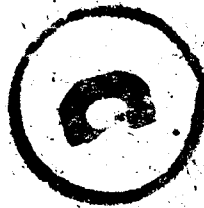


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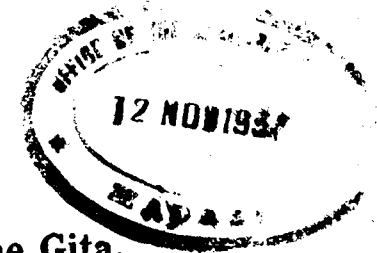
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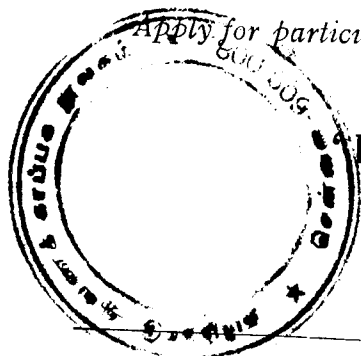
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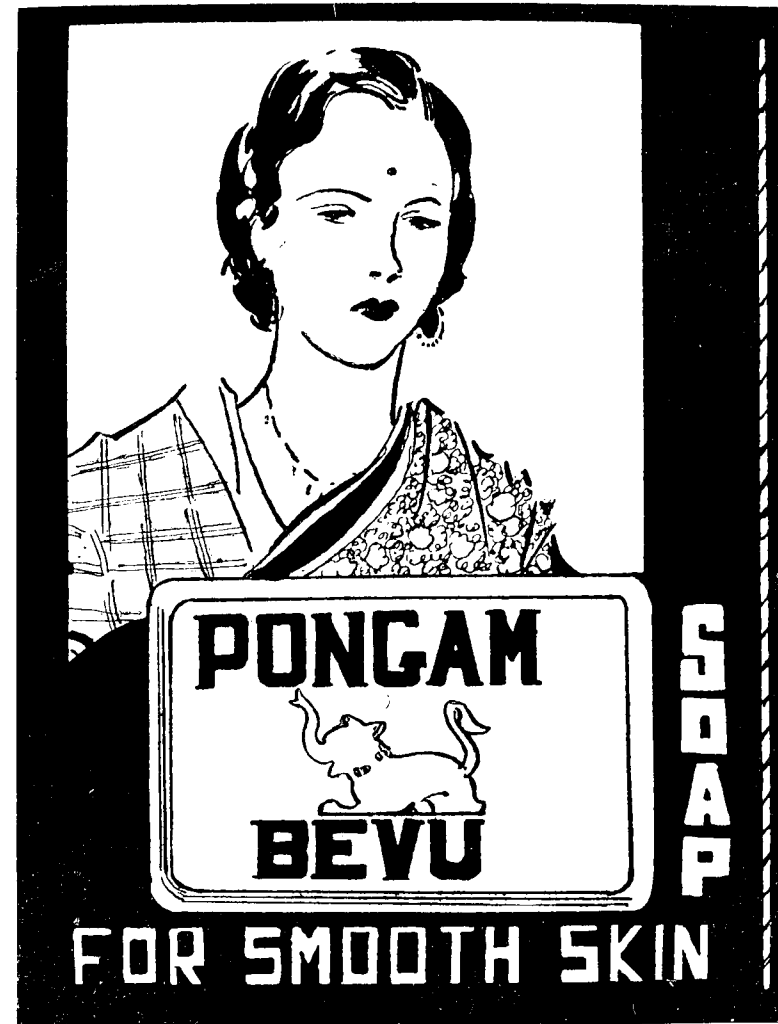
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THE NEW POLICY IN ELEMENTARY EDUCATION

BY

ESSENE

Quite an unusual stir has been caused recently in the world of education by the publication within a period of six months of two press communiques on education and by the innumerable speeches delivered by the Director of Public Instruction all over the length and breadth of the presidency wherein he has laboured hard to explain the communiques themselves and the objectives of the department, and to impress thereby upon the public his unbounded sympathy for and interest in education in this province.

Before undertaking a critical examination of the communique and the policy enunciated therein, exception has to be taken to its publication when it was definitely known that a more popular Ministry was going to assume office shortly. In justice to that Ministry the document would have been submitted to the scrutiny of the new Government, and then allowed to be published by that Government as a statement of its policy and objective in education. This is not the first occasion when progress has been hampered like this. When it was known that the Government of India Act, 1919, had become law and that the reformed Government would come into office on the 1st April 1921, the re-reformed Government hurried through legislation for elementary education by passing the Madras Elementary Education Act, 1920. That the Act was not framed with reference to the conditions that would be created by the Reforms that were shortly coming in, was the view of a large section of enlightened opinion, official as well as non-official. However this out of date Act hampered the reformed Government in its attempts at expanding elementary education rapidly so that they might render a satisfactory account to the Indian Statutory Commission is too well-known. Soon after the Act was put into operation, grave defects

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were noticed in it and all attempts at amending it suitably to the requirements of the times proved abortive owing to the unfortunate clash of interests. The present unsatisfactory condition of education is in no small measure due to the imposition upon the reformed Government of an out-of-date Act for the framing of which they were not responsible. It is hoped that the communique now under examination will not similarly be allowed to obstruct the new Government from enunciating its own policy and objectives.

In this article the communique in so far as it relates to elementary education alone will be examined, as that stage of education is under existing conditions the most important. In this connection, one has seriously to ask the question what the communique has to say for securing a rapid expansion of elementary education. Beyond overworking the already hard-worked words '*stagnation and wastage*' it contributes little to the solution of the problem. The problem of problems in connection with mass education is whose should be the primary responsibility for its expansion and improvement and how and by whom it should be provided and controlled. One looks in vain in the long communique for any lead or suggestion in regard to this point. The question of questions has been whether Government should not assume immediate responsibility in the matter and take over the direct control and financing of elementary education. For various reasons previous Governments have not chosen to face this vital question squarely and depended solely upon private effort and local bodies and upon voluntary system for rapid enrolment and improvement. That it was no use to depend upon private effort for securing the pace that was necessary was clearly indicated in the Report on Public Instruction for 1902-03. "**Education by private agencies** on which this province so largely depends **has almost reached its limits** and that any great extension in future must involve corresponding expenditure from public funds, with probably some measure of compulsion." Experience has shown not only that private agencies cannot cope with the work that lies ahead but that they are actually withdrawing gradually from the field. Experience has also shown that the part that local bodies and municipal councils can play has to be reconsidered. In the first place, they have not the funds necessary for the purpose. Secondly, they have not risen equal to the occasion and evinced a sense of responsibility in administering schools and expanding education. With such experience before us one would have expected the Government and Education Department to come forward with a bold enunciation of their policy for the future financing and control of elementary education, but the communique is strangely silent in this regard, and yet it opens with the words, "The time is ripe for a pronouncement on their general policy in regard to the main bran-

ches and grades of education." Can a mere statement of the existing condition of education and examination of its defects by any means constitute policy? Can the appointment of Divisional Inspectors of Schools and additional subordinate inspecting agency be taken as the policy of Government in education? Can an unsparing indictment of the teachers in elementary schools and their work be a policy? Certainly not. Policy must refer to vital questions of the kind mentioned above and it is a pity that not even a casual reference is made to them in this lengthy communique. So long as this vital question is not faced squarely and solved boldly, it is futile to expect any very great improvement in elementary education in the province. Any reform which ignores this vital question is bound to be a mere patchwork and end in failure as the previous attempts have been.

It is a pity that all stages of education should be mixed up in one communique and this will only lead to reference to a number of committees and ceaseless discussions and inordinate delay and the shelving finally of all questions on one ground or another as has happened before many a time with the innumerable reports cited in the communique itself. Re-organisation of education in the higher stages is important indeed but what is urged is that a consideration of that question should not in any manner be made to stand in the way of reform of elementary education. The problem of elementary education is intricate enough to occupy the full official lifetime of more than one Director and Government, and it is essential that it be taken up and tackled first before other stages are considered.

To come to the contents of the communique, pointed attention is drawn to the ineffective and fruitless nature of the expenditure on elementary education owing to the fact that the number of pupils who pass out of the fifth class has declined greatly since 1905-06 and the increase in the percentage of literacy has been consequently slow and actually declining. The conclusion is therefore drawn that '*wastage and stagnation*' have not only continued but increased. Be it observed in passing that these words which have been over-worked in recent years and which are like '*His Masters' Voice*' flung at the face of the public in season and out of season by the inspecting Officers, are no new phenomena discovered for the first time by the Hartog Committee. Pointed attention was drawn to it in the Report on Public Instruction for the quinquennium that ended with 1911-12. Vast changes of a far-reaching character were made in education in 1905-06 which were bound to affect the organisation and efficiency of elementary education in the presidency, and the figures of that year which have been taken for comparison cannot therefore serve as useful guides for comparison. In the

first place, the results grant system which existed then made it worth while for every teacher to keep the old fourth (present fifth) standard and endeavour to take as many pupils as possible through the highest class. Consequently, almost every school had the old fourth class and a large number of pupils passed out of that class. The replacement of the results grant system by the capitation grant system made it profitable for the teachers to merely swell the strength of the school without any regard to the class in which the majority of pupils attended or the need to take a large number of pupils through the fourth class. The abolition of the primary examination and the substitution of the term 'Elementary' with any number of standards from 1 to 8 for the old terms Upper Primary with standards 1 to 5 and Lower Primary with standards 1 to 4 were not a little responsible for the tendency to maintain less than 5 standards in schools. These far-reaching changes which all took place in 1905-06 made themselves felt immediately on the distribution of pupils among the standards to the disadvantage of permanent literacy by changing the figures for standards 1 to 4 from 35, 24, 19, 16, to 43, 22, 16, 14. Another factor which has tended to intensify this phenomenon has not been taken notice of by the authors of the communique. Prior to 1905-06, or even prior to 1921, education meant only education of the masses; education of the masses was unknown and did not exist. Hence only educationally minded classes attended schools, and as most of them attended the primary schools with a view to preparing themselves for the High School Course, they not only stayed on till they completed the fifth standard course but even proceeded to the high school. This position was entirely altered when mass education came to be attempted with zeal and enthusiasm. It is common knowledge that the masses could not be easily induced to send their children to school and make them attend school regularly. It is also a fact that they could not keep their children at school immediately they became economically useful. These circumstances not only affected the progress of the pupils and led to their stagnation in the same class but also resulted in their premature withdrawal. The circumstances that arose later and that led to irregular and irresponsible work on the part of schools and teachers only accentuated the disease. The disease was not however the fault of the schools or teachers. It was already there and it existed there on account of the changes introduced. The authorities who were aware of the tendency did not unfortunately take steps to counteract it then and there. It could hit upon the right expedient of compulsion as the only cure for the disease but no action was taken; consequently the evil has become serious and assumed alarming proportions by now.

The ineffective and fruitless nature of the huge money spent on elementary education over which the communique bemoans is inferred from

the fact that the percentage of pupils who pass out of the fifth standard has declined and that the rate of increase of literacy has also declined. The causes of this disquieting feature as discussed at length in the communique are —

(i) Many schools are incomplete in the sense they do not have the fifth standard which is assumed to be the normal of a lower elementary school.

(ii) A large number of schools are ineffective, uneconomical, or superfluous.

(iii) A very large number of schools are single teacher schools which are automatically presumed to be inefficient.

(iv) Aided schools still employ a large number of untrained teachers

(v) Many schools work irregularly owing to the indifference or irresponsibility or both of the teachers.

(vi) Teachers do not keep themselves up to date by learning the changes that take place in educational theory and practice.

A casual reference is made to the unsatisfactory conditions of service of the teachers and a hope is held out that necessary rules for improving them will be framed soon. The District Educational Councils and District Boards come in for their share of blame.

The first question any one will ask is whether it is the fault of the schools that they do not have the full complement of 5 standards. It is obvious that the department countenanced the opening and running of schools with less than 5 standards; there is the fact that at no time it required a lower elementary school, much less every lower elementary school to have five standards. On the other hand the rules and practice till very recently were that a school with standard 5 was treated as a higher elementary school. It was for this reason that the old Madras Educational Rules contemplated separate recognition for every standard above the fourth. The belief that a complete lower elementary school need have only 4 standards gained ground. Even the Elementary Education Act did not make the position clear. It left the matter vague. Even the rules framed thereunder copied only the provisions in the old rules and contemplated separate recognition for only standards above the fourth. These rules continue to be so even to this day although much fuss has been made about the incompleteness of a large number of lower elementary schools. For these reasons the majority of schools came to have only 4 standards. If an appreciable number of

schools now have less than 4 standards, the fault is again that of the department. Since 1930 the cry of concentration and consolidation has gone round with its central schools and feeder schools and a large number of schools came to be reduced to the status of junior or feeder schools. With what fairness then can one lay the charge of incompleteness at the doors of schools and teachers? It is only now that the schools are told that they should have 5 standards and it would be unfair to close them without giving them sufficient time to adjust themselves to the new requirements. An expansion of a school means money and time and reasonable time should be given to it to make the necessary provision. The difficulty is going to be the greater in the case of public schools under the local bodies whose finances are far from being satisfactory for providing the additional plant and staff.

Reference is next made to ineffective, uneconomical and superfluous schools. Inefficient schools exist because they have been so long countenanced by the department. Education will suffer by any hasty attempt to weed them out as other agencies to take the place of these schools are entirely lacking. They have to be told how they are ineffective or inefficient and what improvements they should effect to be continued on the recognised and aided list, and given some reasonable time to effect the improvements suggested. If even then they show no improvement, they should indeed be eliminated. It is a point for the consideration of the authorities whether the majority of teacher managers and managing committees will ever be in a position to come to the expected standard. What should be done under such circumstances should be decided just now. The question of superfluous schools in rural areas is not so easy to decide. The mere fact that there is more than one school in a village cannot make one or the other of the schools superfluous. In the majority of cases these superfluous schools are schools run in the cherries for the benefit of the depressed classes either by the Christian Missions or the Labour Department. These schools came into existence because facilities for the education of these classes were not provided in the general schools. The evil of class prejudice is indeed dying out faster than before but it cannot be gainsaid that it still persists in many rural areas. Of course, the rules say that schools which do not admit all classes without distinction will lose recognition and aid. In the majority of cases the schools do not say that they will not take in the pupils of the depressed classes but evade the rules by saying that they do not come. The number of such schools is much larger than what appears in the departmental returns and reports. The closure of the schools for these backward classes on the ground they are superfluous will inflict therefore an irreparable loss upon the classes that deserve special attention. Another factor which has to be taken into account in this connection is

the availability of additional accommodation for amalgamating schools. In very few cases is such accommodation available and fewer managements are able to provide the extended accommodation. To close down schools for the reason they are superfluous before the authorities satisfy themselves on the points of additional accommodation and staff and accessibility will be short-sighted policy.

There then comes the case of single-teacher schools. It has been estimated that there are over 5,000 villages with a population of less than 200. Even as regards villages which have a larger population, it should be said that they are more often scattered into a number of hamlets each with a population of 200 or so. These small centres have not been distributed with any regard to the requirements of schools and education but with regard to other needs. In the nature of things if education has to reach the remotest villages and population centres, schools have to be opened and maintained in such population centres. By their smallness they cannot contribute any large number of pupils to the schools and when the number of pupils is small the department will not allow grant for an additional teacher in the case of aided schools or countenance the appointment of an additional teacher in the case of public schools. These schools have therefore to be necessarily single-teacher schools and come under the category of isolated schools referred to in the communiqué. No warning or compulsion will make them two-teacher or more teacher schools. In the nature of things it is impossible. It is not, however, suggested that all the single-teacher schools are schools of this kind. There may be single-teacher schools in localities which can have more than one teacher but they do not have them for the simple reason that the number of pupils attending school is too small for a second teacher. The remedy in such cases is compulsion and compulsion only. The following observation found in the Report on Public Instruction for 1906-07 is pertinent here. "The ordinary village school is small, containing on an average about 32 pupils in four or five classes, and it is out of the question to expect it to maintain a teacher even for every two classes. The only remedy at present is to train the teacher to frame his time-table so that each class is profitably engaged." It is because the training schools do not train the pupil-teachers in plural class teaching which must exist very largely in rural schools that the single-teacher schools, and for the matter of that a large number of rural schools, are inefficient.

Reference is also made in the report to the inadequacy of staff in many schools. In the case of aided schools, the number of teachers to be employed depends largely on the number for which grants will be allowed. No manager will have the inducement to keep a teacher for

each class when at the time of the assessment of grants he is told he has one or more too many for whom grants will not be allowed. Further, the question of adequacy in the sense that there should be a teacher for each class or thereabouts is unattainable in the case of most of the rural schools. The number of pupils of school-age is limited and the number of these who will attend school is still more limited. The staff to be employed even under the revised rules introduced last January depends upon the number on average rolls and on average attendance, and the number required for getting a teacher for each class is not possible in the case of many rural schools. Combination of classes and plural teaching are inevitable in such cases and the only remedy for removing inefficiency which may arise on this account is that proposed under single teacher schools, namely, training in plural class teaching and management.

Aided schools must plead guilty to the charge that they have kept on employing an increasing number of untrained teachers. But the fact is that it has not so far been prohibited or penalised. Till yesterday inspecting officers have been recommending and the Councils have been according recognition and aid to schools started by or manned by untrained teachers. Private agencies perforce did so because it was easier and perhaps more profitable to employ untrained teachers than trained ones. So long as the employment of untrained teachers is not made a disqualification, it cannot be made the subject of a complaint against aided schools. It is gratifying that greater strictness in this regard is now observed and better results may be expected. But here again reference has to be made to the possible harm that might be done to education by this measure being suddenly introduced. The employment of untrained teachers is strictly prohibited in single teacher and two-teacher schools and such schools have to lose aid though not recognition. Most of these schools are schools run by teachers in their own villages, and in not a few cases they are also past the age of training. It was for this reason that they were under the orders of Government exempted by the Councils last year. To disqualify these also will only lead to the closure of an appreciable number of rural schools. The closure of these schools and others of the kind which is aimed at in the communicate will not be a matter for regret provided that complete, effective and efficient schools are built up in their place. Is it possible at all? As already stated private managements will not come in readily to supply the want, and local bodies have not the money to do so. Who is going to step in then and build up complete, effective and efficient schools in such localities?

The next cause to be considered is the irregular working of many schools. The communicate attributes it to lack of frequent visits and

supervision and makes out a case for the strengthening of the inspectorate. If after a hundred and fifty years of enlightened administration inspecting officers of the department have to regard their work in the nature of 'policing', it betokens a very sad state of affairs. The duties of the inspecting officers are entirely different. The remark of Mr. Braithwaite made in the Report on Public Instruction for 1906-07 is worthy of notice in this connection. Speaking of the re-organisation of the subordinate inspecting agency effected during the quinquennium, he says: "As regard Sub-Assistant Inspectors they are as a body gradually coming to view their profession as an organising one, rather than, as was formerly believed, a 'policing' one." And yet we are told after a period of 30 years that 'policing' is the most important part of the work of the Inspectors to which they should devote their main time and energy. Detailed instructions have been issued to them to visit as many schools as possible and a return of visits which is reviewed by the Divisional Inspector has been prescribed. It has also been ruled that the inspector need stay in the school for 10 or 15 minutes only and see whether the teacher is at his post and the registers are kept properly. Visits are provided for the purpose of seeing the schools in their normal working condition and helping the teachers with advice and suggestions. To convert them to 'policing' may make the work of the inspecting officer disagreeable and vexatious and will hardly conduce to improvement in education. It will never be possible to employ sufficient number of officers to do this policing work efficiently. Let the service in elementary school be made worthwhile and secure and the need for policing will not be felt.

The irregular working of schools and teachers is due to several causes such as slackness on the part of the officers of the department and inefficiency on the part of local boards and Councils. The authorities are not unaware of the situation in local bodies. To blame the teachers or the inspecting officers now is hardly fair. The real cause of the disease should be found out and effective measures taken to eradicate it. There is need for considerable improvement not only in the administration of local board schools but also in the outlook and administration of the department itself. It is easy for one in a privileged position to take a fling at the poor teachers and decry their work and responsibility but when it is seen that the conditions under which they are placed are literally stifling and stinking, they are as a lot more worthy of pity and sympathy than condemnation. It is true that schools work irregularly but it is also true that the causes therefor lie largely outside schools and teachers. Let those who wish the teachers to reform themselves reform first of all the conditions, soul-deadening conditions, for which they are not a little responsible either actively or passively.

Before taking up the last cause, namely, that teachers do not keep themselves up to date, attention has to be drawn to the observation made in the *communique* that the curriculum for elementary schools is unsuitable and that it should be revised by including such subjects as hygiene, civics, etc. under the compulsory group and by laying emphasis on the project method which is the best suited for rural elementary schools. It is a common tendency for people to attribute any failure in education to the unsuitability of the curriculum and revise it immediately. That the scheme of studies for elementary schools is even now sufficiently comprehensive and elastic is a thing admitted on all hands. This is what appears in the introduction to a handbook written by an officer of the department. "Some people put the total blame on the existing curriculum of studies for elementary schools, prescribed by the department, and they most emphatically advocate a thorough overhauling and revision of the scheme. I personally differ from them, and honestly feel that the course as laid down by the department is more or less a comprehensive one, with sufficient elasticity for adaptation and modification to fit into any rural environment." There are many others who hold that view strongly and it is surprising that without any reference or consultation to people who can speak with authority on the subject the Director suddenly appointed one fine morning a committee composed of persons in and round Madras. The serious trouble with schools has never been that a curriculum suited to local conditions has not been followed. Every year the teachers prepare with the approval of the inspecting officers detailed classwar and monthwar syllabuses suited to their own schools. The trouble has not also been that the subjects included in the optional group are neglected. On the other hand all imaginable subjects under the sun are brought in and taught, or attempted to be taught. The trouble has been that too much is attempted with the result that the essentials are neglected. One has to completely alter his educational principles to agree to the direction in the *communique* that hygiene, and for the matter of that civics, should be made compulsory subjects. The impossibility of teaching systematic hygiene to immature minds should be obvious. Further, the study of hygiene does not in the least help in making the pupils, schools and school surroundings clean. What is practicable and necessary is practical hygiene which will inculcate in pupils the value of cleanliness and make it a habit with them. And yet we are seriously told in the *communique* that the whole fabric of elementary education is falling because hygiene is not included in the compulsory group. It is hoped that the revised syllabuses framed with such notions will not also be arbitrarily introduced without further scrutiny and examination by those who are at least as well-informed as the members of the Committee.

The idea of instituting refresher courses to enable teachers to keep themselves up to date is indeed commendable. But such courses should be organised on a definite plan and with a definite view and not haphazardly as is being done now in some places to catch the eye of the chief. The department should publish a monthly educational magazine in which the changes in educational ideas and ideals should be notified and articles bearing on schools and education should be published. One of the many Deputies and his Assistants be placed in charge of this work and Educational Officers should be required to contribute articles. The feeling is strong that several of the Officers are themselves years behind in education. If the Officers are men of inspiration and ideas, and have been specially trained for the job as in America the teachers cannot fail to be influenced by them.

What has the *communique* to say in the matter of compulsory education? It justly condemns the policy adopted in the past of introducing compulsion without any preparation therefor and confesses that the schemes have in most cases been a failure. It also stresses the need for discrimination in introducing compulsion and applying it to localities and cases which need it most. It further emphasises the importance of taking girls into account in any future scheme. All these are indeed commendable and the public are gratified that they have been recognised at least now. But what is the positive contribution to compulsion made in the *communique* when for nearly half a century both the department and the public have insisted that compulsion is the only cure for liquidating mass illiteracy? Most disappointing. We are told, and seriously too, that "when however steps have been taken as indicated in this resolution to improve and build up the average elementary school, Government are prepared to adopt the policy of gradually extending compulsion in the presidency". The if's, when's and gradually's are very important. It is clear that compulsion as a means of liquidating mass illiteracy is brushed aside. Not only that. What has been whittled down already is attempted to be whittled down still further. The Act of 1920 contemplated universal compulsion for all children of school age. The amended Act of 1934 introduced a modified form by which it would be applied only to those who came to school. The present suggestion is that only children of the lowest age group should be brought under the purview of compulsion. Even accordingly to the computation of the Director there are at present 1,425,000 out of the total of 2,715,005 children at school who are past the age for compulsion under the rule laid down by him. That means that for five or more years over half the number of children of school-age will be exempted from the provisions of the Act for the reason they may not complete the fifth standard course before they attain the maximum age for

compulsion. This presumes that the children who are brought to schools will not at all come to like schooling and education and stay long enough to complete their education but will leave the school immediately they complete the maximum age limit.

A separate paragraph is devoted to higher elementary education. As stated already, elementary schools did not have standards above the fifth prior to 1905-06. The changes introduced that year contemplated the existence of higher elementary schools with standards 1 to 8 with a definite aim which was different from that of the secondary schools. To maintain this difference it was for a long time the rule that those who sought admission in high schools without a transfer certificate from a secondary school should pay the fees for a year of the class below that into which admission was sought. There was little enthusiasm at first for higher elementary schools for some years and their number was very small. This is what appears in the Report on Public Instruction for 1906-07. "There is as yet but little demand for higher elementary instruction in vernacular." When the ban on the admission of the pupils of elementary schools into secondary schools was removed, an impetus was given to the opening of more and more higher elementary schools. It became profitable for private agencies to open and maintain higher elementary schools, for they could levy almost the same rates of fees as secondary schools, they were not subjected to stringent rules and conditions in the matter of recognition, and they earned larged grants by employing secondary grade teachers and becoming eligible for the maximum increase of 50% in the grants payable to them. Local bodies too showed unusual enthusiasm in this matter because members interested saw that their children or relations could easily finish the middle stage of education without paying any fees. Of course these higher elementary schools which worked as mere imitation middle schools aimed at a lower standard and achieved less, but what of that when there were any number of hungry secondary schools which were ready and willing to accept the products of these higher elementary schools for the fee income that their admission brought them. Thus, as observed by Mr. S. T. Ramanuja Ayyangar in his article which appeared recently in the press, not only have these higher elementary schools competed unhealthily with the secondary schools but they have also pulled down considerably their standard and efficiency much to the detriment of higher education. Of course all that is made up by liberal promotion in classes, and by moderation in the S. S. L. C. and University Examinations.

Apart from this defect which is by no means small or trifling, there is the question whether the funds available for elementary education could be frittered away by maintaining these schools from public funds

and paying grants to them from public funds. Of course provision for extended courses should be made but this should be after the minimum of lower elementary education has been made universal and extended to every child of school-age. Every rupee taken for higher elementary schools impoverishes the Elementary Education Fund to that extent and makes less and less money available for elementary education. It is because it is more profitable to maintain higher elementary schools than middle schools that many secondary schools have, as confessed in the communique sought and secured recognition as higher elementary schools. To carry lower elementary education to every village and child of school-age five times as much money as is now spent on elementary education is needed. Lower elementary education is the birthright of every child and is also the obligation of the State and when that has not yet been fully achieved, no pie should be spent from the Elementary Education Funds of local bodies or the funds placed at the disposal of Councils for the maintenance of higher elementary schools. For the purpose of the Elementary Education Act it should be ruled that only standards 1 to 5 will be recognised for expenditure from funds belonging to elementary education and that if local bodies and private agencies desire to open and maintain extension classes, they should do so from their own funds literally supplemented by grants-in-aid.

It may be urged that this will cut away the one main source of supply for higher elementary training schools. To this it has to be stated in reply that the time is now ripe for raising the qualification for admission into higher elementary training schools by fixing it as the possession of a completed S.S.L.C. Vast numbers of such candidates are now seeking admission. Many of the objectionable practices in teacher manager schools can be traced to the operation of the provision that candidates intending to join a training school should have served in a school as a teacher for sometime. This has seriously handicapped aspiring teachers who cannot help becoming a party to the abuses of teacher managers. This provision serves no purpose and it should be deleted in the interest of education. This will be doubly beneficial to education. It will, by shortening the course of training to 9 months, spare the stipends for the extra 13 months now paid to persons possessing lower qualifications and increase the rate of supply of trained teachers per year, and also raise the level of efficiency of elementary schools. The suggestion to conserve all funds for lower elementary education alone was made even 10 years ago but this was not unfortunately acted upon.

