHYAYA SANGHA KARYA PRAVEENA
RAO BAHADUR S. K. YEGNANARAYANA IYER.

Examinations that have come up for a good deal of wellmerited criticism have been imported from England as a part of the system of English Education now carried on in our schools and colleges which as is well-known to us all is an imported article and not an indigenous product. Examination in England, examinations as we understand them, did not form an essential part of the educational system in medieval days or even in the days of post-Reformation. It began as a test to select the deserving few among the poor students to be sent up from elementary schools to the secondary schools with stipends and scholarships to help them. It assumed some importance only after the days of Industrial Revolution and Chartism when the masses of England began to be articulate. Its importance became considerably enhanced when it was looked upon as the best means of selecting recruits to the Home, Colonial and Indian services. It soon made its appearance in all departments of education; primary, secondary, collegiate, technical, etc. and it was in the course of its recent development as the most effective means of selection that it began to put forth many of its undesirable characteristics.

There have been two factors in recent times that tended to bring out fully all the defects in examinations. The first is the growing importance attached to the child in schools. Time was when the educational system was so desired and run that the place of the child therein was negligible. The teacher, the parent, the syllabus and other factors loomed large and the child was but the passing recipient of things poured into him; but in recent times the relative importance of the various elements constituting the educational system has shifted and changed radically and the child now occupies the centre of the

picture. Some go to the extent of predicting that the twentieth century will be known to future generations as the century of the child who had in this period come into its own. Everything in education is being tested with reference to the child and its progress and rejected if not beneficial. Examinations as at present conducted could not stand the test satisfactorily and hence its condemnation.

The vast strides taken by psychology, especially the experimental side of it is the other factor that has brought about the radical change in our outlook about examination. The testing capacity of examination was tested and its defects exposed; fortunately psychology has not been content with the negative attitude. It has made positive contribution by way of alternatives, Intelligence Tests of various types and new types of questions which are familiar to us all.

The examination that has come up for criticism is what is known as the Essay Type which obtains in our schools and colleges. We cannot go into details and discuss whether examinations are not necessary in the advanced stages of education, the collegiate for example and need be dispensed with only in the earlier stages; similarly the related question whether the consummation to be obtained is only a considerable reduction in the number of examinations and not their abolition. We can deal with the subject only in a general way.

The discontent against examinations began sufficiently early. Winston Churchill in his "My Early Life" refers to how he had to suffer under the system. "I should have liked to be asked to say what I know; they (examiners) always tried to ask what I did not know. When I would have willingly displayed my knowledge, they sought to expose my ignorance. This sort of

* [Text of Address delivered while presiding at the Examination Section of the 21st All India Educational Conference.]

treatment had only one result: I did not do well in examinations."

The most important inquiry about examinations was the one undertaken under the auspices of the Carnegie Corporation, the Carnegie Foundation and the International Institute of Teachers College, Columbia University. "An examination of Examinations" by Hartog and Rhodes has already become a classic. In this connection I should like to state that my experience and that of many friends of mine who have done much of examining, is that there is very little chance of our opinions going wrong either in the case of the best students or of the worst students; but the book mentions that in the case of two cases that were marked first one was marked the eleventh and the other the thirteenth by subsequent examiners.

What then shall we do to rectify the mistakes due to examinations? Firstly the method of valuation has to be altered; that is the answers are to be looked upon not as testing the knowledge, but the capacity of the candidate. I understand that in the Civil Service examinations in England, such a procedure is adopted so that a brilliant student who has answered only a few questions, but well, has a good chance of passing. Secondly, the candidate's day to day work is to be assessed and not the particular bits of knowledge he happens to possess at the moment of testing. Thirdly, as is being done in advanced schools the very nature of the questions to be put to the candidate has to be changed so that the examiners would have a better chance of testing both the capacity and the attainments of the examinees. Fourthly, the various kinds of intellectual tests designed by specialists, tests that were applied for finding out the aptitude of recruits to the army in U. S. A. in World War I which are being used more and more in Industry to test the aptitude of re-

cruits: these tests are to be used more and more to rectify the errors of the examination system. Lastly *viva-voce* now restricted to a few competitive examinations of higher grade may be resorted to a greater extent than at present.

What then is the future of these examinations? That they have "to be hatched again and hatched differently" goes without saying; but they need not continue to be the bugbear they are at present. They are sure to change radically if the method of teaching be altered. If instead of looking upon children as passive recipients of information to be dumped into them, we regard them as growing individuals and the teacher's duty being confined to help them to grow, if for example, the method of teaching be radically altered and children are made to learn by doing by following the Project method, examination will have to be correspondingly changed to test the work done under a different system. Similarly examination will lose its sting if competition as the basic principle of social organisation be replaced by a more co-operative one; if for example every one is assured of a job and freedom from starvation be guaranteed, the whole system of education may have to be radically altered and with that the present system of examination also. That this socialistic reconstruction of society is not purely utopian is clear from the many references to such an ideal on the various schemes of post-war reconstruction, the most notable, from our point of view, being the one sponsored by Pandit Jawaharlal Nehru.

But until such changes are introduced examinations are likely to continue to be an integral part of the present system of education and has to be tolerated as a necessary evil; only the chances of its going wrong have to be minimised by the modifying influences of other tests mentioned above.

"THE RÔLE OF EXAMINATIONS."*

K. R. APPLACHARIAR M.A., L.T.

Teachers' College, Saidapet.

With so much thought astir about Post-war educational reconstruction which will make the youth of our country equal in efficiency with their compeers in other countries, it is very necessary to consider the rôle of examinations.

Not only in this country, but almost all over the world grave dissatisfaction is expressed in responsible and authoritative quarters with the examination system. We have an examination-dominated education which is neither oriental nor occidental. The deleterious influences of examination on the teacher and the taught, like postponing work to the eve of the examination, covering small parts of a given subject, memorising answers to a few expected questions, concentrating on examinable parts to the neglect of real knowledge, limiting the freedom of the teacher in choosing his treatment of the subject, the teacher taking upon himself work which must be left to the pupil, teacher and pupil engaged in a soul-destroying grind, teacher and pupil aiming at outwitting examiners, the play of chance, discouraging independent thought and creative work, unequal and un-reliable marking, pressure of numbers leading to hurry in valuing scripts and ambiguity of questions in spite of all attempts at minimising the evils by constituting responsible boards to maintain uniformity of standards and marking, the distressing effect on students who are obsessed by examinations, the resorting to mal-practices, even though occasional, the bad psychological effect on pupils who are made to aim at a bare 35% performance not only in examinations but also in later life; and, above all, the neglect of the finest fruits of education which cannot be tested by formal examination, are too well known to require elaboration. Examination distorts education, and schools intended to exist for the purpose of

education seem to exist for examination. Sir Richard Livingstone says, 'the examination system is both an opiate and a poison; an opiate because it lulls us into believing that all is well when most is ill; poison because it slows down education in most cases and in some, paralyses it and no one wholly escapes its bad effects. No wonder there is a hearty hatred of examinations and educators desperately say 'abolish examinations', if a new day should dawn for education.'

