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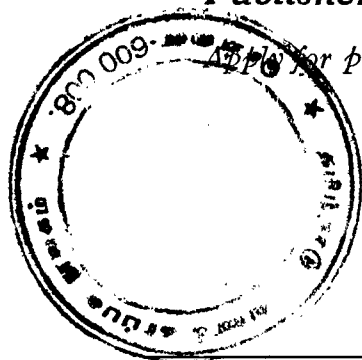
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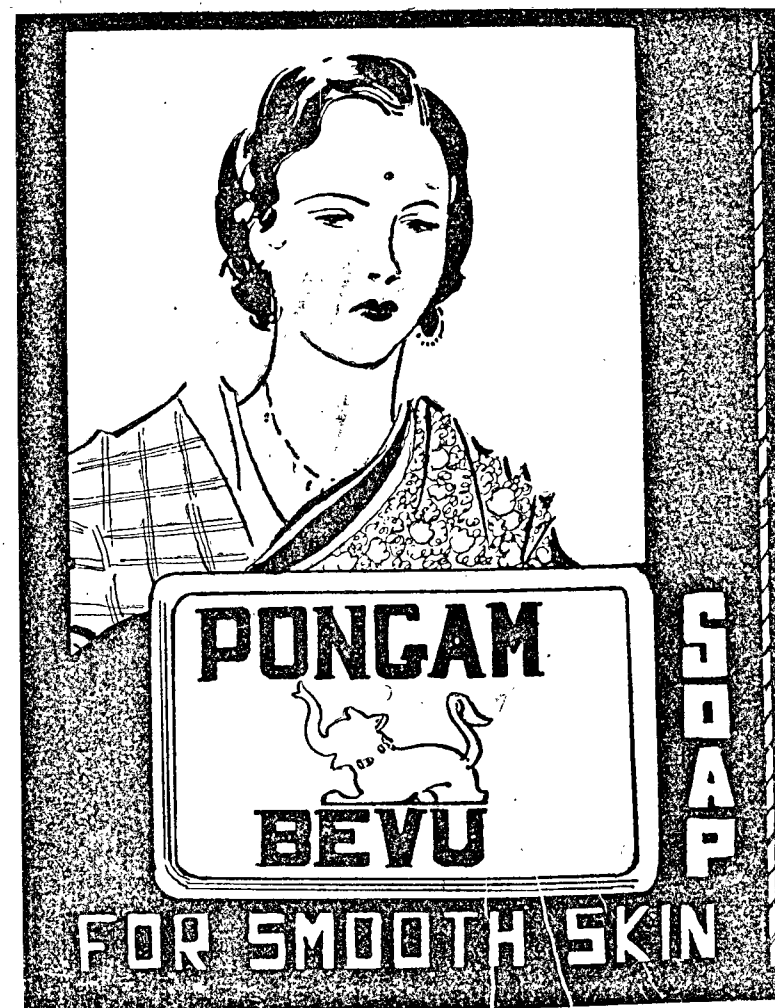
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**THE
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VOCATIONAL INSTRUCTION IN SECONDARY EDUCATION

BY

MR. N. S. SUBBA RAO, M.A., BAR-AT-LAW,
Vice-Chancellor, University of Mysore.

It is impossible for one who has been writing and talking about vocational education a great deal during the last ten years to say anything which is fresh or interesting. Since vocational instruction has of late gained in status in the educational world, and there is a large demand for providing it in our educational system, even repetition of what one has been saying may not be out of place in a symposium, which I understand *The South Indian Teacher* is bringing out. In what follows I shall limit myself to two aspects of the problem. Firstly, the place of vocational instruction, pure and simple, in the secondary stage of education; secondly, provision for instruction which gives merely a vocational basis.

The need for considering these two aspects of the problem arises from that fact that not all that enter our secondary schools complete the six years of instruction that the secondary stage implies, while all those that complete the entire course do not either proceed to the University or to a vocational institution outside the University. In other words, when we visualise the large stream of boys and girls (indeed not as large as it would be if compulsory primary education were the rule, or if the means of parents corresponded to their ambitions for their children) that enter what we call here the Middle school stage of education, or as it is called elsewhere the junior High school stage of education, we see that they follow into 4 groups ultimately:

(1) Those whose education will come to an end at the close of the Middle school stage;

(2) Those whose education will come to an end at the close of the High school stage;

(3) Those that will proceed to the University ;

(4) Those that are unable to proceed to the University but endeavour to supplement their general education by occupational studies of one kind or the other, so far as these are available to them in the country.

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It is not, of course, suggested that this distribution of boys and girls is either natural or desirable. It is entirely the result of the economic conditions in our country, just as in other countries a large proportion of those who complete the six (or eight) years of compulsory education do not proceed further in their studies, but seek to enter some gainful occupation or other, and frequently enter what are called "blind alley" occupations, like that of errand boys, which leads to casual labour and consequent unemployment. No doubt in our country, as elsewhere, if ideal conditions prevailed and both the production and distribution of wealth were different from what they are now, one might picture all the boys and girls receiving general education of a 12 years' duration after which they would pass according to their aptitudes and fitness either to a university or to a technological institution. But we must take the economic background as it is, and organise our scheme of vocational instruction so as to meet the needs of three of the above groups, as the entrance into vocational courses of a university standard may be said to be provided for already in the form of professional colleges of one kind or other, though even here there is need for provision of additional technological courses of the Degree standard.

Let us take the needs of those that may be compelled for whatever reason to terminate their educational career three years after they have finished the Primary course. Such termination is not a mere supposition, as the leakage between the number of those in the 8th year class and the number of those in the IV Form of our High schools clearly indicates. It would be far better if this group of students spent the three post-Primary years in some vocational institution, where they would obtain training appropriate to occupations of an artisan type. At the present time the large number of occupations whether it be in the Agricultural or the Industrial group, which boys and girls enter at the age of 13 or 14, have to train their recruits by the simple, and up to a stage efficient, methods of apprenticeship. But provided the occupations for which training is given are carefully chosen with reference to their place in the social Economy, and the equipment and staff are adequate, there is no reason why the training given in these vocational Middle schools should not be superior to that obtained by apprenticeship.

We next turn to those who will spend three more years in the secondary stage, but stop thereafter. Here again the need for an occupational

turn to their education is evident, and it can be supplied by starting vocational High schools. The occupations for which training is to be given in these institutions are those which require as the basis a higher degree and general education than those which are met by vocational Middle schools. Obvious examples would be Weaving, and Machine Shop Practice, and also Catering, which is growing to be an occupation of considerable social significance in our country. It would be desirable further to prepare students for the Vocational High schools by providing in the general Middle schools some course which has a vocational bias, though a demand for admission to vocational High schools should not be denied to those who have not taken this subject in the Middle school stage

Those who emerge successfully from the Vocational Middle and High schools may be appropriately described as recruits of an artisan type for the economic life of the country, though those that come from Vocational High schools will naturally be superior, or turn to occupations where a larger amount of general education is needed.

We now come to the need of Business of what may be called the Foreman type of recruits. This type of recruit may be expected to shoulder more responsibility in a business than in the case of a mere artisan, and his training will have also to be such as to enable him with a little capital to set up for himself as a small producer or a small business man. This type of worker has a distinct place in our social economy, as elsewhere, and comes intermediate between the artisan on the one side, and the employer or professional man on the other. The needs of the country in respect of the last and the highest class of business talent can only be met by training in a University or in a technical institution of university standard like the Technical colleges of Great Britain and the Hochschulen of Germany. It is also true that the ranks of this superior class are entered by able young men who have begun in a small way. Therefore our educational system should see to it that the needs of the country for the intermediate type of worker whether it be in Agriculture, Industry, or Commerce, are carefully ascertained and adequately met by the provision of suitable training in the schools and colleges of the country.

To my mind no educational problem is so important or so comprehensive as the demand for re-organisation of the senior stage of secondary education, i.e., of our High schools in such a manner as to meet this fundamental need of our country. The provision of Vocational Middle and High schools will serve to meet the needs of those that will not proceed beyond the High school stage, and we are left with those young men

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and young women who are able to complete their High schools course and to spend some more years thereafter in equipping themselves as adequately as they can both for life and livelihood. So far the tradition has been that the High school stage when successfully completed should be followed by a degree course at the University. We all know what lamentable results have followed from this tradition, which curiously enough is little more than half a century old in India. The problem of educated unemployment or middle-class unemployment is the Nemesis of a failure to provide other post-secondary courses than those now available in the Universities. It is not indeed suggested that the absolute number of those that pass through our University and qualify for one degree or other is too large for a country of the dimensions and the population of India, but the supply has just now outrun the demand. Curiously enough the same situation occurred in the Eighties, when Convocation Addresses plaintively commented on the unemployment of University graduates. The trouble is there was then, and there is now, a temporary disproportionate production of graduates, and in the past this disproportion was reduced, even though the rate of production was quickened, by increasing prosperity and consequent demand both in Government Services and in the professions for persons with University qualifications. What has to be done is not to whittle down the superstructure, but enlarge the basis, by increasing the economic efficiency of those that must needs take their place in the middle rungs of social economy.

We have to provide a variety of courses in the High school stage, some of which will lead to the present courses in the University, while others will lead to courses of a distinctly vocational type, which may be provided by the Universities or by other bodies with the co-operation and sympathy of Universities. We shall have, that is to say, differentiation of studies in the High school stage, supplemented by provision of post-secondary vocational courses. This will meet what may be called the triple need of the hour: diversion of those fitted by temperament and aptitude to the realistic courses from the present single-track course which leads to the present courses in the University; increased efficiency in the occupations of the country by provision of a better type of recruit, higher than the artisan and less ambitious and less unwilling to "take off his coat and work" than the University professional product; elimination of wastage of talent by the useless pursuit of academical studies by those whose educational and economic Mecca lies elsewhere.

There is reason to believe that things are propitious just now for a radical re-organisation of the course of studies in our High schools. Both the University products and their parents stand disillusioned; the value

of training for occupations in vocational institutions is recognised, though perhaps not as fully as one would desire; there is a drive towards a more efficient organisation of the country's resources. If the atmosphere so favourable is only taken advantage of by educationists, we should see in less than half a dozen years a radical transformation of our High schools. The universities, the pupils and the country will be all the better.

Those brought up under the old traditions of education may lament the substitution of craft for culture as the guiding principle of education. An effective answer to such apprehensions has been given by Sir R. W. Livingstone who also has dissipated the exaggerated belief in the possibilities of teaching cultural subjects at an early age to our boys and girls. In his Address to the Education section of the British Association last September, he made it clear that it was impossible to teach Literature and History and other cultural subjects, as they should be taught, to boys and girls in our schools. The gap in the education of our boys and girls, the largest number of whom leave out schooling either after a few more years of Secondary Education, can only be filled by a carefully planned system of adult education. Therefore there is nothing to apprehend in the growing conviction that our educational system in its lower stages needs to be recast on 'practical' lines, so long as care is taken to provide for the grown-ups a suitable system of education in subjects that really spell culture and enable them to live the good life side by side with the bread and butter activities that are necessary in this work-a-day world.

TRAINING FOR CITIZENSHIP IN RURAL SCHOOLS

BY

REV. L. L. LORBEER,

Pasumalai.

India, like every other country is crying for good citizens who put community and country needs first. Such citizens are grown, not made. Home and school and church are the three main sources for the training. But few, tragically few village parents are equipped to give this training. The church reaches hardly 2% of the population so if the schools do not do this job for India it will not be done.

Last year 50% of India's boys and 16% of her girls of school-going age (6 to 11 years) were in school. Approximately one-third of the boys and girls is all that the schools reached. And how long do the schools have even this third? Statistics of Madura District 1935 show that more than 50% of the children of the elementary schools were in the first standard, and about half of the remainder in the 2nd standard. Girls drop out even more rapidly than boys. Probably this loss of pupils is slightly less now, and perhaps less in other districts than in Madura. But this is certain. Even the pupils who are in the elementary schools will leave in a very few years. The problem is desperately urgent. If we say, "We shall first teach the three R's and later train for citizenship," we shall have lost our boys and girls. It is now or never. At once, in the first standard, we must be at this job of training citizens. Nowhere else is delay so dangerous. But we are here to enquire what can be done? What is being done?

Let us use our ten fingers to note 10 qualities of the Good Citizen. Then at once we shall want to see if these qualities can be instilled in the lads and lassies of our village schools.