THE PLACE OF VOCATIONAL INSTRUCTION IN SECONDARY EDUCATION

BY

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Contemporary India is profoundly dissatisfied with the existing system of education. From the press and the platform University convocations and educational conferences, political leaders and educational thinkers, teachers and administrators, comes the pressing call for the immediate reconstruction of our education to adjust it to the life of the country and to the requirements of the changing times in which we live. All over the country the weaknesses and defects of the educational system are being exposed and remedies suggested. The increasing unemployment among the educated classes points to the need for revision even more strongly. No aspect of education escapes criticism to-day.

It is a happy sign of the times that there is this widespread demand for reform from both eminent educationists and men distinguished in public life and that there is unanimity among them that we must look to education to remove the various ills from which our socio-economic system suffers. The all-embracing, comprehensive reach of education to transform the life of the country is being recognised more and more.

The most far-reaching criticism against the contemporary system of education is that it makes no adequate provision for vocational training and that it attaches a disproportionate importance to a purely literary education with the distressing consequence that there is a rising tide of educated unemployment in the country. It is necessary, in the first place, to examine this charge.

It should be clear to every student of education in this country that the charge as it stands, is largely unproven. In actual fact our schools and colleges suffer, not from want of provision for vocational training, but from their concentration on the training of a definitely vocational but very limited type. Our education is essentially practical and utilitarian and has aimed at the production of Government officials, clerks, teachers, lawyers, doctors and commercial clerks, and within this narrow range, it has succeeded remarkably well. Where it seems to have failed almost completely is on the cultural and literary side. It

has not succeeded in teaching students to enjoy their life, to enter with minds steeped in the culture of their home into the heritage of their country. In our educational institutions and professional walks, the educated Indian leads a life and thinks and works in an atmosphere totally different from the life and atmosphere at home.

That our schools and colleges prepare for an obviously limited number of vocations is no fault of the system but is due to the absence of other vocations providing a living for a large number of trained men and women. Education must provide men where they are needed and can be supported. The creation of new fields of work is outside its scope. There is a great deal of unemployment among the educated simply because in society there are no fields for their employment and that is no fault of the educational system. No amount of education will create employment. The increase in new avenues of employment depends on the economic advancement of the country. When these avenues are open, then it will be the task of education to produce trained men and women to enter them. The problem of unemployment is, therefore, basically an economic and not an educational problem and no more tinkering with the system is going to solve it. Education reorganisation must wait on an economic reconstruction of society wherein new and varied spheres of work are available leading to a demand for specialised training and skill.

It would be foolish for educational institutions to start preparing their students for employment in spheres of work which do not yet exist. It would be absurd to prepare students as mining engineers, naval officers, aviators, business secretaries, technicians, technologists and so on when there is no steady and continuous demand for such people. Such a policy would increase the ranks of the educated proletariat unable to find suitable employment.

Though the foregoing argument might be conceded to be largely true, the fact remains that the secondary school in our country, which, of all institutions, ought to exhibit wide variety and elasticity in response to changing conditions of life, has remained hitherto a stereotyped institution whose sole function is to pass its pupils through the matriculation as the portal to a limited sphere of Government service or to the great lottery of the legal profession. The whole of the secondary school system, with exceptions, which though of great interest are trifling in number, is dominated by the matriculation system; and the secondary schools are extraordinarily alike all over India.

The high school is par excellence an institution for the education of all adolescents; in other words, its function is broader than that

usually connoted by the term secondary education, and covers not only the work that ends with the matriculation, but also that provided in trade, industrial, commercial, technical and domestic science schools. The aim of secondary education ought chiefly to be the cultivation of (1) civic-social-moral responsibility; (2) recreational and aesthetic participation and appreciation; (3) occupational efficiency (including preparation for higher institutions) and (4) physical efficiency.

The main question for us in this article is 'How to achieve occupational efficiency in secondary education?' A few further questions arise: (1) When should the preparation for vocations begin? At the conclusion of the secondary school course or at some intermediate stage (2) Where should vocational training be imparted? In a general high school as a parallel course or in some specialised institution as a separate course (3) What ought to be the duration of vocational training at the secondary stage? (4) What should be the curriculum of a school providing courses in vocational instructions? (5) How should pupils be guided into diverse courses of training?

Before we proceed to deal with these, a preliminary question must be answered. Should secondary education be available to all who want it or should there be a limited number only who should be allowed to enter it? It has quite often been suggested that the standards of the matriculation and university entrance examinations should be stiffened in order to prevent pupils prolonging their literary studies unduly. This, in its turn, it is suggested, will prevent students entering secondary schools and thus swelling the number of the unemployed. This may be an admirable suggestion on other grounds but pupils ought not to be denied opportunities of secondary education merely because they come to it in large numbers. This number is strictly very small when compared with the total school-going population of the country. The need is not for restriction of the field of education but for its wide expansion.

Secondary education means not a certain type of school but educational provision for earlier adolescence in general. It is clear that all the needs of adolescent population cannot be met by one type of institution, hence secondary education for all demands careful selection and wise distribution. At present, we seem ill-equipped both in institutions and ideas. There is the sharp but false antithesis between cultural and vocational education. The cause of culture suffers as tending to be identified with a barren intellectualism, against which the world is reacting more and more, while failing to integrate with, inform and inspire, vocation. Culture is not rooted in productive usefulness and vocational is not rendered valuable and significant through cultural meaning,

For guiding principles in reconstruction we must surrender the idea that a single type of school is necessarily the best place of education for all alike, and resolutely explore and organise the system of vocational preparation. There must, therefore, be diversification of types of secondary school, whether separately or within one unit, also co-ordinate organisation of a system of true vocational schools, for pupils whose vocation is determined, with the organised industry and professions playing an effective controlling part.

When should vocational preparation begin? Assuming that all over the country a four-year period of primary schooling would seem to be necessary, it is clear that this period is too small for anything else except for placing the tools of knowledge in the hands of pupils—attainment of literacy. Education can hardly be said to have begun at this stage, considering the short duration and the proverbially inefficient teaching prevailing in the primary stage. This, therefore, is not the stage when pupils should be entered into vocational schools. It is vital that these should be a 'vestibule' period between primary and secondary education, spent not in a particular school but under suitable observation. This period should be both preparatory and exploratory, and fall on the secondary school side as looking forward to adolescent interests, begin not later than at 12 years of age—age, not attainment, being the criterion, and end quickly for more able pupils marked out for advanced general education. All should pass through it. It demands particularly able teachers capable of discovering their pupils' attitudes, interests and vocational aptitudes. Definite vocational training should thus be based upon a course of general education. At the conclusion of this course, which should end normally at plus 15 there should open out of the 'vestibule' three main avenues, each leading to a defined goal, distinct but not segregated, and admitting of transfer of pupils from one to another preferably in separate but possibly in large 'omnibus' schools:—

- (1) A Junior courses—ages upto plus 15 with a balanced curriculum of diversified content.
- (2) A middle course—ages upto plus 17 articulated with an advanced course and entrance qualification for industry or the vocational school and as qualifying for University entrance.
- (3) An advanced course—upto 18 or 19—needs special development in our country as a main selective agency between 'intellectuals' and the rest.

At each of these stages there should be two main forms (1) preparatory to University study and the higher technological training and

(2) general. The University's function is to train for leadership. The general course, loosely organised with a wide range of options, would cater for the less able scholastically and would serve to drain off unsuitable students from the universities.

There should be a complementary vocational organisation vocational schools, whether whole-time or part-time, need to reduce the casual or occasional element in work or enrolment and to organise a variety of courses adjusted to the leaving standards of the above three levels.

(1) The Trade School mainly for part-time apprentices but with some full-time work. It may be a junior department of a technical school. Main trades should be taught in this school, namely, carpentry, smithy, leatherwork, bookbinding, printing, tailoring.

(2) The technical school would give business and secretarial training and provide lower preparation for higher work. The co-operation of industry in organising recruiting is essential. These schools should help to drain off the unsuitable from the University.

(3) The Technological schools usually the University. It should include training in technology and engineering as well as professions like Teaching, Medicine, Law.

There should also be a selective type of school for children between 11 and 15 or 16. This school should take in pupils who are especially above the average in intelligence and it should have a definite vocational 'bias'. It should not be regarded as a trade or technical school nor as a general school preparing its pupils for entry into University. Its curriculum would be less academic and should offer a variety of subjects and craft work including agriculture, business training, printing, bookbinding, cookery, needlework, metalwork. These would be a common 'core' of subjects of general education, namely, English, Mathematics, History, Geography, and Elementary Science with several optional subjects. All these would be given a 'bias', vocational and commercial. A school like this would be the training ground for future entrants into various types of trade, technical and technological institutions. These the foundations of a general culture with a vocational bias would be laid and capacities and aptitudes of pupils discovered and guided into suitable channels. This school would provide the real 'vestibule' period between the Primary and the Secondary stage.

In order that such a scheme of vocational instruction at the secondary school stage may succeed it is essential that certain important considerations should be kept in mind.

(1) There must be a close integration with the economic system of the country. Education must prepare for avenues of work open and available, for vocations demanded by society. It would be foolish to prepare students for work for which there would be no demand. Such a remedy for educated unemployment would render it even worse. This means that there should be made a close and scientific study of the available channels of occupation and this in its turn demands a close co-operation between education and industry. In the scheme as proposed above of diversified types of secondary school with a co-ordinate organisation of a system of true vocational schools for pupils whose vocation is determined, organised industry and profession must play an effective controlling part. In the strictly vocational preparation there must be an increasing participation of organised industry and commerce in the work of planning and providing for their own recruitment.

(2) There should be no compromise with the essentials of culture, that is, by vocationalising the secondary school itself or by unduly vocationalising the course. The system should guard against the division of both of subjects and pupils into vocational goats and cultural sheep, in such a way that those pupils who are labelled 'vocational' are encouraged to sniff at so-called cultural pursuits as being in some way highbrow and impractical, while those labelled 'cultural' are contemptuous, to their own loss, of activities which are really involved in adequate culture but now happen to be called 'vocational'. Such a division will only perpetuate that fatal dualism which is at the bottom of so many of our modern troubles in diverting pupils to vocational pursuits. 'Practical' and 'vocational' should not be used to describe any particular group of studies in the ordinary school. Vocation here should still be a phase of general culture not to be sharply distinguished from it. Distinction tends only to debilitate culture and to detach vocation from its wider significance.

(3) The whole scheme should be flexible. Pupils should be free to move from one vocational activity to another until they settle down to the one they like most and show the best aptitude for. The exploratory function of junior stages is of paramount importance. No pupil should have the choice of this vocational activity dictated to him irrevocably. Promise of future talent is not easily discoverable and can be best formed by actual trial. Hence the scheme should permit reasonable flexibility of choice and preparation.

(4) Scientific vocational guidance is absolutely necessary if the plan is to work successfully. There should be at least one teacher well trained in vocational guidance in each secondary school. It will be his

duty to administer tests of vocational aptitudes and to direct pupils into suitable channels of study and work. Such tests will need to be carefully prepared and standardised, perhaps differently for different parts of the country.

(5) Another essential condition is occupational analysis that is physical, mental and moral traits acquired for success in an occupation. This is a difficult and laborious piece of work, but unless it is undertaken and carried out, there can be no scientific guidance of pupils into vocation suited to their capacities.

In order that the products of secondary educational system as outlined above, may be made to render with efficiency the service for which they have been fitted, there should be a scheme for their proper employment after due vocational employment agencies whose task it will be to keep an up-to-date register of occupations in consultation with industrial, commercial and business firms.

The need for orienting the system of secondary education in the direction of vocational training is immediate. Hitherto it has been a single-track system leading to the University. What is now required is to make it self-sufficient in a large measure and to plan education at that stage in such a way that it would meet the requirements of the changing conditions of life in this country. The scheme evolved must be characterised by (1) wise selection of pupils; (2) careful distribution of schools; (3) wide diversification of subjects and curricula; (4) integration of cultural with vocational aspects of education and (5) integration with the existing economic structure of the country. Such a scheme will need the co-operation of the administrator, the teacher and the parent.

SCOUTING IN INDIA

II. The True Inwardness of the Scouting Mentality.

BY

DEWAN BAHADUR K. S. RAMASWAMY SASTRIGAL.

We are all God's children and He has given to us this wonderful world to use it for our welfare and our enjoyment and to love Him as its creator and as our Lord and as our Friend. It follows, therefore, that all institutions from the school to the state must form means of increasing such feeling and such conduct in us. If any institution fulfils such a purpose it is worthy of praise. If it fails in such purpose, it deserves condemnation.

Scouting also must be tested by the same acid test. It is a means and not an end. An institution becomes a source of debasement and corruption if it is treated as an end in itself. Scouting is intended to supplement schooling so that both together may make our boys and girls know themselves and other human beings and nature and God better than either would do by itself.

The infant lives on in the boy and the boy lives on in the man. The scoutmasters, like the schoolmaster, should regard his primary function to be to let the finer and nobler elements of the boys' nature to run freely. He should interpose only now and then to guide and even more occasionally to chastise and to prune. The passion for the Beautiful and the Good and the True is implanted in all. But different persons have different strata impeding the upward thrust of the fountain. The scoutmaster and the schoolmaster must help the surging Humanityward and Nature-ward and God-ward impulse find its way out. They must have true reverence for the human personality and they must be invincible optimists.

Like all other great Universal Religions, Hinduism gives a powerful lead to the scoutmaster and the schoolmaster. Mr. F. W. W. Griffin rightly says "As a respite from considering the present welter of psychological facts and fancies it is interesting to recall that three thousand years ago Hindu teachers were postulating a threefold manifestation of Divinity, as Wisdom, Power and Will. They taught, moreover, in accordance with the tenet "as above, so below" that the manifestation in activity of humanity was similarly triple". He is, however, wrong in thinking that the truth that Love is a form of Power and also

transcends it was the discovery of a later age. Hinduism teaches that Love is the fusion of Wisdom and Power and Will and that Love itself is but the outflow of Bliss. The deepest thing in man is Happiness. Whatever we think and say and do must allow the expression of Happiness through Love which flows through the channels of Wisdom and Power and Will.

Such Happiness is quite different from Pleasure. Pleasure means following the call of the senses but happiness implies following the call of the soul. There may be pleasure in tasting a forbidden fruit but there is pure pleasure in looking at a star. The scoutmaster, like the schoolmaster, must store and radiate happiness if he desires to evoke true happiness in the boy. When an electric current is sent through a wire magnetic power is generated there, and such a wire can impart magnetism to another wire which is brought into the magnetic field. If the scoutmaster and the schoolmaster are full of the spirit of Happiness and Love and have Wisdom and Power and Will, they will evoke such qualities in the boys. Just as a torch can be kindled only at a living flame, so life must shine by torch of life. Only a life of realised ideals can impart ideals and then lead to their realisation.

When I refer to ideals, I wish to make it clear that they, even more than institutions, must be the means of helping the expression of Happiness and Love and their derivatives viz., Intellect and Emotion and Will. The ideals must, in the case of boys, cling around individuals. It is hence important in India to stimulate the admiration of the boys for the immortal heroes of the two immortal epics of India. In a later Chapter I shall refer to these. If you wish to cure a boy of falsehood or theft or other defects, there is no use in giving him mere copy book maxims or stern injunctions. Make him love Harischandra and Rama and other heroic characters. At the same time tell him to love all others as he loves himself. Then he will himself refrain from harming others by uttering untruth or by depriving them of what they have. Place before him the symbols around which the affections of the people have clung for centuries. If you wish to bring in the totem element, bring in the Garuda or the Swan or the Bull or the Peacock or the Lion or the Elephant etc., and let him think not of the beast or the bird alone but also of the God and Goddess connected with it. Psychology teaches us the value of autosuggestions and external suggestions. Do we put the power of suggestion to the maximum use of which it is capable? Do we really hitch our wagon to a star? Not at all.

Quite as important as Symbol is Song. Every scout troop should have its Troop Song besides the song to God and the National Anthem

and the song to Mother India. In song there is not a mere lifting up of the voice; there is a lifting up of the heart.

In the same way each scout troop must have its flag. The flag is a centre of loyalty and a symbol of aspiration; if every troop has for it a special flag along with the Union Jack and the Indian National Flag, there would be a welding together of comradeship along with Loyalty and Patriotism. Every boy—nay every man—needs external aids to intensify and to fuse together his loyalty to God and Crown and Country.

It is good also to have a special motto. The general motto is admirable. But a special motto gives a sense of ownership and intimate possession. Everytime we read it or hear it we feel as if we are knit more intimately to our comrades and renewed in spirit. The human mind has subtle mysterious process by which it sublimates itself. External aids to such sublimation are of value as quickening and invigorating such process of the mind.

We hear much about the still small voice of conscience. But while the passions are strident and eruptive, we cannot hear it. It is when by the above said and other external aids the passions are calm that the still small voice can be heard. Mere external codes or sermons are of little use.

THE PRIMARY TEACHERS—THEIR PAY AND EFFICIENCY

BY

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I

"The usual reply in regard to the responsibility of teachers is that not much can be expected from a class of persons who draw low salaries and work under difficult conditions. I am not prepared to accept this as a legitimate excuse. In the first place keenness in one's work and the endeavour to do the utmost which lies within one is not the prerogative of the wealthy and high paid only. Lack of this world's goods and difficult conditions have throughout history never prevented real inspiration, self-sacrifice and ardent zeal for a particular type of work." Mr. R. M. Statham (Address to the Coimbatore District Elementary Teachers' Conference).

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"It is unfortunate that the (teaching) profession has not been able to organise itself sufficiently to withstand adverse influence. It teachers are ill-paid, if there be no security of tenure, if their continuance in service depends on the whims and fancies of managements, is it possible that they will be in a position to perform their daily task properly, and inspire the students in the right direction?"—Dr. A. Lakshmanaswami Mudaliar (Madras University Convocation Address).

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Reconstruction is the watchword of the hour. The primary schools stand in urgent need of reconstruction. Plato compared education to a wheel. What he meant was that education, like a wheel, if set going on proper rails in the right direction and guided by the right men will travel with ever increasing velocity. It should be remembered that especially at the kindergarten stage the teacher is dealing with forces that make for the liberalising of life, the strengthening of character, and the creation of wholesome and stimulating ideals. The formative factors which are to shape the individual and mould society are in his hands. He is in a strategic position to supervise the growth of character and culture in children, and is directly responsible for integrating education with the life of the nation. The elementary teacher is thus the very backbone of education; and upon his efficiency depends whether we are to become an educated nation or not. The great purpose of elementary education is to give the "elements" of

education to the children, that is to say, to lay the foundation for all other education.

The most difficult of all educational work is to teach young children. It requires special skill, in-born ability, and high technique, quite different from that required for the teaching of high school boys or college men. In fact the professor's work in a college or even the L.T.'s routine in a high school is nothing when compared to the task of the elementary teacher. Even a tyro in psychology will tell you that the education of a child during the first ten or twelve years of its life is of the greatest importance, and that the way in which the child is handled during the years of infancy and boyhood determines its character and career to a much greater extent than any education it receives afterwards. Unless and until the invaluable services rendered by the primary teacher are recognised and attempts made to elevate him to the position he deserves, all steps devised to further the cause of the higher education of the country are foredoomed to failure.

Fairness and uniformity of administration are the real achievements of modern civilisation. The affairs of men to-day are strictly governed by "business principles"; and the significance of professionalism in our modern social life may be measured by the fact that a thousand and one "codes of ethics," and "standards of business" have emanated from professional and business organisations. These are symptomatic results of a complicated and deeply rooted social movement. The professional man by virtue of his superior ability and training in a particular field of activity feels entitled to charge for his services. And this prerogative is not only granted and secured to him by law but by the public as well in its recognition of the desirability of seeking his services. And yet the present Director of Public Instruction, Mr. R. M. Statham says that low salaries, mean and despicable persecutions and difficult conditions should not stand in the way of real inspiration, self-sacrifice and ardent zeal. This is sublime idealism indeed! But should the poor elementary teachers alone be obligated to sentimental and absolute idealism? Are the doctors, engineers, lawyers, D.P.I's and D.E.O's, precluded from considering the financial side while engaging in their particular type of work? Does not the professional career in the sense of the performance of services entitle a man to a relatively decent income? Is the doctor ashamed to demand, and does the patient grudge to pay, the usually heavy fees charged for services rendered? Why then should the schoolmasters alone be asked to deliver the goods in a spirit of self-sacrifice in a world which is based on economic and industrial foundations?

The elementary teacher's pay is a paltry pittance of 15 or 20 Rupees. He is paid less than all other members of the profession, but has larger classes and longer terms. Imagine the teacher, with this absurdly low salary which is not free from unjust and inexcusable "cuts", himself always the target of mischievous and cruel attacks from the Board Members and Inspecting Officers and in perpetual dread of losing the job—Do you think these conditions will enthuse him to discharge his duties with zeal and earnestness?

That teaching is a mission and not a profession, and that the teacher should not besmirch his fair name by any considerations of pay and rewards for his services is not in any sense a new idea. Plato was vehement in his attack on the sophists for their practice of taking fees for their teaching.

The sophists were the professional teachers in the ancient Greek City-States who did duty on strictly "business" principles and demanded heavy fees for their tuition.

His reason was that it created a false relationship and robbed the teacher of the independence he ought to maintain. His conviction is that education is an affair of the spirit, and that spiritual goods cannot be bought with money. But what is the condition of India to-day? Education with us is state-supported and state-regulated; and all schools are under the control of some public body. The Government not only prepares the syllabus, but also, with its army of inspectors and the whole gamut of rules and regulations controls the entire process of education so much so that the initiative and the responsibility of the teacher are practically killed. He is more anxious about the "returns", and the abject adherence to "departmental rules" than about the learning and the adoption of the latest and the most effective methods of teaching.

"Physician! Heal thyself." Will there be any room for the wholesale condemnation of the primary teachers if the educational officers and their deputies think less of the red-tape and more of the human side of educational work? How many of the whole host of the inspecting staff are conversant with the latest discoveries in applied psychology and consider it their duty to initiate the primary teachers in the most efficient methods of teaching? It is open to question, moreover, whether our authorities, the Boards and committees are throughout inspired by that true knowledge of life and its meaning which is the only genuine qualification for their task. At any rate it is they who lay down the lines on which teachers are compelled to work. In these circumstances it is adding insult to injury to preach to the starving teachers the inane platitude that money is "filthy lucre."

There is an entirely erroneous impression in the minds of most of us that teachers in ancient India did not receive remuneration for their professional services, and that we would therefore be disloyal to our best traditions if we should demand pay. Manu says II. 246.

क्षेत्रं हिरण्यं गामश्च छत्रोपानहं आसनं ।
धान्यं शाकञ्च वासांसि गुरवेऽप्रीतिमावहेत् ॥

The pupil should bring about the satisfaction of the teacher by offering him a piece of land, gold, a cow, a horse, an umbrella, a pair of sandals, a seat, paddy vegetables and clothes. Again he says II 141.

योऽध्यापयति वृत्त्यर्थं उपाध्यायः स उच्यते ।

"He is called an Upadhyaya who teaches for the purpose of making his living."

Of course we cannot altogether ignore plato's objection that anything approaching a commercial spirit is a desecration of education, and that those who follow this high vocation must be free from the taint of mercenary motives. But the only way to safeguard the disinterestedness of the teaching profession is the complete equalisation of salaries for every kind of educational work with a uniform scale of increment for length of service only. The salary should be sufficiently liberal to secure freedom from petty anxieties, adequate facilities for recreation and travelling, and proper provision for old age. There is no reason in the nature of things why Principals, Professors and Inspectors should be paid higher salaries than the primary teachers. The only reason for preferment should be the fitness for the particular work. The only fitting reward for those engaged in education is greater and fuller opportunity for service. Work is its own reward—work, congenial work, work suited to one's talents, in which one feels at home and comfortable, and in which one can express oneself and of which one can be proud. It is in this spirit that all the colleges in Poona are working. All the members of the staff from the Principal to the Pandit draw the same salary of Rs. 120 a month. We all to-day protest vehemently against the caste differences and the arrogance of the High-caste men. But what about the numberless (artificial) castes of Headmasters, Principals, University Professors, College Lecturers, D.E.O's., D.P.I's., High School teachers and elementary schoolmasters?

It is frequently urged by and on behalf of University teachers, engineers, etc., that if the profession does not offer what are strangely called good salary and better prospects, it will fail to attract the best men and women. Why then, I wonder, is this principle not applied to

the primary teachers by Mr. Sthatham ? For a number of reasons, independence, the life-blood of growing manhood is not commonly the lot of the teacher. He is everywhere a man who has put the grosser prizes of acquisition behind him ; but if he is to be effective in the work of his modest choice, he must be paid enough to maintain his family in decent comfort without extra earnings, to be able to purchase the tools of his trade in the shape of a select library, to have a change of scene once a year, and to be able to dispense an unassuming hospitality to his students.

The teacher is the pivot upon which the whole educational system moves. The most essential condition for the success of education is the supply of a sufficient number of men and women of the type best fitted to train character and develop thought. A failure here as regards quality or quantity would paralyse all advance and frustrate the brightest hopes. The conditions of service should be made more tolerable for men, of independent spirit and more attractive to men of first-rate ability. The educator must be released from conventional restraints, and be at liberty to express his individuality in the ideals and methods of his school. In short he must be trusted, and receive official consideration due to his professional standing and the importance of his service.

THE TEACHING PROFESSION

"All of the Professions have this in common : that they exist for the welfare of humanity. But each has its special obligation and field of work ; The lawyer to improve the law and perfect justice ; the physician or surgeon to safeguard health ; the minister to cultivate spiritual life and safeguard social ideas ; the engineer to assure public safety ; the architect to construct useful and beautiful buildings ; the teacher to foster life-long learning and growth among all the people. It will be observed that the task of the teacher is at the foundation of all the others. There cannot be justice without intelligence ; health without knowledge ; spiritual life without good habits ; or art and engineering without taste and aspiration. The teacher's work is the most important because it touches all of life."

JOY ELMER MORGAN.

THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND.

MINUTES OF THE ANNUAL MEETING HELD ON 7TH MAY 1937.

The Ninth Annual Meeting of the General Body of the Protection Fund was held at the Conference pandal at Tanjore on Friday the 7th May at 2 p.m., with Mr. M. S. Sabhesan in the Chair.

95 members were present.

Mr. M. K. Ramamurti, Hon. Secretary, presented the Annual Report. It was resolved that the Report be taken as read.

It was then moved that the Report be adopted and the proposition was seconded. Members offered suggestions while discussing the motion. Messrs. M. R. Subramanya Iyer and S. S. Viswanatha Iyer of Gobichettypalayam suggested that the rate of fine on overdue call money be reduced in view of the hardship caused to many a poor teacher by such a heavy penalty.

Mr. C. Ranganatha Iyengar (Gooty) pleaded for a more vigorous drive for membership and Mr. Kalyanarama Iyer (Tirukattupalli) suggested the need for a well thought out plan for propaganda work.

Mr. T. P. Srinivasavaradan (Madras) suggested that till a sum of about two lakhs is invested in gilt-edged securities, money should not be invested in commercial enterprises. He also stated that the average age of members admitted during 1936 was well over 34 as deduced from the addition to the Reserve Fund. The Secretary pointed out that the calculation of average age referred to by the member was wrong. The cash and market price of the bonds owned by the Fund and various other information of routine details were furnished as requested.

The Report was adopted unanimously.

The following office bearers were then elected :—

President.—Mr. M. S. Sabhesan, M.A., Professor, Christian College, Madras.

Vice-President.—Mr. R. S. Subramanya Iyer, B.A., L.T., Hindu Theological High School, Madras.

Secretary.—Mr. V. Srinivasan, B.A., L.T., Hindu High School, Triplicane.