The evils of examinations have been exaggerated and the criticisms refer mostly to external examinations, it is also true that, to some extent, external examinations determine internal examinations too, since these latter are intended to accustom the pupils to the type which they will meet finally.

The case for examinations properly conducted, is stronger. Examination is not to be viewed in isolation, but with reference to what precedes it and what comes after it. Learning is a matter of practice requiring continued efforts and the effort will be forthcoming only when benefits accrue. Examination stimulates and directs the interests of the pupils so that they apply themselves to their work with the consciousness that it will be fruitful. To look upon examination in isolation as a mere instrument for selecting those who pass and those who fail is to ignore 'the mobilising power of examination in education as Brereton puts it happily. Examination is inseparable from the course preparing for it. Examination has a double role, to stimulate students to activity and to select them as a result of their activity. Students not only want to pass in the examinations, but also to pass well; they desire to win distinctions and are dis-satisfied when credit is not given for their work when the names of successful candidates are not arranged according to merit in the

* A paper submitted to the Examination Section of the All India Educational Conference, Madras.

second and the third divisions of the examinations. Examinations prevent the temptations of the teacher to stray away and have a salutary effect on schools and text-books. They co-ordinate school activities leading them in a desirable direction. They help to maintain standards.

Even critics will agree that examination is an essential part in educational machinery which aims at training children to use their minds and bodies in new ways or in acquiring knowledge or skill. It is a method of revealing reality. The term itself is derived from 'examen' which means the tongue of a balance. It denotes a systematic test of knowledge, skill or achievement. The case for external examinations rests upon the necessity for an impartial and absolute standard of reference by means of which abilities of pupils from different schools can be assessed and compared. Examinations aim at displacing arbitrariness, favouritism and nepotism. "To close down examinations", to quote Sir Michael Salder, "would be to give signal for an educational saturnalia". They have to be mended, not ended.

The effects of the examinations need not at all be baneful as the New Type Tests have shown. Examinations need not be the bugbear that they are now. The age of technology in which we are living has given us as a result of active and extensive researches, scientific and refined methods of testing educational outcome and the effects of learning, free from the ugly features of the traditional examinations. Examinations are simplified and rationalised. Unlike the traditional examinations which were set on occasions at the end of a term or year or course, the new type tests are small tests coming fairly frequently and taking very little time of the pupils. The former encourage neglect and lead to the burning of the midnight lamp or electricity, on the eve of the examination; while the latter do not encourage neglect and the tests are spread over, ensuring regular practice throughout the year. The Teacher and the taught regard tests as part of regular school work, like any other lesson. Promotion does not depend upon one examination, but on achievement throughout the year; and the play of chance associated with a snap examination is eliminated. Examination ceases to be an obsession,

involves no anguish, no fatigue, no tension. The deterioration in the physique of our educated boys and girls complained against by the distinguished President will be largely averted. The effects on the pupils before and after the experience are pleasant. Schools are not dominated by examination needs. Examination is really a servant, and not master. Tests are so carefully worded that ambiguities and caprice are avoided. The tests are made very comprehensive and cover a great deal more than the old type examination with the result that no part of the subject can be neglected and the tests are fairer. Since there is little writing work to be done by the pupil, more ground could be covered easily and more time devoted to thought. Pupils enjoy these tests not only because they are less trying, but also because they give little scope for favouritism or personal bias in scoring. The proverbial "vagaries of marking" and subjectivity have no place in the new scheme which claims validity, objectivity and reliability. Just one example may be cited about marking in the traditional examination. When facsimile copies of the same answer paper in geometry which is supposed to lend itself to exact assessment, were distributed to different examiners, the marking ranged from 28 to 92! Even the same examiner often marks the same paper differently at different times. Further in the new scheme, examination will not loom large, and the teacher will have freedom for invention and experiments, and schools will be living entities, and education a cultural process. Wastage of effort will be considerably reduced. Besides there is no arbitrary percentage like the 35% of the traditional examination which aims at 35 percenters only and stifles ambition.

The new type tests have their limitations. In the large battery of tests devised, some are in the experimental stage only and strictly not proven, some can be used by experts alone, and others by the average teacher. We have to devise tests and measurement feasible and useful in our country. A great leeway has to be made up. A comprehensive programme of testing is very necessary in teaching and can be made. The new type tests are criticised on the ground they are measures of mere re-

call of facts, often isolated, unorganised or even unimportant rather than of ability to use facts intelligently, to make critical appraisals of data or to apply general principles. The testing movement has advanced so much that tests of critical thinking are not wanting nowadays. The tests include items like ability to obtain information from extracts, maps, graphs, tables etc., comprehension, drawing conclusions, applying general laws etc. These are not mere tests of facts previously acquired, but of abilities used in acquiring new information for particular purposes and in interpreting data. Of course the new type tests may be supplemented when necessary by the old type essay where skill in marshalling data, organising thought and weighing pros and cons are required. Thanks to enthusiasts, improved methods of grading essays have also been devised. The charge that the new tests encourage guess work has not much foundation since with a long list of tests the chances of correct guesses and incorrect guesses are largely neutralised. In the course of this short paper it is not possible to deal with the different types of tests that have been framed like Intelligence Tests, Scholastic Tests, Achievement Tests, Diagnostic Tests, etc. and their value. Suffice it to say that the new ways of testing are destined to have a profound influence on educational aims and methods.