I. *The Good Citizen learns to make thoughtful independent decisions.* Every community has too many mental dependents, blind followers. How many villagers will make independent decisions? Will not 99% of the women, 90% of the men wait for one or two to lead and then follow blindly?

We turn to our village school. How shall it remedy this dangerous dependence? Partly by the teacher requiring the pupils to make

choices, to make decisions after thought. Did you ever take two pictures to a first standard and say, "The class can have one of these for its wall. Which do you want?" In many a school the pupils will look blankly and then turn to the teacher for a decision. But you won't let the teacher decide. You give the pupils time to look well and think. Perhaps you let one or two speak in favour of each picture. Then they vote, better by writing so that they will not know how others are voting. They have had to think and choose. The next time they will be more ready to decide, try it. Another time have the teacher ask, "Next Saturday would you like to have an excursion? Shall we go to the river, the hill, or the cotton mill? To-morrow each will be ready to give one good reason for going to each place. Then we shall decide by vote." Another day we shall call for a moral decision. "If I find a pencil shall I keep it? Or give it to a friend who has no pencil? Or show it to the school and ask the owner to claim it?" At first we put 2 possible choices before the class, then three. Later the children will formulate the possible choices and make the decision.

In a certain high school ten years ago when the boys were electing a football captain or some other officer, after 2 or 3 nominations were made and the vote was taken by show of hands, it was found that almost invariably the boys would elect the candidate whose name was first put to the vote. Blind thoughtless voters. Dangerous citizens. But next time the Principal trained them. After the names of the four candidates were written on the black board he gave them time to think, asked if all had made their decision, ridiculed those who looked around to see how others were voting instead of being independent. Now this high school can conduct fair and democratic elections. Can the same independence be developed in elementary classes? Certainly. Guidance and patience are needed. But when independent thinking comes how much more pleasant and more useful to the school will be these boy-citizens.

Ten years ago a lad was studying in such an elementary school. Now he is a secondary trained teacher. Last year he wrote, "I'm thinking of marrying a young widow. Here are the arguments for and against. I think those in favour are stronger. What do you think? When I met this attractive young widow I could sympathize with his leaning to the affirmative. But one rejoices to note the marshalling and weighing of arguments the making of an independent decision, and the sticking to it despite the strong criticism of his community. Pupils in village schools trained to make careful choices and choices guided not by selfish wish but by public good will have one essential quality of the Good Citizen.

II. *The Good Citizen guards the health of the Community.* And the school boy who will grow into the Good Citizen will learn to guard the health of his fellows. In spite of the bad example of his parents, the village boy can usually be taught to use a latrine properly. On the walls of one school latrine we read, "Please leave the latrine as clean for others as you would like it left for yourself." Silent teacher! The boys of that school see the teacher cover up his spittle with dirt and are learning the habit. In another village the well had no wall about it. Contaminated surface water flowed into it. The young men's Club persuaded the community to put a wall around it. These youth had been in the village school and there doubtless learned the danger. But the 10 years delay may have endangered many a life. Probably many of you can give examples of tactful teachers leading their pupils to enlist the co-operation of parents and community to repair wells more promptly.

When we are disturbed by an epidemic we think of the trouble it makes and how it might have been avoided. But it is also well to think of how many epidemics have been avoided in boarding schools due to the co-operation of pupils, big and little. Years ago when plague raged in almost every village around Pasumalai we were able to keep it out completely because even the smallest lads helped to keep the premises clean, brought the tails of rats they had killed to claim the one anna bounty, bravely took the inoculation. One midnight an 8-year old boy bringing his mother, reported a rat-fall. Trained boys can and will stop many an epidemic.

Two pastors and several teachers of this district had leprosy for years, endangering the health of many, before they were discovered. Even then one Pastor refused for long to go to the Leper Home saying, "Christ healed lepers with a touch. When God wants to heal me He will. You are trying to destroy my faith." Contrast with this little Devasigamoni of the Dindigul elementary school. The pupils had been told of the danger of leprosy and the duty of reporting. Devasigamoni showed a discoloured spot on his leg wondering if it was leprosy. The doctor affirmed it. Bravely the orphan boy went 70 miles, alone, to the Leper Hospital. In six months he was back with a smile and a letter from the doctor saying "Disease arrested." And when seen recently he was still free from it. Verily a little child shall lead them,—if he is gently trained.

In Erode Model school the 4th standard boys have charge of the medicines and bandages for first aid and are ready to help all-comers,—Splendid preparation for Good Citizenship.

III. *The Good Citizen helps to settle quarrels.* Those who should know, say that three-fourths of the villages of South India are torn by factions, quarrels, hates which easily break out in murderous riots or wasteful litigation. Can village boys and girls be trained to settle quarrels? Two girls have abused each other, two boys have fought. Why not have the class or the quarrelers choose a *Panchayat*, three or five impartial classmates who will set the penalty? Of course the teacher will need to put in a tactful word at times. But this is the way that village Peace-makers grow. In the Erode Model school each class elects a proctor from among its members to serve for one term. Quarrels are taken to him. Pupils usually abide by the decision of the referee whom they have themselves elected. Gopinayakanpatti has the best village school in this district. The Headmaster has trained his boys to settle their quarrels by arbitration and forgiveness. But the villagers had quarreled for decades. The Headmaster tried the same method with the adult children and reports real peace for the last three years. Thus the School leads the Village. Blessed are the Peace-Makers and citizens—big and little.

IV. *The Good Citizen takes responsibility for the smooth running of village LIFE:* The roads, the drains, the work of post peon and vaccinator, *munsif* and *karnam*,—he watches such things to see that all is well. Similarly our school boy. Some years ago I met a 6-year old lassie going to school at 8 o'clock and asked "When does your school begin?" "Nine o'clock," "Why do you go so early?" "I'm the black board Officer." "What does the black board Officer do?" "I see that all the black boards are clean and the chalk and dusters ready." "Are there other officers?" "Yes, a Library Officer to keep the books in order and see that the borrowed books come back. And there is a President who sits up in front and tells us what to do when we have a programme." "Is that all the officers?" "No there is a Rabbit Officer." "A Rabbit Officer! what does he do?" "She's a girl. She keeps the rabbit pen clean and feeds and waters our rabbits." "How many pupils in your first standard?" "25." "How many Officers?" "Ten or a Dozen, but we choose new ones every month." Note that in this first standard every child was being trained to take responsibility. Pupils and parents prized this teacher. Even when she became head of the whole school she insisted on doing her teaching in the first standard saying, "If we start children right they usually keep going right."

In a certain school, if the teacher is late, the pupils will start the class work. In another school bigger girls agreed to bring the smaller ones when the conductress was stopped. Care of the garden, the pets, the museum, watching for promptness, order, neatness, how little

children delight to feel that they can share in such responsibilities. And the community whose children have been blessed with such a school will not lack for those who will see that village life runs smoothly. There is a reason why many of the world's greatest men and women such as Lincoln, Kagawa, Jesus have come from homes where responsibility was forced on them in formative years.

V. *The Good Citizen joins in training those in his village who are less advanced.* That is, the Good Citizen is a teacher sharing his knowledge about cattle-breeding, seed-selection, current events. And in school those who know can be trained to find pressure in helping those who don't know. Did you ever ask a 3rd standard group some problem in mental arithmetic such as, "I have Re. 1. You 3rd standard pupils number six. If I give each an anna how much will I have left?" A few hands go up. Now ask one who has the right answer to explain how he did it to those who did not do it. How many pupils can do it? Possibly one in ten. But in the best village schools this is a regular procedure, the children learn to help each other, teach each other. They like to do it, do it without being told.

But how often one is distressed in going to the old-style school. Children are lined up back to back lest they peep at each other's work. They must do the arithmetic fast to discourage cheating. When done they must plump the slates on the floor, answer down, lest others copy. The whole training seems to be against mutual helpfulness and emphasizing that we expect them to cheat if given half a chance.

But how different the training in another school. The wise teacher was handling a spelling lesson in the 4th standard. "To-day we are going to see if we can correct some of our mistakes in spelling. Perumal will read ten words slowly and we shall all write them. Then he will read the correct spelling. You may correct your own papers or exchange with a neighbour, just as you wish. But at the end each will find how many words which he had missed he can now spell correctly. Next Navamoni will read ten other words which we all want to learn to spell correctly." No inducement to cheat, but rather to find and correct mistakes. Meanwhile in the 6th Standard the children were working at problems in groups of three helping each other. And the 6th Standard was unitedly preparing a map for the school wall which shows the air-routes in India. How fortunate the school where the pupils are all teachers helping each other correct mistakes or find information. Dr. Laubach of the Philippine Isles found that if, after an adult had mastered the first lesson in reading, he taught it to a friend, not only was the lesson fixed in his own mind but also a spirit of confidence and helpfulness resulted.

The same method will help our village school children to grow into Servants of the backward. Teachers of the needy.

VI. *The Good Citizen abides by majority decisions arrived at after open discussion.* Democracy is being strangled in some countries. But India is moving toward more democracy. Perhaps India and China will re-teach democracy to some of the countries of Europe and the America. But if we want democratic method in community and country we must begin in our schools. Can we train our 8, 10, 12 year-old to talk over a problem thoroughly and then abide loyally by majority vote unless and until, by fair discussion, they can persuade the majority to change its vote? No, not at once. But beginnings are made in some village schools. In one school a class may sometimes meet as a Village Panchayat to decide whether to build a road or a well; or a class may meet as a Municipal Council to discuss and vote on making education compulsory for all boys; or a class may meet as a District Educational Council to decide whether in a certain village the three schools for boys, girls and Adi-Dravidas shall be combined into one. The problems should be real and then the voting will be serious.

As a 12-year old boy I well remember that a leader in the temperance movement planned a public meeting in which 5 of us village boys acted as a Village Panchayat and discussed whether we should close the toddy shops. I still remember my speech for liberty to eat, drink, and do what one pleases. But when another Panchayatar convinced me that my liberty should not interfere with the welfare of others, I changed my vote. Whether our arguments convinced the other villagers or not, I do not know. But certainly the training in methods of deliberation and democratic voting helped much those 5 village boys. Only if India through her school children learns the method and justice of free and full discussion and obedience to majority vote, can India or any country have home-rule, not caste-rule or sword-rule or money-rule, but real self-rule.

VII. *The Good Citizen rejoices in the privilege of making the world more beautiful.* Even the poorest homes in Japan have a touch of art and beauty somewhere. India can develop this aesthetic sense more, especially if a beginning is made in the school. "Whoever draws the best map, paints the best picture, weaves the best design may have his work put on the wall." In one school the Principal offered a picture to each class which would itself frame it. Every class room now has a good picture chosen by the class and neatly framed, a legacy to future occupants of the class room. There can be some healthy emulation in beautifying the school garden, putting geometric designs in front of the

school building on special days, bringing pictures cut from magazines, and flowers.

Few men have done more for the uplift of their village communities than the French Pastor, Oberlin. Through famine, revolution, invasion and persecution he held his community to the Upper Trail. Most of the trees had gone for fire-wood. So he would not confirm any boy unless he brought a certificate from his father saying that he had planted two trees in suitable places. It was Lincoln, the frontier boy with but one year of schooling in his life, who said, "When I am gone I want it said of me, 'He plucked a thistle and planted a flower wherever he thought a flower would grow'."

VIII. *The Good Citizen produces something useful.* Too many men are content to be consumers, living by the sweat of other men's brows, never learning the satisfaction of producing. Again we must begin with our village pupils. What can they produce? The simplest clay-models at first. Perhaps they can be coloured to amuse baby-brother. A net-bag to carry books; a folded paper box to keep slate pencils; a simple basket; a cloth ball and card-board bat to play badminton. The teacher will not sacrifice accuracy to interest at first. And he will see that they do not attempt what they cannot finish. Even for little folks, "Something accomplished, something done," will earn not only a "night's repose," but added interest in school, sympathy with the working man and desire to go on to something harder.

The Labour Party in Britain sent a commission to Russia to find how the schools there were related to Labour. The commission was impressed with these words on the wall of a village school, "We don't eat the wheat and drink the milk which the farmer produces without doing anything in exchange. We darn the farmer's socks and sew clothes for his children."

