

House (1921) Department.

Education

Ordinary SERIES.

G.O. No. 387

DATED 16-3-21

[Despatch Abstract.]

School for mentally deficient children

Establishment of - Miss Grover - grant - refused.

BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.
	C. 70958-9803						

Reels. 11-2-18, 158-17-1-18

DEPARTMENT.

CURRENT FILE.

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PAPERS PUT UP WITH CURRENT No. _____

Papers of the department to which the current belongs.

Number.	Date.	Original (= O.) or spare copy (= S.C.)	Remarks. (In this column such of the papers as have been removed for copying, printing, etc., should be marked with a cross.)	Initials of Referencer with date in token of return to Reference department.

Papers of other departments.

Department.	Number	Date.	Original (= O.) or spare copy (= S.C.)	Initials with date of (1) Referencer acknowledging returns of the paper concerned or (2) Despatcher to denote the return of the papers to the department concerned.

Home (Education) 2055 B

Home (Education)

DEPARTMENT.

C.F.—20
19.10.20

Received



Registered

191

Subject.

Submitting letter from Miss Grover of the Church of England Zenana Mission, Vepery, applying for a full grant towards the initial and recurring expenses of a school to be opened at Madras for mentally deficient Indian children.

ENCLOSURES

No.

Ref. on Cur. No. 4559 of 1920.

Spare copies

Station Madras, Dated the 16 October 1920.

From (Name) Hon'ble Mr. R. G. Grieve, M. A.,

(Designation) Ag. Director of Public Instruction,

Madras.

To The Secretary to the Government of Madras,

Home (Education) Department.

Sir,

I have the honour to submit herewith a copy of a letter from Miss Grover of the Church of England Zenana Mission, Vepery, dated 27th April 1920, in which she applies for a full grant towards the initial and recurring expenses of a school to be opened at Madras for mentally deficient Indian children.

2. As one of Miss Grover's ideas was to get an experienced teacher with knowledge of India trained for one year at the special school for deficient and defective children at Kurseong, Bengal, I wrote for a prospectus of this school and a copy of the Superintendent's (Miss De La Place) letter together with the prospectus is enclosed for reference of Government, Miss De La Place is willing to train a worker for Miss Grover.

3. From Miss Grover's scheme it seemed to me that her estimate of expenditure was quite inadequate as it did not include any provision for the nursing and medical treatment of these defective --- children. On a reference made to her Miss Grover replied that her mission had realized that it would be necessary to add a nurse to the staff in time, but that for the present they wanted to secure a trained nurse to take the special training at Kurseong so as to -- combine the nurse and assistant in one at the beginning, and that was the reason why she had asked for a stipend of Rs.150 per mensem for the period of this training.

4. Miss Grover's scheme appears reasonable except in the following respects:-

(i) the proposed salary of Rs.200 a month for the teacher to be recruited from Britain or America seems much too low and may well be doubled. I would prefer to recruit from Britain.

(ii) the rent calculated is probably much underestimated.
The non-recurring expenditure estimated may be accepted
I would suggest that the opinion of the Surgeon-General be

obtained on Miss Grover's proposals.

5. The maintenance of such special schools is necessary for the presidency and Mr. Littlehales was of opinion that work of this kind was a matter more for philanthropic endeavour rather than for Government itself. But missions which are the only bodies that can undertake such work are not likely to be able to finance such ---- schemes under their present financial difficulties and would therefore require considerable aid from Government perhaps even amounting to the full cost.

6. I therefore recommend to Government the following which seem to be the immediate needs for starting such a school.

(i) a stipend of Rs.150 per mensem for 12 months from January 1st-1924 for the training at Kurseong, Bengal, together with the --- travelling allowance allowable to an officer of the second class.

(ii) that permission be given to Miss Grover to try and secure a trained worker from home on an approximate salary of Rs.400 a -- month, but that she be asked to inform me of the names and qualifications of applicants before a selection is made.

7. The expenditure involved by the proposal made in paragraph 6(i) during the current year can be met by reappropriation. As for the amount required for next year, I beg to request that the necessary provision viz., Rs.1500 may be included under 22-G-Education-Grants in-Aid-Non-European Schools-Stipendiary grants in Training Schools for mistresses in the Budget estimate for that year.

I have the honour to be,

S i r,

Your most obedient servant.

W. N. S. Chatterjee 15/10/24

for Director of Public Instruction.

sar.

From Miss Grover, Convener of Committee appointed by Women Missionaries of Madras to consider the possibility of a Home for mentally deficient children, C.E.Z.M. House, Vepery, dated 27th April 1920.

We have the honour to beg permission to bring the following request to your notice.

There is great need in this Madras Presidency of a Home for mentally deficient Indian children such as has been started in Kurseong (Bengal) for Anglo-Indian children.

It seems to us that the preliminary steps for starting such a home should be the training of suitable workers.