Other Members of the Board.—Messrs. N. Kalyanarama Iyer, B.A., L.T., Sir Sivaswamy Iyer High School, Tirukattupalli; E. H. Parameswaran, M.A., L.T., Head Master, Thirthapathi High School, Ambasamuram; M. K. Ramamurti, B.A., L.T., T.T.V. High School, Madras; S. T. Ramanujam Iyengar, B.A., L.T., E. R. High School, Trichinopoly; S. Srinivasa Iyer, B.A., L.T., S. M. D. High School, Vellore; S. Srinivasan, M.A., L.T., Theosophical College, Madanapalle.

Auditor.—Mr. V. Soundarajan, B.A., G.D.A., R.A., Madras.

The budget was placed before the General Body for information.

The meeting next placed on record its appreciation of the services to the Fund by the retiring office-bearers.

The amendments to rules Nos. 6, 9, 12(a), 12(b), 14(b), 18 and 19 given notice of were taken up for consideration. The amendments to the above mentioned rules were carried, except the one relating 12(a). The rules as finally amended by the General Body will read as follows:—

Rule 6.—Second paragraph:—‘Applicants for admission to the Fund may be allowed to pay the sum referred to in Rule 6 under Admission in instalments of not less than Rupee one per month but they may be admitted as members provided the last rupee is paid within six calendar months of the first payment or within the calendar year whichever is earlier; if the entire amount be not paid within the prescribed period, the amount already paid shall lapse to the Fund and be carried forward to the Reserve Fund. Applicants who have been allowed to pay in instalments will be entitled to the benefits of the Fund only from the date of being admitted as members on completely paying up the sum referred to in Rule 6.’

Rule 9. *Benefits*: Remove the portion of the Rule beginning from ‘*Benefits*’ in line 5, and ending with ‘*shall be issued,*’ in line 16 and substitute the following as 2nd paragraph:

‘Benefits shall also be payable on increased scales for proportionately increased monthly calls; but on a single life, not more than four units of benefits shall be issued in the case of members within 35 years of age, not more than three units in the case of members between 35 and 38 years of age and not more than two units in the case of members between 38 and 40 years of age, on the date of application for admission, provided that this clause shall apply only to admissions on and from 7th May, 1937, the admissions prior to that date being governed by the provisions in force in that behalf until the said date.’

Rule 12 (b) ‘A married subscriber shall not ordinarily be permitted to assign the amount of benefit to any one other than the subscriber’s wife, or husband or children’.

Rule 14 (f) Notwithstanding the foregoing, if such a person applies within a further period of three months to be reinstated as a member of the Fund and pays a reinstatement registration fee of Rupee one and the arrears of subscription and annual contribution together with all the monthly calls and fines, if any, due for the period up to date of re-admission, he may be eligible for readmission. It shall however be open to the Board to readmit a member condoning either delay in the submission of application for readmission or the failure to pay the dues in full or both; and on such reinstatement he shall become entitled to all the rights, privileges and benefits of the membership of the Fund.

Rule 18.—The members of the Board, and an auditor or auditors shall be elected annually by the members of the Fund at a meeting to be held ordinarily not later than the 30th of June, following the year of report, and shall hold office till the subsequent election. Interim vacancies in the Board of Management may be filled by co-option by the Board; and such co-opted members shall hold office for the unexpired period.

Rule 19.—Add the following as (d).

‘The Board shall have the power to appoint a member of the Board as ‘President’, ‘Vice-President’ or ‘Secretary’ as the case may be, when an interim vacancy occurs.’

The following Resolutions were next considered and declared carried:—

RESOLUTIONS

(a) Resolved that the amounts lying unclaimed for over twelve months in the suspense account of non-members and of persons who have ceased to be members, do lapse to the Fund and the same be carried over to the Reserved Fund.

(b) Resolved that the amount outstanding as special and ordinary loans or as back fee from such persons as have ceased to be members of the Fund as on 7th May 1937, be written off and the same be debited to the Benefit Fund Account.

(c) Resolved that the moneys due as loans (ordinary and special) together with interest thereon from members, who by default, have ceased to be members and who have not been readmitted, shall be written off and the same be debited to the Benefit Fund Account.

The Meeting came to a close at about 4-30 p.m.

M. S. SABHESAN,
President.

Triplicane,
22nd August, 1937

V. SRINIVASAN,
Hon'y. Secretary.

N. E. F. DELEGATION AND CONFERENCE RECEPTION COMMITTEE

An influential delegation of New Education Experts will visit Madras during the last week of October 1937.

A Conference on New Education and special group discussions on New Education Problems are being organised.

Join the Reception Committee at once.

Particulars of Membership—Minimum Rates.

Patron	..	Rs. 25
Donor	..	„ 10
Institution	..	„ 5
Individual	..	„ 2
Teachers under training	..	Re. 1

For further particulars write to K. K. Jacob Esq., M.Ed. (Leeds), Secretary, N. E. F. Reception Committee, Christian College High School, G.T., Madras.

All remittances to S. Madhava Rao Esq., Treasurer, N. E. F. Reception Committee, Christian College High School, G. T., Madras.

THE S. I. T. U. WORKING COMMITTEE

Proceedings of the meeting of the Working Committee held on 14th August 1937 in the office.

Present. Mr. S. K. Yegnanarayana Iyer (in the chair)
Mr. M. S. Sabhesan.
Mr. S. Natarajan.
Mr. V. Bhuvaramurthi.
Mr. V. Srinivasan.
Rev. Milton G. Kuolt.
Mr. S. T. Ramanuja Iyengar.
Mr. C. Ranganatha Iyengar.
Mr. S. K. Subbarama Iyer.
Mr. E. N. Subramanya Iyer, and
Mr. E. H. Parameswaran.

I. The secretary made a statement arising out of it the committee passed the following resolutions.

(1) The Director of Public Instruction be requested to see that steps are taken to change the existing rules regarding the provident fund as the working committee is well aware of the fact that the requests contained in the memorandum contravene the rules as they are at present.

(2) The invitation of the South Kanara District Teachers' Guild to hold the next Provincial Educational Conference be accepted.

(3) The District Teachers' Guild, West Godavari be affiliated to the S. I. T. U.

(4) That Mr. A. V. Kuttikrishna Menon, Principal, Zamorin's College, Calicut, be our representative at the Inter-national conference of the Educational Associations to be held at Japan.

(5) That the expenditure of Rs. 2-8-0 incurred by the secretary in giving tea to Mr. Kuttikrishna Menon be approved.

(6) That the sum of Rs. 66 paid by the Tinnevely District Teachers' Guild be accepted in full settlement of all amounts by way of subscription due from the Guild upto the end of June 1937.

II. Mr. S. K. Yegnanarayana Iyer, made a statement regarding the Publishing Company viz., that application for its registration under the Co-operative Societies' Act has been forwarded to the Deputy Registrar, Madras and that the work could be started as soon as the bye-laws are approved and the certificate of registration is received.

III. Mr. S. K. Yegnanarayana Iyer made a statement about the visit of the New Education Fellowship Delegation and the step taken by the S. I. T. U. in organising an Ad Hoc Reception Committee. The action taken was approved. The secretary was authorised to send an appeal to all the constituent Guilds and teachers' associations requesting financial help in the matter of giving proper reception to the delegation.

IV. (i) It was resolved to recommend the names of Rao Bahadur K. V. Rangaswami Iyengar, Principal, Hindu University, Benares and Dr. Bhagavan Das

of Benares, to the presidentship of the coming All-India Educational Conference to be held at Calcutta.

(ii) The following people be nominated to be the representatives of the S.I.T.U. on the Council of the All-India Federation of Educational Associations. Messrs. E. H. Parameswaran, C. Ranganatha Iyengar, M. S. Sabhesan, S. K. Subbaraman and W. Satyanarayana.

(iii) That Messrs. N. Subramanyam of Teachers' College, Saidapet and S. Nataraja Iyer be allowed to go as delegates of the S. I. T. U. to the All-India Conference and the Treasurer be empowered to pay the delegation fees of these two.

(iv) Mr. M. S. Sabhesan is requested to draw up a list of subjects and send it to Mr. Khattry for consideration at the conference.

V. It was resolved that the Education Week be held from the 25th to 31st of October so that it may synchronise with the visit to the City of Madras of the delegation of the New Education Fellowship. It was further resolved that an Ad Hoc Committee to be in charge of the Education Week Celebrations be formed as usual.

VI. The following members were co-opted to the Executive Board of the S. I. T. U. 1. Mr. M. K. R. Dikshitalu, President Teachers' Association, M. H. School, Bimilipatam. 2. Mr. M. Seshachari, President, Teachers' Association, R. K. Middle School, Allur. 3. Mr. P. V. Gangaraju, S. R. High School, Challapalli. 4. Mr. T. Suryanarayanamurthi, Taluk High School, Tenali and (5) Mr. E. D. Martin, Wardlaw High School, Bellary.

VII. The report of the convener, Vigilance Committee is recorded and further communication from him is awaited.

MASS EDUCATION

The Government communique on the reorganisation of education was considered. As the proposals for the reform of Secondary education contained in the communique were considered by the Working Committee at their meeting held on the 6th and 7th March 1937, the Committee concentrated its attention upon Elementary education and the following resolutions were passed:—

VIII. (1) That mass education should not be taken as synonymous with Elementary Education as is done in the Government Communique.

(2) That separate and adequate provision should be made for adult education.

(3) That while admitting the existence of stagnation and wastage in elementary education it is of opinion that the causes pointed out in the communique are not only those referred to in the communique and that many important contributory cases like inefficient supervision have been equally responsible.

(4) That while recognising the Government view that the most urgent need in mass education at the moment is to eliminate ineffective and inefficient schools, the committee is of opinion that Government should consider at the same time the desirability of converting these ineffective, inefficient and incomplete schools into complete economically well filled and well staffed primary schools.

(5) That universal compulsion should be introduced at a very early date to avoid wastage and also to bring in and retain children in schools.

(6) That the compulsion contemplated in the Government Communique is inadequate, unsatisfactory and disappointing and nothing short of universal compulsory education would satisfy the ideal of 100% literacy of the nation.

(7) That the first charge upon the available resources of the state be expansion of education up to and including 5th standard.

(8) That post elementary schools, complete in themselves and intended for children of age 11 plus, more or less on the lines of central schools contemplated in the Hadow Report should be started in central areas.

(9) That the direct responsibility of the Government in the matter of finding adequate funds for Elementary education should be admitted.

(10) That no reform in elementary education can be satisfactory unless effective improvement be brought about in the service conditions of teachers as contemplated in resolution No. 7 of the Tanjore Provincial Educational Conference (Page 262 of the S. I. T.).

(11) That the posts of divisional inspectors be abolished and a scrutiny be conducted to reduce the number of officers in the education department.

(12) That the idea of increasing the existing number of inspectors be given up and the services of non-official educationists be utilised for purposes of supervision to supplement inspection by Government agencies.

(13) That the suggestion contained in the communique of associating the revenue department in the matter of supervision be abandoned.

IX. *Service Conditions of Teachers.*—That Messrs: S. K. Yegnanarayana Iyer, and M. S. Sabhesan representing the Union do wait in deputation upon the Chief Minister and the Minister for education and request them to see that the administrative amendments of rules of the M. E. R. be effected with a view to standardise the salaries and to ensure security of tenure as provided in the Local Boards Act.

X. *D. P. I's Coimbatore Speech.*—The Working Committee considers the remarks made by Mr. Statham in his Coimbatore speech on Elementary Education department about elementary school teachers are far too sweeping and the committee is of opinion that they are undeserved especially in the light of the deplorable conditions of service under which these teachers have been working all these years. The committee is further of opinion that there are many other contributory causes responsible for this deplorable state of affairs.

XI. *Travancore experiment.*—The Committee welcomes the idea of the Travancore Government in allowing certain schools to experiment in the matter of changing the working hours from 10-4 to 7-11 in the morning.

XII. It was resolved that a small sub-committee consisting of Messrs: S. K. Yegnanarayana Iyer, M. S. Sabhesan and S. Natarajan be appointed to circularise all District Teachers' Guilds and gather their views on the Government Communique, co-ordinate the information thus gathered and place it before the Working Committee at an early date.

REORGANISATION OF EDUCATION

VIEWS OF THE S. I. T. U. ON SECONDARY EDUCATION

The opinion of the South India Teachers' Union on Secondary Education forwarded to the Government in March is as follows:—

I. The South India Teachers' Union considers it desirable that the duration of the secondary school course should continue to be six years as at present for the following reasons:—

(a) The extension proposed in the draft resolution will be a great strain on the slender resources of a large number of poor parents who have no idea of allowing their children to go to the University.

(b) Very few secondary schools will be in a position to run the VII form with their existing resources in accommodation, men, equipment and so on unless liberal grants-in-aid are placed at their disposal by the Government.

II. The South India Teachers' Union is of opinion that an external public examination proposed to be held at the end of the IV form stage is undesirable for the following reasons:—

(a) The proposed examination which must be a uniform public examination in view of the purpose for which it is intended to be employed, will come to exercise a dominating influence over teaching with the result that cramming will be the order of the day from I form upwards.

(b) The IV form stage is not the stage when a definite decision regarding the future of the pupil can be arrived at with the help of an external examination and very soon the cry of slaughter of the innocents will be raised once again everywhere.

(c) The individual differences of pupils will never be given any consideration and methods that will pay in the examination will be resorted to though they are unsound educationally.

(d) An examination of the type proposed in the draft is unreliable and it can give no help in determining the courses for which the pupils are fit.

(e) The test will result in merely eliminating in a very arbitrary manner a number of pupils and the stagnation of a large number of boys at the IV form stage will become a far more serious problem.

III. The South India Teachers' Union is of opinion that no good case has been made out for a definite restriction of the number of students in secondary schools and that any proposal which will result in an arbitrary restriction of the facilities for higher education will prove detrimental to the general progress of the country for the following reasons:—

(a) The congestion in colleges can be relieved by the Universities themselves which are at liberty to fix their own standards for entrance and any proposal to restrict the number of pupils in secondary schools with a view to preventing overcrowding in colleges will be a drastic step.

(b) The Secondary school population in Madras Presidency forms just half a per cent of the total population of the presidency and the following figures

show how any proposal which seeks to restrict the number of pupils in Secondary schools will be regarded as a retrograde step.

Countries.	Population.	No. of Sec. school pupils in literary and Technical schools.
	About (in millions)	
England	37	12,00000 nearly.
Scotland	5	3,50000 "
Canada	10	3,00000 "
Australia	6½	2,50000 "
South Africa	8	1,00000 "
New Zealand	1½	1,00000 "
India	370	10,00000 "
MADRAS	45	2,00000 "

(c) The need for a wider diffusion of Secondary Education is real especially in view of the responsibilities the country will have to shoulder under the new constitution. In the words of Lord Curzon Secondary education is "the key to employment, the condition of all national advance and prosperity, and the sole stepping stone for every class of the community to higher things."

IV. The South India Teachers' Union is of opinion that what is really needed is a policy of a sound regulation or distribution of pupils and not one of restriction and that a well-planned scheme of diversion at the III form stage is necessary for the following reasons:—

(a) The literary type of the present secondary system is found to be narrow and it takes no notice of the different aptitudes of a large number of pupils who are fit to pursue Secondary Education with advantage though they may not be fit for pre-university courses.

(b) There is a need for alternative courses or diversified courses which will provide ample scope for individual differences and are necessary owing to the heterogeneous character of the Secondary school population.

(c) Pupils who are keen on proceeding to the upper forms of the secondary school beyond III form stage should be encouraged to do so, when in other countries there are provisions for compelling pupils to remain at school till 15 and to continue to attend part-time and evening schools till 17 and 18.

(d) A scheme of natural diversion whereby pupils are enabled to select voluntarily the courses for which they are fit with the help of parents and teachers will be better than an arbitrary elimination by examination.

(e) Diversion cannot be effective under the scheme proposed in the draft resolution since the adoption of a lower standard for vocational courses will emphasise the prevailing erroneous notion that they are of an inferior type and require no intelligence on the part of the pupil.

V. The South India Teachers' Union is of opinion that **diversion** is and should be regarded as the prime question in the reorganisation of secondary education and it regrets that the Government has not chosen to indicate in the draft resolution at least an outline of the alternative courses to be provided in the middle of the

secondary school course. It feels that in the existing circumstances a bifurcation at the end of III form may be attempted and that secondary schools may be enabled to offer alternative courses so that pupils may complete their secondary school course either in the pre-university line or any vocational line.

VI. The South India Teachers' Union recommends that for bringing about the proper distribution of pupils in secondary schools it is desirable to bear in mind the following points:—

(a) All pupils' proceedings beyond the III form should be placed on the same footing and regarded as secondary school pupils.

(b) The total load on the vocational side be the same as that on the pre-university side but the emphasis on different subjects should vary with the nature of the selected course.

(c) The courses of study for pupils in the vocational side should, while attempting to give a definite vocational bias, also provide for a minimum of instruction in liberal subjects so that they may be able to play their part as citizens intelligently in addition to acquiring the manual skill required for a specific trade.

(d) Education for citizenship should not be forgotten in any scheme of reorganisation.

(e) All pupils should be enabled to receive a Secondary School Leaving Certificate if their conduct and progress be satisfactory and a public examination at VI form should be dropped.

(f) Secondary School Certificate holders alone should be considered eligible to appear for the University entrance examination or Madras Service Commission and Government Technical examinations and the certificates should also be regarded as qualifying the holders for admission to technical institutes or training institutions.

VII. The South India Teachers' Union agrees with the view of the Government that a pupil who is not fit for a literary type should not be encouraged to proceed to the University on the ground that he belongs to the backward community and that clever students from the backward and poor communities be enabled to take advantage of the facilities for higher education through a generous system of scholarship and fee remissions.

VIII. The South Indian Teachers' Union also agrees with the Government that the age limit for recruitment to clerical establishment in Government service may be reduced to 19 so that a large number of pupils who are only anxious to enter public service may be diverted sufficiently early.

Note. The views of the S. I. T. U. regarding Reorganisation of Elementary Education will be found on page 387 of this issue.

GLEANINGS

FILMS FOR EDUCATION

The Times Educational Supplement. (July, 24th, 1937) reviewing the L.C.C.'s Report on the experiments in the use of films for Educational purposes says "The classroom experiments were carefully conducted and searching tests were applied. It was difficult to get uniform conditions for testing, but within inevitable limits the results of the experiments are in favour of 'talkies'. In two of the subjects taken—geography and the gas industry—all the tests showed the film to be the superior medium. In the other two subjects—biology and physiology—the non-film groups had the better result in one test and the film groups scored in two. The report sums up the position so far as the statistical results are concerned by saying that "the films in the hands of teachers have produced a 'factual' result rather better than that obtained by the teacher using any other device at his disposal." Those conducting the experiments recognized that certain values of the film were not capable of mathematical measurement, and in evaluating these most of the information comes from the questionnaire sent out to the teachers and from the comments of the children themselves in the essays. In this section opinion is overwhelmingly in favour of the value of films.

The film is stated to be of great value in giving children correct impressions, and it is claimed that it has a strong influence on matters of feeling and taste and in the widening of human sympathies. Erroneous ideas (as that farm work is unskilled) are put right. Children become more critical of films seen at the cinema, and show increased interest in news films. There is evidence that the educational film stimulates the work of the school in general. Knowledge gained in film lessons is applied by children to other lessons, and there is an increase in questioning, interest in school libraries, collection of pictures and discussion out of school and at home.

The effect of films on teachers is, it is stated, most stimulating. Teachers state that the films were of great personal interest; contained new knowledge and aspects of the subject; led to more graphic teaching in succeeding lessons, and to new methods and ideas for blackboard work. Great stress is laid on the beneficial effects of films on different types of children. It is found that the "bright" and "backward" gain comparatively more from the film lessons than do the average pupils. In comparing the "talkies" with other forms of visual illustration—silent films, lantern slides, epidiascope and the educational visit—it is clearly shown that each has its own special function and that the sound film does not replace these older forms, and several important points are discussed where economy compels a choice of equipment.

Educational System at Birisiri & Bratachari Ideals and Rhythmic Exercises.
Rev. Victor J. White of the Birisiri Mission, Mymensingh, writes in *The Teachers' Journal*, Calcutta, (July 1937) :—This system comprises :—

70 village schools with 2,500 scholars, both boys and girls; 1 Central Model Primary School for Boys with 120 scholars; 1 Central Upper Primary School for Girls with 110 scholars; Industrial school teaching carpentry, Iron work, weaving, sewing,

ferro-concrete, etc.; 1 Middle English School with extension classes in agriculture—120 students; 1 Guru Training School with 25 students.

Our experiments have covered the whole range of primary and secondary education and we have been able to lead the way in developing a system where theory and practice are well-balanced. Handicrafts and agriculture have been incorporated in the curriculum of the schools thus providing for the students.

The question of suitable physical instruction has received careful attention and we have introduced a variety of exercises based on the western model, also field games such as football, volley ball, cricket and hockey. In addition a troop of boys scouts has functioned successfully as also the Bratachari physical exercises. We have sought a fully as also the Bratachari physical exercises. We have sought a system of physical culture that can be applied to the needs of village schools as well as central institutions, and we are convinced that the Bratachari ideals and exercises are those that can be most universally put into practice. This does not mean we would dispense with other exercises, games and associations, but it does mean in our opinion the Bratachari system gives the inspiration and stimulus that will make all forms of training more successful. From practical experience we find this indigenous system has spread and done more for the physical well-being of children in the villages in two years than other systems have accomplished over a number of years. There is something about these rhythmic exercises which captures the imagination and the impetus thus set up carries it forward to practical fruition.

We have seen the two hundred scholars in our central schools at simultaneous exercises. At one month's refresher course for village teachers we have seen these young men captured by the Bratachari songs and exercises and in turn they have introduced the same into many schools under our care. The Bratachari instructor has been on special duty for over 12 months visiting centres 60 miles west and 30 miles east. Our greatest difficulty has been to comply with the many requests for his services in schools far and near. When on our tour we have seen the children, both boys and girls, Hindus, Muhammadans and Christians, doing these delightful exercises and the experience leaves a new sense of joy and hope.

We are convinced that the Bratachari system in its present form or with certain modifications should be placed on the curriculum of the schools, specially in view of the fact that the Government resolution on primary education is about to be put into effect. Our reasons for coming to this conclusion are :—

- 1. The system lends itself to general and practical application even in rural areas. Girls and Boys and all castes and creeds can take part: 2. The method adopted inculcates the collective and co-operative spirit as compared with the competitive spirit of some games; 3. The system is indigenous and is related to national conception of physical culture; 4. The ideals and rhythmic exercises bring an inspiration and joy which is exhilarating and contagious.

It may be said, we have more ideal conditions than elsewhere for the introduction of such instruction that will improve the health and physique of youth under our charge. What we have found really works in our educational system, whether along the line of theoretical studies, village handicrafts, agriculture or physical instruction, and is certainly capable of general application to the needs of Bengal and India as a whole.

EDUCATION AND MENTAL HYGIENE

Education and Mental Hygiene. Messrs. William Line, Ph.D., and J. D. M. Griffin, M.D., of the Canadian National Committee for Mental Hygiene write in the *Educational Review* of New Brunswick, (May-June 1937): "Early efforts of Mental Hygiene workers were directed towards analytical and critical survey of educational practices. The classroom organisation, viewed as directly under the control of the teacher, came in for careful scrutiny, and practices that seemed contrary to the mental hygienists' view of healthy development were severely criticised. Corporal punishment, trying to force dull pupils into the same curricular mould as bright pupils, motivation by marks and rewards rather than by intrinsic interest in the school work itself, artificial restraints, lack of social freedom and co-operation, competition—these were some of the familiar points of criticism. Typical research investigations were directed towards the clearer differentiation of the outlook of mental hygiene from that of the typical classroom teacher. Thus Wickman took pains to show that teachers differed from the psychiatrists quite markedly in the seriousness with which they regarded various forms of behaviour in children. Teachers were now more disturbed by misdemeanours militating against the smooth running of the classroom activities than they were day by day dreaming or shyness, whereas, the mental expert tended to reverse the order of seriousness.

All this was very negative, though at the time, it was probably useful. In any case the educationist during recent years has reached the point where outstanding criticisms launched against him no longer apply. Individual differences in children are more and more being recognised in administrative organisation; special classes and programmes have been set up in many places; sentiment against corporal punishment is growing, and education is getting on, for the most part, without the use of the strap. Enterprise and activity programmes are being instituted, and social attitudes, shyness and day-dreaming are regarded as matters of importance—probably more so than academic achievement. At least there is a real effort to regard the child as of greater importance than the subject matter.

THE S. I. T. U. PROTECTION FUND

Teachers who could spare time to canvass members to the Fund are requested to correspond with the Secretary, 41, Singarachari Street, Triplicane.

NEW EDUCATION FELLOWSHIP DELEGATION TO INDIA

Plans for the visit of the delegation are nearing completion. The delegation will consist of:—

1. Rektor Lawrin Zilliacus, B.Sc., Chairman of the N.E.F. International Committee and Principal, Tolo Svenska Samskola, Helsingfors, Finland;
2. Mr. Ernest Salter Davies, C.B.E., M.A., (Oxon), Director of Education for Kent, England;
3. Prof. Pierre Bovet, D.Litt. (Geneva), Hon. Litt. D. (Witwatersrand), Professor of Education, University of Geneva and Vice-President, N.E.F. Switzerland.

Madame Bovet will accompany Prof. Bovet. She is Joint-Editor of a monthly paper on Home Education. It is hoped that Mrs. Salter Davies will be in the party. The delegation will come from Australia after attending the Regional N.E.F. Conference there during August-September. It will travel from there to Trivandrum—starting work there on the 25th October.

GENERAL PLAN FOR N. E. F. DELEGATION'S VISIT TO INDIA
IS AS FOLLOWS:

Monday,	25th October, 1937	..	Trivandrum	3 days.
Thursday,	28th " "	..	Madras	5 days.
Tuesday,	2nd November, 1937	..	Mysore	5 days.
Monday,	8th " "	..	Hydrabad	3 days.
Thursday,	11th " "	..	Nagpur	2 days.
Monday,	15th " "	..	Bhopal	2 days.
Thursday,	18th " "	..	Gwalior	3 days.
Monday,	22nd " "	..	Agra	2 days.
Thursday,	25th " "	..	Aligarh	3 days.
Monday,	29th " "	..	Delhi	5 days.
Saturday,	4th December, 1937	..	Lahore	7 days.
Saturday,	11th " "	..	Ludhiana	2 days.
Tuesday,	14th " "	..	Lucknow	4 days.
Saturday,	18th " "	..	Benares	2 days.
Tuesday,	21st " "	..	Patna	3 days.
Friday,	24th " "	..	Calcutta	7 days.
				(All-India Educational Conference).
Saturday,	1st January, 1938	..	Bombay	7 days.
Saturday,	8th " "	..	Baroda	2 days.
Tuesday,	11th " "	..	Bombay	Sail for Europe.

The general arrangements regarding the tour are in the hands of Mr. E. W. Franklin, Spence Training College, Jubbulpore. For particulars of the Madras Programme write to Mr. K. K. Jacob, M.Ed. (Leeds), Headmaster, Christian College High School, Madras, G.T.

FROM OUR ASSOCIATIONS

47TH TRICHINOPOLY DISTRICT GUILD CONFERENCE

(From our Trichy representative.)

Resolutions were passed welcoming the formation of a representative and responsible Ministry in the Province, requesting the Cabinet to establish contact with organised teaching opinion with a view to promoting co-operation between the educational workers and Government and conveying its greetings to Dr. T. S. S. Rajan, a respected local leader, on his appointment as Minister of Public Health at the 47th Trichinopoly District Annual Educational Conference held at Golden Rock, on 24-7-1937.

The Conference was held yesterday under the auspices of the Trichinopoly District Teachers' Guild at the Golden Rock Railway School with Mr. V. Saranatha Iyengar, Principal, National College and President of the Guild in the chair. Nearly 300 delegates were present from all parts of the District.