Last year the Headmaster of Pasumalai High School was determined that his boys should not go forth as mere consumers. So he announced, "After school we shall play three days a week and work three days a week. On work days you can join the squad of your choice to learn something useful, tailoring, bookbinding, carpentry, mat-making, animal husbandry, photography, radio-installation, horticulture, etc." The response was gratifying, little protest, much appreciation. This year the younger children will do simple hand-work. But all pupils from 6th Standard and above must work from 6-30 to 8 a.m., or from 8-30 to 10 a.m., at some kind of productive labour. The school doesn't expect to send out expert poultry-raisers, soap-makers, or electric wirers. But all Pasumalai boys will know the rudiments of one or two such occupa-

tions. And the value of their produce will largely pay the cost; for this occupational work must be self-supporting.

In the last number of "Christian Education" Mr. Thiessen writes of a similar experiment in his village boarding school at Mauhadih, C. P. The school was merely securing passes but hardly serving either the church or the community. Something must be done. Parents and teachers wanted no change, a pass for the pupils was enough. But the new Principal began by requiring all boys in the boarding home to wash and patch their own clothes. Then he asked a young weaver to come and show the boys how to weave cloth, and the compound carpenter to teach the use of tools. The boys balked but with 75% persuasion and 25% coercion the boys worked rather half-heartedly at first. But as they learned to make clothes and furniture for themselves their interest grew. The sewing class rapidly became popular. Agriculture and basket-making were added. Public officials took a keen interest in the experiment and that stimulated the teachers. The Mission gives Rs. 1,000 a year only, for all this work. When the depression came many thought the church would shut it down. But rather the church leaders insisted that it go on. The Principal finds that elementary school boys cannot concentrate more than 6 to 8 hours per day on book-study. And if pupils will study effectively while they do study, they have ample time for handwork and play. Pupils who have learned the satisfaction of producing something are not apt to lapse as men and women into selfish consumers. "Work is an affliction," is the delusion of many. "Work is a privilege," says the producing pupil.

IX. *The Good Citizen uses his leisure time for recreation and growth.* What does the average villager do when there is no work to be done? Does not much of his leisure time go in idle gossip, obscenity, gambling, drinking, quarrelling, day sleeping? And will not his children do the same unless the schools save them?

Boys in a good village school learn to enjoy games, parrot, cripple, football, volley-ball. In a village near Madura 25 young men come home daily about 5-30 from a hard day's work shovelling dirty coal. The Y. M. C. A. night school holds a few of them away from the toddy shop, but the majority drink. Recently subscriptions were collected and a volley-ball court opened. The first week the game kept most of the youth away from the toddy shop and the leaders are hopefully watching to see if the defeat of toddy will be permanent. But the smaller boys have a better chance. Their school games will help keep them from making a wrong start.

If the school has a library of simple attractive books on health and farming and plenty of good stories of heroic and sacrificial action the

children are sure to enjoy them. School discussion of current events will lead the boys to get hold of cheap newspapers which they may read to their family and neighbours. Good drama, *bajanas*, excursions, scouting, guiding, such things will attract boys and girls whose appetities are stimulated with an appealing start.

When the garment-workers of New England were on strike young women bore banners which read, "We want bread and roses too." An American Manufacturer visiting Russia, said, "Your factories are turning out immense numbers of tractors. Soon the market will be glutted, then there will be no sales and widespread unemployment." The reply came quickly, "Then we shall make pianos." Anamalayanpatti is a village at the foot of the mountains. Very early almost every morning 20 or 30 girls from 12 to 25 years of age climb high up the mountain, cut firewood, carry the heavy loads mile after mile to the city bazaar, sell them for three or four annas each, buy rice and return to their village about dark. After night food, though tired, they do not waste their time but go to one of the few night schools for girls in Madura District. There they read and pray but mostly sing. A few Sundays ago they walked ten miles to the Pastorate Harvest Festival to bring their offerings and share their songs with hundreds of others. As they sang we could see the cruel loads of firewood on their heads but loads of joy in their hearts. Bread and Roses, Tractors and Pianos, Rice and Songs, Life and Life more abundant the village school must bring to enrich all the hours of its pupils.

X. *The Good Citizen relates himself in love to God and Fellowman.* Without this motive, this great driving power, his efforts are mere sounding brass and tinkling cymbal. With it his efforts are bound to be fruitful. And the nascent citizen in the village school, however else he may be trained, will need to grow in knowledge of God and his out-reaching Love. The Love of God may come to our village children first through the love of mother, father, teacher, friend. But guided by a faithful hand God's love will grow within the heart of our lad until it overflows to the classmates, the community and all mankind. Centred in such all-embracing love our boy-citizen will lead the forces that will transform all men into Good Citizens of India and of the Kingdom of God.

OCCUPATIONAL TRAINING¹

BY

MR. F. S. CHELLASWAMY.

Educational reformers of our land have rightly felt that present-day secondary education is rather rigid and that it fits students practically only to struggle in a college. They fully realize that the system of education is, to a large extent, responsible for the increasing unemployment of the educated young men. It is estimated that at the present day over one and a half millions of educated young men are facing the acute problem of unemployment. If we remember the fact that the entire literate population of our land is but a very small fraction of the total population, we would certainly realize how alarming is the extent of the unemployment of the educated young men of our land. To a large number of students in high schools and colleges the passing of examinations is the only goal. As they are not practically taught the dignity of manual labour, they do not feel that the profession of a photographer or a tailor is as honourable as that of a lawyer or a doctor. If we help our students to learn the value of productive labour, surely government and other jobs will not have as much glamour for them as at present. They will not think, as they do to a very large extent at present, that if they fail in their public examination there is nothing for them to do in their later life and that they are not wanted by the world at large. They should fully understand that in all countries, including our own, there were and are business magnates and pioneers of industries who have not had the benefit of higher education. Nothing should be beneath the dignity of a University graduate as he starts at the bottom in a workshop and undergoes a long period of apprenticeship to earn a bright future.

Efforts are being made in various parts of our country to-day to introduce industrial education into educational institutions. The Mysore Government has rightly felt that schools should train not only those who are to be engaged in intellectual pursuits after school-life, but also the larger body of workers in trade, industries, commerce and other similar professions. Steps are being taken in Mysore State to re-organise the educational system along these lines. A committee has already been

1. Presented to the 1936 Conference of Teachers in the South Tamil Regional Committee area.

appointed by the Government under the Chairmanship of the Director of Public Instruction for this purpose. We all know that in America occupational instruction is securing increasing importance in the school curriculum of most high schools. Even in our own country the B. S. School, Belgaum, has started experiments along these lines. The Director of Public Instruction, Madras, has stated recently that the Madras Government hopes in the next few years to make radical changes from the elementary grade to the University course with a view to provide more vocational training.

I have tried to outline briefly the trend in the system of modern education. Next I wish to point out that the Pasumalai institutions are trying to advance in regard to this particular share of educational reorganization. As early as 1906 courses in manual training and agriculture were introduced into the regular school curriculum. In recent years bee-keeping, poultry, dairy, Indian music, etc., have also been added. Further, the Pasumalai Teachers' Association has formulated a practical scheme of occupational instruction as an extra curricular activity. The chief object of the scheme is to train every Pasumalai student in the joy and privilege of productive work. This scheme hopes to provide training in one industry or another to nearly 250 students of Pasumalai high and training schools.

Though in manual training and agriculture we provide instruction in various kinds of handicrafts, it is taught only as a part of our school curriculum and it is compulsory for every pupil who studies in our schools to attend those classes as they do classes in other subjects, irrespective of their taste or bent of mind. But the occupational training which is newly introduced has a distinctive purpose in it. That is to allow the pupil to freely choose his own occupation according to his taste, ability and environment, and also to prepare him for the job he is going to take up after his school course, for the foundation is already being laid for his life work even while in school. This solves to some extent the pupil's dilemma of what he should do after he finishes his studies. He is sure of taking up a job in which he has already had training while in school. No doubt, it helps to solve the problem of unemployment, so great a difficulty of our country.

At the beginning of this year a number of occupational squads were started, each squad being assisted by one or more teachers. The following are some of the occupational squads :

Carpentry, book-binding, tailoring, basket-making, masonry, leather-work, landscape gardening, agriculture, horticulture, etc.

During the recent quarter the radio squad and the photographic squad have been added. The soap-making squad will be started soon after the Christmas holidays. Each squad works for three days in a week, two hours a day. The working hours are from 4-30 p.m. to 6-30 p.m. Thus each squad devotes six hours every week to occupational training.

The following is an account of the strength of each squad and the nature of the work turned out thus far :

NAME OF THE SQUAD	STRENGTH	WORK DONE
1. Carpentry	.. 15	Canvas chairs, tables, folding stools, book-shelves, repairs, etc.
2. Agriculture	.. 22	Preparation of beds and nurseries for growing tomatoes, sweet corn, Bombay onions and paddy.
3. Tailoring	.. 12	Stitching handkerchiefs, pillow covers, shorts, shirts, etc.
4. Book-binding	.. 20	Making letter pads, letter files, writing pads and albums, etc.
5. Landscape gardening	20	Working to convert the extensive plot in front of the New High School building into a park.
6. Horticulture	.. 32	Preparing seed beds, transplanting, weeding, irrigation, etc.
7. Leather work	.. 12	Belts, money-purses, etc.

Here I wish to mention a few difficulties we are facing in the working of this scheme. In these days of financial stress, the management finds it hard to spare funds for the working of all the squads. However, we are trying to strengthen them one by one, thus gradually solving the financial problem. Another difficulty is in securing experts to lead such squads as those doing radio work, masonry and soap-making.

Some boys who have special training in some of these occupations are prevented from advancing to higher education owing to their poverty. In such cases these boys can render their services to the school by teaching their occupations to other students and thus earn their fees. This is one way of solving our financial problem in bringing the new scheme into operation. We have at present three such qualified students to help the school. We are trying to secure similar students who are occupationally trained to help us carry out this scheme without much cost to the management.

Most of our high school boys are coming from rural areas and they will go back to their own villages after their school career. The common occupations they will find in those parts are agriculture and horticulture, so these should be encouraged. The management deemed it highly desirable to give special training in these two occupations. But to the surprise of the management the village boys showed lack of interest and enthusiasm in the matter at the beginning, as they found very little novelty in this kind of work. This is because they come from a community of farmers.

In connection with the working of the occupational squads, may I be permitted to make mention of the observation made by the Director of Public Instruction, Madras, during his recent visit to Pasumalai. He visited the various squads at work and in the course of his concluding remarks during the school anniversary celebration over which he presided, he stated that he welcomed the system of varied training and vocational work adopted in Pasumalai even without urge from Government. He also requested the authorities of Pasumalai institutions to take fullest advantage of the scheme when Government would bring out changes in the educational system along the lines attempted at Pasumalai, in view of the work done already. He also suggested that attempts might be made to keep in touch with large employers of labour like the Madura Mills and other factories to see what their requirements are and to decide what course or type of training should be given in the schools, so as to prepare for their apprenticeship.

In conclusion, it will not be out of place if I say that the Christian institutions of South India have contributed much to the advancement of the cause of education for both men and women. The self-sacrificing spirit of our missionary sisters and brothers with their money and new type of education cannot but be appreciated and remembered by Indians as a whole. An eminent Government official of the highest rank recently remarked that the responsibility of shaping the policy of education lies chiefly in the hands of the Indian Christian workers, as they have been doing pioneering work in this line. So it is our duty as Christian workers here assembled, to take the lead in determining the right type of education that will fit our boys and girls for life and that will make them physically, mentally and spiritually fit for His Kingdom on earth. 'The old order changeth yielding place to new.' We should be open-minded when new things are placed before us. I assure you that the kind of education we propose to give to our boys and girls is going to help solve the economic distress of our country. Is this not a piece of noble Christian service that we can render to our Motherland? We shall clothe the naked and feed the hungry, as our Master Jesus has commanded us to do.

SCOUTING IN INDIA

BY

DEWAN BAHADUR K. S. RAMASWAMI SASTRIGAL

I. YOUTH: FORWARD HO!

The planning of life is all-important. What should I do with my life is the question which faces every man. The noble ideal is not making money and enjoying yourself but seeking wealth and fame and power so as to enable us to love and serve our fellowmen. Each must be more keen on putting something into life than on getting something out of it. The motto should be Give rather than Take. Great nations are made only by individuals who are capable of service and self-sacrifice. No one should be so engrossed in the thought of his career that he becomes forgetfulness of the destiny of his nation.