We would therefore suggest

1. that, if possible, an experienced teacher with knowledge of India should be trained for one year under Miss De La Place at Kurseong.
2. that a worker who has trained for teaching mentally deficient children in Britain or America should be procured at once to come to India to gain experience among Indian children, with a view to starting such a home.

The expenses for the first year would be:-

for worker's training at Kurseong at Rs. 150 per mensem.	Rs. 1800
passage-outfit for worker from the west.	1000
salary for such worker at Rs. 200 per mensem.	2400
First Year Total.	Rs. 5200

Later on for starting the Home:-

Non Recurring expense-Furniture and Apparatus.. Rs. 1000

<u>Recurring.</u>	Rs.
Principal's salary	200
Assistants.	150
Rent.	250
Matron.	20
2-Teachers.	40
Servants.	20
	Rs. 680

Yearly salaries etc., Rs. 8160

Miscellaneous. Rs. 340
Rs. 8500

We suggest that children should be supported by those who send them or by subscriptions.

We therefore ask that the Government Educational Department would sanction the sum of Rs. 5200 for the first year that the -- scheme may be prepared for and if the scheme develops that they

should be prepared to consider the grant of Rs.1000 for furniture and Rs.8500 annually.



II

Miss Silvia De La Place, Lady Superintendent, The Childrens House, Kurseong (Bengal).

I have the honour to forward you under separate cover five copies of the prospectus of the Childrens House.

With regard to the training of special teachers at present I am training two students for our own work, but I am willing to accept other students for training if special stipends or fees can be arranged for them. I have also told Miss Grover of the C.E.Z. Mission Vepery, Madras, that I will undertake the training of a worker for the Indian work she has been asked to inaugurate.

The Government of Bengal will I believe provide special facilities for teachers from this province wishing to take a special training with us.

I have not mentioned in our Prospectus that our final aim is to establish an industrial colony for adult inmates who have passed through a period of training and who will thus be enabled to lead a useful life under suitable and safe conditions.

We will go on to this as the need arises we already have some children who will always be our wards.

I might add that we are admitting children from all parts of India.

As regards other papers on the subject I have nothing ready at this moment but I shall be glad to send you a copy of my paper for the Child Welfare Exhibition when I get it back from the Exhibition Committee.

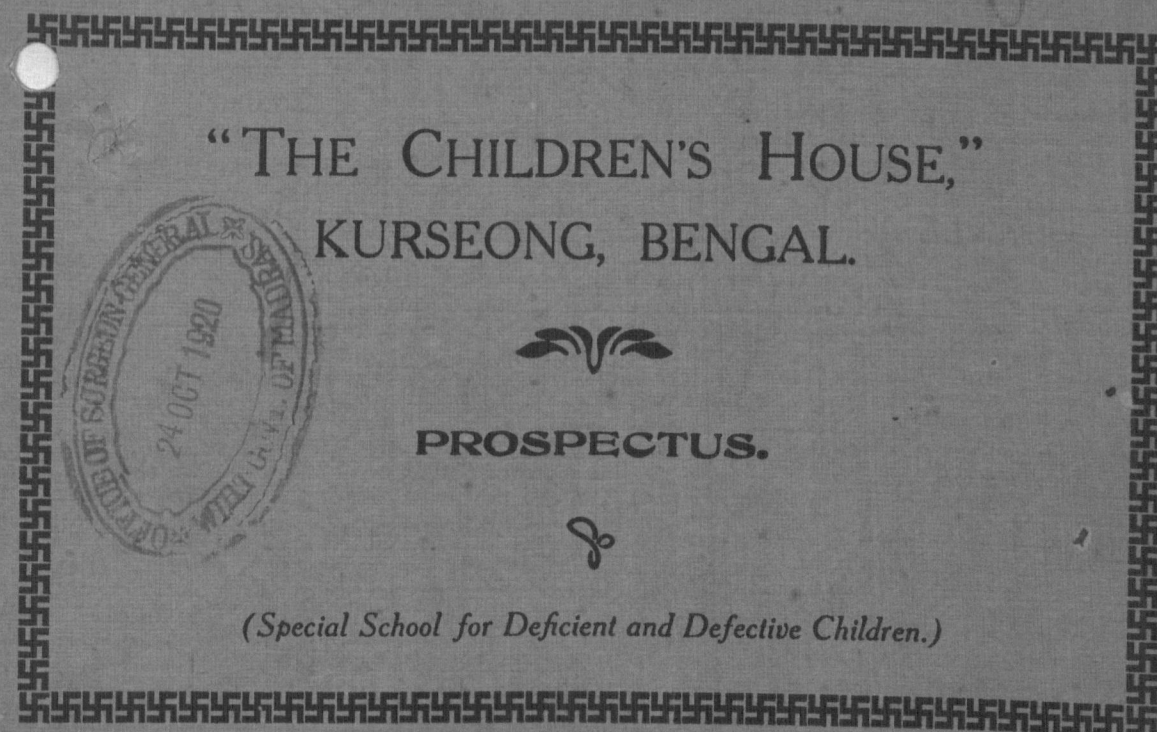
/True Copies/

W. K. S. S. S. 15/10/20

for Director of Public Instruction.