A time will surely come when examinations conducted by the head of each school are accepted as authoritative. This may appear now a bold step indeed and it may be objected that undesirable influences may begin to work. But did we not read the other day with satisfaction the remark of the Board for the Award of Foreign Scholarships that there were *few* cases of canvassing? A high morale, a healthy professional conscience, efficient inspection and prescribed curricula will be adequate safeguards for the maintenance of proper standards. It cannot be said that the teacher cannot teach and will not be fair, and the pupil will not learn satisfactorily in the absence of an external examination—an insult to both and an ignoring of facts. We cannot get away from examination, but we shall take

advantage of the progress in educational thought and measurements in conducting internal examinations. The new type tests will be used largely. In the transitional period external examination results may be taken along with internal examination results which will take into account the performance in the tests, oral and written, throughout the career of the student. A cumulative school record of the pupil will be necessary and will have to be maintained. It will be somewhat encyclopaedic in scope, with space for recording meticulously various relevant particulars about each pupil, such as, date of birth, place, home background, height, weight, schools attended, records of attendance with causes of absence in general health record, physical defects if any, mental age, rating in achievement tests, school marks, reading habit, games, extra-curricular experiences in school, out of school activities, hobbies, work during vacation, special abilities for music, art, mechanical proficiencies, outstanding experiences of a mental, emotional or physical nature, punctuality, conduct, ability to work with other pupils, response to praise or blame, etc.—a perplexing record, difficult to maintain, but highly useful and worth attempting. The scope of the record may be elastic and determined by the heads of schools. Such a record which will be the 'education story' of every boy or girl will be particularly helpful in determining the pupil's fitness for the academic or technical side, as also, in determining the particular variety of the diversified courses envisaged in the new scheme of secondary education for the heterogeneous secondary school population of tomorrow, which is unlike the earlier secondary school population from the cultured classes only. We shall be doing justice to the growing child in giving appropriate educational guidance. We shall have to display originality and boldness and undertake research. We cannot afford to be left behind. We must adapt our school system quickly to the newer demands and conditions. National welfare and safety require that we should be fully equipped to meet the needs of the secondary schools of tomorrow.

SHOULD GIRLS HAVE THE SAME COURSES OF STUDY AS BOYS IN SECONDARY SCHOOLS & COLLEGES?*

MRS. M. LAKSHMI AMMAL,
Lecturer, Queen Mary's College.

Yes, they should, as a rule, though a few exceptions that prove the rule might be admitted.

Less than 50 years ago, the need for girls' education in schools was a topic for debate. At a Social Conference in Conjeevaram in 1917, (during the Great War No. 1) an eloquent speaker declaimed against the folly of subjecting girls to the stress of education in Schools and Colleges, filling their minds with useless knowledge and harmful ideas and ironically asked "Why should girls be educated as if they were boys?"

The interval between then and now has been marked by a steady progress in women's education in India. It is taken for granted that girls would and should study in Schools and Colleges in increasing numbers. The "How" not the "Why" is the problem claiming attention now.

There are three possible ways of planning curricula for boys and girls—separate, identical or a compromise between the two. The education of girls may be planned on lines entirely different from that of boys—and a separate Women's University impose its needs on the Secondary Schools for Girls. One might find arguments to defend this ideal but no one really wants it. Even theoretically, it is untenable—there are only two stock arguments for separating girls' education from that of boys—One is that girls are physically weaker and different; but boys are not capable of greater sedentary application than girls—Examination results show girls fully equal to the strain. Another is that the curriculum for the higher education of boys has many defects (denationalised, imported, unrelated to Indian life and thought are some of the mildest criticisms!) and that girls should be saved from it. If this is true, the remedy is to remove the defects and

plan a better curriculum for boys and girls alike. In our country, as well as all over the world, women are found to do men's jobs adequately whether as mechanics or research workers, once they are trained. As the teaching in High Schools and Colleges is mainly a training in methods of learning, there is no reason why the same course of studies should not be followed by all. Besides, there are a large number of girls studying in Boys' Schools and Colleges and many think that an extension of co-education is the quickest means of promoting women's education. If girls were to follow different courses of study, practically, it would mean a great set back to women's education at present.

But no modern educationist has advocated entire separation; neither women nor teachers want it. However when any suggestion is put forward for special courses for girls, some come forward to support it on the ground that girls' education should be different from that of boys—a view the full implications of which they do not perhaps realise.

It is possible to advocate a right course for a wrong reason; special courses for girls do not become undesirable, simply because they are advocated by stressing the differences between boys and girls, differences which are not important in education. Such special courses are found mainly in the optional groups, where a wide choice is offered so as to allow students with different aptitudes or plans, to choose different subjects. If a girl takes up Domestic Science for her Matriculation instead of Optional Mathematics, she does so not because Mathematics is a useless or difficult subject for girls, but because she prefers to learn Domestic Science instead. She cannot learn Domestic Science with as much thoroughness or fun and facility

outside school hours, as she would in the school milieu of teachers and classmates; and since that subject takes up a definite portion of time on the timetable, she has to give up some other subject instead. When Home Science was introduced as a B.Sc. subject in the Women's Colleges in Madras, one of the first students gave up a seat in the Mathematics Honours Course, to do Home Science instead.

The institution of special courses for girls is justified by the interest and appeal such courses have for them; the special courses are not meant to provide the girls with 'soft' optionals or to separate the girls taking such courses from the community of university students, men and women.

Literature, Music, Drawing and many other subjects are learnt by some as examination subjects and by others by private study. Here again, the distinction is not between boys and girls but between students who are interested in learning these cultural subjects in or outside colleges, and those who are content to neglect them altogether. Fine arts are not special province of girls—men have as much artistic talent as women—at least!

The provision of a few special courses for girls alongside the opening of all courses to boys and girls alike will not act as a disruptive or separatist influence. An analogy might be found in the existence of Women's Colleges in the City; they actually promote the entrance of a large number of women students into men's colleges; when in any family, one girl has studied in a Women's College, her sisters if they are not able to gain admission there, continue their studies in Men's Colleges rather than be denied Collegiate education; and girls from Women's Colleges go on to Men's Colleges for special or professional courses. In the same way, a few courses for girls alone, will stimulate their interest and serve the cause of the spread of women's education.

With these aims in view, some special optionals or courses of study might be offered to girls but the syllabus for these should be on the same lines as for other subjects providing for a grasp of fundamental principles and a training in methods of acquiring knowledge.