Youth wants success in life and it is but right that it should desire success. But what is success in life? Is it wealth or fame or power? No. They are but means and not ends. The true end and aim of life is Happiness. Happiness is not for pleasure. Pleasure is but a titillation of the senses. But happiness is of the soul. It comes only when we have peace and love and renunciation. Its deadly enemies are worry and greed and lust and hate. It will come only when we do hard and honest work and live a life of plain living and high thinking. Happiness never lessens by sharing it with others. R. Blatchford says well: "I say that in human sympathy and in human service will man find the most perfect and enduring happiness. And to sympathise with mankind and serve them you must be just and not selfish. All the warfare, all the crime, all the oppression, all that is hideous and hateful and accursed, comes from the unjust deeds of selfish men. All the delights and the blessings of art, of poetry, of literature, of friendship, of peace and of love are contributed by those who serve and love their fellow-creatures—by the sages and the poets and the painters, by the faithful friends, and loving parents and husbands and wives."

Youth must beware of those who would seek to mislead it and exploit it and even ruin it for the sake of their own profit. There are plenty of unctuous rascals who would lead youth into actual gambling or into its equivalents in races etc., or into drink or into the company of bad women. There are rascally money-lenders who are ready to exploit the youth's love of pleasure and to advance a small sum and to take pronotes for large amounts. Unless boys and girls are carefully

brought up and take good care of themselves, these prowling wild beasts will destroy them body and soul.

It is difficult to say why every good game has deteriorated into a form of gambling. Betting has followed like a baleful shadow almost all the forms of sport. The Chief Scout says truly in ROVERING TO SUCCESS: "I know there is satisfaction in winning, whether by luck or by study of form, but personally I hate to see what used to be true sport prostituted into a money-making concern for a few profiteers who do it at the expense of the mass of young fellows. These are cunningly led on to become gamblers while they are made to believe they are great sportsmen. Under this camouflage a very big number gets sucked into ruin. As one who has seen a good lot of this humbug I only want to sound a warning to you. It is then, your lookout if you are fool enough to be taken in. As you get older you can judge better for yourself whether you need that form of distraction when so many other good things are open to you".

Quite as dangerous as gambling is wine. The Chief Scout says: "Once has got the drink habit, or what is worse, the drug habit, his chance of happiness in this world is done for; with wrecked health and lessened capacity for work, he gives in to other temptations as they come to his weakened character, and he descends to meanness and crime since he no longer has any hold over himself. He sinks lower into a sodden existence as a waster and outcaste, till death comes and puts him out." Fortunately in India both Hinduism and Islam are dead against indulgence in crime. The upper classes have been teetotallers till recent years. The Indian Youth thus start without the millstone of the drinking habit round the neck.

A young man should set his face against other self-indulgences as well. He should not smoke. If a boy smokes his heart becomes weak. The Chief Scout says well: "No boy begins to smoke because he likes it; he hates it at first but he does it out of swank, in order to work manly as he thinks, whereas really he only looks a little ass." Another well-wisher says: "More than half the present-day discontent, laziness and unmanliness on the part of our young workers is caused by excessive smoking, especially of cigarettes. This is what the country is suffering from at the present time, and causes nearly all the unemployment among the young workers".

Every young man must have reverence for women. The novels which he reads and the cinemas and dramas which he sees are sure to make him regard girls with passion's eyes. His best guard is his spirit of Brahmacharya or continence. Every youngman should regard and

treat his manhood as a sacred trust. Women are like flowers. If a young man plucks a flower from the stem where it grew in beauty and perfume and smells it and throws it off he is a cad. His manliness is given to him to reproduce the race and bring up noble children for the greater happiness of man and the greater glory of God. No young man should tell or hear smutty stories or look at lewd pictures. The best remedy for temptation is work. The Chief Scout says: "If you carry out Rovering, you will find lots to do in the way of hiking and enjoyment of the out-of-door and manly activities. To get rid of the bad you must put in something good in its place". If a young man goes wrong in matters of sex he is likely to contract venereal disease and become a wreck and what is worse a source of infection.

There is therefore the utmost need for reverence for womanhood. That is the teaching of all religions. The Hindu religion asks us to regard every woman as a ray from the glory of the Divine Mother. The Western idea of chivalry as a vital aspect of Knight-errantry is a very noble and valuable idea. The Knights were bound by oath to protect women and children. It is this very idea that is implied in the much abused Hindu idea of feminine dependence. We are all likely to be chivalrous in respect of fair and youthful and lovely maidens. But the objective of chivalry applies to young girls and old women as well. The Chief Scout says: "A man without chivalry is no man Chivalry like other points of character, must be developed by thought and practice, but when gained it puts a man on a new footing and a higher one with himself and with the world. To be chivalrous he must put a woman on a pedestal, and see all that is best in her, he must also have sympathy for the weaker folk, the aged and the crippled; and he must give protection to the little ones".

Every young man should not merely refrain from yielding to temptations but should keep healthy and strong. He must have thorough clearliness. He must have plenty of fresh air and learn the art of rhythmic breathing and control and retention of breath. This is called *Pra-nayama* in India. He must carefully attend to his teeth and clean them well and gargle repeatedly after meals. He must take ample exercise and feel quite fit and sound and happy. Nothing is so joyful or health-giving as a weak-end Like. The Chief Scout says: "I know nothing more enjoyable or more cheering and health-giving than a good old tramp every week-end. A knapsack on your back makes you absolutely free and independent. You load it with only the essential things and no luxuries. It is not merely every pound but every ounce of weight that tells on a long march." He refers to the Norwegian rucksack to carry our clothing and a light little tent. The old Indian knapsack is quite as good.

Education in ancient India meant getting up an hour and a half before dawn and relieving nature and cleaning the teeth and bath in cold water and worship of the sun at the time of sunrise. These acts were regarded as a necessary preliminary to education and became a necessary preliminary to the daily life after dawn all through life. Ruskin says: "Sunrise should mean for us, as for the Greeks, daily restoration to the sense of passionate gladness and of perfect life, the thrilling of new strength through every nerves, the shedding over us of a better peace than the peace of night in the power of dawn." Does sunrise mean all this to us to-day? Not at all. We hardly ever see the sunrise. We are in bed at that holy time. But it was quite otherwise in ancient India.

It is the duty and the privilege and the happiness of youth to choose and stick to a suitable profession. No man should be a drag on others. After he enters a profession he should cultivate habits of thrift. He should remember the wise and true proverb: "Take care of the pence and the pounds will take care of themselves." Even if he could afford to spend away all what he earns, he ought not to do so. As the chief scout says well: "You can't afford to spend money on your own luxuries while there are people around you wanting the necessities of life." Thrift is quite different from sordid meanness and miserliness.

It is also necessary for a young man to cultivate a hobby or hobbies early in life. Gardening is a very attractive and health giving hobby. In towns and cities we can take to music, painting, sculpture and poetry and drama. In fact there are thousands of hobbies to choose from. Some of them will even bring money but all are sure to bring pleasure. They have other uses as well. The Chief Scout says: "A man with hobbies never has time to waste, time never hangs heavy on his hands, and he is not easily dragged away to other attractions that are boasted in the press. Hobbies are a safeguard to him. Hobbies and handcraft lead to skill, for a man who puts his whole thought and spare energy into making things cannot help developing a considerable amount of perfection in his work; and where the mind is applied to the hand, imagination and resource step in, and from hobby work a man often goes on to be an inventor."

There are other lessons also for the youngman. He should not indulge in over-work or over-eating or over-sleeping. All this will drain away his energy. He should never swear or use vile or abusive language. He should have self-control as well as self-respect. He must be truthful as well as courteous. He should be loyal as well as independent. He must think for himself and must not be led away by plausible talkers. He must acquire the power of judging things well after weighing the

pros and cons of a question. He must never allow himself to be drawn into revolutions but should choose the path of evolution and peaceful progress. He must combine individual freedom and passion for social good. He must at the same time have the saving grace of honour. Otherwise he would become a prig and a snob. He must avoid flippancy and cynicism and conceit. He must be kind and courteous to all. More than anything else he should have deep love of his motherland and a passion for serving the public, in all possible ways and have at the same time a sincere love of humanity as a whole. It is because of such cultivation of an international outlook that Scouting has been well called as a Junior League of Nations.

This is not all. The young man must have a deep reverence for God and a passionate devotion towards God. Just as we need air for the life of the body so we need prayer for the life of the spirit. Let no one quarrel in the name of the various religions of the world. All of them describe God as Love and say that we can attain Him only by Love. How then can quarrel or abuse or hate be in place if God is Love and if we can reach Him only by love and devotion. We cannot love God if we hate his children. Nor will He love us if we hate his children. We must love Nature as well if we wish to love God. The Koran says well; "Seest thou not that all in the heavens and all on the earth serveth God; the sun, the moon, the stars and the mountains and the trees and the beasts and many men." The Bible says: "Consider the lilies of the field. They toil not, neither do they spin; yet even Solomon in all his glory was not arranged like one of these." The Gita says: "Know that the radiance which residing in the Sun illuminates the world and which resides in the moon and the fire is my glory. I enter the earth and support all living beings in my power. I having become the moon which is the sould of the elixir of life bring medicinal herbs to life. I enter the bodies of living beings as the principle of life and render assimilable the taken food. I am seated in the hearts of all."

(To be continued)

SAFE USE OF STOVES AND LAMPS

BY

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The principal means employed in this country for cooking and heating are firewood, charcoal segrees and Primus Stoves. Gas and Electricity are in use in the larger towns. Electricity is rapidly finding its way into even the smaller villages and, in view of its special importance, a special article will be devoted to the proper use of this most convenient source of heat and light.

For lighting purposes candles, hurricane lamps, oil lamps and Petromax Lamps and electric light are generally used.

The use of each of these methods has its dangers. They are all dependent upon efficient performance.

CANDLES

1. Use a candlestick that will not overturn easily, and in which the candle fits snugly.
2. Never stick candles in bottles or on boards.
3. Keep candles out of drafts and away from curtains or other things that catch fire easily.
4. Do not carry a lighted candle into a clothes closet.

LAMPS AND LANTERNS

1. Keep all parts of lamps and lanterns clean. This includes burners which should be boiled in a solution of soda or strong soap suds occasionally.
2. Keep petrol lamps and special process kerosene lamps in good working order.
3. Fill lamps and lanterns only in daylight, and see that cap and burner are tightly screwed in place.
4. Use lamps and lanterns with good bases so they will not tip over easily, and set them where they are not likely to get knocked over.
5. Do not set a lamp near curtains or other things that catch fire easily.

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6. Do not leave a burning lamp unwatched for a long period, and do not leave the house without putting out all lamps.

7. A flashlight or battery lantern is safer for use on a farm than a kerosene lantern.

8. In reading or working by lamps see that you avoid shadows and glare so as not to strain your eyes.

OIL PRESSURE STOVES AND LAMPS

The Primus Stove, Petromax lamp and the blow lamp used by mechanics, are based on the same principle, viz., paraffin or petrol vapour under pressure passes through a fine, heated nozzle. This process converts the paraffin or petrol into a very fine spray of gas which then burns, giving either heat or light according to the design of the burner.

The dangers arising from the use of these appliances are due to imperfect handling, improper maintenance and proximity of clothes and hangings to the lamp or stove. In view of the large number of accidents which take place, it is advisable to devote some consideration to them.

The handling of these stoves should be learnt under the instruction of a competent teacher. The essentials are:—

1. The lamp or stove should be properly cleaned and maintained, i.e., joints tight, the nozzle carefully cleaned with the special needle provided for that purpose; the burner wiped clean. If a pressure gauge is provided this should be kept in working order.

From time to time the lamp or stove should be examined by a competent mechanic and any worn parts replaced.

2. The oil container should be filled to less than 3/4ths full with clean oil, the remaining space is needed for the air that has to be pumped into it, to create the pressure that is necessary to force the air through the nozzle.

3. The air valve should be opened.

4. The stove or lamp should be placed on a strong table or cement covered platform at least 3 feet high (away from any draft or hangings).

Under no circumstances should a stove or lamp be placed on the floor, for the greater height of the body in relation to the stove or lamp places the flimsy clothing, ordinarily worn, in such a position that it can easily take fire from close contact with the flame.

Under no circumstances should a stove or lamp be placed under a shelf, as, if it is placed in this position, there is a possibility of clothes coming in contact with the flame, when it is necessary to reach for something on the shelf.