SAR.

As
15/10/20



The Children's House, Kurseong.

A Government-aided School under the Educational Department of the Government of Bengal.

 THE Children's House is a Special School for the teaching and training of children, who through some mental or physical defect, are unable to benefit by the course in an ordinary school, or compete with normal children.

Such children are divided into three classes—

(a) Children with some mental defect,

(b) Children who are merely unusually backward,

(c) Children who are mentally normal, but physically crippled, needing special attention and treatment such as cannot be supplied in an ordinary school.

[Mentally normal children are separated from mentally defective ones].

The aim in each case is to restore as far as possible to the normal, whether mentally or physically.

In the case of mentally defective children, everything possible is done to overcome the defect, but where complete restoration is not likely, the mental powers are called out as far as possible, and a training is given in an art or a handicraft according to individual ability, as a means of leading a useful and therefore a happy life, and also of helping towards self-support.

In the case of abnormally backward children the aim is to develop their powers by the use of special method till a normal standard is attained.

Special exercises, massage and medical gymnastics are applied as necessary.

Temporary and visiting cases are received for such treatment.

The work is carried on according to the latest scientific methods. The teaching is based on thorough courses in Sense Training. Each child is carefully examined, tested and studied, and a special course is drawn up to suit the individual needs of each child. The keenest sense, and the one in which the child responds most readily, is made the point of beginning, in teaching. For instance, if a child responds most readily along the line of hearing, even number work would be carried out by sound, as when strokes on a small gong are used to represent numbers instead of visual material.

A great deal of apparatus is used for sense training. Pieces of apparatus are specially constructed for individual children when necessary. A few of the pieces of apparatus are described further on.

The health of the children is carefully watched. Charts are kept for each child. The diet is prescribed according to the special requirements of the children.

The staff consists of specially selected and trained teachers, and hospital-trained nurses.

The children are never alone, but are under constant supervision.

It must be borne in mind that the expense of carrying on such a work is very great, and out of all proportion to the number of pupils. The special staff, the many workers required on account

of the unusual strain in dealing with such work, and the constant surveillance necessary, the special quality of the food, the very expensive apparatus, etc. make the comparative cost of keeping up such an institution double that of even the best Hill School.

Fees.—The usual fees are Rs. 100 per month (paid in advance), with an admission fee of Rs. 10 and an annual medical fee of Rs. 15, and an apparatus fee of Rs. 5, also annual.

Special fees are however arranged in the case of parents who cannot afford the above fees, and every effort is made not to refuse any really deserving and suitable case.

In the case of destitute children, application for stipends is made to the Government of the province to which they belong.

In making an application for admission, a full description of the case must be given, and guardians must be prepared to give a history of the child, and to answer such questions as may be considered necessary for a proper understanding of the case.

A certificate from a competent doctor is necessary. It must as far as possible state the nature of the defect, that the child is not suffering from any infectious disease, and is not an epileptic. [Epileptics are not received at present.]

Applications should be addressed : The Lady Superintendent, The Children's House, Kurseong. Enquiries may also be made of the Inspector of European Schools, Bengal.

The buildings comprising the institution are situated amidst beautiful surroundings in extensive private grounds.

The Institution remains open all the year round.

(4)

Outfit.

Boys.

- | | |
|---|--------------------------------------|
| 1 Overcoat. | 12 Handkerchiefs. |
| 2 Heavy suits for evening wear (1 navy blue). | 4 Bed sheets. |
| 4 Day suits, 2 heavy, 2 lighter. | 6 Bath towels. |
| 4 Woollen vests or banians. | 6 Pillow slips. |
| 3 Pairs combinations (long sleeved). | 1 Pillow. |
| 2 Flannel shirts. | 3 Blankets. |
| 4 Pairs cotton drawers. | 1 Razai for spreading over mattress. |
| 6 Pairs woollen stockings. | 1 Waterproof sheet. |
| 6 „ cotton „ | 1 Pair slippers. |
| 6 Cotton shirts or vests. | 2 Pairs strong boots. |
| 2 Woollen night suits. | 2 Pairs shoes. |
| 4 Cotton „ „ | 1 Pair goloshes. |
| 6 White drill suits. | 1 Pair woollen gloves. |
| 2 Cotton tweed suits. | 1 Waterproof coat. |
| 3 Finer drill suits for evening wear. | 1 Umbrella. |
| 1 Sola topee. | 1 White counterpane. |
| 1 Straw or felt hat. | |

Comb and brush in bag with soap, tooth powder, tooth brush, nail brush, 2 wash cloths. Some buttons and pieces of materials for mending clothes.