Some are apt to stress the importance of matter than of method in education; these might argue that the majority of girls should receive instruction in Domestic Science, Needlework, Mothercraft and other purely feminine subjects, since most girls are likely to become wives and mothers. Such instruction might be provided in Schools and Colleges for those who want to specialise in them but other subjects should not be denied to girls. All students grow up to be citizens but Civics or Politics is not made a compulsory subject; those who are interested take it up as a study subject but others learn the elements of citizenship from life and not from schools. The curriculum should not be overloaded with too many subjects, whether for boys or girls; when that is done, when the teacher has too much information to impart, there is no time to stimulate the minds of the students and educate them. It is said that girls spend a great part of their time in later life in the kitchen; they do, just as it is true that many boys spend their after lives behind a counter or desk; but practical classes in Schools need not be concerned mainly with teaching girls to cook or boys to do clerical work. The preparation for life to be aimed at in Schools and Colleges is not to prepare the pupils for particular occupations—but to spread before them "the ample page of knowledge rich with the spoils of time" to show them how many branches of knowledge there are, how they are inter-related, how one might learn proficiency in any science or art, what labour and skill is involved in training the mind to grasp, the memory to retain, the eye and hand to test, some piece of knowledge imparted by the teacher. The study of languages and literature and arts, of history and science is essential for the pupil to realise the scope of knowledge—but one cannot attempt to learn all these subjects—a selection has to be made and that is the main problem of the School or University syllabus. But the syllabus should be common to boys and girls, since the mind of a girl is not different from that of a boy. Ruskin was of opinion that it was—"Boys have the type of mind that enables them to delve deep into any subject—girls are more fitted to aim at a superficial knowledge of many subjects" was what he thought

* A paper presented at the Women's Section of the All India Educational Conference, Madras.

—The eloquent passage in *Sesame and Lilies* is too well known to need quotation but it is fundamentally wrong; intellectual women are as capable of scholarship and research as men—and woolly-headedness is not confined to one sex. The reactionary principle by which girls will study literature but not grammar, history but not economics, arithmetic but not algebra, music practical but not music theory—this principle that divides science into genders, has been thrown overboard by educationists long before the day when Mme. Curie discovered radium! The attack on particular subjects on behalf of girls is either unfair or it is not carried far enough—for instance, if it is said that the history of Greece is a remote, dry, useless subject, it is so for boys too; and if it is defended on the ground that it gives an example within small limits of the rise of a nation and of its attaining full status, then Greek

History might and should be studied by girls also.

The problem of curricula is not an easy one; one has to allow for leisure, stimulate the interest of pupils and serve up useful knowledge too—experiments might and should be made in drawing up syllabuses. But it is unnecessary and harmful to draw up separate syllabuses for girls, since as students they are not different from boys—they too need to feel the joys of being young and of learning and of belonging to a community of students. Differentiation will do positive injury both to women's higher education and their status in society, whereas national education planned alike for boys and girls will help to advance women's education, and the country will have cause to be proud of its educated citizens—men and women!

7 BOOKS ON COMPOSITION

1. MARTIN'S A PRIMER OF GRAMMAR AND COMPOSITION
(Third Edition)
2. FRASER'S PICTURE COMPOSITION
Book I (Eighteenth Edition) & Book II (Seventeenth Edition)
3. WREN'S PROGRESSIVE ENGLISH COMPOSITION
Pages 320 (Fifty-fifth Edition)
4. MARTIN'S A JUNIOR ENGLISH COURSE
Pages 342 (Third Edition)
5. MARTIN'S A SIMPLE COURSE OF ENGLISH GRAMMAR
AND COMPOSITION Pages 375 (Third Edition)
6. WREN & MARTIN'S HIGH SCHOOL ENG. COMPOSITION
Pages 428 (Eleventh Edition)
7. WREN & MARTIN'S HIGH SCHOOL ENGLISH GRAMMAR
AND COMPOSITION Pages 647 (Eighth Edition)

K. & J. COOPER-PUBLISHERS-BOMBAY, 4

Sole Selling-Agents for the Madras Presidency:

The Christian Literature Society for India, Park Town, Madras.

NEW COURSES FOR GIRLS *

MISS K. MYERS,

Principal, Queen Mary's College, Madras

Mrs. Lakshmi Ammal has deprecated the provision of special Courses for Women, because of their innate inferiority of intellect for the desire to relegate them to the domestic circle. She has claimed that it is special aptitude or taste that should determine their choice of subject if they have a liking for the higher reaches of Mathematics they will not find its satisfaction in household accounts, if their minds are of a speculative trend they will want to exercise them on something deeper than the philosophy of the Home; the selection of a small suburban villa and its decoration will perhaps not suffice to fulfil the yearnings of a girl with pronounced aesthetic feasibilities.

She is right. No one wants to pen a Madam Curie between the kitchen and the parlour, or would expect a Senior Wrangler to remain absorbed in estimates for fish or washing. Spacious minds should move within a spacious environment.

But let us look at the other side of the picture. What happens to the Chemistry of the average girl graduate, after all the years she has spent staining fingers and peering into test tubes? What relevance to life have all these economic apothegms in a world where economic theories lose validity from day to day? I will go further and say, how is the girl or the world any better because, fortified with notes and paraphrases she has acquired a glimmering of the sense of Lycidas or gained some acquaintance with the wit of Charles Lamb.

Can it be doubted that the acquisition of a degree for the sake of a degree means a laborious process of fact absorption which has little relation to mental enlargement or character development?

The best definition of education that I know is, "the process by which one comes to realise one's own personality". Unless education is based on

natural aptitudes, unless it nurtures natural tastes it builds in a vacuum and the girl goes out from the University the same stunted and illiberal person she came in. An Academic career of this type sends her out quite unfit to cope with life which is flowing by with ever swiftening current.

The sterility of our educational system in its higher reaches has long been a matter for adverse comment. The students of transcendent ability may flourish but there are far too many who would follow in his footsteps without his aptitude, who are unfitted to breathe the rarified atmosphere of pure scholarship and hence take away nothing of value from their University sojourn.

All over the world there is now a demand for objectivity in higher education, a realisation that the realities of life must be definitely faced. There is a danger here. Use is not utilitarianism—the base service of immediate and material ends—the encouragement of science at the expense of the humanities, the nature of the successful rather than the liberal man.

By something of use is meant use to the whole personality, the satisfaction of the higher faculties of taste and understanding no less than the training of practical abilities. There is a place for Pure Science and Higher Mathematics for Gothic and aesthetic theory—one can well understand the wrath of the high flyer in those lofty regions faced by the intrusion of every day and common sense standards. My contention is that few can find their way there; the majority sit in an earth bound balloon and think that they are sailing the empyrean.

To-day there is a danger at Oxford that its age-long culture will go down before the demands of the returning soldiers eager to obtain the scientific and technical training by which they can make a living. The danger in

* A paper presented at the Women's Section of the All India Educational Conference, Madras.