Mr. S. Guruswami Iyer, Headmaster, South Indian Railway School, Golden Rock, welcomed the teachers on behalf of the Golden Rock Elementary Teachers' Association.

The President in the course of his address in Tamil referred at the outset to the recent Press Communique on the reorganisation of education in all its stages and thought that it was so far-reaching and comprehensive that it required careful examination and revision. Everyone had come to realise that Elementary Education was the foundation of all education and higher education was an impossibility without a sound system of Elementary education. The whole scheme of reorganisation of Elementary education in the province took its source in the Hartog report and we know Mr. Statham's role in producing it. The communique referred to the state of Elementary education for three decades and pointed out the increase in expenditure, the progress in expansion and the results achieved. It tried to correlate education to employment especially in the sphere of higher education. The merit of the communique was that it recognised facts, but the defect of the communique lay in its supposition that education existed for employment, and that the literacy of the masses and a complete course of Elementary education for the children at school were to be achieved by one and the same movement. The communique was thus defective from the point of view of both Elementary education, and Secondary and Higher education.

MASS AND ELEMENTARY EDUCATION

Mr. Statham, the Director, was bent upon doing something for Elementary education, Mr. Saranathan continued. He was trying to solve the problem of how to spend the money on Elementary education usefully and how to make schools really efficient. But there was a confusion in Mr. Statham's aims as shown in the communique. Mass education had to have literacy of the adults as its objective, and Elementary education had to have the provision of a complete course in each school as its objective. The two were being mixed up by the Government and the Department. Literacy did not depend upon a complete primary course being had in each school. Literacy could be achieved in four months and then sustained and

established through drama, reading rooms, lecture, libraries and other modern devices. It was easy to achieve, because our common people were perhaps the most intelligent and civilised people in the world. The objective of a complete primary course in each school was difficult to achieve for many reasons. It was therefore necessary to keep Mass education and Elementary education apart and treat them differently. To think of universal literacy only as the outcome of a wide system of fully equipped Elementary schools was the English idea. India was not England. Mr. Statham's plan could not be effective on this ground alone. The immediate need was to save the existing schools for the people and not to kill off the schools and restrict school facilities. What applied to politics equally applied to our schools. In politics they were asked to build upon the existing structure. But in education, existing conditions were sought to be ignored. Any reform to be effective must have funds. More and more money has to be spent; let us not talk of waste so soon. The amount spent per head on Elementary education was comparatively small when compared to the expenditure in other countries. Of course attention must be paid to the checking of abuses in this connection. Schools therefore must be financed properly and teachers would then stand by the nation. In the case of literacy, what was required was man power. Every class is open to the reproach of not making any return to the nation for the benefits they derived from the nation as represented by the Government. Teachers alone were not to be blamed for the set-back in literacy. For instance, pensioners would easily be employed to advance literacy outside schools. They should therefore ask Government to have two schemes, one for literacy and another for Elementary education and to reconstruct both on lines suited to this country.

NEW METHODS

Another direction in which Elementary education was sought to be improved was by new methods, Mr. Saranathan went on to say. They had been long accustomed to memory-training and to books. Methods like the Project method were at present advocated. Such methods were expensive and required experts in Elementary schools to plan and execute them. It was difficult to adopt new methods under existing conditions.

CURRICULAR CHANGE

Yet another direction of reform was the adoption of curricular changes. What exactly was required was not a mere change in curriculum towards the practical arts and crafts, as suggested; is the aim, even abstract knowledge. True knowledge is always abstract knowledge.

SUPERVISION

The reform proposed in regard to supervision was more supervision. Already supervision was in one way overdone. There was no doubt that a great force of Junior Deputy Inspectors would be more and more necessary. But jurisdiction had to be contiguous and not concurrent as it was at present. Where was the need for a Senior Deputy Inspector over a Junior Deputy Inspector? Where was the need for a Divisional Inspector over a District Educational Officer? The appointment of officers seemed to be based upon a blind policy. What was wanted was a Teachers' Soviet for each area and not more officers and not certainly revenue officials. The suggestion to attach revenue officials for supervision of schools was, in his opinion, atrocious.

HIGHER ELEMENTARY SCHOOLS

The idea of a Higher Elementary school apart from the Lower Elementary school was a good idea. Such schools were intended to cater for boys and girls who did not go to High schools. What was needed was a Higher Elementary school for each group of Lower Elementary schools. But even there, a conflict of ideas had rendered the Higher Elementary school useless. It had become a passage to the High school, where admissions were made from such schools to the detriment of High school education. There was a monotheism about things Indian and especially in regard to their educational system. They said the Matric or the S.S.L.C. or the Honours course for all." So they had spoiled the Higher Elementary school system. Mr. Statham wanted to effect a divorce between Secondary education and Higher Elementary education. Here again what was needed was a reform of defects, and not a reform of structure. Why institute a general examination for Higher Elementary school pupils? The reform needed in Elementary education was the remedying of abuses and not the changing of the structure. They had to infuse power in the structure and to develop that power in the teacher.

SECONDARY AND HIGHER EDUCATION

Mr. Statham's ideas about Secondary and Higher education were born out of his own personal life and career, Mr. Saranathan proceeded. He wanted youngmen to learn to work at a job, if need be, from the start. He was attempting to mould to this idea the pre-University and vocational parts of Secondary education. It was doubtful if the changes proposed were at all necessary. The structure as it was, was all right. There was the Middle school, the High school and the University. There was no need to alter the structure in Secondary or Higher education either. What were required were internal changes and not external changes. Mr. Statham's solution was not going to be effective as it was a needless interference and "a mixing of drinks".

APPEAL

Concluding, Mr. Saranathan appealed to the Government and teachers to pool their accumulated experiences and make the existing structure grow. The commune bristled with confusions. The Madras school system had been reformed before that of other provinces and was the best in India. 'Let us not ruin that system by the proposed changes in structure,' he concluded.

RESOLUTIONS

Ten year plan of Education. In the afternoon session Mr. S. T. Ramanuja Iyengar, moved a resolution on a ten-year plan of education in the course of which he said that his motion was opportune as it expressed the mind of the Guild on the eve of the reconstruction that was under the consideration of the new Ministry. At the background of the resolution was the consciousness that Government had had no policy in respect of Education and that they had pursued a policy of drift. The resolution enunciated some principles and made some suggestions. To advance literacy, intellectual conscription was suggested. To advance efficiency, a plan to make the schools attractive for the child and to make teachers work hard, had to be evolved in consultation with organised teaching opinion. The financial problem which was a difficult one had to be solved by Government raising an Education Fund from the public on the lines of the King George's Jubilee Fund; the creation of a public loan as contemplated by the Interim Ministry; by an Endowments' Act to

save for the State what had been set apart as grants to educational institutions and by State subsidies and State audit which could effect a substantial saving in educational finance which was being wasted at present by an indiscriminate and an anti-deluvian system of grants and subsidies. The machinery of education had to remember that the teacher was not a spare part thereof, but a vital factor, as important as the army of the Inspectorate. In this connection it was necessary for the Congress Cabinet not to follow Dr. Subbarayan's theory of the teacher being a commodity in the educational market, but to make the teacher a public servant and to bring the teaching profession under a Teachers' Registration Council, like the Bar and Medical Councils. The structure of education had to be replanned by an area survey, with jurisdiction well defined. The administration of education had to be placed under a Provincial Board to do the work of the educational police. The educational side of the system had to be made effective by making Inspectors and Training schools capable of giving educational guidance as in America. The top heavy Inspectorate had to be done away with as they were needless both from the point of view of effective administration and educational guidance. The plan suggested could be backed up with vital statistics, and the pursuit of the plan by the Congress Ministry was bound to achieve what both the Director, Guilds and others had in their minds.

The resolution was carried.

ELECTION OF OFFICE-BEARERS

Mr. V. Saranathan was re-elected President. Rev. Fr. A. M. Antoniswami, S.J., of the St. Joseph's College High School and Mr. T. J. Mully, Headmaster, Municipal High School, Karur were elected Vice-Presidents. Mr. V. D. Venkatasubramania Ayyar (St. Josephs) as Secretary. Mrs. Grace Dora Raj and Mr. K. N. Sambasiva Sastri (Lalgudi) were elected Joint Secretaries, while Mr. S. T. Ramanuja Iyengar was re-elected as the Guild representative to the Provincial Executive of the South India Teachers' Union.

OFFICIAL CO-OPERATION ASSURED

Mr. T. S. Krishnamurthy, District Educational Officer, Trichy, who arrived was welcomed by the President. Mr. Krishnamurthy replying in Tamil said that they were living in time of changes and the people, the parents and teachers had to take more interest than at present in the education of children. The authorities were prepared to pay heed to the representations of teachers, particularly when a change was taking place in the Government of the country. The new Ministry was bound to interest itself in Education and there was bound to be greater progress in Elementary Education. He assured them of his co-operation with the Guild in its effects.

With a vote of thanks proposed by Mr. S. T. Ramanuja Iyengar, the meeting terminated.

In the morning between 7 and 11 nearly 150 teachers visited the South Indian Railway Golden Rock Workshops, by the courtesy of the Works Manager.

The following are the resolutions passed at the 4th Annual Conference held at Golden Rock on 24-7-1937.

1. **Welcome to the Ministry.** This Conference of the Guild welcomes the formation of a representative and responsible ministry in the province and requests the

Cabinet to establish contact with organised teaching opinion with a view to promoting co-operation between educational workers and Government.

2. **Greetings to the Hon'ble Dr. T. S. S. Rajan.** This Conference resolves to convey to Dr. T. S. S. Rajan, a respected leader of Trichy, its greetings on his appointment as Minister of Public Health.

3. **The Government Proposals Re: Reorganisation of Education.** This Conference appeals to Government to place the reorganisation proposals recently gazetted, for revision by a representative committee of the Legislature, the Department and the South India Teachers' Union.

4. **A Ten-year Plan of Education.** This Conference suggests to the Government to concentrate immediately on:

- (a) the achievement of mass literacy through intellectual conscription;
- (b) the improvement of efficiency in teaching, in schools and colleges, by a planned programme of child and teacher uplift;
- (c) the adoption of a programme of reorganisation of the educational structure based on an educational survey of the province;
- (d) the reconstruction of educational finance by (i) a National Education Fund, (ii) a public loan for Mass education, (iii) an Educational Endowments' Act, (iv) State subsidies for nationalisation of schools, (v) State audit of all educational institutions;
- (e) the reform of the administration and work of educational bodies and offices;
- (f) the reorganisation of the limbs of the educational machinery by (i) abolition of Divisional Inspectors, (ii) establishing a Provincial Board of Secondary education, (iii) unification of the teaching service of all agencies under a teachers' registration council, with a service code and salary schedules, (iv) reorganisation of the Inspectorate and Training Colleges and schools with a view to make them capable of giving educational guidance.

5. **Efficiency in Schools.** While recognising the need for teachers in the district to tackle classroom problems and apply the principles of modern methods of teaching with a view to improving the standards of teaching and learning in schools this Conference calls upon managements to give teachers all facilities for such experiments.

6. **Medical Inspection of Children.** This Conference urges the Ministry to make provision in the Budget for the compulsory medical inspection and free treatment in hospitals of the locality of children at school in the interests of the building up of the nation's child capital.

7. **Elementary education.** This Conference endorses the recommendations of the Tanjore Provincial Educational Conference re: Elementary education and requests the Ministry to give their best consideration to the same.

8. **Secondary and Higher Education.** This Conference is of the opinion that the system of Secondary and Higher Education requires improvement in efficiency and the adoption of new objectives, rather than a reorganisation of the structure and content of Secondary and Higher education.

9. **Representation of Guilds in District Bodies.** This Conference urges that every Guild in the province should be represented as such in bodies like the District Secondary Education Board, District Education Council, District Board and District Economic Councils, with a view to enabling organised teaching opinion to have a bearing.

10. **Guild Office-bearers.** (a) The Managing Committee recommends to the general body the adoption of the conventions re: office-bearers as outlined in the annual report the convention to come into effect from the 48th session.

(b) **Amendment to Rule 10(c).** Amend 2 into "3 secretaries" and add at the end of the section, "the third being one from the Elementary teacher members in the Guild."

THE MALABAR DISTRICT TEACHERS' GUILD

THE ANNUAL MEETING

The Seventh Annual Meeting of the Malabar District Teachers' Guild was held on Saturday the 31st July 1937 in the Nurani Hindu High School, Palghat, with Mr. N. R. Ramaswamy Ayyar, B.A., L.T., in the chair. There was a fairly large attendance of members representing the different schools in the district.

The President in his introductory remarks extended a hearty welcome to the members of the Guild, after which the Secretary, Mr. T. K. Subramaniam, read the Annual Report, which was unanimously adopted. The Report is printed elsewhere in these columns.

The following office-bearers were then elected for the ensuing year:—

President: Mr. A. V. Kuttikrishna Menon, M.A., B.L., L.T.

Vice-Presidents: Sreemathi C. Chinnammu Mannadissyar, B.A., and Mr. N. R. Ramaswamy Ayyar, B.A., L.T.

Secretary: Mr. T. K. Subramaniam, M.A., L.T.

Joint Secretary: Mr. P. Gopalan Nair, B.A., L.T.

Treasurer: Mr. U. Damodaran Nair.

Mr. S. K. Padmanabha Ayyar, B.A., L.T., of the B. E. M. High School, Palghat, was elected as the Guild representative on the S. I. T. U. Executive Board.

The retiring office-bearers, i.e., the Vice-President: Mr. K. Janardanan Thampan and the Treasurer: Mr. S. K. Padmanabha Ayyar, were thanked for the work done during the year.

The draft rules of the Guild presented by the Revision Committee were read and adopted after which came discussion on resolutions.

Mr. K. S. Gopalakrishna Ayyar, B.A., L.T., Headmaster, Board High School, Kottayi, moved the first resolution regarding the impending reorganisation of Secondary education. It brought to light a great cleavage of opinion among the members and so it was resolved to refer it to affiliated Associations for their opinion, its final adoption depending on the majority view of the said Associations. The other resolutions were all adopted unanimously.

RESOLUTIONS

1. Resolved that the reorganisation of Secondary Education be on the following lines:—

- (a) The Elementary and Secondary system in vogue be done away with and that there be only one system as detailed hereunder :—(i) Primary stage—Classes I to IV, (ii) Lower Secondary stage—Classes V to VII, (iii) Upper Secondary stage—Classes VIII to X.
 - (b) There be a Public Examination on the basis of linguistic areas which shall serve as Entrance Examination for University Courses.
 - (c) There be vocational schools established in suitable centres to cater to the needs of those who do not go in for University education.
 - (d) Vernacular be the medium of instruction in all non-language subjects.
 - (e) Education in the first two stages up to the end of class VII be free and compulsory.
2. Resolved that this meeting do convey its humble felicitations to the Congress Ministry on their acceptance of office.
 3. Resolved that the unqualified Pandits, Drill and Drawing Masters appointed prior to 1926, be permanently exempted from having the prescribed qualifications.
 4. Resolved that Hindi be introduced as a compulsory subject in the Secondary School Course and that Government be requested to recognise the titles conferred by the Dakshina Bharat Hindi Prachar Sabha in appointing Hindi Pandits.
 5. This Guild do recommend to the Boy Scouts' Associations in the various schools in Malabar to sever their connection with the Baden Powell Movement in view of his attack upon Indian character and to get themselves affiliated to the Seva Samiti.
 6. This meeting is of opinion that a dhoti, a full shirt and an angavasthrum will constitute a decent dress and that teachers be permitted to attend the school in this dress.
 7. This meeting supports the resolution passed by the Malabar District Secondary Education Board regarding the Board at its meeting held in July.
- With a vote of thanks to the chair proposed by Mr. T. K. Subramaniam, the Secretary and an enjoyable "At Home" to the members by the Teachers' Association of the Nurani Hindu High School, the function came to a close at about 5 P.M.
- Kottayi,
Dated 6th August, 1937.
- T. K. SUBRAMANIAM,
Secretary.

THE MADRAS TEACHERS' GUILD

43rd ANNUAL MEETING

The forty-second annual meeting of the Madras Teachers' Guild was held on Saturday evening at the Singarachari Hall, Hindu High School, Triplicane, with Mr. M. D. Manikkam, the President, in the Chair. 400 Teachers were present.

Mr. G. V. Narayanaswami Aiyar, on behalf of the staff of the Hindu High School, welcomed the members of the Guild and thanked them for having accepted the invitation to hold the annual meeting in their school. The Guild, he said, had been doing good work for many years and he trusted that under the new Government their labours would bear fruit. The reorganisation of the whole system of education was on the anvil and he expected that the Congress Ministry would give due weight to the opinion of the Guild in improving their education. He fully believed that under the new dispensation the examination-ridden system of education would give place to a better system on really national lines. He also announced that the staff of his school had contributed Rs. 50 towards the building

fund of the Guild. He then invited the members to a lunch arranged by the members of the school staff.

The President declared that for the new year Mr. M. S. Sabhesan was elected President, Messrs. P. T. Srinivasavaradan and G. Srinivasachari, General Secretaries and Mr. Syed Mahamood, Treasurer.

Lunch over, the members met again under the presidency of Mr. M. S. Sabhesan, the newly elected President. He thanked the members for the honour done him and assured them that he would try to serve the Guild as much as possible.

GOVERNMENT'S PROPOSALS

The Secretary presented the annual report and it was adopted. The report stated that the strength of the Guild stood at 679. The number of members on the rolls at the beginning of the official year was 628. As many as 81 members were admitted during the year. The proposals for the reorganisation of education which the Government had under contemplation were now published for expression of public opinion and the proposals regarding secondary education were considered by the Guild and its opinion on them was in the main approved by the Provincial Education Conference. The Guild regretted that some of its sections continued to be dormant. Much of the work of the Guild really depended upon the activity of the several sections. Reorganisation of education and the reform of the public examination were being seriously discussed. It was very necessary that the sections of the Guild should make a careful study of these questions. The proposals of the Government in regard to elementary education required very careful study and the Guild should not hesitate to express its opinion. The public looked to the teachers' organisation for a proper lead and it was the duty as well as the privilege of the Guild to study these problems and give its opinion. The impression that the public would form of the teaching profession depended upon professional solidarity and efficiency.

Mr. S. K. Yegnanarayana Aiyar next addressed the gathering. He said that an influential delegation of the New Education Fellowship would be visiting Madras on the 25th October. The delegation would consist of Rektor Lawrin Zilliacus, Mr. Salter Davis and Mr. Pierre Bovet, all distinguished educationists. It was proposed to hold a new Educational Conference and also celebrate the 7th Education Week. A Reception Committee had been formed to accord a hearty welcome to the Delegation and he appealed to the teachers to contribute their mite to make the visit of the Delegation a success.

ELEMENTARY EDUCATION

Mr. S. T. Ramanuja Iyengar of Trichinopoly spoke on the Government Communique on reorganisation of elementary education. He said that the time had come for the teachers to give a definite opinion in the matter of evolving a plan of their own, and present it to the powers-that-be. The communique certainly dwelt at length on inefficient, incomplete and unwanted elementary schools. But nowhere in that communique was a plan outlined. The elementary teacher alone was not responsible for wastage in education. Any reorganisation of elementary education must begin with the betterment of the lot of those teachers. This must be made clear to the authorities. There must be legislative and statutory guarantee for the teachers. This did not mean that the technique of elementary education did not require improvement. The administration was top-heavy. The elementary school teachers should not be looked down. The structure of elementary education could be improved by voluntary efforts of higher grade teachers. The idea that a teacher was a commodity must be given up by the Government. If these

fundamental improvements were carried out, wastage and stagnation in elementary education could be avoided.

The Chairman in bringing the proceedings to a close exhorted the teachers to have unanimity among them and to be vocal and articulate in their demands, in respect of reorganisation of the whole system of education. At present most of the teachers were as silent as the students themselves when questions were put to them in the classes. They should insist upon legislative and administrative measures for obtaining security of service for their profession. They must speak on educational questions purely as educationists. Let them not spend their time merely on insisting upon safeguards. At the same time the powers-that-be should look to the needs and requirements of the teaching profession. He wished the Guild a new era of activity in the coming years and thanked them for having elected him as President.

With a vote of thanks the meeting terminated.

THE TEACHERS' BOOK-SHELF

Stories of Peter and Pat. By Florence M. Surfleet. Form books. (1) Kitty Green Eyes. (2) The adventure in the woods. (3) Pear Jam. (4) The Blue Pencil.

These are an interesting set of stories introducing familiar things and taking the young readers to adventures which would grip the attention of children and make them continue the reading with interest. They are full of interesting dialogues with the ordinary abbreviation of spoken English. The books are illustrated attractively and the illustrations besides improving the appearance of the book are designed to help in the understanding of the story.

The first book 'Kitty Green Eyes' tells the adventures of a Kitten up an apple tree from which she is afraid to get down and Peter and Pat assisted by the mother trying to help it. The second, 'The Adventure in the Woods', describes the children's visit to a neighbouring wood. The third book, 'Pear Jam', gives an exciting kitchen stores, the attempt of the family to make Pear Jam, how the jam was overboiled it tasted no nice and sweet, that the children caked it Pear Toffee and enjoyed its taste. The fourth book gives in a manner sure to fascinate the readers the account of a quarrel over a lost pencil and reconciliation between Peter and Pat on finding the lost blue pencil.

The books are printed in large type and may well be placed in the hands of boys of Form I or II as interesting supplementary readers.

EDITORIAL

THE NEW EDUCATION FELLOWSHIP

Our readers will be glad to learn that a section of the New Education Fellowship has been organised at Madras. Membership is thrown open to all those who are deeply interested in the education of children on sound lines. There is a common notion that schools and teachers should seek to mould the child into a pre-conceived pattern. This *potter* conception has given place to the new idea of the gardener who has to watch the growth of the tender children and to let them have opportunities for the development of their complete personality. Such an outlook involves a new approach of the problems of school life and the New Education Fellowship has as its object the investigation of all aspects that have any bearing on the personality of the child. The Fellowship section has not been started a day too soon in Madras and the human touch which is the outcome of this Fellowship will stimulate the profession to face squarely the problems of the child. The Madras section whose jurisdiction covers the whole presidency is fortunate to receive a delegation of the New Education Fellowship in October. The delegation is to consist of:—(1) Rector Laurin Zilliacus; (2) Mr. Salter Davies and (3) Mr. Pierre Bovet. We have no doubt the South Indian public in general, and the teaching profession in particular have been eagerly looking forward to the visit of the delegation. The Working Committee of the South India Teachers' Union has decided to make the Education Week synchronise with the visit of the delegation and we appeal to all teachers and teachers' associations to make proper arrangements for the visit of the delegation and the celebration of the Education Week. The delegation had originally an idea of staying for a week in Madras but their stay is cut short by two days so as to provide for the visit of the delegation to the progressive Travancore. The party is expected to be in Madras on 28th October and the Education Week is to commence on 25th October. It is not possible for the Committee to give any details of the programme just now since the final decision can be announced only after consulting the convenience of the delegation. The Reception Committee that has been constituted to make the arrangements is fortunate to have as its Chairman, The Hon. Dr. Subbaroyan, Minister for Education. Mr. S. K. Yegnanarayana Iyer, the President of the Union and Mr. K. Kuruvilla Jacob, Headmaster, Christian College School, are the Secretaries of the Reception Committee. The Working Committee of the Union has authorised the Secretary of the Union to appeal to teachers and affiliated associations throughout the presidency to enrol themselves as members of the Reception Committee. Membership of the Reception Committee is a privilege and it is not every day

that the teaching profession will be having the opportunity of having as its guests such distinguished educationists from foreign countries in our midst as teachers among teachers. There is one point which every teacher is requested to bear in mind. While the Reception Committee can be expected to be economical, it should be confident that it can have the wholehearted backing of the profession at this moment. This is an occasion when each teacher, school, association and management in every locality should severally and jointly contribute to the success of the visit of the delegation. What is more important is that the contributions should reach the secretaries in time so that anxiety may be relieved and proper arrangements be made. We hope the appeal of the Union will have a prompt and adequate response.

HINDUSTANI

The announcement that Hindustani is to be a compulsory subject has created a stir in several quarters. It is a mere accident that the Congress Party happens to be closely associated with the introduction of Hindustani in schools. The question should be judged on its own merits. While discussing this topic, it should not be forgotten that strenuous efforts have been made for several years by enthusiastic and self-sacrificing persons to spread a knowledge of Hindustani in South India. It is a matter for satisfaction that such efforts have been fairly successful. There is a distinct feeling everywhere that something should be done to establish a *lingua franca* for the whole country. Persons who are competent to guide us in regard to this matter have made out a strong case for Hindustani. English is understood only by a microscopic minority that has received western education and the South Indian vernaculars are not understood outside the respective districts. Young men of South India are now seen in large numbers everywhere outside the presidency and it is necessary that they should be in a position to come into contact with the people. The South Indian Teacher-delegates could not enjoy to the full the North Indian tour organised by them on account of their ignorance of Hindi. They learnt with surprise that without Hindi they could hardly understand North India. On general grounds one should admit the need for instruction in Hindustani. Considering that voluntary efforts have been fairly successful and that an atmosphere has been created, it is but fair that a more definite step should be attempted. The Provincial Educational Conference held at Tanjore discussed the question and a number of delegates was for making Hindustani compulsory throughout the High school stage. The resolution that was finally adopted is that Hindustani should be made a compulsory subject in the first three forms of the High school. We welcome the move of the Government in regard to Hindu-

stani. It is unfortunate that gentlemen of the standing of Sir K. V. Reddi should read more into the proposal. When the soundness and need of a measure are admitted, it is wise policy to lose no time in mere discussion. It is for the schools to give effect to the scheme. Perhaps the department will be issuing presently certain hints or suggestions for the guidance of schools. It may be taken for granted that the introduction of Hindustani is not at all to be understood as minimising the importance of either English or the Mother-tongue. While we would welcome from the authorities any general hints with regard to the teaching of Hindustani, we feel that the schools should be given some latitude in regard to hours, method and scope. We have no doubt that schools will discuss the practical details in their masters' association meetings and frame a scheme suited to the locality. They may be certainly expected to deal with the question in a scientific and sympathetic manner and with due regard to the interests of the country and the pupil. The Government proposal does not ask for much and it rests with schools and teachers to do their part. Experience alone will tell us what further steps will have to be taken.

REORGANISATION OF EDUCATION

A press communique explaining the plan which the Ministry for Education proposes to adopt with a view to ascertaining the opinion of the public and educational bodies in the matter of the proposals for the reorganisation of education has been issued. The Hon'ble Minister for Education or his Secretary will meet in conference the Presidents of District Boards and of District Educational Councils, Headmasters, Teachers' Guilds and so on in select centres and receive representations. It is not clear even now whether the Congress Ministry has taken responsibility for the scheme formulated by the previous Ministry. There was a report in the press that there were vital differences between the Congress Ministry and its predecessor in regard to Elementary education. If that be the case, it is necessary that the Congress Ministry should have reconsidered the original proposals and issued a fresh communique explaining their programme. The bodies and individuals whom the Minister proposes to meet in several centres were given an opportunity to express an opinion on the reorganisation proposals. Do the authorities intend to take the existing proposals as the basis for discussion? It would have been much better if the Minister had appointed a committee consisting of the Director of Public Instruction and representatives of bodies that forwarded their opinions already to discuss the different aspects and submit a report. The Minister will then be in a better position to announce a definite policy acceptable to the public and in consonance with the party ideals. The plan of consultation proposed in the press communique will only mean random discussion leading to no

definite conclusion. The problem is a very intricate one and there is the danger of details being overemphasised to the detriment of the general policy. Not even the most optimistic among us can at all hope for any early solution of the vexed problem of reorganisation through this plan of consultation. It would be something if the Ministry should indicate what its view is with regard to main questions, such as compulsion in Elementary education, the financing of education, the diversion of students to vocational courses, the provision of facilities for adult education, and the role of Universities. There is no point in the proposed conference at select centres when the public is not given a chance of knowing the mind of the Ministry. The Congress Ministry has chosen to take action with regard to prohibition and one fails to see the reason for the 'hasten slowly' attitude in respect of an equally important question of reorganisation. We hope that the Ministry will take all the materials in its own possession into consideration and formulate a scheme, which may be published for public criticism.