(5)

Girls.

- | | |
|--|--------------------------------------|
| 1 Heavy overcoat | 1 Good frock for special wear. |
| 1 Lighter „ if possible. | 1 Sola topee. |
| 2 Thick warm frocks for evening wear, navy blue and white. | 1 Straw hat. |
| 4 Woollen day frocks. | 4 Bed sheets. |
| 12 Pinafores. | 6 Pillow slips. |
| 3 Flannel petticoats. | 1 Pillow. |
| 3 Pairs flannel drawers. | 6 Bath towels. |
| 12 Pairs cotton drawers. | 3 Blankets. |
| 3 Heavy woollen vests or banians. | 1 Razai for spreading over mattress. |
| 4 Lighter vests for summer wear. | 1 Counterpane (white). |
| 3 Pairs woollen combinations with long sleeves. | 1 Pair slippers. |
| 6 Cotton bodices (with buttons for use with drawers). | 2 Pairs boots. |
| 6 Pairs woollen stockings. | 2 Pairs shoes. |
| 6 „ cotton „ | 1 Pair woollen gloves. |
| 3 Flannel night suits. | 1 Waterproof coat. |
| 4 Cotton „ „ | 1 Umbrella. |
| 12 Handkerchiefs. | 1 Pair goloshes. |
| 6 Day frocks (washing) } for summer wear. | 1 Waterproof sheet. |
| 3 Evening frocks „ } | |
- Comb and brush in bag with soap, tooth powder, tooth brush, nail brush, hair wash.
- 2 Wash cloths.

1 Work Basket containing nail, scissors, buttons, tape, needles, thread, darning needles, darning wool, hooks and eyes, material for mending.

We have already mentioned that the work is based on Sense Training.

The Objects of Sense Training are :—

- (a) To establish fine control over the muscles and nerves.
- (b) To co-ordinate movements.
- (c) To establish habits of accuracy—Truth.
- (d) To teach control over oneself.
- (e) To cultivate a love for the Beautiful, and to seek harmony in all things.
- (f) To bring the child into full touch with its environment.

Every effort is made to bring all the work into connection with the circumstances of life; that is, to apply it to real life.

A description is given below shewing how some of the apparatus are applied :—

One Board divided into Squares, a hole in each square capable of holding a small marble. A box of small marbles.

Object of Board :—

- (a) Careful adjustment.
- (b) Fine observation.
- (c) Exercise in counting and grouping numbers.
- (d) Form grouping to obtain geometric forms.
- (e) Remembering and carrying out instructions.
- (f) Translating from graphic representation.

(a) As the marbles are small and have to be fitted into small holes, careful handling is necessary to keep them from rolling away. The children are allowed to place the marbles as they wish at first.

(b) Very careful observation is necessary to copy the placing done by the teacher, who begins with a simple arrangement of just a few marbles, the child copying the arrangement on another board.

She then sees that the child's arrangement exactly corresponds with hers, the marbles being placed in exactly corresponding squares. More intricate patterns are gradually introduced. If coloured marbles are used, special attention is paid to the matching of colours.

(c) Marbles are placed in positions, which involve the counting of squares missed, the counting of marbles put down, the number of squares from starting point, etc., groups are formed from 1 to 10, etc. in relation to each other in their arrangement.

(d) As many geometrical figures as possible are formed, squares, triangles, parallelograms, etc.

(e) The teacher calls out directions for finding the selected square, e.g. 3rd square from top right-hand corner, place 3 marbles in succession from that square, place 3 marbles in a line just below the last one, etc.

Then let one child at a time come up to the teacher, hear what is to be done, then go back to its place and do it.

(f) Sheets of paper or cards, squared as the board is, have patterns marked out on them by small black circles. These cards are given out to the children, who translate the patterns on to the boards. At first sheets or cards as large as the boards are used, later on smaller ones are substituted.

In the last stage of training graphs are used.

Pegged Board :—This is a board with a great many holes graded from the diameter of a pencil to the diameter of a pipe; the holes are not arranged in order of size, but are scattered over the board. Pegs are provided that just fit the various holes.

Object of the apparatus :—

- (a) Training the eye in fine grading of size.
- (b) Careful observation.
- (c) Precise movement of the hand, decisive action.
- (d) Rapid judgment, quick action in response to rapid judgment.

(a and b) As the holes and the pegs are graded with but small difference in size, very careful observation is necessary to select the right hole for a peg. The child is allowed at first to experiment with the board and pegs he wishes.

He is then taught to take up a peg, and select what looks like a proper hole before trying to fit the peg. A hole is pointed out to him, and he is asked to select the right peg. He thus learns to discriminate between the different sizes, and to be accurate in fine gradations.

(c) The fact that he is not allowed to try several pegs to one hole or try several holes with one peg, trains to decisive action, and to precise movement of the hand in learning to place the pegs right the first time.