Indian University is exactly the opposite, the demand for a degree of any sort, with however little bearing on real life conditions.

Leaving the men to work out their own salvation, in this University, some of us have been trying the last few years to find for women a via media. We have been attempting to find courses, which while soundly based on scholarly procedures are yet within the range of the average student mind. Such courses are not divorced from life as led from day to day, they anticipate and prepare for it; the student who has taken them begins at once to live her course; she does not find her University knowledge a body of alien concepts laboriously committed to papers at the final examination and then left slowly to disintegrate and, in time, leave not a rack behind. But education resulting from the Courses I am thinking of can no more be lost than the shape of one's nose or the cut of one's figure.

The University has recently introduced three such courses, B.Sc., Nursing Degree, B.Sc. Home Science and Intermediate Household Art. I may be allowed to say a few words about each of these three.

The B.Sc. Nursing Degree the first in India, is no soft option; it aims high. It would take too long to enumerate all the sciences that a Nurse will study or the practical skills she will acquire. But the point I want to emphasise is that as well as becoming a highly skilled professional, she will be a cultured woman. She will spend many hours learning to treat the patient's body, but she will also be trained to respect and care for his mind and personality. Psychology holds an important place and the Course has the proud distinction of being the first in the University to include that most vital of post war subjects, Sociology.

B.Sc. Home Science is likewise an ambitious Course, and it has taxed the

united resources of the Women's Christian College and Queen Mary's College. It aims at imparting a sound knowledge of the scientific principles that underline sane and healthy living. It can be taken only by students who have already some Chemistry and either Biology or Physics, for it comprises applied Physics and Chemistry, Bacteriology and Hygiene, Physiology and Nutrition and Home Economics. The very value of the subjects will convey to you what a magnificent course this is to aid our plans for a post war India, healthier, more sanely and more economically planned.

Lastly, there is Household Art for the Intermediate: This is a training in the practical aspects of Home Science. It comprises Maternity and Child Welfare, Nutrition and Cooking and Home Making: for its efficient teaching there is required besides the Domestic Science expert, a doctress for the Maternity and Child Welfare Course and Philosophy graduate for the lectures on Child Psychology. A model Cottage will be the scene of the practical demonstrations. This the girls will decorate and keep clean. Here they will keep house, cook and serve meals, wash and iron, budget and market, entertain guests and manage servants. Here they will acquire an insight into the problems of domestic harmony, use of leisure and bringing up of children. In fact it will be an intensely practical Course and any girls who have studied it will surely take away something of permanent worth.

These three Courses do, indeed, aim at a distinction between those befitting the two sexes, but only in the sense that the women have taken the initiative in providing for themselves certain practical subjects, which will not supersede those they share with men but offer a further choice and bridge the gulf that so often divorces theory and its application.

Our system of Education has failed to inspire its victims with a real desire for knowledge or a respect for knowledge.

—ARTHUR P. SWEET.

ERRORS, DEFECTS AND DEFICIENCIES IN THE STUDY OF SCHOOL ARITHMETIC AND MENSURATION

S. BALAKRISHNA AIYAR,

Retired Vice-Principal, Teachers' College, Satturpet.

E. DENOMINATE NUMBERS AND COMPOUND QUANTITIES (SUPPLEMENTARY).

Note: In this section it is proposed to furnish additional remarks and examples from the several individual systems of measurement to supplement the general remarks and examples in the foregoing section.

E I. Money.

E I—1. ERRORS.

1. Wrong equivalents due to confusion of systems.

e.g., £ 1 = 16 sh., £ 23-4-0 = £ 23½.

2. Erroneous notions regarding rates of exchange.

e.g., Sovereign and rupee; rupee and dollar (U.S.A.)

3. Breach of convention,

e.g., Writing 24 rupees as 24 Rs. instead of as Rs. 24. Similarly 5 £.

E I—2. Defects and deficiencies.

1. Ignorance regarding

(i) Standard units of money in some of the chief countries like U.S.A., China.

(ii) Current rates of exchange, as between India and England, India and U.S.A., England and U.S.A. (specially significant in these days).

(iii) The token values *versus* the metal values of coins.

(iv) The kinds of metals and alloys used in the coins and the composition of the alloys.

(v) The sizes and weights of important coins.

e.g., Re. 1 is 1 tola or 180 grains. The diameter of a quarter anna piece is 1 inch, and so on. 1 sovereign weighs 123.27 grains.

(vi) Simple facts, e.g., cost of a dozen at 7 ps. each is 7 as.

2. Adoption of round about methods e.g., To convert quarter rupees into rupees, pupil first converts to annas and then divides by 16.

E II. Linear Measure.

E II—1. ERRORS.

1. Confusion between length and distance.

2. Wrong equivalents.

e.g., 1 yard = 3 sq. feet, length of chain given in sq. inches, height in gallons, length of side of field in acres, depths in kilograms.

3. Errors in the technique of measuring lengths with the scale (graduated ruler):—

(1) In approximating to the nearest scale division.

(2) Parallax error.

(3) Counting points of division on the scale edge instead of the segments of the line measured.

(4) Forgetting to make allowance when some marking other than the zero point of the scale is used as the starting point.

(5) Using the worn-out zero end of the scale.

(6) Taking distances on an *elastic* thread to measure distances greater than the reach of the rule.

4. Errors in measuring curved lines:

(1) Dividers opened out too much for the stepping.

(2) Errors in the disposal of the fractional steps.

(3) In pin and thread method, fixing the pins on the line itself instead of alongside to allow the thread to lie right in the line itself.

(4) In the above method, fixing the pins too far apart.

E II—2. Defects and deficiencies.

1. Ignorance of important equivalents.

e.g., Nautical and geographic miles, $1'' = 2.54$ c.m., 5 miles = 8 kilometres.

2. Weakness in measuring technique. Want of skill in the handling of the measuring instruments, e.g., of the foot-rule, dividers.

3. Indifference regarding quality of the instruments. False economy.

4. Failure to keep the instruments in good condition (working order).

e.g., Not attending to warping, rusting, blunt points, etc.

E III Areas.**E III—1. ERRORS.**

1. Use of terms.

e.g. Confusion between length and area, area and volume, inch-square and square-inch, area and perimeter.

2. Wrong units.

e.g., giving areas in linear or cubic units. Also 5 inches $\times$ 4 inches = 20 inches.

3. Wrong relations between units.

e.g., 1 acre = 640 square yards, 1 square yard = 3 square feet, 36 square feet.