A RIGHT MOVE

The authorities, we understand, have decided that teachers who intend to join the training colleges and schools will not hereafter be required to produce a certificate of having worked previously as teachers for some time. We should consider this to be the right move. It is not necessary to know why such a condition was enforced all these years. It might have been enforced solely to enable the large number of untrained teachers in schools to qualify themselves as trained teachers in preference to those who have not been employed in schools. This condition which may be theoretically sound has, however, been responsible for many of the abuses in school administration. Bogus schools, nominal teachers, manipulation of grants and similar objectionable practices have found their way in school life since a number of honest young men have been compelled by force of circumstances to become a party to them. A training college or school should have its own plan for selecting the proper type of persons with aptitude for teaching. It is essential that great care should be taken in regard to selection at the outset; otherwise the profession will have a number of misfits and the money spent on the training of such men will be a waste. Those who have had experience of training institutions go one step further in order to improve the quality of the teachers under training and suggest the abolition of stipends. There has been a feeling that, in the case of training schools, several persons who were not keen on teaching and had no aptitude looked upon the stipend as a means of livelihood and somehow managed to get admission through recommendation or influence. Now that everyone is anxious that Elementary education should be placed on sound footing, we hope the training insti-

tutions will not be swayed by any consideration other than fitness for the profession in the selection of pupils. Their responsibility for selection has now become greater and with the non-provision of stipends except for the really deserving but poor candidates, it may be hoped that students who join the training school will be persons who are anxious to qualify themselves for the task ahead of them.

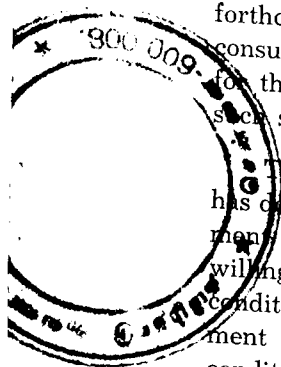
AIDED EDUCATION

The letters of Mr. N. K. Thirumalachari and others criticising the opinion of the Madras Teachers' Guild in respect of the agency for running Elementary schools show that the critics have not understood aright the attitude of the Madras Teachers' Guild. It is not the object of the Guild to underestimate the services rendered by the aided agency. The present situation in regard to Elementary education has been clearly pointed out by various committees as well as by the Director of Public Instruction. Many of the very serious defects in the system of Elementary education are to be ultimately traced to the unsatisfactory administration by the poor teacher-managers. While all these years pointed attention has been drawn to stagnation and wastage, managing bodies and teacher-managers have not chosen to express their opinion or to indicate the measures they are prepared to adopt to prevent stagnation and wastage. The large number of teachers under aided management have been feeling their position to be deplorable and they know where the shoe pinches. The managing committees and teacher-managers have been consistently pleading want of funds and their only income is admitted to be grants and fee-income. The employment of a large number of untrained teachers, the existence of bogus schools, the ephemeral nature of hundreds of schools, the non-payment of teachers, the irregularity in the payment of salaries are features which are true of most of the schools under aided management. The very fact that the authorities call upon the teacher-managers and managing committees to pay the teachers in Elementary schools at least the amount sanctioned as grant by the Government speaks for itself. Any small reduction in the grant is immediately followed by cuts and by non-payment of salaries. It is very doubtful whether teacher-managers will ever be able to satisfy the conditions laid down in the Government communique regarding the conversion of inefficient and incomplete schools into efficient and complete schools. The teaching profession which is well aware of the existing situation cannot help expressing the view that Elementary education can hardly improve if Government should rely chiefly upon aided teacher-managers. The poverty of the teacher-managers and managing bodies is frequently referred to in administration reports and the Department itself doubts if any improvement can be effected solely by teacher-managers. Under such circum-

stances it is the duty of the profession to impress upon the Government the necessity for reconsideration of the existing policy, if expenditure on Elementary education should bear fruit. This attitude should not be regarded as hostility to the private manager. Very often reference is made to the cheapness of education in aided schools but it is time that the public should know that this so-called cheapness means nothing to the parent. It really amounts to a denial of all facilities for the efficient instruction of children on upto-date methods. Bad and dirty buildings, lack of playgrounds, under-paid teachers, employment of untrained teachers, insecurity of tenure, lack of equipment and so on are admitted to be the common features of aided schools and the managers do not take them to be serious defects requiring their close attention.

It is open to managers to tell the Government in plain terms that they will close their institutions if the necessary financial help be not forthcoming. One cannot understand why the teaching profession should consult the managers before expressing an opinion on the agency. It is for the Government to consider all aspects of the question and to take such steps as may be necessary for placing education on a sound basis.

The Madras Teachers' Guild has not ruled out aided agency but it has done the right thing in making it clear that state help to the managers should depend upon the extent to which the managing bodies are willing to abide by the departmental rules with regard to the conditions of service and qualifications of teachers. The Department has already seen the need for formulating rules for conditions of service and in the Indian State of Cochin, the Director of Public Instruction has expressed the feeling that the managers should be called upon to deposit in the Bank the amount needed for the disbursement of salaries. Elementary education has been engaging the attention of the public, the authorities and the teaching profession. All parties are and should be interested in the rapid expansion of efficient Elementary education. If the managing bodies do not consider themselves merely as managers they will not hesitate to point out to the Government again and again that they are not in a position to bear the responsibility for the running of schools. So far as we are aware, neither the teacher-managers nor the managing bodies have brought home to the Government the seriousness of the situation. They are attempting to carry on the administration with the inadequate and uncertain doles. Lest the attitude of the teaching profession should be misunderstood, we should make it plain that it is not against private management as such and that the need for a reconsideration of the policy is deemed necessary solely in the interests of the country.



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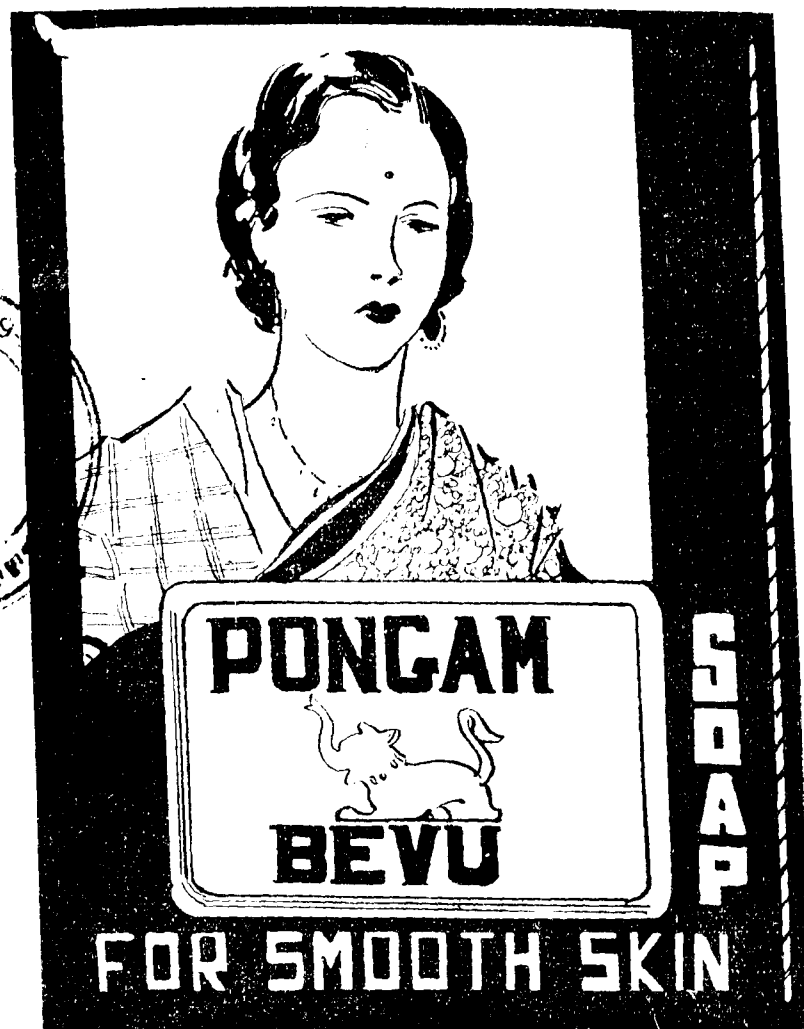
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Vol. X.

September 1937

No. 9.

SCOUTING IN INDIA

BY

DEWAN BAHADUR K. S. RAMASWAMI SASTRIGAL

III. SCOUTING ; ITS DELIGHTS AND DISCIPLINES

The objects of Scouting are thus clearly and admirably stated in rule I "The aim of the association is to develop good citizenship among boys by forming their character—training them in habits of observation, obedience, and self-reliance—inculcating loyalty and thoughtfulness for others—teaching them services useful to the public, and handicrafts useful to themselves—promoting their physical, mental and spiritual development". Thus observation and obedience and self-reliance are the main objectives of the movement. These qualities are not independent of one another but are really interdependent. On their harmonious development depends the development of the character of the boy.

Professor Conklin says in his work *HEREDITY AND ENVIRONMENT*: "One of the most serious indictments against modern systems of education is that they devote so much attention to training memory and intellect and so little to the training of the Will". I do not think that even memory training is carefully attended to now-a-days. Even as regards the intellect, there is but little that stimulates true inventiveness. In the realm of invention our record of achievement is very poor. As for the stimulation of our emotions and imagination, we are left uncared for. The development of the Will is the primary factor in Character and is left even more uncared for.

The value of games and scouting consists in giving us some things which we do not get in the classroom. Games develop comradeship, team-spirit, and emulation besides contributing to physical culture. I have shown how scouting develops our much neglected powers of seeing

and hearing and smelling, makes us acquainted with woodcraft, brings us face to face with nature, and stimulates in us a sense of adventure and a spirit of joyousness besides bringing to us the spirit of comradeship and the spirit of loyalty and the spirit of discipline and the spirit of service.

The Chief Scout says: "Citizenship is not the outcome of politics or arts of commerce, but of character and sense of service for the community, that is, of manly honour, self-control, chivalry, and broad-minded outlook, of putting others first and self-secured. The Scouts, whose training is all to this end, form a world-wide brotherhood, since they exist not only in every country in the Empire but also in every civilised country in the world, actuated by the same ideas, under the same Law and the same Promise. India by adopting Scouting is taking its rightly place as a nation in this international brotherhood—a brotherhood not formed for war preparation not for political ends not for commercial development in any one particular country, but solely as a brotherhood of good will and service for our fellowmen".

The Chief Scout says well "By the term *Scouting* is meant the work and attributes of backwoodsmen, explorers and frontiersmen. In giving the elements of these to boys we supply a system of games and practices which meets their desires and instincts, and is at the same time educative. From the boys' point of view Scouting puts them into fraternity-gangs, with their natural organization, whether for games, mischief, or loafing; it gives them a smart dress and equipment; it appeals to their imagination and romance; and it engages them in an active open-air life. From the parents' point of view it gives physical health and development, it teaches energy, resourcefulness and handicrafts; it puts into the lad discipline, pluck, chivalry and patriotism; in a word, it develops *CHARACTER* which is more essential than anything else to a lad for making his way in life. The principle on which Scouting works is that the boys' ideas are studied, and he is encouraged to educate himself actively instead of being passively instructed. The principle is in accord with that of the most up-to-date educationists. It contrives the education of the kindergarten and montessori methods in due sequence From the national point of view our aim is solely to make the rising generation into good citizens. We do not interfere with the boy's religion of whatever form it may be, though we encourage him to practise whatever he professes.

I. DELIGHTS

The Chief Scout says: "The four main aims of the Scout Training in Woodcraft are to develop these points.

"Character and Intelligence,
Handcraft and skill,
Health and Strength,
Service for others and Citizenship".

Thus scouting brings us physical welfare, mental welfare, and moral welfare. This is what we must particularly bear in mind. It takes us to the bosom of nature and gives us the Joys of an abounding life an open air and sunshine. We can never appreciate outdoor life communion with Nature adequately until we actually taste those pure delights, nor need we go far from our town or home for that purpose. The Chief Scout says "I have had the luck to camp out in a good many different parts of the world—in the Canadian backwoods, Central African jungle, Egyptian desert, Norwegian rivers, South African veld, Himalayan mountains etc.,—all have their own particular delights; but all the same your own country has a beauty and charm of its own which is hard to beat however far you may travel. You have there the Joys of camping almost at your door, at the least possible cost in money, time and trouble. Out of the stuffy smoke and secondhand air of the noisy town you have stepped out in the freshening breezes of the open doors and drinking deep of the pure air you gain 'new blood in your veins and new life in your brains'. And as you swing along with the untiring stride of perfect fitness, you know the Joy of living. Over hill and dale, with changing beauties of scenery, at every step you feel a free man. The view is yours to gaze upon, you are free to go and free to stay and free to pitch your lodging where you feel inclined" There is no pleasure that comes near to that of preparing your own meal over your little fire of wood embers at the end of the day, and no scent like the smell of that fire. There is no view like that from your lair on the woodland hillside. And there is no sleep like that in the open air with warm blanket or a good thickness of paper beneath you (*more under than above you* is the tramps secret for lying warm o' nights.) The sound of the night and the companionship of the beasts and the birds make you feel a comrade of all in the Brotherhood of Nature, Rain? Cold? Yes, I suppose they come, but you really get to disregard them when you are in the regular swing and habit of week-end campaigning".

Thus this is a wonderful delight—the joy of the open road, the joy of woodlands, the joy of communion with Nature. In India both young and old had it in plenty during their pilgrimages. Nowadays pilgrims rush about in trains and see nothing. Formerly they had the pilgrim feet as well as the pilgrim heart. Pilgrimages were campaigns of the body as well as of the spirit. The Scouts of to-day must catch some-

doctor, but only to prevent harm being done until expert attention can be given and to enable him to attend to anything that requires immediate attention."

The Scout discipline trains individual character, teaches handicrafts, fits the boys for the service of the state, and makes them strong and healthy. Education everywhere, and especially education in India, has a tendency to make the boys mere bookworms and to give them words rather than facts and to make them mawkish and helpless and visionary. Education in India tends, further, to denationalise them and to make them neither truly Indian nor truly modern. India looks to the Scout movement to set right these fundamental defects of the Indian Education.

(To be continued.)

TEACHING OF ENGLISH

BY

PROF. A. RAMA IYER, M.A.,

A course of lectures on "The Teaching of English" for training teachers according to the 'West Method' arranged under the auspices of the Trichinopoly District Teachers' Guild was delivered by Prof. A. Rama Iyer, M.A., Vice-Principal, National College, Trichinopoly, on the 15th April, 1937, in the E. R. High School Hall.

The Secretary of the Guild (Mr. S. T. Ramanuja Iyengar) in requesting the District Educational Officer (Mr. V. R. Ranganathan, M.A., B.Litt.), to inaugurate the course, said:—

Gentlemen,—It is with very great pleasure that I extend to you all a warm welcome on behalf of the Trichinopoly District Teachers' Guild. To-day we are inaugurating a course for training teachers in the teaching of English, and we are glad to say that this educational enterprise of the Guild has met with considerable success. Very often it is said that the Teachers' Guild is always moving on the professional groove. To-day we are disproving that charge, and in stating that I wish also to state that there has not been adequate response on the side of managements who very often din into our ears that there is greater need for doing work on the educational side. This will be borne out by the fact that, though there are a large number of schools in this District and particularly now in this urban centre, only a handful of institutions are participating in this course of lectures.

This enterprise has been rendered possible thanks to the enthusiasm and the guidance which our distinguished Educational Officer has been showing and we have all felt that he has always an eye on fundamentals particularly according to new educational ideals, and we do hope we will be able to meet with success in the matter of organising refresher courses in large numbers in the future. Our thanks are also due to Mr. Rama Iyer for the way in which he has been working for the advancement of the teaching of English in our schools. He has already given a number of lectures in various parts of this Presidency on the same subject, and to-day he is going to bring to his task considerable experience in the delivery of these lectures, and I have no doubt that under his able lead, the Guild will be able to improve the technique of teaching English. With these words I have great pleasure again in extending a warm welcome to you and requesting Mr. Ranganathan, the District Educational Officer, to inaugurate the course.

In inaugurating the course, Mr. Ranganathan said:—

Gentlemen,—I am very thankful to you, to the Teachers' Guild, and particularly to the Secretary for not merely asking me to participate in this course of lectures but also for organising this class of instruction. When I had a talk with Mr. Rama Iyer some time back, I asked him if he could not give a more practical and intensive training in the use of text-books, particularly in the teaching of English, and knowing Mr. Rama Iyer's special interest and special qualifica-

tions, I made that request to him, and he very cheerfully offered to give such instruction, provided somebody would arrange for the course. And the District Teachers' Guild immediately came forward to undertake to arrange this course of lectures. The Secretary seems to think that the number of teachers in attendance here is a very small one. As a matter of fact, I expected only some twenty-five. But judging from the attendance here, I think the response has been more than what you could have expected. But if, as Mr. Ramanuja Iyengar would like to have it, the attendance was about a hundred, I am afraid Mr. Rama Iyer would find the course very strenuous as he is going to ask the teachers to give some preparation and to actually demonstrate the teaching and the like.

I would like to say one word about my association with this course of lectures. I never thought I would be open to misconception when a certain publisher came to me and told me to advocate the use of West's New Method Readers, to the exclusion of all the books. I would like to make it clear now that it is not Mr. Rama Iyer, or the Teachers' Guild, or even I or any one of us here is interested in a particular publication or in a particular offer, that this course of lectures is being arranged. As a matter of fact, we are interested in seeing that the text-books, particularly in English, are properly used. The late Mr. Champion who was very keen upon this used to say that the average teacher either does not use the text-book properly or he misuses the text-book by overdoing it. I think to a certain extent it is true. I have often talked to teachers about the use of the text-books not so much of English but about books like History, Geography, Elementary Science, and so on. So, I think it is more to give them a kind of training in the use of text-books in the lower classes that these lectures are arranged.

But there is a difference between West's Readers and other Readers. Most of the text-books in use or most of the text-books published are based upon particular lines. They adopt what they call the direct method of teaching. I am not myself a very great enthusiast of the direct method. So far as my knowledge goes, there are not very many books written for our pupils who are studying English as a foreign, second language. Most of the books that are published either in India or published in England and adapted for Indian use are books written for pupils whose mother-tongue is English. So some new departure is required. We ought to adopt the plan that is adopted, say, in England in the teaching of French, or in the teaching of any foreign language, say, German, and so on. That is the method we ought to adopt here. Even then, there is a difference. The English child does not begin his English in the third year or fourth year of his study. He begins it much later, that is to say, he studies it as a language not that he is going to make use of the language to study other subjects and get information through that language. So even the method that is adopted in the teaching of French or German to the English pupil would not suit us very much because our conditions are entirely different. If you remember that, you will find that there are only two sets of books which were written specially for foreigners who are trying to learn English. Those two books are the books written by Michael West and published by Longman's Green and Company, and the other written by Faucett and published by the Oxford University Press. These Faucett Readers also are written for foreign students. Of course, the experience that Faucett gained was largely in China, where English is not studied as we study it in India, but still it is a book written mainly for those who are trying to read English as a second language. Now if somebody comes forward—as I hope Mr. Rama Iyer will later on—to give a talk about the use and the advantages of West's as well as the use of the Faucett's

Readers, we should only be glad and I should associate myself with that series of lectures also. I am aware that I have never made an attempt to study Faucett so thoroughly as I did Michael West. Though I am interested in both these sets of Readers, I have a better knowledge of West, and that is why I requested Mr. Rama Iyer to talk to the teachers about West. But having gone through West, I find it is not perfect at all. It has got its own drawbacks. I think Mr. Rama Iyer will tell you about the defects of West's Readers also. But taking the series as a whole, I find that West is much more useful than other books. I will go further and say that the best value from West's Readers or the West Method is to be got from the first two or three books. But my own opinion is that only in the initial stage, if you begin your English in the 4th class, as I suppose most of the schools do, if you begin it in the 4th class, I think you can stop with West—I am only making a suggestion—at the end of the I Form. After the I Form, the particular value of West's Readers is not so apparent, because there is a large amount of repetition of matter which makes it rather dull reading for the average boy. My own impression is that West is very useful only in the first three classes and after the first three years, there are a good number of English publications which will have to be tried. When I say English publications, I do not do so with any prejudice against the Indian Publishers. But on the whole I believe that English publications are much better written and much better printed with much better illustrations, because a certain amount of time and labour has been spent over these things, and so they are likely to be much more useful than books published in India.

Mr. Rama Iyer's plan given in the synopsis which is before us all, in the course of his first four lectures, is to lay down the general principles in the teaching of English with demonstrations where necessary and later on in the actual handling of the various text-books. I now request Mr. Rama Iyer to begin his lecture.

Mr. Rama Iyer then gave his lecture.

I. PRINCIPLES OF LANGUAGE STUDY.

Friends,—I am thankful to my friends, Mr. Ranganathan and Mr. Ramanuja Iyengar for the opportunity that they have given me of giving you this course of lectures. But whether you will feel thankful to them for it remains to be seen: you will have to decide that for yourself at the end of the course. As a matter of fact, I am keenly conscious of my own limitations. I am not a trained teacher myself. I have not passed through the mill of a training college. In the opinion of some people, that may be a disqualification. I have never thought in the classes and that is a real disqualification. The only experience that I have had in the use of these West's Readers is in teaching a single pupil, and that is, my own daughter. That experience is quite different from the experience of teaching a whole class. So I should not be too hasty about generalising from my experience; I am conscious of that. But I undertook this task because I found no one else coming forward to do it. So I thought it was my duty to do what little I could. I thought it was quite necessary that I should start with that personal explanation. So please do not regard me as anything like an authority on the subject.

My conclusions are all tentative ; I place them before you for your consideration.

But I am quite sure that the present haphazard methods in the matter of the choice of text-books and the haphazard methods of teaching must go at any cost. Any change I am convinced would be a change for the better, because things cannot easily be worse than they are. I hope you will excuse me if I use or seem to use harsh language. But I believe in speaking the truth.

I propose to follow very closely the synopsis that has been put into your hands. I think that would be better for you as well as for myself. We shall be able to do the maximum of work within the time at our disposal by adopting that course.

Mr. Ranganathan suggested to me that it might not be advisable to use English all through. In any case, well, I shall try my English on you. I hope all of you will be able to follow me. But if at any stage you are not able to follow me quite well, I expect you to pull me up. I hope you won't mind it. I shall not mind it at all. I shall be thankful for it.

The first section here speaks of the supreme importance of the elementary stage. The topic of the first lecture is "Principles of language-study." I thought it was absolutely necessary that we should have a background of English on which to proceed. Because there is no point in studying West's Readers straightway. We must have a clear idea of what it is that we have to do in teaching a language, particularly in teaching English. And so I thought a whole lecture has necessarily to be devoted to the principles of language-study. I have never handled any elementary class. That is just the reason why I am so deeply impressed with the importance of the elementary stage. I deal with the university stage, and more and more I have found that it is utterly impossible to deal with college students because they have not had a good grounding. They have learnt everything the wrong way. They have acquired wrong habits of speech and writing. And language-study is a habit-forming and a habit-adapting process. Correct habits have to be formed from the very beginning. If we form a bad speech-habit, that bad habit is very difficult to get rid of at a later stage. I have found that the two years of the Intermediate Course are not enough for our pupils to unlearn what they have mislearned or learnt in the wrong way. The more I feel about it, the more I have been convinced of the supreme importance of the elementary stage. "If we take care of the elementary stage, the advance stage will take care of itself." The quotation given here is from Palmer the author

of several books on language study and language teaching. So I would advise you to take that as your motto. "If you take care of the elementary stage, the advanced stage will take care of itself." What does it mean? We want the best teachers for the elementary stage. It does not really matter if we have comparatively incompetent teachers, to deal with the later stages. But our methods are all topsy-turvy. We believe that *anyone* is competent to teach children; we want the best teachers for the higher classes. This is all wrong. But we cannot change this method at present. So what we have got to do is to improve the equipment of the elementary teachers that we have to-day. It is the duty of each elementary teacher to improve his own equipment. He must make himself as good a teacher of English as he could possibly be under the circumstances.

The next section is about the place of English in India. There again, our system is all wrong. No argument is required to convince any rational man that nothing can be more absurd than to have a foreign language as the medium of instruction. Even in the University stage, if we could arrange it, the mother-tongue should be the medium of instruction. Well, at present in the elementary stage, we have the mother-tongue as the medium of instruction. All of us admit that English is necessary for us. Even under a Swaraj Government, I believe English will continue to be indispensable. But I believe that we begin to teach English at present too early. If I were an educational dictator, I would forbid the teaching of English till a good grounding has been laid in the mother-tongue. That is to say, the mother-tongue should first be taught on modern lines as a modern language, on the principles on which all modern languages are taught. There are very many works on the teaching of English as the mother-tongue intended for English teachers and English children. Have we a single book about the teaching of Tamil as the mother-tongue? We think there is no need for any books, because Tamil is our mother-tongue, and we think our children can learn Tamil without any effort, and that any Tamilian can teach Tamil; that is our idea. It is quite wrong. We must see to it that for the first five years, say, of the course, Tamil is taught intensively so that our children may be able to have a mastery of Tamil, so that they may be able to gather all the information that is necessary for them at that stage from Tamil books. So I realise the fact that there are not enough Tamil books at present giving modern knowledge. That is a want which will have to be remedied. But when there is a demand for Tamil Books, they will come. There is no doubt about it. At present there are few Tamil books because there is so little demand for Tamil books. So the teaching of English is to begin after a good grounding has been given in the mother-tongue. Then you will

find that English can be taught and learnt much more easily than at present.

In many schools, English is begun in the III Class, in some schools, in the IV Class. Nothing can be more wasteful. It means that time which should be devoted to the mother-tongue is taken away from the mother-tongue and given to English. What is the result? Neither language is properly learnt or taught. If only the time that is devoted to English at present in these lower classes could all be devoted to Tamil, the teaching of the different subjects through the medium of Tamil, don't you realise how infinitely better, our children would be at their Tamil? At present they do not get a mastery of their Tamil, and by the very nature of the case, they cannot get a mastery of English either. And when you have not found a medium of expression, you cannot acquire knowledge nor real education.

West, in his new book called "Language in Education" has an opening chapter called "Aphasia in Education." Aphasia is a disease. When you have no language, your brain gets atrophied; you have no brain-power; you have no power of expression in a language. And that is what is happening to us; even those of us who pride themselves on their general education and culture are really suffering from aphasia. They cannot think out an original thought. They cannot think originally in English because their mastery of English is not enough; and they cannot think or express themselves in their mother-tongue. For all these reasons, I think it is absolutely necessary that we should concentrate on Tamil in the lower classes. If I had a free hand I would introduce English only in the II Form. I am quite sure and certain that nothing would be lost by it, and everything would be gained.

The need for perfect co-ordination between the teaching of the mother-tongue and the teaching of English is another very important thing. When English begins to be taught, it must be taught by competent teachers. That goes without saying. And the teacher of Tamil and the teacher of English, if they are different, must work in perfect co-operation with each other, because the fundamental principles of language study are the same whatever the language may be, though the methods will have to be changed for English because English is being learnt as a foreign language. I shall have to deal with this matter in some detail when we come to the teaching of composition.

English is to be taught merely as language; not as literature, in the early stages. We think now that the best means of teaching English is to prescribe good passages of literature. But it does not work. How many of our students at present, or how many of our graduates, are really

lovers of literature? Not even one per cent of them, so far as I can see. Why is it? Because they have not got a mastery of the language. They do not learn to like the literature because they have not learnt the language. They have not learnt the language because the language has not been taught as language, that is, as a medium of expression.