(d) After a while, the child is encouraged to make efforts at speed in filling the board. He is later on given a time-limit as he progresses in skill, and it is suggested that he keeps on trying to beat his own time record. Used thus, this is a valuable piece of apparatus for counteracting a tendency to uncertain movement and erratic action, and for quickening all the powers and ensuring rapid action in response to quick and keen observation.

The two pieces of apparatus described above give some idea of the various means that are used in the teaching.

A great deal of apparatus is used that we are unable to describe here.

Reading, Writing, Arithmetic, etc., are all taught by special methods, using devices suited to each individual child.

The aim in every case is to give as much of a general education as possible.

Programme of Week Days.

7 A.M.	Chota Hazri.	1 P.M.-2 P.M.	Rest.
7-45 A.M.	Prayers.	2-30 P.M.	Dinner.
8 A.M.-10 A.M.	School, First Session.	3-30 P.M.-4 P.M.	Free play.
10 A.M.	Breakfast.	4 P.M.-6 P.M.	Organized games and exercise.
10-30 A.M.-11 A.M.	Recreation.	6 P.M.	Supper.
11 A.M.-1 P.M.	Second Session, chiefly Hand work.	7 P.M.	Baths and bed.

NOTES.

Home (Eon) 2

CNO 2055B/20

Education of defective children.

Ends - 2055B-1
227 00

Referred to the
Surgeon-General for remark

Col. 2055B/20

PM
20.10.20.
JL
201020

22/10/20

DESPATCHED

25 OCT 1920
with Encl
87

To,

ndls

The Surgeon-General letter the D.P.S suggests that
with CNO 2055B in original the opinion of the S.G. should
to be returned with reply, he obtained.

In para. 4 of the CNO

Remind after one month
forwarded to him for acceptance

DESPATCHED

1/12/20 87

Replied
21/10/20

PM
201020

Call used

HOME (EDUCATION)

DEPARTMENT.

Received

191

Registered

191

25 JAN 1921 Subject.

School for mentally deficient children

Letter No. 1198-1
24.1.21

Returning with remarks the letter of the Director of
Public Instruction, Madras, on the subject of opening a
in Madras.

ENCLOSURES.

No.

Spare copies

No. 100-63.

Station Madras, Dated the 2/1 January 1921 191

From (Name) The Hon'ble Major-General C.G. Giffard, C.S.I.
K.H.S., I.M.S.,
(Designation) Surgeon-General with the Government
of Madras.

To The Secretary to the Government of Madras,

HOME (EDUCATION) Department.

Sir,

In returning the enclosures forwarded for remarks
with Government Endorsement No. 2055 B-1, dated 22nd October
1920, I have the honour to state that besides the nursing
arrangement as contemplated to be provided for in the school,
a sub-assistant surgeon part or whole time depending on the
number of children admitted should be employed for regular
medical attendance. The Surgeon of the District in which
the school will be located should act as honorary visiting
officer as in Civil Orphan Asylum, Madras. I have seen Miss
Grover in the matter, and it is understood that she cannot

open

17
-2-
open the school for another 18 months.

I have the honour to be,

Sir,

Your most obedient servant,

W. S. S.

Major, F.M.S.,

for Surgeon-General with the Government of Madras.

14
NOTES.

✓ Law (Sd.) D.P.D.

Subject School for mentally deficient
Indian children

[C. no 2055 B] from D.P.D. no 4559/20 d 16.10.20
[C. no 287 B] " S.G. no 100-63 d 21.1.21

Please see the correspondence and order

- (2) in G.O. no 1494 d 26.11.17 regarding the special grants sanctioned for the provision of facilities for the education of the blind and the deaf and dumb children. The Statement ^{at page 11 of letter} ~~no 285 d 8.3.20~~ no 285 d 8.3.20 shows the amounts of grants distributed to the blind and the deaf and dumb schools in the Presidency during the last five years. The cost of constructing buildings for such schools, has on several occasions been ^{almost} ~~entirely~~ ^{borne} by Govt. - vide G.O. nos 1236 d 28.9.17; and 404 d 23.3.18

2. The school proposed to be opened by Miss Grover will be deserving of similar special concessions. Her scheme as modified by the D.P.D and the Surgeon-General will during the first year cost -

p.4 C.F.

as modified by
D.P.D.

Rs
For worker's training at Kurseong — 1,800
at Rs 150 p.m.
Passage outfit for worker from the West - 1,000
Salary for such worker at Rs 400 p.m. — 4,800
Total 7,600

16
Later on for starting the school -

Non-recurring expenditure Furniture } 6000
apparatus }

Recurring

Principal's Salary Rs 400 p.m.

Assistants .. Rs 150 p.m.

Rec't - - - Rs 250 or more p.m.

Matron - - - Rs 20

Two teachers - Rs 40

Servants - Rs 20

Total Rs 880 p.m. or

Rs 10,560 p.a. annum

add miscellaneous 340

Total 10,900 ..