5. The burner should be heated by good methylated spirits. A variety that does not soot is essential, for soot is a non-conductor of heat, and its presence on the burner will prevent the nozzle becoming sufficiently heated to vaporise the kerosene. Kerosene should not be used for this purpose.

6. When the nozzle is fully heated, the air valve should be closed and then only should air be pumped in. This should be done gently—not briskly. If the nozzle has been sufficiently heated, the spray of kerosene will become ignited and burn with a reddish yellow flame.

7. In order to maintain the flame or light, the air pressure has to be kept up. This should never exceed 4 to 6 full strokes of the Air Plunger in stoves; in lamps the pointer indicating the pressure should never pass the red line in the gauge.

LIGHTING A FIRE: FIREWOOD AND COAL

Kerosene is sometimes used for lighting fires. This is not a good practice, but is sometimes necessary with wet wood or coal of a low volatile quality which does not ignite readily. The following method may be used: Soak a rag in kerosene, place it within the firewood or coal and then light it.

Never pour kerosene on a lighted fire, it is positively a dangerous practice.

CHOPPING FIREWOOD

In chopping wood for the fire: (1) see that you use an axe having a well fitting head with a sharp cutting edge; (2) in cutting place a block of wood between you and the piece being cut, to act as a safety barrier in case the axe slips.

CHARCOAL SEGREES

Always light and use these on raised platforms 3 feet in height. Always have at least two openings in the room. Open windows or doors whilst using.

GAS STOVES

Gas taps should never be handled by children. See that the gas taps are tight. Keep the stove clean. Keep the kitchen well ventilated.

ELECTRIC STOVES

Never allow children to operate the switches. Never handle them yourself with wet hands. Keep the stove clean. See that the earth wire earthing the frame of the stove is properly maintained and that the connections are secure.

SAFEGUARDS

In addition to the position of the lamp or stove it is necessary to exercise care in the selection of clothing for use during the lighting of stoves and lamps and whilst cooking. Loose or flimsy clothing should be avoided.

Children. Burns are of all too common occurrence among infants. They should be prevented by keeping babies and very young children away from stoves, open fires and gas or electric heaters. Keep them in a crib or in a play pen, at a safe distance from any heater. Never bathe them close to a stove, as tragic accidents have been caused by overturned kettles of hot water. As soon as children are old enough to understand they should be taught not to go near any "burning" thing they see.

Clothing is a very important factor, and flimsy clothing, sarees, etc., are most unsuitable for wear when cooking; heavier sarees or close fitting clothes should be worn during cooking operations.

Fire Guards. Always use a fire guard. Attach it firmly to the wall or grade to prevent any mishap.

The fire or stove should be placed on a steel plate or concrete base. This will prevent the hot ashes, etc., from burning the floor. If the floor is a wooden one, this precaution is of course essential.

The guarding of fires is of special importance when there are children about. In England, if a child under 7 years of age is allowed to be in a room with an open fire grate insufficiently protected against risk of burning or scalding, the parents are liable to be convicted for cruelty.

An efficient guard for enclosing the flames of a Primus stove and which has the approval of The Safety First Association can be obtained from Mr. Fakirji K. Badshaw, 613, Dinshaw Building, Parsi Colony, Dadar, Bombay. This guard will prevent damage occurring from clothing, etc., coming into contact with the flames.

Removing a Cooking Vessel from a Fire. Never remove any cooking vessel from a fire with the aid of the saree; this is a most prolific cause of burns. Have at hand a piece of heavy damp cloth and use it for this purpose. Handles fitted to the cooking vessels are even better.

Airing and Drying Clothes. Use care, when placing clothes to dry or air, to see that the fire is far enough away to prevent the clothes from burning. Place the clothes on something secure—the clothes horse or sigaree basket is the proper appliance.

Inflammable materials such as Flannelette or Winceyette, Celluloid, etc., should never be placed near a fire. They burn very quickly.

Hot Liquids. Scalds are common among children and are due to:—

1. Interfering with the kettle or pots of food that are being cooked.
2. Walking by stoves or sigarees and knocking the contents over by coming into contact with the handles. Always turn saucepan handles and kettle spouts inwards.
3. Pulling vessels containing hot liquids, *e.g.*, tea pot, cup of tea, shaving mug. This is frequently done by a child pulling the edge of a table cloth.

GASES

When fuel burns carbon-dioxide in varying quantities, according to the efficiency of the combustion, is formed. This is a harmless gas, but in situations where there is an insufficient supply of air, the dangerous carbon-monoxide is formed. Such situations are: A sigaree burning in a closed-up room; a motor car engine running in a closed garage; the burning of lime and bricks; water heaters (gas, oil or coal) burning in a closed room. The cause of formation is generally speaking due to insufficiency of air, and the faulty adjustments of burners. The remedy is therefore simple: Adjust the burners, and always have two openings in a room, one for the exit of air and one for entrance; this will allow of the air to circulate.

If a bath room has no windows and its door has to be closed at the time of taking a bath, care should be taken to see that the boiler, in which the water for the bath is heated, is *NOT* still-burning. Neglect of this precaution has caused many deaths from carbon monoxide poisoning.

CARBON MONOXIDE POISONING

This gas is poisonous if breathed. It has little or no smell.

Symptoms. The first symptoms are giddiness, weakness in the legs and palpitation of the heart.

If any one feels these he should at once move into *fresh warm* air when he will quickly recover if slightly affected. He should avoid exposure to cold. Any exertion is harmful.

First Aid. Remove the patient into fresh warm air.

Begin artificial breathing at once, if the patient is insensible, and continue it for at least half an hour, or until natural breathing returns.

Send for the doctor.

HOW TO PUT OUT CLOTHING ON FIRE

1. Since running fans the flames, it is important to make all movements slowly.
2. If possible, wrap yourself in some heavy material such as a carpet, blanket, rug, woollen coat, etc., in order to stifle the flames by reducing the supply of air.
3. If there is nothing to wrap yourself in, drop to the floor and roll over slowly to put out the flames.

Protect your face by resting it in the recess formed by placing your left hand on your right shoulder and your right hand on your left shoulder.

4. As some of the gases produced by fire are highly toxic, it is important not to inhale any of the gases.
5. If there is water at hand, douse yourself with it and roll in the spilled water on the floor.
6. If the clothing of another person takes fire, use similar measures. It may be necessary to trip him or force him to lie down so that you can roll him. Then, if water is available, it can be applied at once.

BURNS

In cases of burns, apply freely a solution of freshly prepared tea, very strong, which has been cooled to body temperature.

Keep the burns uncovered if possible until the doctor comes or until the child or person can be taken to a hospital. If it is absolutely necessary to cover the burns, such as for taking a baby to hospital in cold weather, use linen, if possible, soaked in tea. Never use absorbent cotton (raw cotton) on a burn.

REORGANISATION OF EDUCATION

Proposals of the Government of Madras (No. 277 of 26-6-37).

Introduction.—The Government feel that the time is ripe for a pronouncement on their general policy in regard to the main branches and grades of education. In recent years in all provinces and administrations in India the question of a change of outlook in educational policy and the question of the improvement of the system of education, particularly the system of primary education, have been receiving the most earnest attention. The Government of India have themselves felt that the progress of education has become so fundamentally important that a united effort should be made with the close co-operation of leading educationalists in all provinces to frame a new policy of educational advancement at all stages and particularly to increase the rate of progress in the spread of mass education and of literacy. To this end, in 1935, the Government of India reconstituted the Central Advisory Board of Education which had been held in abeyance for reasons of retrenchment but which the Auxiliary Committee of the Indian Statutory Commission had strongly recommended should be reconstituted. Even before the reconstitution of the Central Advisory Board of Education almost all provinces in India had set up independent enquiries regarding the progress made in the various branches of education and regarding the best policy to be adopted for the improvement of education generally. In addition to these local enquiries, the Auxiliary Committee of the Indian Statutory Commission, though primarily appointed to enquire into the state of education in India in relation to an extension of the franchise, took the opportunity, the first opportunity afforded since the Hunter Committee of 1882, to survey the whole field of education. The report of this Committee published in 1929 formed an important document for the consideration of all Provincial Governments. Amongst its many findings the report of the committee drew prominent attention to the ineffectiveness of a large portion of the total expenditure on education, particularly in the sphere of mass education. Since then nearly all the provinces and administrations in India have been attempting to formulate a policy for mass education which will result in the more rapid production of literates and in the reduction of wasteful expenditure and wastage of material. The Auxiliary Committee of the Indian Statutory Commission also drew prominent attention to two other disquieting features of the state of education in India. They were the large numbers of unfit candidates which were finding their way into the colleges and higher educational institutions and the lack of flexibility in the system of secondary education. The latter feature, in the opinion of the Committee, was largely responsible for the absence of a diversion of pupils from purely arts courses into vocational courses and for the difficult and uneconomic position created by the existence of so large a number of educated unemployed. In the last few years much attention and much discussion has been focussed on these disquieting features and in this province Government have set up special committees and have ordered special enquiries to be undertaken. As a result, Government have considered a number of special reports including the report of the Committee on the reorganization of Secondary Education, the report on the progress of Elementary Education, the report of the Committee on the reorganization of higher elementary education, the report on the financing of Secondary Education, the report

of the Unemployment Committee, the report of the Physical Education Committee, the Muslim Education Committee's report, the report on the development of Women's Education, the Champion Report and the report on Agricultural bias in Middle Schools. Quite recently also the Education Committee of the Provincial Economic Council submitted an important report on mass education. Although Government have taken from time to time what appeared to be the most suitable action on these enquiries and reports, no general statement of the policy of Government in regard to the many problems facing educationalists in the Presidency of Madras has hitherto been issued. The Government, therefore, feel that the time has now come to publish for public information, and for constructive criticism and suggestion, a clear statement of the present position in each branch of education and of the objectives which Government believe should be aimed at in each branch and an enumeration of the manner in which Government hope over a period of time to reach those objectives. It is not their intention that the proposals made in this resolution should be regarded as unalterable. In the light of changing conditions or in the light of helpful and responsible criticism changes may have to be made. It is, however, the intention of Government that they should form the basis not merely for discussion but for an attempt both to see more clearly the direction in which the various grades of education are progressing and for the formulation of a sound policy to obtain more satisfactory results and to eliminate waste of money and of material. The Government fully realize that the Government and the Education department cannot alone hope to bring about either the far-reaching changes suggested in this resolution or the rapid improvement which they hope will occur as the result of these changes without the co-operation of university authorities, local boards, large educational organizations, private managements, etc. The Government sincerely hope, however, that the resolution which reviews the position of education in this province will be helpful in giving a definite lead to all those who are working in the field of education and to all those who may be feeling that the present rate of progress and even the present structure of the educational system are not as satisfactory as they might be.