In the earlier stages, I think it is very important that the ideas that are presented to the pupils should be familiar ideas. The medium of expression may be different. Of course it is not always possible if we want to deal with, say, English life, you cannot have familiar ideas. But in the early stages, there should be no unfamiliar ideas introduced. And then we should have a clear idea of what it is that we are trying to teach in teaching English.

Now with regard to the different kinds of skill or ability which have to be taught. There is, first, the ability to understand written matter, to read and understand books. Second, ability to understand speech. I am not at present able to follow an Englishman's speech. When I go to an English talkie, I find that I am not able to follow a good deal of the conversation. Why is it? Because the English that I have listened to all my life is English as spoken by our own people, not by Englishmen. (Some of our friends would tell you that the ideal thing would be to have Englishmen as teachers of English in all schools. It is a counsel of perfection. Let us not think about it just now.) We have Indian teachers, and we have to learn our English at the hands of Indian teachers. Of course, I do not mean to say that any kind of English speech is enough for us. I shall come to that point in dealing with pronunciation. Ability to understand speech, therefore, is different from ability to understand written matter. Thirdly, ability to speak. That is a different kind of ability—ability to use English as speech. And, fourthly, ability to write. One kind of ability does not necessarily give another kind of ability. I shall give an example from my own experience. You will excuse me if I give too many personal illustrations. I have to be concrete. I know a bit of Bengalee. I can read Rabindranath Tagore's books in Bengalee in the original Bengalee and understand them fairly well. But I cannot pronounce Bengalee correctly; I cannot greet a Bengali in his own language; I cannot put two words together in Bengalee; I do not know how the Bengalee letters are written; I cannot form a single letter. I have not learnt, so I need not say, that I cannot write the language. So I have only the first kind of skill—ability to understand written matter. I cannot understand the Bengalee speech, because the Bengali's pronunciation of his mother-tongue is so peculiar that I cannot follow his speech at all. So of these four kinds of ability, I have only the first kind of ability—ability to understand written matter. I

have got that in a fairly high degree. But I have not got the other kinds of skill at all. I know also some Hindi. I have the ability to understand written matter. I have some ability to understand speech, though not to the same extent, because when a man whose mother-tongue is Hindi begins to speak very fluently in his language, I am not sure that I can make out every word of his speech. It is only with an effort that I can understand him. I have got the ability to speak to some extent. But my Hindi speech is quite different from the speech of one whose mother-tongue is Hindi. You would at once be able to say that my mother-tongue is not Hindi. I have got the ability to write to some extent. But here again, I have got in a much larger measure the ability to understand written matter, than the other kinds of ability. As a matter of fact, the ability to understand written matter, as West has contended, is the easiest to acquire. And his contention is that, so far as the average Indian child is concerned, it is quite enough for him to be able to read English books and understand them, because there would be very few occasions on which he has to speak in English, and fewer occasions on which he may have to write English. It is only in our part of the country that we write letters even to our own people in a foreign language; nowhere in the rest of India would it be dreamt of. But even the ability to write is not necessary. We have very few occasions for it. But the ability to understand written matter is absolutely necessary. Without that ability we cannot get on, and there is no point in our learning English.

I come now to what I might call some general principles. The importance of forming correct speech-habits at the earliest stage. As authorities on language-study would tell you, language-study is a habit-forming process. And so if we form correct habits, to begin with, the rest is plain-sailing. And then there is the need for drill-work. It is by means of drill-work that correct habits are formed. We must learn to use the language in different situations over and over again. Drill-work does not necessarily mean learning by rote or dull, monotonous repetition. I shall deal with that later. I am speaking of the principle of automatism, which means we must learn to use the language automatically. When I have to refer to a particular object, I should not first think of the Tamil name for it and then think of the English word for it: When I look at the object, I must think automatically of the English word for it. When I have an idea, I must think of that. That idea must come to me forthwith in the English form. Even if our knowledge of English is elementary, it must be automatic; it must come automatically. Elementary knowledge does not mean superficial knowledge or slipshod knowledge. It is a very important point to remember. Elementary knowledge, even

if it is only elementary, must be thorough. Thoroughness is very important to remember. So when we cannot use a language automatically, we have not learnt that language; to that extent, we have not learnt it. Now we use Tamil in our houses automatically. Some of us are not able to do it. That is a different thing. Those of us who have not learnt any English are able to express their thoughts in their mother-tongue automatically. We cannot do it, because we have certain ideas which we have learnt to express in our mother-tongue; we have not mastered our mother-tongue enough to be able to express all our ideas. Our use of Tamil is not automatic. Our use of English is not automatic either. You may say that I have a mastery of English; I have not. Whenever I have to speak in English, I have to think out the words of the English to express my ideas. You can see it is only with an effort that I am able to express myself now, because now I am trying to express my thoughts in the simplest language that I know. It is not automatic. That means to that extent I have not mastered English. That is the meaning—"The fusing of linguistic symbols to the things symbolized". That is the definition given by Palmer of the study of a language. This phrase is found in his book "This Language-learning Business." What is this language-learning business? He devotes several pages to an examination of this question, and he comes to this conclusion: "The fusing of linguistic symbols to the things symbolized"—that is automatism. We should not think of an object apart from the name for it. The two should go together. The word and the idea cannot be separated from one another.

I have already referred to the need for accuracy and thoroughness; no slipshodness should be tolerated; and no wrong forms should be heard by the pupils. That is a very important practical point which you must remember. That means no opportunity should be given to the pupils to hear an incorrect form in the early stages. That is because the pupils have not yet mastered their language, they cannot distinguish between what is correct and what is not correct. When a pupil says "I is coming" you should not ask him to exercise his own ingenuity in order to correct it. You should not ask his neighbour too: he may say "I are coming." Two incorrect forms are there. It means that all the pupils hear those two incorrect forms, and so it means double labour to you to correct an error. When a pupil says "I is coming," you should at once correct him saying "I am coming." You should give drill in the correct form "I am coming." "I am coming" must be taught as a whole. It is a complete sentence, a word group which sometimes may be a sentence. Most often we have these word groups instead of single words. It is only names of objects that can be taught as single words, and hardly any other words.

The next principle is the element of interest. I spoke about drill-work. Drill-work need not be made uninteresting. When I learnt Sanskrit, for instance, I learnt it by means of drill. But it was very dull and monotonous drill, because I was never able to understand them when I was exercised in those forms. I simply submitted to the dictation of my elders who went on repeating those forms. That is not enough. The pupils must know what they are about. They must know the meaning of the expressions that they are drilled at. Variety can also be introduced. This good drillwork need not be dull or uninteresting. It is the teacher's job to see to it that the drill work is not dull or uninteresting, is not made dull or uninteresting.

There are some chief factors of interest. First, there is the elimination of bewilderment. You should not try the ingenuity of an innocent pupil whose knowledge of the language is very meagre.

And then, sense of progress achieved is a very important thing. The child at the end of every lesson should be able to feel that something new has been learnt during the lesson. If the child has learnt new expressions and has learnt to express many new ideas in English, the child must necessarily have a sense of progress achieved. The pupils must learn the correct speech situations by means of drill-work. Otherwise there will be no interest. Of course it is not always possible to teach things which are interesting to every child in the same degree, because we have to deal with so many different children in a class. But it is a very important principle to remember as far as possible we should teach things which are likely to be interesting to the children, and we should teach them in such a way that even things which are ordinarily apt to be uninteresting, are made interesting to them. That means we must have a teacher who knows how to make uninteresting things interesting.

Then there is the inculcation of the spirit of competition or emulation. It does not necessarily mean that you should offer prizes for every right thing done. A thing must be done for its own sake, not for the sake of the prize or reward. The spirit of emulation can be introduced in so many ways. I shall have occasion to refer to them later on when we deal with composition, for instance. For our teaching to be interesting, there should be more variety introduced in it. Otherwise it would be dull. And concreteness also plays a very important part. In the earlier stages, no abstract ideas should be introduced at all. Do not bother about the moral of the lesson. The moral of a lesson is something essentially abstract. It is psychologically wrong to introduce abstract ideas at too early a stage, espe-

cially in the teaching of English. Everything should be concrete; that is to say, the words that are taught should be the names of objects with which the children are familiar, and as far as possible, they should be able to see before their eyes the very objects, or images or pictures of those objects which are in the class-room, and which are familiar to the children in their homes. If you are teaching an action, you should teach it concretely. Take for instance, "Go to the door." The teacher should go to the door, and when the pupil repeats it—"I go to the door"—the child does it. This method of action is much simpler and much more interesting than translating it into Tamil. If you translate everything and every action into Tamil, that means half the time is taken away by Tamil; the time which should legitimately be devoted to English is taken away by Tamil, and the pupil gets very little practice. In these ways we should try to make the matter of the teaching and the teaching itself as concrete as possible especially in the early stages.

I want to turn now to proper gradation. The training of the ears should precede the training of the eyes, that is to say, reading should not be taught straightway before the pupil is taught the sounds. The pupils should be made familiar with all the speech sounds of English and they should learn a few words before they proceed to read a book. And when they find that what they read is what they have already learnt orally, you can imagine the interest that they will take in reading. Otherwise they would be at sea. The ears have to be trained for another purpose too. Correct pronunciation can be taught only through the ear. So, ear-training comes first, voice-training next, and then reading. The pupils should be taught to pronounce the sounds of the words correctly before they are taught to read. I might also introduce here reading before writing. I have found from my experience that reading is much easier than writing. It is only after a few lessons have been learnt that writing should begin. Our Tamil Readers which are supposed to be written on modern lines are written on wrong lines from this point of view, because the words or the letters that are introduced are introduced from the point of view of writing. I think it is quite wrong. That is not the only defect in our Tamil Readers. But it is a serious defect. When writing begins, you can arrange the letters if necessary in the order of difficulty; it is easily done. The reading need not be taught in the particular order.

Then comes oral repetition before reading; and then, immediate memory before prolonged memory. In the early stages, you should put questions only on what you have just taught, not on lessons taught long ago in the previous classes. That is immediate memory. Prolonged memory cannot be expected of beginners. The stage at which you can

proceed from immediate memory to prolonged memory will depend upon the capacity of the pupils and the kind of matter which you are teaching, and so many different considerations. Then chorus work before individual work is another important principle in teaching English. English is an entirely foreign language; the sounds of English are quite new to our children, and so if you tell the child to reproduce a sound or a word, the child necessarily and naturally is timid, is nervous to do it. If you insist on his doing it, he may break down. So, to begin with, all the children should be made to reproduce the sounds together; then they get over that nervousness. After some training in chorus work, you can proceed to individual work, with very good results. Even the shyest and the most timid child gets over the timidity by means of chorous work. Then, drill-work before free work. I have already referred to this important principle in speech and in writing. Next, sentence before word. It is based on the principle that the sentence is the unit of language. It is an important principle that we must proceed from complex to the simple, not from the simple to the complex. You do not start with single words and then teach the child to put them together in sentences. Ideas can be expressed only by sentences. Very often a phrase, a word-group, can be taught. Single words can also be taught when they are merely names of concrete objects. But there is no point in teaching them by rote unless you introduce them in sentences. So to begin, your aim should be to introduce sentences as far as possible. In West's books, for instance, you have sentences coming in the very first lesson. "I sit"; "It is."—that is, two sentences are introduced when only three letters of the alphabet have been taught.

Then there is the correct usage before grammar. I shall deal with that in detail in dealing with the teaching of grammar. But let me tell you categorically now that I do not believe in the teaching of grammar in the earlier stages. If I were an educational dictator—I would forbid the teaching of English grammar before the IV Form. Well, I was brought up myself on a diet of English grammar. The only English I learnt in the early stages was from Nesfield's Grammar. I confess I have profited by it, but I have never acquired fluency, because I was never drilled in the use of English either in speech or in writing. Even now I have to be so halting in speaking English because of lack of training at that stage. Therefore what is required is drill in the correct usage without any rules or definitions. The time devoted to the formal teaching of grammar rules and definitions is so much time taken away from the legitimate work of the English teacher.

I want now to turn attention to the Translation Method versus the Direct Method. There is a good deal of controversy about the direct

method at present. The direct method has come to be discredited in India. There is no doubt about that. But I contend that what was being tried as the direct method in our schools was not the direct method; it was a travesty of it. I learnt my English by the Translation Method. Every sentence that I wrote had to be translated into the mother-tongue. What a laborious and wasteful process it is! It is not only wasteful but it is wrong because it never leads to automatism. You will never use the language automatically if you simply learn to translate English into Tamil. Of course you get to know the correct meaning; Tamil translation is very good for that purpose. But for the beginner it is utterly difficult: translation is not an easy thing, and word-for-word translation from English into Tamil is the most absurd thing that you can imagine. Take a simple illustration "I am a man." Translated into Tamil, it comes to this: நான் மனிதன். In translating it you have to drop words altogether. How can you teach a child these subtleties? The child has not already mastered its mother-tongue under our system. How can you explain that 'am' and 'a' have to be dropped in the translation? So the translation method never leads to fusion or automatism. But I am free to admit that translation is a very useful exercise at a later stage—when the foundations have been well and truly laid, you can proceed to translation. You can take it for granted that the mother-tongue has already been learnt well and translation gives you very good practice in both the languages. There must be translation and retranslation; translation of an English passage into idiomatic Tamil—the translation should read as if it were an original passage, that should be the test—and then retranslation of the Tamil passage into English, trying to get at the original as far as possible. It is a very good exercise, not in the earlier stages. So translation should be used very sparingly in my opinion in the earlier stages. So far as the translation method of teaching English is concerned, it is all wrong for this reason: it never leads to fusion or automatism. And that is our aim.

And why is the Direct Method discredited in our country? There are some contributory factors. First the teacher's poor equipment. How many of our Elementary teachers have mastered English speech? The aim was to make the pupil speak English in the same way as an Englishman would speak it. Think of the absurdity of an Indian Elementary Teacher starting with such an aim! The teacher's equipment—even the best teacher's equipment—is necessarily poor, too meagre for that purpose. Secondly, there was not proper environment for it, for making the pupils speak in English and English alone all the time. Thirdly, there was no selected or controlled vocabulary and no graded scheme of lessons. Even in the direct method, you must have a definite scheme before you. The aim seems to have been to try to talk about

anything in English. You cannot talk about anything in English, a foreign language which you have not mastered yourself. And the words which you have to introduce must be very carefully chosen and controlled. There was no such course before our direct method teachers. Now Michael West has prepared a New Method Conversation Course. It is a two years course. He says he wants it to be tried only after four years of reading practice, and he has very carefully after a series of experiments chosen a limited vocabulary of one thousand words with the maximum expressive power. His contention is that all common ideas can be expressed with the help of these one thousand words. He has made experiments through years to arrive at this select vocabulary. He has very carefully revised the order in which the words are introduced in the different exercises. There were no such materials in the hands of the Direct Method teacher in our country. Fourthly, there was no real speaking practice for the pupils. Think of a class of 40 pupils and a period of 45 minutes. Suppose the effective time at our disposal to be 40 minutes; to be devoted to 40 pupils. The teacher is putting a question to a pupil and eliciting his answer. Let us imagine that absolutely no time is wasted; no pupil devotes any time to thinking out of an answer; he has his answer at his finger's ends. Even so, the teacher is to put a question to each pupil. That means half the time is taken up by the teacher; and the person that got speaking practice was the teacher, not the pupil; and each pupil had half a minute at the most, and the rest of the time he had only listening practice. I have heard some of our teachers say: let our pupils listen to good English. They have been listening to fairly good English all their lives without being any the better for it. The reason is this: you learn to speak only by speaking. You learn to read by reading, you learn to write by writing. These things sound too elementary to be emphasised. But they have not been understood by us as yet. There are many people amongst us who have learnt some Hindi. They are not people speaking Hindi. Why? They never got any speaking practice. Fifthly, there was the refusal to use the mother-tongue under any circumstances. That was regarded as a divine injunction: never use the mother-tongue. And so if a pupil forgot the name for a particular thing or object, you had simply to point to it. That was the utmost that can be done by the direct method teacher. There was that crude notion that the mother-tongue should never be used under any circumstances. The teacher could save a lot of time and energy by giving a simple word in the mother-tongue. And so even under the direct method, the use of the mother-tongue is not forbidden to that extent. It must be used occasionally for explanation. When you find that a pupil has forgotten the meaning of a

word, then you must teach him in the mother-tongue; that is the simplest way of doing it.

I believe in the soundness of the Direct Method. It must be tempered with translation; but the Direct Principle is fundamentally sound. In all our teaching of a foreign language, the direct principle should be used as far as possible either in speaking or in writing. The mother-tongue should be used as little as possible. The direct principle is the principle of fusion or automatism; the pupils should be able to use the language automatically. And if we use the mother-tongue at any stage, it is the very negation of this principle.

I must also say a word about the need for plenty of oral and written work based on carefully prepared reading matter. We have already agreed that our aim is to teach our pupils to read as quickly as possible. But the other kinds of skill are also necessary in teaching English. We should not forget any of these other skills—the ability to understand written matter; ability to understand speech; ability to speak; and ability to write.

Mr. Champion has used very harsh language about West simply because West had the temerity to assert that for the average Indian pupil, reading was more necessary than the other kinds of ability. He is perfectly right. And West himself has devised so many kinds of exercises for speaking practice and for writing practice. And latterly, as I told you, he has published his New Method Conversation Course. It is a complete course of conversation in English. And so West is not against our teaching speaking ability or writing ability. His contention is—and there I think he is perfectly right—that for the average Indian pupil, reading is more necessary than the other kinds of ability. And so we start with reading matter. We must have readers, though to begin with we must have some oral practice, that is only for a few days. We must come to reading as early as possible. As soon as the correct speech-sounds have been learnt, we must start with reading. The text-book is the basis of our teaching. But oral and written work must also come in. Mere reading will not do. And mastery of the language must be of a good all round sort, and so there must be plenty of oral work and written work based on carefully prepared reading matter. That is important. And that is what Michael West has provided in his book. I wonder if all of you had seen his readers? All of you are familiar, I hope, with Ballard's "Fundamental English," intended for composition practice. He has published a Teacher's Book along with each book, and there are four Junior Teacher's Books and four Senior Teacher's Books. And in these Teacher's Books, he has given the answers to the questions himself because he knows that no risk can be taken in such a matter as this and

the average teacher has no time to think out the answers to the questions. But they were written for English teachers. What about the Indian teachers. Our teachers' equipment is much less satisfactory than that of English teachers, and they are harder worked than English teachers. For various reasons, they cannot be depended upon to devise their own material. And so all the material has been placed in the hands of the teacher. This is what I might call fool-proof system. The teacher has only to study the principles of the series or course and follow the course according to the detailed directions given by West. Of course West does not pretend that there should be absolutely no deviation of any kind from this procedure, but he gives a warning—that as far as possible the procedure which he has outlined should be strictly followed, because his procedure is one which has been arrived at after a series of experiments over several years.

CHAIRMAN'S CONCLUDING REMARKS

In the course of his concluding remarks, Mr. Ranganathan expressed a desire that there should be more informal discussions and that the teachers taking the course might put questions to the lecturer on the subject-matter of the lecture. He agreed with many of the suggestions that Mr. Rama Iyer put forward. He agreed that English grammar should not be taught in the Secondary Schools before the III Form. He gave an instance of a child which was able to know instinctively what was correct usage without the learning of grammar. That was because that child learnt English as a language. In India they were in a peculiar situation, studying as they did everything through a foreign language. In no other country were there so many absurd difficulties placed in the way of education through a foreign tongue. Yet under the existing circumstances, he would like to suggest that English might be begun early because learning a language was a process of habit-formation and constant association of symbols. He believed that many languages could be learnt by the Indian child if a proper grounding was given in the mother-tongue at the earlier stage.

On the question of lack of text-books, he would like to refute of the remarks made by Diwan Bahadur S. E. Ranganathan at the recent meeting of the Saidapet Teachers' College. When he (the speaker) read the remarks of the Diwan Bahadur, he was inclined to think that there was something radically wrong with our culture when such remarks could be made. He would like to refute the charge by saying that there was no lack of text-books, and he could hardly subscribe to the view that the vernaculars in South India were not adaptable for higher teaching and the assembling of knowledge. He had often heard philologists say that South Indian vernaculars were more advanced than the Japanese language, and when they knew that Japan was teaching in the Japanese language, he wondered why higher knowledge could not be communicated in the South Indian vernaculars.

Referring to the suggestion for promoting the reading habit, Mr. Ranganathan said that reading for pleasure in a foreign language became an effort, yet he considered that library facilities should be provided and the teachers should encourage the reading habit.

Concluding, he hoped that teachers would profit by the course given and make it useful by introducing it in their schools.

THE CHOICE OF TEXT-BOOKS

I propose to deal with the importance of choosing the right type of reading books. We take it for granted that after a preliminary course of ear-training and voice-training, we start with reading. The right type of reading-book for Indian children is something quite different from the right type of reading-book for the English children. We should not forget this point. When I was at school, there were absolutely no readers prepared for foreign children. So the books which most of you and I learnt were books written by Englishmen for English children. Why is it that these books are not suited for our children? The reason is obvious. The English child when he starts reading has a decent vocabulary; he has already a command of a few hundred words. But when an Indian child starts reading, he does not know a single English word. And then the English child is speaking English all the time, while the Indian child has opportunities of reading English and of speaking English only at school; when he goes out of the school, when he goes home, or when he meets friends outside, he does not use English. And so his environment is quite different, and his vocabulary, so far as English is concerned, is nil when he starts reading. Therefore, his text-books have to be specially written for him. He is already five or six years old; he is not an infant. And so you can see that the English child learns English in the natural way. Now Tamil has to be taught to our children in the way in which English is taught to English children; but we do not care to do it. What do we do in our Tamil Primers? We spend a whole year in teaching a primer, teaching the letters of the Tamil alphabet. And how many words are introduced into a Tamil Primer? A hundred words at the most. I have seen many primers which do not contain even a hundred words; and even of these hundred words, there are many words with which the child is not familiar. It is all topsy-turvy. And in those readers which contain 200 or 300 words, most of the words are long, rare words; and our children have very few occasions to use such rare words in their language, in speaking as well as in writing. If in English, in the Primer, there are introduced in the first lesson 220 words, don't you think that a Tamil child, who already knows a few hundred Tamil words, when he goes to school, when he starts reading, can be taught a few hundred Tamil words before he has finished learning his alphabet? It is the easiest thing in the world. But we do not think of it, because we seem to think of Tamil as if it were a foreign language to the child. It is his own language; it is his mother-

tongue; he knows so many words. And the most rational thing would be to teach him the alphabet with the help of the words which he already knows; not a single word should be introduced into the primer which a normal child is not likely to know already. And then the order in which these words are introduced is also quite wrong in our Tamil books, because we think of the ease with which the letter can be written. Why should we think of writing at all to start with? We should think of reading. And if we think of reading to start with, we can introduce so many words even in the first lesson as you will find in an English book or primer written for English children, because they would all be words with which the child is already familiar. They are not new words; only the letters are new. With the help of illustrations, the child can be taught the words, and by more and more practice, the child learns to read those words. It is not necessary for him to learn each letter of the alphabet separately, to begin with. He could be taught to read words much more easily than he could be taught to read the letters. I have found this method from my own experience to be much simpler. I had occasion to deal with this suggestion during the last Education Week. I devoted some three hours to it on two different days. I tried to explain how we were proceeding on wrong lines at present.

So all of you will admit that the teaching of English reading is something quite different from the teaching of Tamil reading. So we want matter which is suited to the age of the child, a vocabulary which is absolutely simple; and that vocabulary must be composed of the commonest and the simplest English words. By the simplest English words I do not mean words of one syllable. Many common words are words of two syllables. And words of one syllable are not all simple words. Our aim should be to start with the commonest words as far as possible, but the matter should be not matter suited to infants, but matter suited to children of the age at which they are taught reading English. All this means that we must have special text-books written for our children and as our environment is also quite different from the environment of the English child, the matter which is introduced must have relation to the Indian child's environment, not the English child's environment. But there are many stories which are universally popular, which are liked by children all over the world. "The Arabian Knights" deals, for instance, with stories—many of us seem to be under the impression that they are English stories, but they are stories of a world-wide interest—which are liked by children all over the world. Michael West has proceeded on the principle of introducing as many stories of a world-wide interest as possible, not English stories in particular, because he

has prepared his Readers, not for Indian children in particular, but for all foreign children. His readers are being used now in so many different countries—in India, in China, in Egypt, in Turkey, and so on. And so he has as far as possible avoided purely environmental words. The chief principles on which he has proceeded are given in the second section in the synopsis before you. Michael West thinks it is not necessary to give conversation practice to our pupils. He has provided for speaking practice, oral work, in his composition books. But conversation is something different. And he has also devised a conversation course, which is a two-year course, for he thinks the best results can be produced if such a conversation course is taken up after about four years of reading practice. That is his experience. If you read that book on "The Psychology of Foreign Language Study," you will understand that there is a large body of opinion in favour of the view that reading should come first.

To return. The five chief points in the teaching of reading in a foreign language are set out in Section II. The first is: *the pupil should from the beginning derive pleasure and a sense of power from the study*. That means stories should be introduced as early as possible, stories of a universal interest, because children like stories better than anything else. The words that are taught to the children must be such as will enable him to express a number of ideas. The maximum of expressive power with the minimum of words should be the aim. That means the words should be very carefully chosen and they should be the commonest words. There should be no occasion for the child to unlearn a single word which he has learnt at the beginning. The second chief point is that *words should be learnt by practice in actual reading situations, and not as mere vocabularies*. We find that in our Tamil primers single words are introduced without any reference to anything. But if you have the occasion to introduce any word in a lesson, by all means you may do it, but not merely for the fun of teaching that word. The best way to teach words is to introduce them in actual reading situations, not as mere words or vocabulary; that alone gives a sense of power. The third chief point in the teaching of reading in a foreign language is that new words should appear at regular intervals, not in a mass. You would find in many readers that the words are introduced in a mass, not at regular intervals. If you examine a single page of reading matter, you would find some 20 or 30 new words, some of them very rare and difficult words. No foreign child would be able to master so many words at a time. According to West, the number of running words per new word should be not less than 30 in a Primer or 40 in a First Reader. This principle cannot be applied

mechanically, but as far as possible this rule should be adhered to. The number of new words in the First Reader is less than in the Primer. We start on the assumption we should teach a language by means of sentences from the very beginning, and words of low frequency should be as few as possible. Word frequency lists have been compiled by several writers who have devoted years to that work. Now the most popular, the most authoritative, word-frequency list used at present is the one originally compiled by Thorndike. After thorough examination of large and varied literary matter, the words of the English language have been arranged in the order of their frequency. Words of low frequency mean words which are used rarely in writing. They should be as few as possible. But environment cannot altogether be avoided. Take the word elephant, for instance. For an Indian child, there is no difficulty in learning the word 'elephant', or 'temple', although they are of low frequency, we cannot avoid those words. But such words should have reference to the environment of the child, and the matter should be suited to the age of the pupil. You have those rhymes about Jack and Jill, for instance. Very few Indian children of that age can enjoy such nursery rhymes.

Then there should be books for extensive or supplementary reading to go with the books for intensive study, and silent reading should be practised when the supplementary readers are read. At first we must see to it that the child has learnt the correct pronunciations of the single words and also the correct way of reading connected matter. When I was in the Intermediate Class, I had a teacher who was supposed to be an authority on English pronunciation. He would say for instance: "As-far-as-possible" with the same stress on each word. "As far as possible" is a single word-group; so also "bread and butter," cup and saucer," and so on. Take any sentence that you like, you will find the same kind of thing,—"My father is sleeping." Even in dictation, we should not adopt the method of pronouncing the words in a sentence separately. In dictating to children, we should dictate in the natural way, by grouping words. The child never learns to recognise English as spoken naturally if you dictate words separately. And so the pronunciations of words are modified a great deal in combination with other words. These are very subtle but very important points which no teacher should neglect. Reading aloud is very necessary in the earliest stages. But as early as possible, silent reading should be introduced, and Michael West's advice is that all the supplementary readers, should be read by the pupil silently. Silent reading alone is rapid reading. The eyes pass rapidly over the matter, and you are able to take in the whole matter.