2. To this sum will have to be added the remuneration for a Sub-ass't Surgeon (part or whole time) - depending upon the no of children admitted -

3. Miss Grover wants and the D.P.D.

appears to recommend that the Gov't should bear the whole cost of the scheme. The school is however not expected to be opened for the next

18 months. The immediate needs are summarized in para 6 on p. 2 CF. For orders whether

this may be sanctioned. It is presumed that sufficient guarantee will be taken that the Principal incurred for cost is not the school for a definite period that the school is open to all classes with no possibility of being closed.

4. No orders are now necessary on the suggestion of the Surgeon General app 16-17 CF. It would be sufficient for the present to communicate his letter to the D.P.D. for information.

5. The remarks of Finance Dept may be invited also.

as 8.2.21
8.2.21
8.2.21
8.2.21

If the whole of the cost is to be borne by Govt, would it be not better to encourage existing schools if any? I do not know if the schools in Palamutta cater to the same class as is proposed here.

Also we can stipend a few students to be sent to Kurseong which admits students from all India.

I should like to know more for what classes of children this proposal is chiefly meant for & the necessity for the same in the Presidency.

Also whether a proposal of this nature was not ordered to be hung up for consultation with a specialist who was in Rangoon

may 10/21

SPJ JWS.

U.O. Reply. No 96 of 15.2.21

There is no provision for the education of mentally deficient children in any of the existing schools in this Presidency. The idea is to make provision for children with some mental defect or for children who, though mentally normal, are physically crippled. The need therefore is for

the

20.2.21 B-1
10.2.21

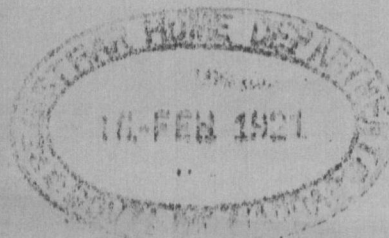
the education and treatment of such as cannot be educated in ordinary schools. At Kurseong mentally normal children are separated from those mentally defective. The Schools at Palamcottah do not cater for this class of children at all but they are for the deaf and dumb and the blind.

It would not be possible to send such students to Kurseong because of the difference in vernacular. I have no exact figures for the number of such children in the Presidency but no one who has travelled in this Presidency and has experience of the districts of Madras can have any doubt of there being a considerable number of such children. The proposal to consult a specialist who was in Rangoon related to schools for defective children in the restricted sense of schools for the deaf and dumb and the blind. What is required is some system whereby an attempt is made to overcome the difficulties of unusually backward or mentally deficient children, to call out the mental powers as far as possible and to train them in some art or handicraft according to individual aptitudes so that they may afterwards lead a useful life and contribute to their own support.

The above notes give a general idea of the class of children whom it is hoped to reach

and if this idea is approved in general the question of management can be further considered.

It is quite possible that mission agency might not be desirable. We should certainly require District some kind of/organisation so as to find out the numbers of such children, to get in touch with their parents, and induce them to send such children to the institution. Possibly the District Educational Councils would be the most suitable bodies to recommend admissions to the institutions in consultation with the District Medical and Sanitary Officers. The best plan possibly may be to have a central Institution with a central committee of management on which there would sit as Government representatives the Director of Public Instruction, the Surgeon General and the Director of Industries. We may hope to get from the Indian public subscriptions and support for such a scheme. The above are only tentative proposals which I have outlined, as it would appear from the Secretariat notes that misapprehensions exist as to the class of persons for whom it is intended to start a school. I do not definitely wish to commit myself at this stage of the proposals to a final expression of my opinion as to what should be done.



82-C.N. 536 B
16-2-21

nad
15/2/21



ad
16.2.21
L
16.2.21

Submitted for orders

Please see (A) in the D.P.D.
note on page 5. It appears
that the D.P.D. is not
altogether fully satisfied
with the scheme outlined
in the current year & that
he is prepared to formulate a
new scheme if the desirability
of having a school for the mentally
deficient is generally approved.
There seems to be no objection to
the consideration of a scheme
and the D.P.D. may be requested
to evolve one.

17.2.21
5

Am I to understand that the D.P.D.
will send further revised proposals
in lieu of those in the current file?

18/2/21

D.P.D. 109

I am prepared to modify my original
proposals but I wish first definite
information as to (a) whether govt. are
prepared to take up this question at all &
(b) management. I desired to elicit

2.0536 B-1 Edg
18.2.21

SP. NHC
21.2.21
109



Eq. C. N. 612 B
22.2.21



Te
22.2.21

A
22.2.21

The school is for unusually
backward or mentally deficient or
physically crippled children — not deaf or dumb or blind
pupils. There is no school for such
classes at present.