Mass education.—The primary object of the State in providing a system of elementary education is to ensure that the masses of the country are gradually made permanently literate. A limited number of children are made permanently literate in secondary schools, special schools at home or by institutions not recognized by or provided by the State; but the elementary school system, approved and controlled by the State, is the main channel through which it can be expected that in course of time the whole population will be made literate. Looking back over a period of thirty years in this province it will be seen that there have been very considerable developments in the field of elementary education. There has been a large increase in total expenditure, a large increase in the total number of students enrolled and a large increase in the number of schools provided. In 1905-06 the total enrolment in the first five standards of elementary schools for both boys and girls was 711,674, in 1934-35 the total enrolment was 2,715,005; in 1905-06 the total expenditure from all sources on elementary schools was Rs. 28.50 lakhs; the corresponding figure for 1934-35 was Rs. 235.41 lakhs. In 1905-06 the total number of elementary schools for boys and girls was 21,399; in 1934-35 the figure was 49,123. In addition to these large statistical increases Government have passed legislation for the introduction of compulsion and have introduced compulsion in a number of

areas, particularly municipal areas. Government have also by legislation insisted on the raising of an educational cess to be used, with its equivalent Government contribution, by local boards, for the furtherance of elementary education. Government have in addition considerably increased the provision for the training of teachers and the percentage of untrained teachers working in elementary schools has fallen from 73.91 in 1905-06 to 30.33 in 1934-35. Viewed from these aspects it would appear as if progress had been satisfactory. A careful analysis of the existing position, particularly of the relationship between the strength of elementary school standards and the increase in literacy of the population, reveals however the fact that, while it is satisfactory that there has been a very large increase in the enrolment of elementary schools, the large increases have not resulted in anything like a proportionate increase in the duration of school life and consequently in the production of permanent literates. The figures for literacy for the last three censuses show that the rate of increase in the percentage of the literates of the population is moving extremely slowly. The increase in the percentage of male literates only increased by 1.4 per cent in the decade 1911-21 and only increased by 0.9 per cent in the decade 1921-31. The increases in the percentages of female literates were only 0.8 for the decade 1911-21 and only 0.5 for the decade 1921-31. It will be seen that actually the rate of increase has fallen between 1921 and 1931. It seems obvious that in spite of all that has been accomplished in the field of mass education there is little relationship between increased total enrolment and the production of literates from the elementary school system. While there has been an increase of over two million pupils in total enrolment in the first five standards during the last thirty years, the increases in the percentage of literates to the total population have only been fractional. Since the 1911 census the increase in the total number of male literates has only been 900,000 and the increase in the female literates only 329,000. It is not difficult to explain the causes for these facts. The main difficulty which has always faced the Education department is the difficulty of retaining children in school long enough to make them permanently literate and the large increases in expenditure, total number of pupils and total number of schools have not succeeded in increasing the duration of school life. In fact, viewed in terms of percentages, the huge increase in enrolment, particularly in the I standard, has resulted in a decrease in the percentage of the number of pupils in the V standard to the number in the I standard. While it is satisfactory that the total number of pupils reading in the V standard, for example, has risen from 45,522 to 118,477, it is equally disquieting that these figures should form a smaller percentage of the total enrolment in the I standard than was the case thirty years ago. Similarly, the percentage of pupils admitted into the I standard in 1905-06 who reappeared in the V standard in 1909-10 is considerably higher than the percentage of pupils admitted into the I standard in 1930-31 who reappeared five years later in standard V. In technical language "wastage" and "stagnation" have not only continued but increased and Government have seriously to consider what steps should now be taken to prevent what, from a financial point of view, is in reality an ineffective expenditure of very large sums of public money. It may be safely stated, as was indicated in the Report of the Auxiliary Committee of the Indian Statutory Commission, that with rare exceptions money spent on the education of children who do not proceed beyond the III standard is almost totally wasted and from the figures given it is not difficult to calculate what large sums of money have been spent almost without any return to the State. Actual figures for the five years 1930-31 to 1934-35 show that out of 1,369,833 pupils enrolled in the

I standard in 1930-31 only 303,931 survived to the IV standard in 1933-34 and only 118,477 survived to the V standard in 1934-35. The wastage between standards I and II still remains enormous. Out of 1,369,833 pupils enrolled in the I standard in 1930-31 only 527,414 were found in standard II in the following year, there being a drop of 850,000 pupils between I and II standards in one year.

Apart from the reluctance of certain classes of parents to keep their children in school and the economic necessity for many children, particularly of the poorer classes, to be occupied in domestic, agricultural and industrial work, the Government believe that the main reason for the abnormal wastage in elementary schools lies in the schools themselves. Large numbers of schools do not by their structure provide for a complete primary course and many such schools have remained incomplete and ineffective for a long period of time. In addition, there are many schools which, by reason of their uneconomic strength, their incompleteness and the adequacy of the other school provision in the local area, do not deserve to continue in existence. Further, a very large proportion of the total number of schools are single-teacher schools in which obviously one teacher engaging several standards and sections of standards cannot, unassisted and inadequately supervised, be expected to give proper education and adequate instruction to the pupils in his charge. This applies particularly in the case of the large number of very young children in the lowest standards amongst whom there is the greatest tendency to wastage and stagnation and for whom a whole-time well-equipped teacher, preferably a well-trained woman teacher, is an absolute necessity. Large numbers of under-aged pupils attend the I standard occupying much needed school places and using the school practically as a crèche. This greatly handicaps the work of the I standard and Government have decided to exclude all boys of under 5½ and all girls of under 5 from school, except in the case of kindergarten, nursery or model schools. Although in recent years Government have made serious endeavours to procure more trained and more highly qualified teachers, many schools, particularly aided schools, still employ unqualified and untrained teachers. The limited capacity of these teachers makes it impossible for them to ensure that the pupils in their charge move rapidly up the elementary school course and emerge as permanent literates. The existence of so many incomplete, under-staffed and improperly equipped schools has resulted not only in high wastage but in stagnation as the result of which pupils even when they are successfully retained in school remain in the lowest standards for a number of years and never secure any education of real value. The incomplete structure of lower elementary schools is revealed in the following figures. Out of a total of 42,574 lower elementary schools, only 7,159 are complete schools with 5 standards, 27,142 have only 4 standards, 6,147 have only 3 standards, 1,757 have only 2 standards and 369 have only 1 standard. Had these schools adequate staffs, even though they were incomplete in structure better education and less wastage might have been obtained, but out of the total number of lower elementary schools as many as 18,639 schools have only one teacher. Of this total 284 are 5 standard schools, 12,714 are 4 standard schools, 4,046 are 3 standard schools and 1,295 are 2 standard schools. The inability of a single teacher to handle these schools satisfactorily is further emphasized when it is remembered that many of the standards in these schools are divided into more than one section. In addition to the impossibility of a single teacher satisfactorily handling a number of classes in complete and incomplete schools, the staff of the remaining schools is in many cases insufficient, as many as 1,891 schools with 5

standards having only two teachers and as many as 9,537 schools with 4 standards having only two teachers. The inefficiency of many uneconomic schools is illustrated by the fact that of the total number of lower elementary schools as many as 11,819 are working with less than thirty pupils on the rolls and a much smaller number than that in actual attendance. The following figures reveal the extent to which there is still need for improving the quality of the staff in elementary schools. There are in boys' and girls' elementary schools at present as many as 33,630 untrained teachers of which as many as 13,822 are untrained teachers of which as many as 13,822 are untrained teachers of the lower elementary grade. Although Government have initiated the policy of eliminating the lower elementary teacher altogether, there are still, in boys' and girls' elementary schools, as many as 32,095 trained teachers of the lower elementary grade.

Taking all things into consideration, Government feel strongly that the most urgent need in mass education at the moment is to eliminate ineffective and inefficient schools and to build up in their places a system of complete, economically well-filled, well-staffed, five standard primary schools; schools which in effect, by their structure and equipment, should give manifest assurances of adding to the literacy of the population. To this end Government have recently taken steps to see that in future and after a due warning grant-in-aid and subsidies are given only for the maintenance of (1) complete and properly staffed schools, (2) feeder schools capable of proving that they are regularly passing on their pupils to the higher standards of complete schools, and (3) single-teacher or two-teacher schools in isolated areas where the children of school-age are few in number and where plural class teaching must necessarily be adopted. Government have also taken steps to prohibit as early as possible the employment of inadequately qualified and untrained teachers. Government, however, recognize that even a qualified and trained teacher cannot obtain the best results if his conditions of service are unsatisfactory, his pay inadequate and irregular and his status insufficiently recognized. They have, therefore, undertaken an enquiry into the conditions of service of teachers in elementary schools and have recently devised means for gradually securing suitable improvements in the conditions of service of the elementary school teacher.

Government further consider that one of the causes of unsatisfactory progress is the unsuitability of the curriculum in elementary schools and the absence in many cases of proper methods of teaching. The scheme of studies for elementary schools is not sufficiently related to the life and surroundings of both parents and pupils. This is particularly so in the case of rural elementary schools. If the village school is to be of real value to the village children and to the surrounding rural life generally the teaching imparted in the school must be directly related to the realities of life in its environment. The stereotyped methods now generally employed by schoolmasters, many of whom do not belong to rural areas, tend to make study in the school something foreign and extraneous and therefore something difficult and uninteresting to the majority of the pupils. The teaching of nature study, for example, from a text-book without its being in any way related to the actual life in and around the school is of no practical value. There is little or no training in the powers of observation, hardly any practical work, and no interest is taken in gardening. The teacher usually tends to divorce the pupil from village life and hereditary occupations rather than help to train up better villagers. The unsuitability of the present curriculum is also evinced by the fact that the most

important subjects such as hygiene, civics and practical instruction are now only optional subjects. The reorganization of the courses of study in elementary schools naturally necessitates a reorganization of the work done in the training schools. What is especially required is that educated villagers should be trained in rural bias so as to make the imparting of knowledge a living thing in relation to every day happenings in village life. In this connexion Government believe that it is probable that the project method of teaching in elementary schools is the best suited, particularly for rural schools. In order to frame a curriculum more suitable for elementary schools, Government have recently set up a special committee competent to draft detailed syllabuses for each standard of elementary schools. Formal and uninspiring teaching from text-books has been partly caused by the use of an excessive number of text-books and Government have recently passed orders largely reducing the number of text-books permitted to be used in elementary schools. In order to ensure a greater correlation between the training course in training schools and the work, particularly of the village teacher, Government have also ordered that the courses in training schools should be fundamentally revised.

Government further consider that one of the reasons why the village teacher is unable to adopt suitable methods of teaching and also unable to make the village school function as the centre point of rural reconstruction work, is that the teacher, trained long ago probably in antiquated methods, does not receive any further instruction in up-to-date methods throughout his service. They therefore propose at an early date to institute a widespread system of refresher courses in training for elementary school teachers.

As already indicated, there are large numbers of elementary schools whose working is unsatisfactory and in consequence of which much of the money spent upon them can only be regarded as waste. There is a wide difference between the reported number on the rolls of many schools and the reported number in daily attendance. If this is so as shown in the actual reports from the schools themselves, there is unfortunately every reason to believe that the actual difference in daily practice is much larger than what is reported. There is also every reason to believe that many of the schools work very irregularly. Owing to inadequate supervision, schools, particularly those in rural areas, have little fear of a surprise visit or other visits on more than one or two days in the year. This must necessarily result in the schools, if they are not under well-organized managements, being irregular in their working and some cases actually bogus in their existence. Government have recognized the need, therefore, for a strong inspectorate. In order to strengthen the inspectorate during times of rapid development, Government adopted the policy of having a District Educational Officer for every district of the Presidency. Government also appointed a number of Junior Deputy Inspectors and recently agreed to the appointment of a Special Deputy Director for Elementary Education. Government have, however, found in practice that even the adoption of these measures has not been sufficient to ensure adequate supervision, more frequent visits to schools and the prevention of waste of public funds. District Educational Officers, Deputy Inspectors of Schools and Junior Deputy Inspectors, Inspectresses of Girls' Schools and Sub-Assistant Inspectresses are concerned with the routine work of and the inspection of over 50,000 institutions in this Presidency and the Special Deputy Director for Elementary Education is concerned with the administration and control of the whole mass education in all its

ther attach considerable importance to another aspect of the application of compulsion. An examination of the age-group figures by standards in elementary schools has revealed the fact that the present age distribution between standard and standard is extremely unsatisfactory, that is to say, that very large numbers of over-aged children are reading in standards the school places of which should normally be occupied by children of lesser age. In a perfect distribution of children of school-age between the standards, children aged between 6 and 7, for example, would be in standard I, children of 7 to 8 in standard II, children of 8 to 9 in standard III, children of 9 to 10 in standard IV, and children of 10 to 11 in standard V. The actual figures for the pupils at present reading in the five standards of elementary schools show that there are over 600,000 pupils aged other than 6 to 7 in standard I, over 300,000 pupils aged other than 7 to 8 in standard II, over 250,000 pupils aged other than 8 to 9 in standard III, over 200,000 pupils aged other than 9 to 10 in standard IV and over 75,000 pupils aged other than 10 to 11 in standard V. The application of compulsion to children so distributed would mean that large numbers of pupils would cease to come under compulsion after reading only in standard I, that large numbers of pupils now in standard I would cease to come under compulsion after reaching standard II and that similarly large numbers of pupils now reading in standard II would cease to come under compulsion after reaching only standard III. Government believe that a surer way of obtaining immediately beneficial results from compulsion would be to compel only all children of the lowest age group to attend school and to continue in school until they pass out of the school-age limits or reach the V standard and then in successive years apply the same form of compulsion until all children of the right age groups are reading in the five standards of elementary schools. Government consider that if compulsion each year is applied only to pupils who can be made literate within the school-age limits and within a five-year period better results will be obtained than by continuing to compel thousands of children to read in school until they have reached the school-age limit who, owing to the age at which they started and the low standard to which they can possibly reach within the age-limit, have no hope of being made permanently literate. Government have therefore under contemplation a further modification in the light of these facts of the method of compulsion statutorily permitted by the Elementary Education Amending Act of 1934.