You can test the comprehension of the pupils by means of suitable questions. In the early supplementary readers, West himself has given suitable questions to test comprehension. Many of us have not mastered the art of silent reading, even in reading a newspaper. We must learn silent reading ourselves and we must teach the art of silent reading to our pupils at as early a stage as possible. When we do that, we shall find how easily they are able to cover the whole course in an incredibly short time.

We come now to the Principles of Vocabulary Selection. "Word-counts represent almost the first scientific and objective approach to problems of language-study." That is what Huse says in his book "Psychology of Foreign Language Study." Word-counts have their own limitations, because the word is not the unit of expression. The unit of expression is very often a word-group. And so the frequency of the individual words is not a final test. It is a real handicap for those who have to prepare readers. So the real units of expression have not yet been studied and classified and arranged in their order of frequency. And so these word-frequency lists are not to be regarded as final.

I should also mention here the latest attempt at a selection of a vocabulary of 2,000 words by a Committee of Experts. The result of their final labours has not yet been published. But it is a very elaborate investigation that they are engaged in. They have limited themselves to a vocabulary of 2,000 words of maximum efficiency, that is, maximum of expressive power, by means of which they want any one to be able to express all ordinary thoughts and ideas. And there, too, they have adopted this scheme of minute classification. It is a work which has been undertaken under the Carnegie Endowment and those who are at it are West, Ballard, Faucett, Palmer. When this list of 2,000 words is published in its final form, it is bound to be very useful to students of English all over the world.

I come now to our haphazard methods of choice of text-books. In the first lecture I used the expression "no selected and controlled vocabulary." A selected vocabulary is quite necessary for the reasons which I have explained. The way in which the words are used must be carefully controlled by the writer. They should not be used in a haphazard fashion. And West and Faucett proceed on the principle that each new word should be used at least in three different reading situations. You should find at least three sentences in which every new word is used. And then the way in which the vocabulary is built up is very interesting. The vocabulary must be carefully controlled, so that the maximum of expressive power might be secured. We do not care

for these in our choice of text-books. In many of the books which we now use in our schools, the lessons are not graded within the reader or from reader to reader. And there is no continuity. The First Reader of one series is used in one class, then the Second Reader of another series is used in the next class. We do this on the ground that we have to patronise different publishers. You will remember what the District Educational Officer had to say about the complaint of patronising particular publishers. We are now thinking of a single publisher, Longmans, to the exclusion of other publishers. We have to confine ourselves to one set of readers for our present purpose and that set of readers is necessarily published by a single publisher; we cannot help it. So we must have a set of readers for at least three or four years—say, at least, three years, a period which is the absolute minimum. Let us not make a change merely for the fun of it before the whole series has been tried during the period. I have found West's readers condemned outright by many schools. I know some schools in which they were tried; but I say they never had a fair chance, because the principles of the course were never understood by the teachers. I have had talks with some of those teachers and they have not minded confessing that they never tried to understand West's principles. They never knew that West proceeded on principles which were different from the principles on which other writers of text-books proceeded, in spite of the fact that in every one of the Readers West has given and explained his principles. The Composition Book and the Supplementary Readers were never used.

In our schools, there are no separate books for intensive study and for extensive reading. The so-called non-detailed study has been dispensed with now, and we think that the detailed study—that is of the text-book—of about 100-150 pages is all that a high-school pupil can do in the course of a whole year. As a matter of fact if English has been taught on proper lines in the earlier classes, you would find that a pupil in the V or VI Form can very easily read and master three or four times as much as he is called upon to do now.

Then there are no books for composition practice. And that is quite necessary. I have already referred to Ballard's "Fundamental English," and he has provided Teacher's Handbooks, so that the teachers may be able to work through his exercises and in the minimum of time with the maximum results.

Yesterday I referred to the Anglo-Tamil Primers. I mentioned that our Anglo-Tamil Primers should be given up at any cost, because they do not teach the language; they teach the vernacular equivalents of English words and English sentences, and nothing more. They lead us

into the delusion that we learn English, when actually they are translations and give us no practice in the use of English.

Finally, books for beginners should be written by Englishmen who know the problems relating to the study of English as a foreign language. Many of us have a superstitious veneration for an Englishman as an Englishman. An Englishman's pronunciation, we think, is the last word on the matter. Do we think that any Tamilian is an authority on matters of Tamil pronunciation? We do not. Then why do we imagine that any Englishman, simply because he is an Englishman, is an authority on matters of English pronunciation? He is no authority on correct English either, simply because he is an Englishman. Why, then, do I say that books for beginners should be written by Englishmen? Take the lessons in a book written by an Indian—New Era Reader Book I. These lessons do not provide any kind of intensive training, and the composition exercises that are given here do not provide sufficient practice either. In a couple of months, a normal child which has been taught the language on right lines, must be able to cover the whole textbook—in three months at the most. I am not exaggerating at all. I am speaking from experience. And then note the way in which poetry is taught. Take this piece on the English vowels. As a good mnemonic, this is useful. But it is not English poetry at all. To take another example, the word "messenger" is introduced in the I Form. It is too difficult a word for a child. There is a lesson on letter-writing, I think, in the same book. There the different forms "yours affectionately," "yours sincerely," "yours faithfully," are all taught! What is the fun of teaching the I Form child all these different conventional forms? How can you explain them? But, on the other hand, you will find in a reader written by an Englishman, only letters written to parents or teachers by children, and for the most part letters written by children to parents end with "your loving son." And then, why do we want a lesson on the Jackdaw? And there are only fifteen lines in that lesson. If you take a corresponding lesson in West's, you will find at least four pages of reading matter. Which is better?—four pages of reading matter with the help of as many words already learnt or ten or fifteen lines of reading matter? Why does an Indian child want a lesson on a flock of sheep? In fifteen lines of reading matter, you have so many new words, most of them quite unnecessary at that stage. I cannot go into these things, in greater detail just now. It is a very real handicap if many new words are introduced in a lesson of fifteen lines or so. The quantity of matter which you can do in the course of a specified time depends upon the number of new words introduced in the lesson. If the new words are much simpler, then you can cover much more matter. A newspaper critic who thought

it was his duty to take me to task for expressing this view that books for beginners should be written by Englishmen, has quoted the example of Gandhi and Tagore to confute me. Well, if you mention Tagore, close up all your schools and colleges; he never went to school. And so with Gandhi; no school taught him his English. Let us not think of extraordinary men. We should think of the normal child. We are now trying to consider the way in which the language should be taught to the normal child who goes to school. Englishmen alone are capable of writing books using simple idiomatic English. You will find that in books written by Indians, there is always something so roundabout and outlandish in the way in which even ordinary ideas are expressed. Would we admit that any Englishman would be able to write Tamil Readers for our children? The subtleties of Tamil can never be mastered by a foreigner. With due deference to all our masters of the English language, I must say that they do not know how to express even simple ideas in simple, idiomatic English, because the English that they have learnt is literary English; but it is not the kind of English which should be used in Children's books. That is the whole point. We want the real thing; the substance, not the shadow.

III. THE TEACHING OF SPELLING AND PRONUNCIATION

I should like at the outset to invite your attention to the symbols used by West in his *New Method Dictionary*. He claims—I think with justification—that the pronunciation as indicated by his very simple system is unmistakably clear easily learnt even by a young child. I have been able to teach this system to some children with the greatest possible ease. They do not learn it as a task; they simply enjoy it. It was the easiest thing for me to teach them the difference between one sound or another with the help of those symbols.

We start with reading. No spelling is required for reading. But writing begins very early under our scheme. After the first few lessons have been read, writing must begin. Michael West in his *Teachers' Handbook* gives his direction about reading. No writing is begun until the children have read the first few lessons of the Primer. Without a knowledge of the correct spellings of the words, there can be no writing. We know how difficult it is to teach the spelling of English words because English spelling is not phonetic. Under a perfectly phonetic system, the principle is this: one sign, one sound. But this rule does not obtain in English. One sign, one sound means that as soon as you see a word written, you should be able to pronounce it correctly and as soon as you hear a word spoken, you should be able to spell it correctly. Many of

us claim that Tamil spelling is phonetic. I wish they would try to teach foreigners. No spelling is perfectly phonetic, with the exception of classical languages perhaps. No spoken language can have a perfectly phonetic spelling, because the ideal pronunciation is not exactly the same as the pronunciation which we actually hear in speech.

English spelling, with its vagaries, is a great bugbear to beginners. We know even highly educated people are apt to make mistakes in spelling. Merely for the fun of it, I have put down here some rhymes, showing the vagaries of English spelling.

When the English tongue we speak,
Why is *break* not rhymed with *freak* ?
Will you tell me why it's true
We say *sew*, but likewise *few*,
And the maker of a verse
Cannot cap his *horse* with *worse* ?
Beard sounds not the same as *heard* ;
Cord is different from *word* ;
Cow is *cow*, but *low* is *low* ;
Shoe is never rhymed with *foe* ;
Think of *hose* and *dose* and *lose*,
And of *goose*, and think of *choose* ;
Think of *comb* and *tomb* and *bomb* ;
Doll and *roll*, and *home*, and *some* ;
And since *pay* is rhymed with *say*,
Why not *paid* with *said*, I pray ?
We have *blood* and *food* and *good* ;
Mould is not pronounced as *could* ;
Wherefore *done*, but *gone* and *lone* ?
Is there any reason known ?
And, in short, it seems to me,
Sound and letters disagree.

You see how irrational the whole thing is. If you examine the end words of these lines, you will find many examples of words pronounced alike spelt differently. The teaching of English spelling, not to speak of the learning of it, for ourselves, is a great bugbear. But we have spelling rules given in many books. These spelling rules may be helpful to advanced students, to those who have already learned the correct spelling in a way but who are apt to feel some doubt at times. The spelling rules may be helpful to those who are able to remember the exceptions, and they are not helpful to beginners. So let us not try to teach any of these spelling rules to children.

And what about the advice that we should teach phonetic spelling to begin with? While many experts hold the view that the best introduction to English is through phonetic spelling, in India at any rate it is not practicable because we have not books written for Indian children and printed in phonetic spelling. The transition from phonetic spelling to ordinary spelling, they say, is very easy. But I do not know; I have no experience of it. At any rate we need not consider that question, because it is not feasible in our country.

How, then can we teach spelling? Spelling is learned with the help of the visual memory, which is the sense that is at work with it. So one must see the word in print; that is the best way of learning correct spelling. It is not with the help of the ear that correct spelling is learned. It is with the help of the eye. So the children must be trained to have their eyes fixed on the words when they read them; their eyes should not skip over the words. Do not tell me that it is impossible to read without the eyes dwelling sufficiently closely on the letters. Again I shall give you an example from my own case. I told you the other day that I could read Bengalee rather fluently, but if you asked me how a particular word is written, I cannot tell you for the life of me; I do not know the shape of any of the Bengalee letters; I do not remember them because I have not cared to note the shape of any letter; and still I can read fluently. So simply because you can read fluently, it does not necessarily follow that you have learned the correct spelling of the words. The eye must dwell deliberately on the word if it should take in the correct form of the word.

We hear too much of the "look and say" method. What do we mean by it? "Look and say" is a direction that we must give to children when they go wrong in spelling. They must look at the word sufficiently long for the spelling to impress itself on their minds, and then, without looking at the word, they should repeat the spelling. That is the kind of training that should be given. They need not be taught to repeat the spellings or learn the spellings by rote in the way in which we learned English spelling when we were at school. Here again, I shall give my own experience. My daughter never knew how to spell a word for about a year. She could read very fluently; she could understand what she read; but she went incredibly wrong when she was asked to spell particular words, because she had no idea of the relationship between the symbol and the sound. I made a mistake; I should have given her some kind of training, to begin with. There are many words in which the sound and letters do agree. There are many words which are spelt alike and also pronounced alike. All such words should be brought together. They should be brought together and the

children should be drilled in those words, to begin with. That is very useful. But the children should be made to understand from the very beginning that the same spelling does not necessarily mean the same sound. All the training I gave my daughter was this: she was reading at that time Tipping's Reading Series. At the end of each lesson, the new words that are introduced in the lesson are printed in bold type. There are several columns of such words. I used to take four or five words at a time to start with, and give her a minute or two to look at the spellings of those words. And then she would shut the book and give the correct spellings. And there were very few errors. And that kind of exercise was repeated for a few days. At the end of the few days, she was able to give the correct spellings of all the words without any difficulty. That means her visual memory was rather strong. But you will come across many children whose visual memory is very weak. They must be given intensive training of this kind over a longer period. But you should never tolerate slipshod spelling at the beginning. If you take care of the elementary stage, the higher stages will take care of themselves. It is very difficult to unlearn what has once been learned, especially when what you have learned is a wrong thing.

In addition to spelling drills, dictation and transcription exercise are very useful for fixing the correct spellings on the minds of the children. But as I explained previously, dictation has other aims also. The only aim of a dictation exercise is not to teach correct spelling. The children must learn to follow correct pronunciation. So you should not read out your passage word by word; it should be read out naturally, with the pauses where they naturally occur in the course of your reading. The ideal thing is not to repeat at all. Give sufficient time for the child to take down the thing. At the beginning, you will have to give more time than later; but it does not matter. The child's retentive power must be developed in that way. I find even in the college classes, that I have got to repeat a phrase of three or four words three or four times. Even then they go wrong in taking down the phrase. Dictating even the simplest matter I find is one of the hardest things, even in the college classes. The reason is that they have not been trained to take down dictated matter correctly. The dictation exercises that you have been giving to them have not been exercises of the right type. So we should avoid the error of reading the matter in an unnatural and artificial way, dwelling on each word repeating the full pronunciation of each word. Let the children be told plainly that it is their duty to listen carefully and to try to retain what you dictate. Otherwise, dictation is of very little use.

Now with regard to transcription. What is transcribed should be matter which has already been learned, not new matter, because our aim is not merely to teach the spelling. Some of us seem to imagine that the only aim of transcription is to improve the hand-writing of the pupils; it is not so. Many purposes are served by transcription, viz., the improvement of hand-writing, the teaching of the correct spelling, then the imprinting of the passage which has already been learned on the memory of the child. So as far as possible, no errors should be allowed to occur; all errors should be anticipated. Then the fundamental principle is no opportunity should be given to the child to make a mistake, and if a mistake can possibly be avoided, it should be avoided.

What is the standard of the correctness of the pronunciation to be aimed at? No Indian can ever hope to pronounce English in the same way as an Englishman pronounces it, and no foreigner can ever hope to be able to pronounce Tamil just in the same way as a Tamilian pronounces it. As soon as I start speaking in Tamil, you at once recognise that I am not a man born in the Tamil land; I was born in Malabar; I picked up Tamil later. We have heard Englishmen speaking Tamil, haven't we? How outlandish their pronunciation is! But our pronunciation of English is not so outlandish as an Englishman's pronunciation of Tamil. That is because we are much better linguists, as an Englishman would himself admit. But even so I believe there is much room for improvement in our standard of correctness. Let us aim at the highest standard of correctness, that is possible for us. We must not waste any time on the effort to master the subtleties of English pronunciation. As a matter of fact, there is no need to waste any time over it, if the teacher is one who has learned those subtleties himself and if he knows how to teach correct pronunciation to his pupils from the earliest stages. I have found that I have to unlearn a good deal of the pronunciation which I learned at school, because I mislearned it. But we must remember that there is a certain limit beyond which we should not try to go in the matter of pronunciation. The teacher cannot be a good teacher of pronunciation unless he is a student of phonetics. You must also know the difference between the English sounds and the allied Tamil sounds, because you see we have always a tendency to substitute for the English sound the sound which is nearest to it in our mother-tongue. See the way in which the Englishmen have mangled place names in India. It is a most atrocious thing. There is hardly a place name in India which has not been mangled or mutilated by the Englishman, and we have now been adopting the Englishmen's mangled forms. Some people, I am afraid, have come to think that they are the correct forms. That was due to the fact that the Englishman never made any attempt to learn

the correct pronunciation, because he came here as the master. He never thought that it was his duty to try to learn the correct sounds. We need not follow the example of the Englishman in this respect. The teacher of English in any case must know phonetics. He should not teach the children how each sound is produced. He should never give them any kind of technical explanation of the way in which the sound is produced. But very often he will find that a persistent error can be corrected by a simple explanation. He must be able to demonstrate the difference of pronunciation of such pairs of words "vine, wine." He bites the lower lip and the upper teeth in pronouncing the sound of 'v,' and rounds his lips in pronouncing the symbol 'w.' You should be able to give this simple explanation to the children.

The importance of good ear and voice-training to begin with cannot be too strongly emphasised. I have told you already that a few classes must be devoted to this kind of voice-training. All the children must be able to produce all the sounds clearly and correctly before reading is begun. And there should also be drill in the sounds foreign to the mother-tongue. I shall now indicate some of the vowel and consonant sounds which are foreign to Tamil:—

(a) *Vowels*:—(3) hat; (5) hot; (55) hall; (8) but; (9) about; (21) hate; (67) hole; (29) hare.

(b) *Consonants*:—v. (Difference between *v* and *w*), -ch, j-zh (measure) th (thin, then) r (far far off, fare, faring, farther), z sound of s (his, does, cabs, roses), t sound of d (locked hissed, laughed, wished). Double consonants with single sounds (killing, running, hitting, hissing, commission, connection, accommodation.)

The numbers which you find used in brackets in connection with vowels are the symbols used by Michael West in his *New Method Dictionary*. Whatever the spelling may be, we are here concerned with the sound alone. The same sounds may be produced by means of different spellings. I have indicated some of the variations here. Do not ever dream of teaching English pronunciation by means of transliteration.

Every vowel sound is modified to some extent when followed by the 'r' sound. 'R' is not pronounced except when it is followed by a vowel sound either in the same word or in the next word. You will find in the English Pronouncing Dictionary by Daniel Jones, for instance, that 'R' is completely dropped except when it is followed by a vowel. But careful speakers would always indicate the dropping of the 'R' by a glide in the pronunciation.

I find that there are many college students even, who do not know what syllabification means. It is the easiest thing to teach a child to split a word into component syllables. I shall give you a simple rule again. Every vowel sound gives a syllable. So there are as many syllables in a word as there are vowel sounds in it. (If it is a diphthong, you do not get two syllables because it is pronounced as a single sound.) And one of these syllables is more strongly stressed than the others, when it is said to be accented. You have to expend so much energy on the accented syllable there is no breath left for the next syllable. So you may take it as a general rule that the accented syllable is always followed by an unaccented syllable. There is the law of compensation at work. There is no such pronounced difference of stress in our language, and that is why we find it so difficult to master the correct stress in English speech. Next in importance to stress, intonation adds to the richness of English. We give a Tamil intonation because we ignore the English stress. Then in reading or in speaking, we have to think of word-groups, not of single words. The pronunciation of words is changed materially in combination. There should also be correct pauses. It does not mean that we should pause only when there is a comma or a semi-colon. There are pauses required by the sense, even where there is no indication of it. So the pauses for breath should always coincide with the pauses for sense.

Now with regard to practice in reading aloud. I spoke about the importance of silent reading. It is now regarded by all experts and good language teachers as an indispensable acquisition, because rapid reading is not possible without silent reading. There is reading aloud; there is muttering; there is silent reading. Reading aloud is important in the earlier stages because you must be sure that the pupils have learned the correct sounds and that they have learned to stress the words correctly, to read properly with the appropriate pauses and the proper intonation. The teacher himself must be able to read aloud correctly, clearly and expressively. There is a kind of mechanical correctness which should be avoided. You must be impressive; only if you read expressively, you can be impressive, especially in the reading of poetry or reading of good literary matter. You must cultivate the gift of reading expressively. Now many of us have seen very brilliant paper being spoilt by intolerable reading, or good lectures becoming intolerable on account of wrong delivery. That is because this kind of practice has not been given to them from the very beginning. So let us not put our children in the position of having to acquire this gift at a much later stage. Let us teach them to begin with, and then you will find how easily they learn the thing. And fluent reading is very important even to start with. The teacher himself

should be a master of all these skills, otherwise he cannot be a good teacher; we cannot inculcate a skill which we have not ourselves. I will mention here some of the devices by means of which we can improve our pronunciation and our ability to follow English as spoken by Englishmen. There are good sets of gramophone records for all sets of pupils. Every school should have a set of these records. These teachers themselves can never learn correct English pronunciation, because they do not meet an Englishman from year's end to year's end, and they do not hear Englishmen speaking. And these educational records are indispensable. Then I should mention the radio and the talkie. They are also very useful in enabling us to acquire the correct pronunciation, the correct stress and intonation. In connection with pronunciation I should give a warning. Englishmen are generally rather indistinct in pronunciation, and so let us not regard indistinction as a merit. Distinctness is a fundamental quality. Distinctness and correctness can go together. We must always aim at distinct utterance ourselves and we must train our pupils to pronounce English distinctly. I am afraid even in teaching Tamil we do not always teach our children to be distinct. Fluency and distinctiveness can go together; they are not incompatibles.

IV. GRAMMAR AND COMPOSITION.

The teaching of grammar is a moot question. When shall we begin to teach grammar in a formal way? I told you that I was brought up almost exclusively on grammar. I cannot say that I am thankful for it, because the time that could have been devoted to drill work, the actual use of the language, was taken up by mere grammar, rules and definitions. So I could have been able to master the language much better if that time had been devoted to drill-work—exercises in the actual use of the language in speech and in writing. That was the old system in our country. Then there came a stage when grammar was dispensed with altogether, when our experts imagined that grammar would come of its own accord, even without any practice. That was the other extreme. Now we seem to have gone back to the former position. At the meetings of the Academic Council of the University I have heard so-called experts waxing eloquent on the causes that have produced the deterioration in our English standards. I have heard them say very dogmatically that it is all due to grammar not being taught. And they were responsible for the reintroduction of formal grammar. Now you have a heavy syllabus in grammar to go through. I wonder if any of you can honestly say that you are able to see any signs of improvement as a result of the reintroduction of formal teaching of grammar. I cannot understand how this idea has gained ground that the

way to master a language is the study of its grammar. For a classical language, it may be all right; not for a living language like English, or like Tamil. I have found children in our schools being tortured with the subtleties and intricacies of Tamil grammar under the idea that Tamil grammar would enable them to use Tamil in speech and writing better; it is a superstition. I do not agree that the deterioration in our English standards is due to lack of formal instruction in grammar: it is due to lack of proper training in the initial stages; there is no doubt about that. So the remedy is to start at the very beginning to start with pupils who begin to learn English in our schools. It is no good starting with high school students or college students. They cannot easily unlearn what they have learned wrongly. Professor Otto Jespersen, one of the greatest authorities—modern authorities—on grammar and language-training and philology, has dismissed it as a superstition that theoretical instruction in grammar is the best way to teach pupils to express themselves grammatically. His prescription is given here: "Away with lists and rules; practise what is right again and again." I would appeal to you to take this as your motto. It is unnecessary for a pupil in the IV class or the V class to know how many kinds of adverbs there are, and so on. It is intensive practice that is required. Intensive practice is what we call drill-work.

And why is it that it is not advisable to begin to teach grammar at that stage? Grammar is a science to be learnt inductively after the language has been learnt. Which comes first, grammar or the language? Many of us seem to think that grammar comes first, that grammarian lays down certain laws, and people write or speak according to those laws. An English grammarian at any rate is not a Panini who laid down the laws of Sanskrit Grammar, and whose laws have held good ever since. You cannot change Panini's laws of grammar. But English grammar is constantly changing. Many of us do not seem to suspect it at all. The English grammar of to-day is quite different from the English grammar of some 20 years back. There is very little in common between the English grammar of two centuries ago and the English grammar of to-day in many points, and so what is good grammar to-day is bound to cease to be good grammar a few years hence; because English is a living language; it is always changing. And the grammar of the spoken language is different from the grammar of the written language. As a matter of fact, Palmer has written a grammar of spoken English, because spoken English is different from written English. The English which we learn is written English, not spoken English. So the grammarian is not a law-giver like Panini, but only a scientist arranging linguistic phenomena under general categories.

Well, the generalisations of the grammarian are very useful not to the beginner, but to the advanced student because he is able to arrange his knowledge under certain heads. It is simply bewildering to the beginner to attempt such a kind of arrangement. The elimination of bewilderment, you remember, is one of the fundamental principles, and so do not bewilder your pupils with any rules of grammar or any definitions, and never force them to learn by rote any rules or definitions of grammar. And then note the statement made by Palmer: "Only a tenth of English lends itself to logical classification and rules." In a grammar book you find very often pages of "appropriate preposition," and you think all that comes under grammar; it is English usage, English idiom. It is not a rule of grammar, that in a particular sense, a word should be followed by a particular preposition. That is the usage, and you cannot give any reason for such usage. And so correct English is a matter of usage; it is not a matter of grammar. You find that most grammatical rules have exceptions, and very often the exceptions are so many that the rule is no use at all. It is no use remembering a rule, because of the numerous exceptions. And so what we have got to learn is the correct usage, and then to teach our children the same thing. I should like to give you a simple instance from the conjugation of the verb "to be." "Is" is the present singular form, "are" is the plural form, we say. The child says: "I is going." Why not?—the child is logical. You have yourself to thank for it, because you have taught the child a rule, that the singular word is "is." Then you get wild with the child, because the child has made a mistake. If the child is daring enough to ask you "Why not? Then you grow wilder still, because you are unable to give an explanation. And then there is the rule that "you" even when it refers to a single person must be followed by the plural form "are." Suppose the child says "you is our teacher," because "you" there refers to an individual. The same thing follows. And what is the conclusion? We have to teach the correct forms, to begin with without giving any kind of rule. And how do we do it? You teach this all by practice; you practise these forms in sentences over and over again; you need not explain the forms at all. But correct English is more often than not a matter of idiom, and not grammar. What I call usage is idiom, very often. That is a kind of usage which does not follow any kind of rule. It is peculiar to the language. I shall give you a simple example. When the children get noisy, what do we tell them?—"Don't make noise." That is not correct English. The correct English idiom is "Don't make a noise." We literally translate our Tamil idioms into English; that is how we murder the English language so often; we do not take pains to learn the

difference between our Tamil idioms and the English idoms. As a matter of fact, I have known many people assert dogmatically that there is no idiom in our Tamil. You will make a discovery when you proceed to teach Tamil to a foreigner. I am told by many Tamil friends that the Tamil verbs are so regular. From this point of view Malayalam is the simplest language. There is only one word to learn for the whole present tense irrespective of the person, gender and number of the subject. That is real simplification. English grammar is the simplest among all the European languages, so far as English falls within the province of the grammarian. But as Palmer has pointed out, only a tenth of English lends itself to logical classification and rules. So nine-tenths of English falls beyond the province of the grammarian, and when the grammarian deals with idiom, he is really going beyond his province.

And how do we learn idiom?—Merely by practice; there is no other way. The correct form has to be impressed on the child's memory by repetition. And so language is taught by intensive practice, not by the teaching of grammar. There is another thing. The so-called rules of grammar are very often arbitrary. There is a rule, for instance, a rule which is I suppose repeated still by grammarians, that no sentence should end with a preposition. It is just now that I read in one of Palmer's book, of an English teacher who got wild with one of his pupils, who persistently ended his sentences with prepositions, and roared out "How often am I to tell you that you should not use a preposition to end a sentence with?" He forgot his own injunction in his speech because it is so natural in English to use a preposition at the end of a sentence. All good English writers have constructed sentences ending with prepositions. If you want to learn or teach English, you should learn and teach English idioms. The idea was that children's books should avoid as far as possible idiomatic forms. The English used in those books was artificial and had no resemblance to the natural English spoken by Englishmen. It is quite unnatural, and that is why Palmer gives it as one of his principles that idiom should be taught in the earliest stages. You should not fight shy of idioms, because there is no language without the idiom. I do not think I am competent to teach English idiom myself, because my knowledge of English idioms is inadequate. So I would advise you to stick to the book which you use, and it is for this reason that I contend that the books which we teach must be books written by Englishmen, who know the idioms of the language. But some of you have a quarrel with me, because I am unpatriotic enough to go in for books written by Englishmen. If we are unpatriotic enough to study Englishman's language, we should be unpatriotic enough to use books written by Englishmen.