2. To get at such children, the D.P.I.
proposes that Dt Edel commits such
recommend. At present we have no
knowledge how many such pupils there
are or whether they can be induced
to come to a central institution in Madras

3 The D.P.I. proposes a central committee
to appeal for funds to the public

4. The proposal in the current file

the ruins of fort in order that I might
be in a position to know in what
direction, if any, to what extent my
original suggestions should be modified.
I hoped that my note would at any rate
supply sufficient material for discussion
of the questions at issue.

NAG
17.2.21

Law (Edw) Dept

Submitted for orders.

22

to pay the entire cost of a minor school
 But the DP I suggests as preliminary measures
 Stipendiary students to go to Karsang and
 getting a specialist for England.

The amount of recurring expenses is
 indicated, but additions are suggested
 by the DP I Mo 58.

4 In the case of the deaf & dumb
 Govt said that it was primarily a
 matter for private charity. Shall
 we say so to the DP I & ask him
 to push on with the proposals
 for a central committee?

or shall we wait till the
 D.E.C.'s report.

5. Meanwhile, to save time, shall we
 stipend as requested? The remarks of
 Council will be obtained in due course. *Wm 21/2/21*



Wm 1. Before we know how many pupils in the Presidency
 come under this category ^{in the case of} how many of these the
 parents or guardians are willing to have the pupils
 having for some useful vocation in life & before
 the establishment of the Dt Educational Council
 I consider it not desirable to suggest any
 practical scheme. *Wm 21/2/21*

A draft order is submitted

as
21/3/21
Wm

CR
10.3.21

Wm
14/3/21

Educational Measurement

BY EARL L. KING.

What is called *educational measurement*, or, more loosely, *the measurement of class-room products*, is comparatively new. The first reliable test dates back only as far as 1910; while scales for measurement were first used in a large survey only in 1912. Since then, the movement has spread in America, until no survey is complete without the "objective evidence" furnished by tests; and normal schools and university schools of education give regular courses in educational measurement. There are, of course, as in all new movements, the dangers incident to novelty, such as too hasty generalizations from the results obtained and the careless use of untried tools; but the movement itself is beyond the experimental stage. Some of the most valuable material collected in large surveys, like those of Gary and Cleveland, was obtained by this means.

Measurement is not meant to displace expert inspection, or even the present system of examinations. To the former it may serve as a check, or as corroborative evidence, and can also facilitate comparison between school and school, on a common basis of judgment, which is rarely if ever done under present conditions. Likewise, when once tests are standardized, they serve as excellent guides, as to the proper content and scope of examination papers. Being easier to give and to scale than an examination paper, they make possible a higher degree of precision in marking, and consequently a safer basis of judgment as to actual results achieved.

Of course, educational measurement cannot be applied to the total product of a school system. There are certain products too elusive to measure or tabulate. It will be found, however, that tests frequently bring to light essential facts on matters hitherto considered too elusive and individualistic to be judged on any basis other than that of chance impression, or of guess work. In addition, it is not at all improbable that when we find means of measuring "the higher phases of the products of class-room teaching" we shall find results closely paralleling those obtained by measurement of mechanics of study; for after all, success and achievement in these higher phases is not infrequently founded by success in a mechanical way. There is so large and interesting a field open to us in the measurement of measurable products, that we need not at present be concerned over the immeasurability of others.

This is especially true in India because here we can not only compare between school and school, but can also set our results over against American schools.

This facilitating of school to school comparison is not the only value to be found in educational measurement. It makes possible, in more concise form than is possible in ordinary examinations, the study of individual variations within a class, a study attracting considerable attention in America because it is realized that compact classes of "low variability" indicate higher teaching and administrative ability than do those where variation is marked and persistent.

In appraising curriculum content and establishing what may be called irreducible minima in the subject matter of the several courses, educational measurement is an effective aid. For one thing, the preparation of tests necessitates a type of study of text-book and subject which tends to brush aside all nonessentials and get to the heart of a subject. In some cases, the text-books of a decade are reviewed, in order to ascertain degrees of emphasis and frequency of notice of various topics, in order that tests may include only such matter as a wide range of experience has proven worth while.

They likewise tempt one to more unconventional forms of testing than the traditional examination, and bring to light some of the causes of the difficulties encountered by students. One such test made clear that the language of text-books and adult expressions so common in such books cause much difficulty.

In yet another important particular, tests are of value;—more often than we realize, there is a slowing down, a stoppage and wastage, at the High School stage. Progress there is often not as marked or as proportional as it is lower down. By means of standardized tests, this can be traced from class to class, and in time even from individual to individual. In this way, the place of an individual or a class can be traced in relation to the system as a whole, and weak points strengthened before it is too late.