4. Notation errors.

e.g., 176 sq., 4 sq.'

5. Wrong formula: $A = l + b$.

6. Failure to reduce the length and breadth to the same denomination before multiplying to obtain area.

7. Wrong derivation of representative fractions.

e.g. In a plan $1'' = 10$ links, whence 1 sq. in. = 10 sq. links

8. Confusion of denominations.

e.g. Cost of matting 5 sq. yards at 4 as. a square yard = 20 sq. yds.

9. Wrong notion that the method of counting squares leads to accurate (instead of only approximate) results.

10. Wide margins of error in obtaining areas enclosed by curved boundaries by the method of counting squares.

E III—2. Defects and deficiencies.

1. Want of appreciation that certain statements are conventional modes of expressing facts and processes.

e.g. 6 in. by 4 in., 10 in. $\times$ 7 in. = 70 sq. in.; that $A = l \times b$ is an equality

in which corresponding unit-names are left as understood.

2. Given the relation between two linear units (e.g. in maps), inability to deduce the corresponding relation between area-units.

3. Over-emphasis on the square shape for units of area. Hesitation to accept other convenient shapes (e.g., rectangles) for area-units.

4. The abuse of the formula $A = l \times b$.

e.g. Using it in finding areas in simple instances.

5. Inability to translate symbolic statements, [e. g., $A = 2h(l + b)$] into verbal statements and *vice versa*.

6. In the method of 'counting squares', failure to shorten labour by marking off complete rectangles within the enclosed area and then employing counting squares for the remaining parts.

7. Ignorance of the method of finding and comparing areas by weighing.

E IV. Volume and Capacity.**E IV—1. ERRORS.**

1. Confusion of meanings of terms.

e. g., area and volume, volume and weight (especially in Tamil), volume and capacity. (e. g., quantity of wood-material and room inside in a wooden box).

2. Wrong relations.

e. g., 1 c. yd. = 12 c. ft. or 144 c. ft.

3. Confusion regarding units belonging to different systems.

e. g., ounce (weight and volume), minims and drops (used in medicine).

4. Failure to reduce all the dimensions of a solid to the same denomination before multiplying to find its volume.

5. Wrong notation.

e. g., 24 cubic", 4 c'.

6. Wrong formula.

$V = l + b + h$.

E IV—2. Defects and deficiencies.

1. Want of appreciation of the convention employed in expressing facts and processes.

e. g., 6 in. $\times$ 4 in. $\times$ 3 in. = 72 c. in., 6 in. by 4 in. by 2 in.; that $V = lbh$ is an equality in which corresponding unit names are left as understood.

2. Given the relation between two linear units, inability to deduce the corresponding relation between volume units.

3. Over-emphasis on the cubical shape for units of volume. Hesitation to accept convenient shapes (e. g., a rectangular block) for volume-units.

4. Inability to supply corresponding units to fit $V = lbh$.

5. Abuse of the formula, employing it for finding volumes in very simple cases.

6. Ignorance of the method of finding volume (i) by weighing, (ii) by liquid displacement.

7. Failure to appreciate that capacity measures (e. g., hollow cylinder shaped) are just as three-dimensional as volume measures in which the three dimensions are explicit.

8. Ignorance of the formula $V = A \times h$.

E V. Weight.**E V—1. ERRORS.**

1. Confusion of terms.

e. g., Volume and weight (esp. in Tamil), weight and density, mass and weight.

2. Confusion regarding units belonging to different systems.

e. g., Maund (Ordinary and Imperial), pounds (avoirdupois and troy), grains (avoirdupois and apothecary).

E V—2. Defects and deficiencies

1. Ignorance of facts.

e. g., that weight is proportional to volume (for the same substance).

2. Ignorance about business practices.

e. g., that certain things are measured by volume as well as by weight (giving the same value); that shopkeepers prefer measurement of liquid (e. g., ghee) when hot.

3. Want of clear notions regarding certain units of weight.

e. g., the carat, varahanidai, etc.

E VI. Time.**E VI—1. ERRORS.**

1. Wrong relations between the English and Indian time-units.

2. Errors in the numbers of days in the several calendar months; fortnight taken as 15 days ($\frac{1}{2}$ month).

3. Wrong calculations of time intervals.

e. g., Duration of day from 6-20 a.m. to 5-45 p.m. = 6-20 hrs. + 5-45 hrs. = 12-5 hrs. (by addition). Curiously enough, one answer was 35 m. by subtraction!

4. Wrong interpretation of conventions in notation.

e. g., 2-45 p.m. taken as 2-45 or 2- $\frac{45}{60}$ p.m.

5. Failure to take note of, and allow for, the leap year (if any) in time reckoning.

6. Wrong notion regarding finding leap year.

e. g., Year numbers ending in 4 only. Taking years like 1900 as leap years.

E VI—2. Defects and deficiencies.

1. Vague notions—

(i) regarding indigenous time units and their relations.

(ii) of the relation between English and Indian systems of time reckoning.

(iii) as to when the civil day (English reckoning) and the Indian calendar day begin.

2. Inability to decide which ordinary years and century years are leap years.

3. Ignorance of reason why certain years are leap years.

4. Inability to obtain the number of days from one date to another (i) in the same year, (ii) belonging to two different years.

5. Inability to find the day of the week corresponding to a given date.

6. Inability to convert time of day given in English reckoning to time in Indian reckoning, and *vice-versa*.

7. Want of definite information regarding certain useful facts and items:

For example:

(1) Units in ordinary use like muhurtham, yamam, etc.

(2) Solar day is not constant.

(3) Relation between apparent solar day and mean solar day.

(4) 365 $\frac{1}{4}$ is only an approximation. Need for complete (integral) number of days in a year for practical purposes.

(5) Calendar reforms, eras and their starting points.

(Continued on Page 25)

VOCATIONAL GUIDANCE FOR YOUTH

"SCHOOL TO JOB" SERVICE

BY MARION SLATER

That plaintive parents' cry, "I don't know what John will do when he leaves school—he doesn't seem to have a bent for anything" seems likely to be stilled in Britain if the Government accept the recommendations of a committee which recently reported on a "School to Job" service.

The original idea came to Britain's Foreign Secretary, Mr. Ernest Bevin, when he was Minister of Labour in the former Coalition Government. Deeply conscious of how easy it is for a "square peg" personality to find itself in a "round hole" job, and realising the necessity for some kind of vocational guidance for boys and girls leaving school and hesitating in their choice of work, a year ago Mr. Bevin appointed a Committee to consider the best means of helping young people over this difficult time, through the medium of a service called the "Juvenile Employment Service."