Higher Elementary Education.—The system of higher elementary schools set up in this province was originally intended to be a post-primary course with standards VI, VII and VIII, a course more or less complete in itself but making provision for the passage of students in limited numbers into secondary schools. A recent investigation has shown that while the number of students who proceed from higher elementary schools for further study in secondary schools has not largely increased, the schools themselves have in many cases not conformed to the type of school which was in mind when they were set up and this in spite of repeated pronouncements that the schools should be kept distinctive and not gradually become subordinate to the needs of students who desire to pass over into the secondary educational system. The report on the recent investigation shows that large numbers of higher elementary schools are functioning as imitation secondary schools, although their staff and equipment fall far below the requirements of a secondary school. In such schools also the courses of study in many cases are practically the same as the syllabuses and subjects of study in middle schools. Further, many of the existing higher elementary schools functioning as imitations of middle schools are alongside of and in direct rivalry with middle schools. It has also

been shown that in a number of cases schools which were middle schools have been transmuted into higher elementary schools thus coming under rules which require lower standards and which enable in many cases the managements to earn higher grant-in-aid. Government consider the present state of affairs to be unsatisfactory from several points of view. Post-primary elementary schools should have entirely distinctive aims and courses radically different in character from the aims and courses of secondary schools. It is essential, for example, that particularly the schools in rural areas should, like the lower elementary schools, have syllabuses and courses of study which are in keeping with the surrounding area whether agricultural or industrial. Government have, therefore, decided to reorganize the existing higher elementary schools in such a manner as to prohibit them from functioning as imitation middle schools and so as to prevent the existing unnatural rivalry between the higher elementary schools and the secondary schools. In the reorganized schools Government propose to introduce an entirely new curriculum. The proposed changes will stress in particular the desirability of several of the optional subjects under the Elementary Education Act which deal with nature study, hygiene, civics, etc., being transferred to the compulsory group. The new courses now under preparation will include a large amount of pre-vocational instruction and practical work, including gardening work which will be compulsory for all rural schools. The standard of English instruction will be reduced and the standard of vernacular instruction considerably increased. As in the lower elementary schools new methods of instruction including particularly the project method will be experimented with in the lower standards and training in practical work will be insisted upon in the higher standards. The requirements of the re-organized higher elementary schools will necessitate consequential changes in the scheme of work in training schools. These changes will be mainly concerned with the greater importance given to vocational instruction, an improvement in the methods of teaching the vernaculars, instruction in the project method, the revision of the syllabus in nature study so as to make it a more live and applied subject and the provision of suitable gardens for use in practical work in all training schools. In order to make the new course in higher elementary schools complete in itself and in order to give a definite objective for students to complete the course. Government further propose to establish a uniform Elementary School Final Examination at the end of the VIII standard, the examination being conducted for each district or for groups of districts. Government hope that the new courses proposed for higher elementary schools, and in particular the various types of pre-vocational and practical work with which the students will occupy much of their time, will help to make the courses less literary than they are at present and enable a considerable number of students to prepare themselves for various classes of cottage industries and occupations which they may turn to after leaving school. The new courses may in any case enable a student after leaving school to develop a subsidiary occupation if manual labour is to be his main occupation.

District Educational Councils.—Government have recently had under review the working of the District Educational Councils set up by the Madras Elementary Education Act of 1920. In that Act important duties and functions were assigned to District Educational Councils including the grant of recognition to schools, the sanction and disbursement of grants to aided elementary schools and the preparation of schemes for the extension of elementary education. Under the Act District Educational Councils have also to maintain registers of all elementary schools

and the number of elementary school places, to frame estimates for the existing provision for elementary education and of the further provision necessary to place elementary education within the reach of all children of school-age, to maintain registers of all trained and certificated teachers employed in elementary schools, to make proposals for increasing the supply of trained and certificated teachers and to furnish the Director of Public Instruction with a number of annual returns giving accurate statistical information regarding the progress of education in each district. Government have come to the conclusion that with rare exceptions District Educational Councils for varying reasons have been unable to carry out a number of these functions and duties and that the councils have not been altogether successful in the manner of their carrying out the other functions and duties assigned to them. In the matter of granting recognition and disbursing aid many instances have come to the notice of Government of irregularities committed by the District Educational Councils and owing to the difficulty prevailing in persuading the District Educational Councils to follow the legitimate recommendations of the Education Department, Government have already in their Amending Act of 1934 and by rules framed under the Act taken power further to control the actions of the District Educational Councils. Government, however, consider that it is not possible satisfactorily to carry out a uniform, strong and effective policy in regard to the improvement of elementary education for the Presidency as a whole so long as the powers of granting recognition and of awarding aid vest in the District Educational Councils. By the award of grants to undeserving schools, by the award of increased grants to improperly working schools and by the grant of recognition to unsatisfactory or unnecessary schools the District Educational Councils have in many cases ignored the necessity for conserving public funds and have made the carrying out of a wide and sound policy in elementary education extremely difficult or in some cases altogether impossible. Government have, therefore, come to the conclusion that there is no justification for the continuance of the District Educational Councils, as at present constituted. They have in consequence under consideration the reconstitution of District Educational Councils or the substitution in their place of bodies or authorities more fitted to do the important work hitherto assigned to them. Government, however, realize that the reconstitution of the District Educational Councils involving as it does a legislative enactment cannot be undertaken until the Reformed Councils begin to function normally. In the meanwhile, therefore, Government have taken steps, by new rules framed under the Elementary Education Act, to tighten control over the existing District Educational Councils and to lessen the scope for the irregularities in regard to recognition and grant now not infrequently brought to the notice of Government. Government through the District Educational Councils annually distribute a sum of over Rs. 55 lakhs and Government consider that owing to the large waste involved and the ineffectiveness of much of the expenditure it is incumbent upon Government to place greater restrictions on the freedom of action now enjoyed by District Educational Councils. The large sums of Government money distributed by District Educational Councils form, however, only a portion of the large amounts expended by Government on elementary schools and Government are, therefore, simultaneously framing rules which will help to eliminate the waste which is found in the unnecessary maintenance of certain classes of board schools and the irregular working of large numbers of elementary schools under municipal councils and district boards.

Secondary and Higher Education.—The need for a reconstruction of the secondary school system has been recognized all over India and both the Government

of India and the other provinces in India have under consideration large changes in the structure and courses of secondary schools. In this province criticism of the secondary course has mainly taken the form of a strong objection to its domination by university requirements. The Government feel that there is considerable justification for this criticism, since at present there is practically no secondary course complete in itself independent of a preparation for university entrance and leading to vocational training or direct occupation. Government are in general agreement with the recent resolution of the Central Advisory Board of Education in regard to the length of the middle school course and in regard to the need for a bifurcation at the high school stage. Having fully considered the whole position, Government feel that there are three changes of immediate urgency required in the secondary school system.

- (1) The alteration and improvement of the general education course at the middle school stage.
- (2) The provision of a variety of courses at the high school stage.
- (3) A definite restriction of the number of secondary school students preparing for university entrance.

In this connexion Government consider that, as a course of general education preparing both for pre-university classes and for a variety of other post-middle school training, the present middle school course is too short. Government also consider that the present high school course providing as it does little or no alternatives for students who either do not desire to prepare for the university or who are unfitted for higher literary study needs radical alteration. Every education committee of any prominence in recent years in India has recognized the fact that neither the universities in India nor the students attending them are benefited by the increasingly large numbers of students who press their way after repeated failures at the School Final and Intermediate stages into the degree classes. Government have also come to the conclusion that unfortunately the very class of student who is least fitted for higher literary education is the class of student whose parents find the greatest difficulty in financing their children at the university stage. It is economically unsound both for the country and for the individuals concerned that a student whose performance both at school and college proves his lack of capacity to cope with a particular type of higher education and to benefit from it should reduce his family to poverty and should lower his own earning capacity by pressing on through a course for which he is not fitted and which gives him a very slender chance of employment even if he successfully completes the course. Government are aware that any steps taken to restrict admission to higher education will not be popular but they are convinced that the best interests of the country can only be served by facing the problem frankly and if necessary by taking what may be regarded in some quarters as drastic action. Further, Government consider that the waste and tragedy involved in educated unemployment is greater and more distressing at the post-university stage than at any other stage of education. It is well known that large numbers of students who come from families with hereditary earning capacity in what may be termed minor employment become completely unfitted to return to those employments after receiving higher education. Since there is only a limited field for employment of university graduates such students in many cases have lost their potential earning capacity by the time they have passed out of the universities. One of the reasons for the steady upward flow of high school students into the universities is the fact that practically all high schools

in the province prepare for a university matriculation. In the early stages of educational development this was not altogether undesirable since higher education attracted comparatively few students and clerical and professional employment absorbed the products of higher education. To-day, however, the continued existence of a rigid single type of secondary school cannot be justified. In other countries where education has spread rapidly various grades of secondary schools catering to the needs of various classes of pupils with different futures before them have come into existence and Government feel strongly that a similar line of development is now called for in this province. That the universities in India themselves have realized the dangers and difficulties of the present position and the need for reorganization along the lines suggested is made clear by the unanimous resolution of the Universities Conference of 1934 which stated "a practical solution of the problem of unemployment can only be found in a radical readjustment of the present system in schools in such a way that a large number of pupils shall be diverted at the completion of their secondary education either to occupations or to separate vocational institutions. This will enable universities to improve their standard of admission." Taking all things into consideration, Government have come to the conclusion that it is desirable to institute in this province a post-primary four-year middle school course followed on the one hand by a three-year selective pre-university course and on the other hand by bifurcated courses of varying types and length. As a corollary to these proposals Government contemplate the setting up of a public examination at the end of the IV Form. This examination will have a dual function and dual standards. On the results of the examination pupils will be carefully selected for admission into the pre-university classes and pupils will also be selected with a different standard to enter the post-middle school vocational classes. It is thus intended to divert students from progress upwards towards the university considerably before the matriculation stage and to encourage large groups of students to select courses of study not leading to university entrance but preparing for types of employment which do not necessarily require university degrees. The main objection which is likely to be raised against this procedure is the objection that students from backward and poor communities may not find a place in the suggested pre-university classes. In this connexion Government want to make it perfectly clear that no student of whatever community will by reason of poverty alone be prohibited from being selected for pre-university education and Government are anxious that, by a system of scholarships and fee remissions, really clever students from backward and poor communities who show early signs of being able to benefit by higher education should be given the encouragement and opportunity necessary to compete with other students of well-to-do and forward communities. Government, however, consider that there is no justification for encouraging students from poor and backward communities to proceed to the universities when they manifestly do not possess those particular qualities and abilities which are necessary for making the fullest use of higher education. It is fairer to such students and economically sounder to divert them into types of training and types of employment for which they are obviously more fitted.

The setting up of these pre-university classes involves the lengthening of the high school course by one year and Government consider that this can best be achieved by abolishing the existing intermediate classes in the universities, adding the junior intermediate class as the final year of the pre-university high school course and adding the senior intermediate class as the first year of a three-year

degree course. In this connexion Government recommend that the universities should establish their own matriculation examination to select students for university admission at the end of what will become the VII Form of the high school course. Government are aware that much controversy has centred round the question of the removal of intermediate classes from the university course and from the control of the university, but Government have come to the conclusion that the arguments are all in favour of the course which they have suggested. The present junior intermediate course is both from the point of view of the standards attained in it and from the point of view of the average age of the students in it, essentially more a school class than a university class. While the addition of the extra year to the pre-university course is in the opinion of Government by itself essential in their scheme for the reorganization of secondary education, they feel that it is undesirable on other grounds that young and immature students should pass at too early a stage from the comparative discipline of secondary schools to the comparative freedom of university life. The mixing of school boys with older and more mature university students proper is unsatisfactory both from the point of view of university standards and from the point of view of school standards. Government hope that the university authorities will give these proposals the most serious and sympathetic consideration and that they will assist in this essential reorganization of education at the secondary stage by agreeing to the lengthening of the degree courses and the abolition of the intermediate stage as such. If these proposals are accepted, a secondary school pupil anxious to proceed for higher studies will in practice be faced by a public examination at the end of the IV Form, a university examination at the end of the VII Form and a degree examination not earlier than the end of three years' study in a university.