Again, educational measurement often brings to light exactly what teachers' marks too often conceal. This is illustrated by S. A. Courtis, one of the most prominent exponents of measurement: "The teacher of a fourth grade class recognizes a paper as an exceptional paper for the grade, and marks it, let us say, 95 per cent. The teacher of the eighth grade class also assigns a mark of 95 per cent. to a paper from her class. Numerically, the two papers are equal; yet both teachers would agree that one paper is better than the other. The marks have served the teacher's purpose; but from the

point of view of a survey, they conceal the most important elements that the survey wishes to reveal, i. e. the real quality of the compositions and the amount of progress that has been made from the fourth to the eighth grades. If, however, the two papers are marked in terms of the scale and one is found to be of quality 40, while the other is of quality 80, it is possible to say at once that one has twice as much merit as the other."

Finally, measurement will tend to clarify aims and objectives in the teaching of a given subject. Many teachers do not know exactly what is required of them, what standards they are expected to measure up to, and what other teachers are doing in similar circumstances. It will indicate to a teacher how much of the apparent progress is due to mere increasing maturity and how much to training.

Summing up the advantages to be obtained from measurement, we may say that it facilitates school to school comparisons, indicates individual variations, clarifies aims and objectives, establishes minimal requirements, tests the educational value of subject matter, clarifies pupils' difficulties, puts teachers squarely up against general, rather than individual or local standards, and enables heads of schools to see their schools as wholes and their classes in relation to each other.

Of course, there is the other side to be considered. Educational measurement is not, and never can be, exact in a scientific sense. But that is not saying that it is less exact than some of the hit or miss methods at present employed as tests of school efficiency. Individual variations caused by heredity, maturity, school training, physical states, and such factors as defective sight or hearing, make results only approximate. But repetitions of tests have made it clear that the variations are not as marked as might be expected and that class averages are fairly stable. Courtis frankly says that "educational tests are as reliable as a physician's thermometer and no more so. They register with absolute definiteness and perfect exactness the precise performance of each child under the given conditions." This element of uncertainty is not important enough to offset the advantages enumerated above, and is no greater than that surrounding examinations and tests of the current type.

Thus far, educational measurement has been applied, in one degree or another, to writing, reading, arithmetic, geometry, physics, English composition, spelling, and history, as well as to general intelligence. Most of these tests are American, but are quite easily adaptable to Indian conditions. Many can be used without adapt-

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ORDER

No. 387, dated 16-3-1921

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ation. In addition, tests in Indian history are now available and others are planned. It is now possible for an Indian school to be tested in at least six subjects, and the number will be increased in time.

Within a given subject, tests vary largely in type; as will be seen from the following summary:

SPELLING: 1. Graded lists of 20 words per class selected from the 1,000 commonest words in the English language. In these tests, comparison with Cleveland, Gary, and 84 American city results is possible. 2. Words from these same lists inserted in dictation exercises. 3. Spelling tests based on the frequency with which these words are used in class compositions.

HANDWRITING: Any given specimen of writing judged by comparison with a scale such as that of Ayres.

ARITHMETIC: Standardized tests in addition, subtraction, multiplication and division, as given to American pupils, laborers, school superintendents, stenographers, housewives, teachers, highly paid business men, etc. No reasoning tests are given, because of the difficulty of determining just what constitutes a fair test in this particular.

ENGLISH COMPOSITION: A difficult subject to test, and one of the last to be undertaken in an experiment. Ordinary teachers' marks vary enormously, even from time to time. Scales like those of Hillegas and Willing indicate standards scientifically established, against which any given composition may be placed.

READING: Tests of content as well as expression. May be used as partial tests of general intelligence. A wide variety available.

HISTORY: Character-judgment, informational, completion, reasoning, etc. These are usually period tests. Character-judgment and informational tests on the Mahomedan period are now ready, and those for the British period will soon be available.

SCIENCE: These vary from subject to subject, and include simple nature study and observation, as well as more complicated reasoning tests.

PHYSICAL: Y.M.C.A. tests for use in rural schools, and the Gary tests. The latter afford an opportunity for further comparison with American schools.

GENERAL INTELLIGENCE: Like those administered to the American army. Others graded for school use.

I am anxious to obtain scores from Indian schools, in order to establish Indian standards comparable to those already determined in America. I shall, therefore, appreciate it, if heads of schools who are interested and willing to co-operate would write me, as soon as possible. It will be to the advantage of all concerned, if a large number of pupils can be thus tested and new tests standardized, as soon as possible. Typewritten tests will be furnished wherever possible, and where printed copies are necessary, they will be furnished at cost.

Narsinghpur, C. P.

[Before the establishment of District Educational Councils and without any approximate ~~idea of the numbers or disposition~~ estimate of the numbers of ~~to know how many~~ mentally deficient Indian children ~~there are~~ in this Presidency and ~~in the area~~ the no. of whom in whose ~~sides~~ the ~~parents or guardians~~ ^{parents} are willing to have their children trained for some useful vocation in life, the Govt. do not consider it feasible to formulate any practical scheme for the establishment of at Madras of a school for such children. ^{therefore} They ~~and~~ are unable to sanction any grant ^{towards the opening of} for such a school.

by Mrs. Grover

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