Now parents are able to read the Committee's report, which includes some very far-reaching suggestions that will affect the future of every child in Britain.

The basic essential—which may not appeal to all parents—is the suggestion that every school should register every boy and girl leaving school with the Government "Jobs-for-the Young Service." And, furthermore, that the Service should be empowered to require the attendance of any of these boys and girls to give them vocational guidance.

INDIVIDUAL RECORDS

Obviously such a Service, if it is going to work satisfactorily, must have complete information about industry, commerce and the professions . . . and at the same time, know a great deal about each individual child. So it is suggested that a record should be kept by the school for every child, and handed over to the Service when the child leaves school, and that this should in-

clude details of his health, his aptitudes and his hobbies; while at the same time each local branch of the Service should have the fullest possible information about local industries and general trends of employment.

Now, if such a comprehensive service, so equipped, becomes a link between the schools and employments, how is it going to work?

The general plan is that boys and girls, in their last year at school, should attend talks in which all the careers open to them are described—usually by a qualified officer of the Service and with the parents present if they wish to be there.

The next step is an actual interview with a boy or girl who is leaving school. This is an extremely delicate job for the interviewer, for he must gain the confidence of the individual and advice on the kind of job which seems particularly suited. So it is suggested that apart from the teacher and parent no one else should be present at this momentous interview.

PAMPHLETS ON CAREERS

In addition, in order to assist parents and their children in the choice of the latter's careers, there should be a series of attractive, simple, comprehensive pamphlets on careers, prepared by the Ministry of Labour, and made easily available to young people and their parents.

And, since industry also has a responsibility towards these young people, the Report suggests that industry should set up National Joint Councils to deal specifically with the recruiting and training of juveniles, to help them become valuable and happy members of the various industries. Where no suitable training facilities are available within easy daily travelling distance of their homes, it is suggested that there should be a scheme of training grants so that they can take a course for a skilled occupation away from home.

When young people are guided and trained there still remains the business of finding them jobs. But after ample consideration the Committee has agreed that there should be no control of jobs. In other words, young people should be free to choose their jobs, but it seems reasonable to suppose that they will want to use the "Juvenile Employment Service" which will have guided them considerably.

A Service for youth, however, cannot end at the job. "Aftercare" is needed, and it is suggested that an officer of the Service should keep in touch with young people after they have got jobs, so that they may feel he is a friend to whom they can bring their early difficulties and worries.

—By kind Courtesy of the Bureau of Public Information.

(Continued from Page 23)

(6) The limits of centuries: e.g., of 8th century A.D. and B.C. respectively.

E VII. The Metric System.

E VII—1. ERRORS.

1. Confusion regarding the prefixes.
e.g., deci and deca.
2. Confusion of units themselves.
e.g., Giving lengths in kilograms.
3. Faulty notions about equivalent values of metric units in terms of units of non-metric systems.
4. Wrong derivations of relations and values.
e.g., capacity of a cubic box of side 10 cm. is 100 c.c.

E VII—2. Defects and deficiencies.

1. Ignorance of relationships between—
(1) the fundamental units of length, area, volume and weight within the system.
e.g., as between a cubic centimetre and a gram weight.
(2) the fundamental units of the metric and non-metric systems.
e.g., Ounce and cubic centimetre, pound and kilogram, mile and kilometre.
2. Ignorance regarding—
(1) The advantages of the metric system over the non-metric systems of measurement.
(2) Countries using metric measures in practical life and scientific work.
(3) The historical background of the metric system.

(To be continued)

EDITORIAL

D. P. Khattry

Our readers will be very sorry to learn of the demise of Mr. D. P. Khattry, Secretary of the All India Federation of Educational Associations. Mr. Khattry was ailing for some time. The delegates who attended the All India Educational Conference at Madras missed his genial and charming personality but no one

assistant master but his talents were soon discovered and in 1920 he was appointed Headmaster of the Pandit Prithinath High School, Cawnpore, which post he held with distinction till his death. He believed that the only way to make the public think well of Education and of Teachers was to



D. P. KHATTRY,
Secretary, All India Federation of Educational
Associations
from 1925—till his death on 16-1-'46.

then thought that D. P. Khattry would be taken away from this world, so soon after the Conference. [He died at his residence in Cawnpore on the 16th January]. The late Mr. Khattry was a born organiser. He began life as an

organise the teaching profession. He was one of the founders of the U.P. Secondary Education Association. For nearly 10 years he edited 'Education', the Journal of the Association. In 1925, along with the late Principal Seshadri

he helped to found the All India Federation of Education Associations; of which he was elected the First Secretary. He held that office for 20 years being re-elected year after year till his death. As Secretary of the Federation and as Managing Editor of the Indian Journal of Education he has rendered yeoman service both to the cause of Education and of the Teaching profession. If the Federation has now a place in public eye, it is due, not a little to the indefatigable energy and organising capacity of the late Mr. Khattry who neither spared himself nor his purse in the cause of the Federation. As a friend and host he had endeared himself to one and all of the delegates that attended the Conferences of the Federation.

His death at the comparatively early age of 53 leaving behind his aged widow, his wife, five daughters, a young son, a sister and two brothers is indeed a great loss to the country and to the teaching profession. We offer the members of his family and his devoted brother Mr. A. P. Khattry our heart felt condolences in their very sad and irreparable bereavement.

To the Federation his death is indeed a very serious loss. The Federation is now at a stage when it will demand of its Secretary great organising efficiency and firmness coupled with tact and discretion—qualities which the late Mr. Khattry possessed in abundance. We hope and trust that the executive of the Federation will succeed in making the right choice.

Why do they hesitate?

From information made available to the Union, we gather that about 25 institutions are paying dearness allowance either at govt. rates or at rates very nearly equal to them. Over 125 seems to be paying at about half the government rates, while the rest—nearly 300, should be presumed to

give either a pittance as an apology or nothing at all. And why do they hesitate? A correspondent of a school informs us that the managements are aware of the difficulties of teachers and has recounted the many sacrifices he has been making to find the funds for running the school. We have been repeatedly pointing out in these columns that dearness allowance is an extraordinary item of expenditure and should not be brought under the grant-in-aid code, that teachers in aided educational institutions must be treated by Government on the same footing as those under the employ of local boards and that managements should be paid moneys sufficient to meet the cost of this item. There are about 8,000 teachers and the expenditure can only be a few lakhs. We urge upon the managements to press upon Government the need for a very liberal and equitable policy in this matter. The Union has done its best and it will continue its efforts. But these should be reinforced by managements, representing individually and collectively the need for a more generous help. Managements are in a better position to represent to Government the sufferings of the teachers. They may have to bring home to Government, that any further delay would sorely try the patience, and the sense of professional honour of our teachers. If they still hesitate, teachers cannot help feeling that managements are indifferent to their well-being.