The rules of grammar are very often arbitrary, and grammarians do not always agree.

So grammar is to be taught indirectly by means of well-devised lessons and composition exercises. But West in his Composition exercises has not proceeded on this plan. He has proceeded on the principle that if all the correct forms are taught at a later stage, they can be classified and regularised by the pupils themselves. But you will find --and Palmer too—he has not followed any grammatical scheme in his composition exercises. His composition exercises are based on the subject-matter of the reading lessons. Now it is not practicable to avoid the use of the past tense altogether, to begin with, because it is a principle that narrative should begin as early as possible, because children delight more in stories than in anything else, and all the stories which you write cannot be written in the present tense. You must use past tense. So the children must be familiarised with the past forms at a very early stage. The child can easily understand the distinction between the present tense and the past tense. There is another tense in English which is very difficult to learn. That is the perfect tense, the present perfect and the past perfect. Even Masters of Arts among us do not always use these tense forms correctly. The simple rule given is this: the present perfect describes the present result of a past action. So a student should not say: "I am in this school for two years." If the pupil is still in the school, he should say "I have been in the school for two years," because he still continues to be in the school. The past perfect can be used when it refers to the first of two past actions. If the teacher knows these distinctions clearly, there would absolutely no difficulty in teaching the correct forms. Simple grammatical terms alone should be taught in the early stages, with no rules or definitions because the rules will only bewilder the child. My own view is that no formal text-books of grammar should be introduced before the IV Form. If English is taught on West's lines you will find that a three years' high school course are more than enough for teaching all the grammar which is necessary. As a matter of fact quite a good deal of what we teach is not a grammar at all; it is idiom. And these common idioms should all have been taught earlier in teaching the Readers. Our teaching of English grammar is now so futile for another reason also. Tamil grammar is not taught on modern lines. The difference between the Tamil grammar and the English grammar our children are not able to see. Where there are resemblances, we can more easily teach them. Where there are differences, we can also very easily teach them if Tamil grammar had already been taught in the early stages. But in the first three or four years at least, there is no need for the teaching of even Tamil grammar. But this old notion unfortunately still persists in our country that even for learn-

ing the mother-tongue, grammar is indispensable. It is not. Grammar is a stumbling-block : it is more a hindrance than a help. But of course what we teach should be the correct forms, so that any child should be able to distinguish between what is right and what is wrong. But the child need not be able to give reasons. If the child insists on knowing your reason, which is beyond your capacity to give, state it as gently as possible that the child can afford to wait. I believe that the teaching of English grammar would be considerably simple if Tamil grammar were taught on the lines on which the grammar of any modern European language is taught. That means we must have some changes in our nomenclature. I know there would be an outcry against the very suggestion. But I think it must be done. In any case Tamil is not taught as a modern language. We teach Tamil now as we teach Sanskrit which is a classical language. We have not yet learnt the vital difference between the teaching of a classical language and the teaching of a modern, living language. So the technique which is adopted in the teaching of a classical language is utterly unsuitable to the teaching of a modern language.

Now we come to Composition. We seem to have a notion that composition means English composition. I do not know if any attempt is made anywhere to teach composition to begin with in Tamil. Composition is the art of composing, that is, putting words together correctly to express ideas. Then some others seem to have an idea that composition is essay-writing. Nothing of the kind. Essay-writing comes at a very late stage. In the early stages, the word 'essay' should not be introduced at all. Only advanced students would be able to write essays. Even in Tamil essay-writing should not be attempted in the earlier stages. Composition in the earlier stages means practice in the use of the correct forms. And the fundamental principles of composition are the same whatever the language used may be. That is why I think it essential that composition should be taught first in Tamil before composition can be taught in English with any degree of success. You remember the point with which I started, namely, the teaching of English should begin at a much later stage than at present. I am not in favour of English being taught before the II Form, or the I Form. And the four or five years that the pupil spends at school before the I Form are all to be devoted to intensive training in the use of the mother-tongue. Then you would find how simple the teaching of English becomes. When one language has already been mastered, it is comparatively easy to learn another language. But the result at present is that neither of the two languages is mastered at any stage. It is a tragedy. But we have to make the best of a bad job. And that means we must make our Tamil teaching

much more efficient than it is at present and at the same time try to make our English teaching much more efficient than it is. It can be done even under present conditions. It means that the teacher himself must be capable and earnest. He should be unsparing in his efforts to improve his own knowledge of the language. And he should ceaselessly experiment because he has so many different types of pupils to deal with, and the methods that are adopted to one place and one set of children are not likely to be perfectly suited to another place and another type of children. And so the teacher, especially at that stage, should be a bold experimenter. We have not the spirit of experiment or inquiry. I am quite sure, if I put you a straight question, most of you would say things are best as they are : we cannot hope to improve very much on our present methods. It is that attitude which must be got rid of at any cost. There is no doubt that there is plenty of room for improvement even under present conditions.

Written work alone is described as composition by us. Oral work is also composition. Composition should be based on the reading matter, and should be taught by the 'direct method.' The use of the mother-tongue should be avoided as far as possible for two reasons. The first reason is that the language cannot be mastered unless the pupils learn to use it automatically. And mastery means that. The second reason is that the time which should be devoted to the teaching of English should not be taken away by the mother-tongue. That is what we do when we use the translation method. West does not mind the use of the mother-tongue if time and energy can be saved by the use of the mother-tongue. But the direct bond should be established. And composition must be based on the reading matter because the words with which you compose sentences must be words which you know already. New words should not be introduced at that stage. That would lead to errors of all kinds and waste of time. And so in the interests of efficiency of the work, all the composition work given in the earlier stages should be based on the subject-matter of the reading lesson, that is matter which has already been mastered. You will find that that is just what has actually been done by some of those authorities on the teaching of English.

To begin with, you should introduce only comprehension tests, exercises which are intended to test if the pupil has understood the thing. The questions that are put are all to be very simple questions, which each test the knowledge of one particular point. More than one test should not be involved in an exercise. Then before free composition, you must have guided composition. In retelling the stories, for instance, Michael West gives guide words. Those guide-words are indispensable

for the beginner. You cannot simply ask the child to repeat the story after reading it. There is another kind of guide composition. You are familiar with the exercises which involve filling-in of blanks. Then, in putting the questions, you should frame them in such a way that those questions can be answered with the help of the words which you use in the questions. Free composition should come at a late stage.

The composition courses devised by Palmer, Faucett, and West are there for the use of the teachers. I referred to Ballard's series of books on Fundamental English. Here are the four books of the Junior Series. These are books written for children in English schools. Many of the lessons deal with the details of the English language which are not likely to be understood by our children, or even our teachers! But an English child whose mother-tongue is English, can be taught these things. We do not think of teaching our children anything like the same thing in Tamil. That is just the difference between the way in which English is taught to English children and the way in which we teach Tamil to our children. Those lessons are based on the principle of guided composition which can be done orally. Our teachers have no time to go through the written work of their pupils, because that written work is so full of errors. The written work in the earlier stages should be based on oral work. And so there will be very few errors in the written work. The whole set is admirable, if only these books could be slightly adapted to our conditions, they would be perfect even for our children. And as I explained to you the other day, Ballard has also prepared a parallel set of teachers' books. The Teachers' Book IV starts with an introduction on the purpose of the whole course, but all intended for the English teacher. And so, I am sure you would be thankful to West, or Faucett, for instance, for providing you with Teachers' Books of the same kind giving detailed directions and full answers sometimes. It does not mean that you can be idle. The reason is this; you will have so much else to do that you are not likely to have the time to prepare the answers to these questions. It would be too much to expect of an ordinary teacher who is not likely to be able to give correct answers to all the questions himself. So he must learn the correct answers for himself before he could hope to teach them to his pupils. Palmer's graded exercises on English Composition are all based on the Readers. You have an introduction here also. He has very clearly explained why the Translation method is not the right kind of method for this. He has also explained the types of exercises. These exercises are very important because from the earliest stage, the pupil must be taught the correct forms. The pupil must listen to the question, must repeat it himself, and try to answer. He gives fourteen distinct types of exercises, and all these exercises, mind you, are based on the matter

which has already been taught. Not a new word is introduced. And these books have been prepared for Japanese children, because his Readers have been specially prepared for Japanese children. You have most of these different types of exercises in the language books of Faucett, the author of the Oxford English Course.

And so, the time spent on early work is not wasted at all. It is very usefully spent.

Then, everything said or written should be scrupulously corrected. A boy should not be asked to correct the error of a fellow-pupil.

All the English work in one class should be taken by one and the same English teacher. The impressions formed at that stage would be clear impressions. You cannot eliminate bewilderment if one teacher teaches in one way and if another teaches in another way.

There is no need for me, I think, to dwell on the need for thorough correction. It is no use your giving an exercise unless you are prepared to correct the exercise. And all corrected work should be re-written. The whole sentence should be rewritten. For example, suppose the child writes: "I is going," you should not make the child write "am". That does not mean that the child has mastered the correct form of that sentence. The word "is" is not wrong by itself; it has only come in the wrong place. And so the child should rewrite the whole sentence. I am afraid this point is not attended to always.

THE S.I.T.U. PROTECTION FUND

(List of names continued).

- 1339. Mr. V. Kunchithapatham, Thirthapathi High School, Ambasamudram.
- 1340. " G. Subramanya Iyer, Thirthapathi High School, Ambasamudram.
- 1341. " N. Ramachandran, Hindu High School, Triplicane.
- 1342. " D. Chockkalingam Nadar, G. N. S. School, Madras.
- 1343. " M. J. Md. Sayeed, Islamiah High School, Melvisharam.
- 1344. " V. G. Venkatachalam, E. R. High School, Trichinopoly.
- 1345. " N. Chinnaswamy, Board High School, Udumalpet.
- 1346. " M. N. Venkoba Rao, Hindu High School, Triplicane.
- 1347. " M. Venkataramanayya, Board High School, Kavali.
- 1348. " S. Mariappa Nayagar, G.N.S. School, Madras.
- 1349. " M. Seetharama Guptha, Hindu Theological High School, Madras.
- 1350. " G. K. S. Balasubramanyam, Kellett High School, Triplicane.
- 1351. " T. V. Ramamurti, P. S. High School, Mylapore.
- 1352. " P. V. Ramaswamy, P. S. High School, Mylapore.
- 1353. " A. Muthiah, Pachaipappas College, Madras.
- 1354. " L. Ramalingam Iyer, George Middle School, Kallidaikurichi.
- 1355. " M. K. Margabandhu, Board High School, Krishnagiri.

FROM OUR ASSOCIATIONS

THE SALEM DISTRICT TEACHERS' GUILD

A meeting of the Salem District Teachers' Guild was held at 3 p.m. on the 4th September, 1937 at Salem in the Gokhulanandha Hindu Mahajana High School Hall under the presidency of Mr. Bernard Thomas, M.A. (Oxon.), President of the Guild and Principal of the London Mission High School, Salem.

The circular letter from the Secretary of the Reception Committee of the New Education Fellowship Delegation and Conference was read and it was resolved to join the Reception Committee by payment of Rs. 5.

The S. I. T. U. Secretary's letter dated 1st September, 1937 regarding the 7th Education Week was read and it was resolved to request the affiliated associations to make arrangements to celebrate the Education Week from the 25th to 31st October, 1937.

The meeting considered the circular letter of the S. I. T. U., by which the Guild's opinion on the proposal to make Hindi compulsory in the first three forms was asked for. It was pointed out that in the last Provincial Education Conference held at Tanjore a motion had been carried unanimously that Hindi be made a compulsory language. After some discussion the meeting resolved that Hindustani with Devanagari or Urdu Script should be added as a compulsory language subject for the three years of the middle school course.

At the request of the Attur Board High School Teachers' association the payment of subscription to the Guild for the year 1936 was waived. Mr. V. Duraiswami Aiyar, the Secretary of the District Guild was requested to visit the Yedappadi High School and urge the association to pay the arrear subscription.

There was a general discussion on the question of the re-organisation of Elementary and Secondary Education. Mr. V. Duraiswami Aiyar, the Secretary of the District Guild started the discussion and dwelt at great length on the many points contained in the proposals of the Government of Madras—No. 277 of 26th June 1937. Mr. S. Sivaraman said that the resolutions of the last Provincial Educational Conference held at Tanjore might be taken as the basis of reforms. Mr. S. Laxminarayana Aiyar said that the reform most needed was with regard to working hours, dress regulations and the vernacularisation of studies. Mr. K. S. Chengalroya Aiyar said that they could very well adopt the suggestions of the S.I.T.U. whose letter he read out. Mr. S. K. Subbarama Aiyar, Secretary of the Coimbatore District Teachers' Guild and Working Committee member of the S.I.T.U. explained the discussions which his Guild had with Mr. C. J. Varkey, Parliamentary Secretary to the Minister of Education. He also stressed the need of exchange of ideas among the various District Guilds.

The meeting eventually adopted the suggestions of the S.I.T.U. in respect of the reform of Education. It favoured the closure of inefficient schools and recommended that incomplete elementary schools should be made complete by being permitted to open higher standards—schools in isolated areas being exempted. All children between the ages of 5 and 10 were to be compelled to attend school and compulsion to be efficiently worked. The meeting was not in favour of associating

the Revenue Department in the matter of supervision of elementary schools and it was of opinion that no reform in elementary education can be satisfactory unless effective improvement be brought about in the service conditions of teachers. It favoured abolition of Educational Councils and was in favour of co-education upto and including 5th class.

The meeting did not favour a separate Public Examination at the end of the IV Form. Nor did it seem necessary to add another year to the existing six years' course of Secondary Education. All non-language subjects were to be taught through the medium of mother-tongue. Diversification of the School Course of the III Form and the teaching of the vocational subjects like Agriculture, Handicrafts and other industrial pursuits were recommended. With regard to the proposal to replace the existing hours of school work by a single session in the morning the Guild was of opinion that local conditions must be taken into consideration.

Hindi was recommended to be taught as a compulsory language subject in the first three forms. The Guild was of opinion that the University should have its own entrance examination and that the age-limit for recruitment to clerical establishment in government service be restricted to 18 or 19.

KURNOOL DISTRICT TEACHERS' GUILD HALF-YEARLY CONFERENCE

The half-yearly conference of the Kurnool District Teachers' Guild was held on the 28th instant from 3 to 7 p.m. in the Coles Memorial High School, Kurnool, under the presidency of Mr. G. Gurubatham B.A., L.T., Manager, S.P.G. High School, Nandyal. A large gathering of men and women teachers, numbering about a hundred, attended. Representatives of nine affiliated associations were present.

The proceedings began at 3 p.m. when Mr. B. Lakshmana Pillai, B.A., B.L., Municipal Commissioner, Kurnool, opened the conference. In his speech he exhorted the teachers to instil the right ideals among the children they taught, to work unselfishly in the cause of education and not to countenance too many or too frequent changes in the curriculum of studies.

Mr. K. N. Pasupathi Aiyar, B.A., L.T., Secretary, thanked the opener of the conference, and extended a hearty welcome to the delegates. He requested them to bear in mind the resolutions of the South Indian Teachers' Union at the last Provincial Educational Conference at Tanjore, by supporting them.

The President, in his opening speech, outlined the chief features of the Government Communique on the re-organisation of education. He spoke at length on elementary education and pointed out that the existing defects in it were to be remedied and a planned five-year scheme of compulsory elementary education should be introduced in the whole presidency. There was no use of blaming the elementary school masters for the various evils prevailing such as 'wastage' and 'stagnation', but the Inspectorate, the Department and the Public were all equally to blame. The President then spoke about the District Educational Councils and deprecated the idea of abolishing them. He said that they should be made powerful instruments for the spread of elementary education. They should be reformed or mended, by remedying the evils that existed. The President requested the

teachers to express their considered views on the various important issues involved in the subject of reorganisation of education.

A discussion then ensued, Mr. M. Venkatramiah, of Coles Memorial High School, Kurnool, explained clearly in Telugu, for the benefit of the Elementary Teachers, all the proposals of the government re: elementary education.

The house then adjourned for tea. Tea over, discussion on the subject was resumed. The following resolution, moved by Mr. S. Vaidyanatha Aiyar, B.A. (Hons.) L.T., was adopted:—

I. Compulsory elementary education should be introduced in the whole presidency in the course of the next five years. To obviate the financial and other difficulties such as adequate staff etc., it is suggested that classes for children of the first two standards might be held in the morning, while those for the other three standards might be held in the evening.

Discussion on Secondary education then took place. The following resolutions were passed:—

II. The middle school course should be confined to three years as at present. There should be no public examination at the end of this course.

III. There must be a bifurcation of courses at the end of the middle school course.

IV. The Pre-university course must consist of three years.

Then the question of the introduction of Hindi in schools was discussed. The Secretary, Mr. K. N. Pasupathi Aiyar, addressed the meeting. He drew the attention of the house to the circular he had recently sent to all associations on this subject and placed the views of teachers' associations of the Municipal High School Nandyal and the Board High School, Pyapully, favouring the introduction of Hindi. He moved a resolution on the subject and appealed to the teachers to give their support to it. Mr. S. Vaidyanatha Aiyar made an eloquent speech in Telugu, while seconding the resolution. There was much discussion and the following resolution was finally adopted:—

V. Hindi must be taught as a compulsory language subject in the first three forms in schools, where Urdu is not taught.

The Conference then passed several resolutions of a business character.

With the President's concluding remarks the Conference ended at 7 p.m.

THE S.I.T.U. PROTECTION FUND

We regret to have to announce the death of Mr. V. Rathakrishna Aiyar, National College High School, Trichinopoly (Reg. N. 1136) 17-9-1937 at the early age of 34. His nominee will be paid a sum of Rs. 265 on receipt of the claim papers.

THE TEACHERS' BOOK-SHELF

The Teaching of General Science. Interim report of the Sub-Committee (1935) of the Science Masters' Association. John Murray Albemarle Street, London. Price. 2sh. 6d.

The Science Masters' Association, England, has been concentrating its attention on the compulsory study of General Science for all pupils upto the secondary school stage. Various committees of the association had prepared schemes of studies. The 1935 Committee, whose report is under review, was appointed to go further into the question of General Science, 'to consider the problems presented to teachers in Secondary Schools by the introduction of courses in General Science as a constituent of general education and to make specific suggestions about (1) The aims to be kept in view, (2) the basic principles of the subject, (3) the material to be included in such courses, (4) methods of development and treatment of the material and (5) time-table requirements at different stages.

The Committee, of which C. L. Bryant, Assistant Master, Harrow School was the chairman consisted of several headmasters and senior science masters. The report of the committee covering about 40 pages should be considered a masterly report. The syllabus in Science drawn up by the Committee is planned for a 4-year course and though not wholly applicable to Indian Schools and Indian students, they will give much valuable assistance in regard to the scope and content of a General Science course. Teachers of General Science in our secondary schools will find a perusal of this report very helpful. The bibliography given at the end is a useful list of publication on the subject.

The Teaching of Science. By W. L. Sumner. Publishers. Basil Blackwell, Oxford. (Local agents Macmillan & Co., Ltd.) Price. 3sh. 6d.

This is a very useful treatise on the teaching of General Science in Post Primary Schools. Consequent on the Hadow report, a number of post primary schools variously designated as Senior and Central Schools have come into existence. These schools not being restricted by the incubus of an external examination enjoy great freedom. One of the most popular subjects is General Science whose scope is wide and unlimited. The chief feature of General Science is that while attempting a harmonious synthesis of the different branches of science it helps the ordinary man to understand the applications of science and to a better understanding of the achievements of the modern world and its problems through the medium of scientific thought in biology, physics and chemistry. The two last chapters "Aids to Science Teaching" and 'Science Room Laboratories and Equipment' contain many good and useful suggestions. The book is bound to prove of immense use to teachers of General Science in our Secondary Schools as it will be very helpful to them in getting a proper perspective of the General Science course.

Another good feature of the book is that it is designed to be a teachers' book for the four volumes of "An Introduction to the teaching of Science" by Andrade and Huxley.

Higher School Revision Mathematics. By N. Crossland Mc. B.Sc.—Macmillan & Co., Ltd. Price. 3sh. 6d.

This book, as the author says is written in response to a demand from teachers preparing students for the various Higher School certificate examinations. It provides revision examples in pure Mathematics, Algebra, Trigonometry, Geometry and Calculus. It is a good feature that each chapter contains a few worked examples and then a list of problems many of which have been taken from the question papers set by the various examining bodies in England. There are also given at the end Typical Examination Papers. Answers to the various questions are also given at the end.

IS THE ROLE OF THE TEACHER CHANGING?

"To the teacher of a former generation **good conduct was a means to an end.** The end was an orderly and quiet classroom in which teaching could proceed, and learning take place without distraction. The purpose of good conduct was fulfilled when this desirable condition was achieved. To secure this desired end, repressive and coercive discipline, employing fear as the basal motive when necessary, was approved. It was revolt against this conception of discipline that revived the doctrine of **complete freedom** with all its sterile cruelty. To impose on the child the task of selecting his own courses of action before he had arrived at an awareness of their consequences, remote or immediate, was to substitute one harshness for another. The child looked to the adult for direction and guidance; he was offered freedom. He asked for bread: he was given the air.

To the teacher of to-day, **good conduct—behaviour that preserves the proper balance between what is consistent with the rights of the individual and what society may rightly demand from each of its members—is an end to be consciously striven for.** At the outset, the nature of the child's social behaviour is prescribed and dictated. As he grows in his power to discriminate between courses of action, in his ability to take the responsibility for what he does, in his readiness to make wise use of freedom as it is extended, prescriptions and restrictions are removed, one by one. The teacher designs that the pupil shall learn self-direction, self-control, and co-operation with his fellows. The development of these qualities requires their practice in situations that demand their exercise, and the modern teacher makes purposeful use of such situations as they arise.

The modern teacher can no longer regard the children she teaches as a class. She sees them rather as **individuals**, each with his own needs to be served, his own capacities to be developed, his own tastes and interests to be respected and fostered. Herein the teachers' changing role offers its greatest challenge. The challenge cannot be met by the blind application of pedagogical abstractions, however excellent. It is to be met only by **understanding the child.**

EDITORIAL

EDUCATION IN THE BUDGET

The Congress Ministry has presented its first budget and one may congratulate the Legislature on the expeditious way in which the budget was discussed and all demands for grants passed, without any division. Re-organisation of Education is admittedly the burning question of the day, if one should judge from the discussions in the press and on the platform. But neither in the budget nor in the discussion thereon has education found a prominent place. One is apt to get the misleading impression that there is nothing wrong with education and that there is no urgent need for any reform. The demand under education is practically the same as it was last year. The ministry does not seem to realise the need for the provision of additional school facilities. The number of school-less areas is still very large but the Hon'ble Minister wants the public to understand that the need of the hour is the weeding out of the inefficient elementary schools. One will naturally ask whether the administration of education was so inefficient and shortsighted in previous years as to make the routine task of eliminating inefficient schools a major problem and a question of high policy. If the situation be really so bad, it is expected of the Congress Minister for Education to tell the public what his proposals are in the sphere of education. He finds it convenient to repeat the time-honoured plea of want of funds. Poverty of ideas is more dangerous than lack of funds. There is not even one constructive suggestion for converting the so-called inefficient schools into efficient schools. The Government and the public should realise that the inefficiency of the existing schools is not a little due to the appointment of unqualified teachers on low salary and the lack of equipment. What does the Government propose to remedy the state of affairs? One should expect from the Minister, especially after the recent speech of the Director of Public Instruction, at Tellicherry to give us an idea of the scheme for the betterment of the conditions of service of teachers. Something more positive than the eliminating of schools is called for. It is unfortunate that the Government has not chosen to indicate atleast the lines on which they propose to act. We shall be told that nothing can be done now since the question of reorganisation of education is still under consideration. We know that a sub-committee of the Congress Legislative Party is studying the question. Re-organisation has been in the air for years. If it be really urgent, it certainly requires speedy action as in the case of the Prohibition and Cloth Licensing Bill. We are not impressed with the way in which the party in power has been dealing with the subject of Education. We can appre-

ciate its solicitude to the masses. We feel that the masses require something more than bread. Around activity is needed and it is dangerous to take an educational holiday. Is it not necessary to improve the conditions of the service of teachers in elementary schools and to create confidence?

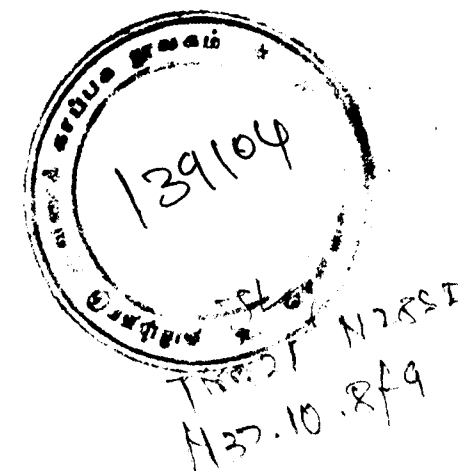
A few months ago, Mr. R. M. Statham, the Director of Public Instruction, announced that Government contemplated enhancing the teaching grant by a rupee for every higher elementary grade teacher working in aided elementary schools. But in the Budget, no provision has been made for giving effect to this declaration by the head of the education department. The provision for higher education is lower than that in previous years. This is explained by saying that no provision is made for buildings during the year. A communique has already been issued that Government would entertain no schemes for building and other costly equipments until a decision is arrived at on the question of the reorganisation of Education. This decision is not unexpected and we have our own fears that in the new regime facilities for education are likely to be curtailed perhaps on the unfounded assumption that the present system of education is no good. The public expects the Government to announce its policy in plain terms. The cause of education has suffered in the past by a policy of drift and we have made this clear on more than one occasion. Let it not be said that the Congress party has no plan. As things stand at present, there is no sign of activity in regard to educational questions. It may be hoped that the conference of Education Ministers of all the Provinces with a congress majority proposed by the Premier of Bombay will open the eyes of our Ministry to the need for a constructive programme in education.

THE N. E. F. DELEGATION AND CONFERENCE

The Madras Reception Committee has completed its arrangements in regard to the programme of the N.E.F. Delegation during their stay in Madras. The programme includes lectures and group discussions. The members of the delegation are experts in education and it is hoped that the group discussions would go a great way in creating an educational awakening in our Province and stimulating educational research. It is understood that the Reception Committee is intending to restrict admission to those group discussions and conference only to the members of the Reception Committee. Others interested in the subjects may be admitted on payment of a fee if sufficient accommodation is available. The group discussions will be held on the 29th October and 1st November. The conference will be held on Saturday the 30th October. As the delegation has a very crowded programme and as their

stay in this province is short the Committee regrets that it is not possible to arrange for visits to the different centres in the Province. It, however, hopes that the representatives of moffussil teachers and of affiliated associations of the Union will become members of the Reception Committee and arrange to be in Madras during the last week of October. We appeal to teachers in the City of Madras as well as in the Moffussil to respond to the invitation of the Reception Committee and to send their donations and subscriptions as early as possible.

The Next Issue of the South Indian Teacher will be a specially important number as it will contain articles from many educationists. It is being prepared as a Souvenir number to commemorate the visit of the New Education Delegation and the Education Week. It will be published on the 22nd October.



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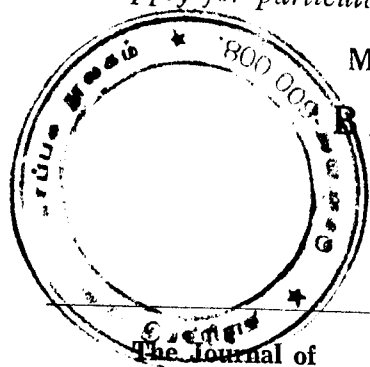
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