Where is the Certainty?

That is the question asked by some managements when they were told of the Govt. Order regarding D. A. to teachers in aided Sec. Schools. They say, that even this year when the compensations granted under different heads are indicated in the grant statement, their teaching grant has fallen far short of

what they claim to be due to them. This kind of shortage, year after year, must have been making the position of the managements very difficult in drawing up their budgets. We fail to see why there should be this difference. If certain items are disallowed, managements must be informed of the same with reasons. If the shortage is due to inadequacy of funds, then the managements must be assured that the difference would be made good in the next year. The provisions of the grant-in-aid code are not to be enforced in a court of law. Managements can never be certain of what grant they would be getting in a year. No wonder they ask 'what is the certainty that the expenditure on D. A. would be admitted for purposes of aid?' It will be good if the managements are taken into confidence so that this feeling of uncertainty may go.

Senate Elections.

The Elections to the Senate are coming. We appeal to all teacher voters to support teacher candidates and strengthen the influence of the Union in the Senate.

The 36th Madras Educational Conference.

We are glad to announce that Sri. M. S. Ekambara Rao, Headmaster, Ganapat High School, Mangalore, has been elected to preside over the 36th Madras Provincial Educational Conference to be held in May in Bellary and that he has agreed to do. Further particulars of the Conference will appear in our next issue.

7 GRAMMAR BOOKS

USED ALL OVER INDIA, BURMA & CEYLON

P. C. WREN'S GRAMMAR BOOKS occupy the foremost place among textbooks of English Grammar.

1. THE SIMPLER PARTS OF SPEECH. Twenty-ninth Edition.
2. FIRST LESSONS IN ENGLISH GRAMMAR. Eighth Edition.
3. THE BEGINNER'S ENGLISH GRAMMAR. Ninth Edition.
4. A SIMPLE ENGLISH GRAMMAR ON MODERN LINES. Fifteenth Edn.
5. ELEMENTARY GRAMMAR ON MODERN LINES. Eighteenth Edition.
6. A SHORTER ENGLISH GRAMMAR. Fourth Edition.
7. HIGH SCHOOL ENGLISH GRAMMAR. Nineteenth Edition.

— All the above books have been approved for class use as textbooks by the Bombay and Madras Educational Departments: some of them approved also by the other Educational Departments in India, Burma and Ceylon.

K. & J. COOPER-PUBLISHERS-BOMBAY, 4

Sole Selling-Agents for the Madras Presidency:

The Christian Literature Society for India, Park Town, Madras.

Small Savings Scheme

Appeals to everyone

Not to hoard or spend

but

To Save

For

HIMSELF
IS CHILDREN &
IS FUTURE.

Makes Your Money
Grow 50 per cent
More in 12 years

For every	You get
Rs. 5	Rs. 7½
" 10	" 15
" 50	" 75
" 100	" 150
" 500	" 750
" 1,000	" 1,500
" 5,000	" 7,500

This is INCOME TAX FREE.

Buy

NATIONAL
NATION'S

SAVINGS
SAFEST

CERTIFICATES
COURSE

Obtainable from:—

**Authorised Agents, Post Offices and
Savings Bureaux and carries**

Interest at 4 1/6 per cent per annum.

Note:—Maximum holding is Rs. 5,000 for an Individual.

THE S.I.T.U. PROTECTION FUND LTD.,

520, HIGH ROAD, TRIPPLICANE, MADRAS.

Number of Policies Issued in 1945
is the highest on record.

Total Assets	Rs. 3,75,000
No. of Policies	2,150
No. of Units	4,500

A new member can choose one of the four
tables—10 year, 15 year, 20 year
or 25 year period.

For further particulars apply to:—

THE HON. SECRETARY.



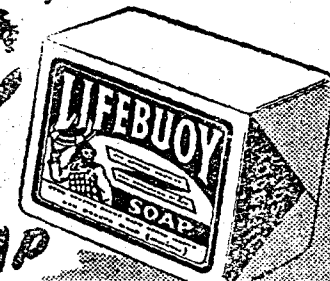
JL
T. 21, N. 50
N46-19.1 f2



Get the "Good
Health" habit
NOW—and keep fit
for your future!

You will need good health to help you to succeed. So learn how to keep fit now. The Lifebuoy habit will help you. Men who are keen on good health, the world over, bathe with Lifebuoy regularly. This soap protects from germs and infection—makes it easy to keep fresh and fit. And—as with every other bit of good training—you can't begin the Lifebuoy habit too soon.

Use
LIFEBUOY
the "Good Health" SOAP



L-70-400

LEVER BROTHERS (INDIA) LIMITED

(2)	(1)	(2)	(1)
-----	-----	-----	-----

Regd. No. M. 2347

"A Series which is so markedly good."

NEW STUDY READERS

By

H. MARTIN, M. A. (OXON), O. B. E.
FORMERLY PRINCIPAL, ISLAMIA COLLEGE, PESHAWAR

PRIMER & READERS I—V.

The following are some of the prominent features of this new series of English Readers, *planned to teach our children to speak and write English effectively*. It is the outcome of years of practical experience, and combines the best features of modern methods of teaching a foreign language.

1. The reading matter is very carefully graded; it is also easy and of varied type and interest.
2. Variety is a characteristic of each book.
3. In each book there are many lessons in dialogue-form to familiarize the children with Spoken English.
4. The whole series is abundantly and artistically illustrated.
5. The varied exercises in composition, given at the end of each lesson, form a unique feature of the whole series. They are both full and instructive, and supply suitable material for practice.

NEW STUDY SEAT & DESK WORK

PRIMER, BOOKS I—V

By

H. MARTIN, M. A. (OXON), O. B. E.
FORMERLY PRINCIPAL, ISLAMIA COLLEGE, PESHAWAR

K. & J. COOPER-PUBLISHERS-BOMBAY, 4

Sole Selling-Agents for the Madras Presidency:

The Christian Literature Society for India, Park Town, Madras.