The alternative courses to be provided at the end of the IV Form need careful planning and consideration and Government do not intend within this resolution to give a detailed account of the possibilities in this direction. They may include courses especially designed to meet the needs of those who desire to qualify for the lower clerical and other ranks of Government service and courses especially designed to meet the need of those who seek business openings. Courses in shorthand, type-writing, accountancy, business methods and the like would thus find a place. They may also include vocational courses in agriculture, industrial arts, woodwork, metalwork, etc. The alternative courses to be offered need not necessarily be opened in the high schools themselves, but may also be offered in post-middle special schools, trade schools, technical schools, commercial schools, agricultural schools, industrial schools, etc. Government have given the most careful consideration to the question of recruitment to the lower ranks of Government service and they have come to the conclusion that the present arrangements are not altogether satisfactory. At the present moment although a separate examination is held for the recruitment of clerical establishment and although recommendations have been made that candidates with lower qualifications than university graduates and candidates with secretarial qualifications will be preferred in actual practice, large numbers of graduates and persons with higher qualifications than graduates appear for the examination and in many cases are chosen in preference to candidates with lower qualifications. Further, the age-limit for recruitment to Government service even to these ranks is 25. This fact leads to the inevitable result that candidates who are anxious to obtain even comparatively low positions in Government service feel that it is necessary to pursue courses of study up to a degree standard or higher in order to compete successfully for recruitment to Government service. In effect,

this has resulted in youthful candidates, who might have early qualified themselves in business methods, particularly suited to their future work as clerks under Government, pursue a course of studies at a university in no way particularly suited to improve their work as Government clerks and in doing so have not been able to qualify themselves satisfactorily on the secretarial side. These criticisms Government consider are equally applicable to the many students who seek employment in business firms. Selection at an earlier age and a suitable training for work in business houses is in the opinion of Government better than the attainment of a university degree often unrelated to the type of work in business which the students subsequently seek for. From the point of view of parents and public and also employees the present position is unsatisfactory also in so far as a young man has to spend considerable sums of money in qualifying himself at a university, to obtain a type of employment which with further training in business methods he was better fitted for at a considerably earlier age. A young student passing from the vocational classes or from the S.S.L.C. course is actually a more suitable candidate for a certain type of clerical employment than an Honours degree-holder who had really, by his greater expenditure of time and money spent in higher education, made himself almost less fit for this particular type of employment. Government feel, therefore, that a reduction in the maximum age-limit for certain classes of Government employment and the provision of a different system of recruitment will not only avoid the considerable waste of money and material which now exists but will help both to raise the standards in the universities by the exclusion of a large class of students and to some extent, however limited, avoid the unhappiness and disappointment with which so many graduates are constantly faced to-day. The type of alternative courses newly to be instituted and their length will ultimately determine the age-limits which Government may fix for recruitment to certain classes of Government service but they feel that it is likely that the upper age-limit for recruitment may be reduced to an age as low as 18.

There is another important aspect of the institution of these alternative courses which Government have under careful consideration and that is that they are fully aware that it would be unwise to launch into a new scheme of alternative courses in high school or separate institutions without taking into consideration the special needs of business houses of all types, industrial undertakings, banks, commerce, railways, etc. Constant and repeated complaints have been received that the present School Final candidate, Intermediate candidate, and University graduates are not able by their training and by their almost purely literary bent, to make successful subordinates, let alone successful pioneers, in business undertakings. The unwillingness of most of such students to do what is essentially at the beginning of any business career, viz., to apprentice themselves to a hard, and often manual, training is largely responsible for their frequent failure to succeed in business concerns. Government feel therefore that all business organizations should be consulted with regard to the type of training which these young men may be put through before they become suitable recruits for business employment. There are certain classes of employment which will require further training in professional institutions and some students may pass direct after the TV Form examination to such institutions or may receive further vocational instruction in school until they are ready for admission into professional institutions, but Government consider that in any case the alternative courses should in part be designed on the advice of business men who are best fitted to dictate the type of training which will be most

helpful to students in their after-careers. In this connexion Government are investigating, in consultation with heads of industry, the possibility which has been suggested outside this province of combining a system of school pre-vocational training with actual apprenticeship in industrial firms and factories. Under such a system a student while reading in the alternative high school classes would be accepted for portions of the year as an actual apprentice in an industrial firm or factory and, if such a student showed satisfactory progress both as an apprentice and as a school student, it may safely be assumed that future work in firms and factories would be comparatively assured to him. Government realize that the large alteration in the school courses suggested above will take time by adjustment to be brought into completion, but, however difficult the adjustments may be in actual practice, they feel strongly that the time has come not merely to discuss and debate over the alterations possible in the secondary school course, but to take active steps gradually to bring these alterations into practical effect. The transitional period may be one of considerable difficulty, but Government sincerely hope that the resulting benefits of these changes to the life of the community and in particular to the thousands of young men who under present circumstances find it increasingly difficult to secure reasonable employment, will compensate for the immediate difficulties involved in large changes.

One result of the proposed changes will be that all high schools will probably not be able to provide both pre-university classes and post-middle school vocational classes. Government, however, consider that it will be advantageous if some schools specialize in the provision of pre-university classes, while other schools specialize in the provision of vocational classes, a limited number of schools, including former intermediate colleges, providing for both classes.

Owing to the intimate connexion between the courses at the secondary stage and the University courses, the reorganization of the school courses must necessitate large alterations in the structure of university courses.

Government recognize that any scheme for the reorganization of collegiate education is largely a matter for the Universities themselves to initiate but Government are hopeful that the universities whose representatives at the Universities Conference of 1934 unanimously demanded changes not unlike those proposed in this resolution will realize first that radical changes are necessary and secondly that the reconstruction of secondary education is interdependent on considerable alterations at the university stage. Apart however from the interrelationship of the changes proposed at the secondary stage with the present structure of collegiate education, Government feel that the universities themselves stand to benefit largely by radical changes within the universities themselves. The reduction in the number of students now pressing into universities, the heightening of standards, the greater attention to be paid to quality rather than to quantity, the introduction of a three-years degree course and the abolition of the Intermediate are all in the opinion of Government proposals which will do much to improve the standard of university education.

While Government have under consideration, as already indicated, measures to change the inelasticity of the present secondary school course in order to widen the basis of secondary education and also prepare students for a larger number of avenues of employment, they hope that the universities will also recognize that it is their concern particularly to see that the universities themselves provide for a greater variety of degree and diploma courses, particularly those which are voca-

tional and practical in character. Government not only believe that there is room for a greater variety of courses leading possibly to new channels of employment in the existing universities but they also consider that the opening of new courses and in some cases the replacement of old courses by new courses may help to do away with the overlapping provision particularly of arts courses now in existence in this province. There is a marked similarity of courses in almost all the colleges throughout the province and the opening of new universities, such as the Andhra University and the Annamalai University, has not to any considerable extent, except in applied technology, provided for new courses of instruction. Other universities in the Empire, even the older universities, have developed courses designed to suit the social, industrial and technical needs not only of the areas which they serve but of the country in general and they have made a wide provision for social, commercial, technical and technological branches of study. Government feel that the needs of this province should gradually be more adequately met by the provision of such courses within the province itself. Increasing need is being felt for industrial and technological experts, Marine Engineers, Sanitary Engineers, Civic Engineers, Aviation Engineers, Architects and for trained experts in civic management for such posts as municipal commissioners and district board officers. Diploma courses in social organization and public service, secretarial subjects, public health training, journalism and domestic science and also higher courses in the fine arts appear to Government to be suitable subjects for the consideration of the universities and Government generally consider that insufficient attention has hitherto been paid to the possibility of the introduction of a larger number of new courses, accompanied possibly with the suppression of a number of arts courses which now represent overlapping of effort and which do not enable the students taking them to find suitable channels of employment. In this connexion Government are reviewing the position of the colleges in this province directly managed by Government. Owing to the coming into existence of a large number of new colleges the costly continuance by Government of these colleges has become of doubtful value and Government have several times in recent years considered the possibility of withdrawing, except in a few cases, from the direct management of colleges. The Government colleges are however in some cases old and well-established colleges and local feeling has been strongly set against their closure. Government hope, however, with the co-operation of the universities concerned to consider the advisability of closing some of the arts courses in these colleges and of replacing such courses by new courses more especially designed to prepare the students directly for employment and to meet needs of public service, business, industries, engineering, etc., not hitherto catered for.

The universities in this province have already been asked to give their opinion on the proposals for the reconstruction of education suggested both by the Central Advisory Board and the Inter-Universities Conference and Government sincerely hope that they will consider the proposals made in this resolution and endeavour to carry out such changes as they may find practicable and acceptable.

WORLD EDUCATIONAL NEWS

NINETY-NINE YEARS YOUNG. Mrs. Ayako Tanahashi has been teaching school in Japan for forty-one years, and in 1936 reached the age of ninety-nine (in European figuring 99). She is at present the Principal of the Tokyo Kotojogakko school, and everyday may be seen at her desk carrying on the duties of her position with a vigor which would do credit to a person of half her years.

If one were to ask her how old she feels, she would answer in a clear, resonant voice that she has never passed sixty in physical endurance, and mentally is active as her pupils.

This remarkable woman lost her husband while she was in her early fifties, but has kept her youth by her constant activity and contact with school children, whose development she watches with a zeal and for whom she has the tender love of a young mother.

She has been connected with education in Japan for over forty-two years and has experienced with an ability of adjustment innovations that have strewn less intelligent persons by the wayside of progress.

This preserved, dignified, lovable woman is the epitome of devotion to the cause of education, and is loved in return by all who meet her.

* * *

GERMANY. The Government prepares a law on the compulsory and uniform vocational training for all young workers. The necessity for this law is proved by the fact that up-to-date only about three quarters of the total of young workers received vocational training. The application of this law would increase the enrolment of vocational schools by about 500,000 juveniles, mainly from rural areas and non-specialised manual workers. Since the attendance of a vocational school is considered an indispensable compliment of apprenticeship, it is felt that young men should also be given the benefit of vocational training.

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PALESTINE. From the beginning of the British occupation began the work of educational reconstruction. Schools that had existed before were reopened in the larger towns, training colleges for men and women were instituted in Jerusalem, and Arabic was made the medium of instruction in Government schools. In addition to foreign missionary schools, many of which were closed during the war and were later reopened, a number of new Arab and Jewish schools have been opened since 1920 by various agencies other than that of the Government.

Since 1920, a dual system of national education has gradually developed, formed on a linguistic and racial basis, Arab and Hebrew. The system of maintaining schools for Arabic speaking children in all towns and many villages has been continued and developed since 1920 by the Government department of Education, which is responsible for all Government schools in the country. The schools of the Hebrew public system are also under the inspection of the Department, but are directly controlled by the Education Department of the General Council of the Jewish Community. The Education Ordinance which came into force in January 1933, requires every school and every teacher to be registered with the Department of Education. Education expenditure is met from public funds and no fees are charged for elementary education in Government schools, but a small fee is charged in secondary schools and colleges.

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PHILIPPINE ISLANDS. The present population of the Philippine Islands which became American in 1899, numbers approximately 13 millions. During the

Spanish regime, primary schools had been established in the towns. The revolution which began in 1896, led to the disorganization of the schools and even to the closing of many. When the Americans arrived, they began to establish schools and reopen closed ones with English as the language of instruction. By August 1899, 100,000 children were receiving instruction in the public schools. A centralised system of public instruction was established in 1901. It created a Department of Public Instruction, provided for 18 division superintendents of schools and for 1,000 teachers of English from the United States. Later, the number of divisions was increased to 50 and public education became free. At present, there are both American and Filipino superintendents. Prevailing types of schools are central schools (including primary and intermediate levels) and "barrio" schools (small village schools); secondary schools exist in towns. Besides there is a University, the Philippine Normal school, and 7 provincial Normal schools and 9 high schools offering teacher preparing courses.—(International Federation of Teachers.)

SIXTH INTERNATIONAL MONTESSORI CONGRESS will have for its central subject "Educate for Peace". The Congress will be held at Copenhagen, Denmark and will include lectures on Peace by many world famous figures with four main lectures by Dr. Maria Montessori.

(From the News Bulletin, W.F.E.A.)

THE S. I. T. U. PROTECTION FUND

NOTICE.

The members of the Fund are informed that we have opened a bank account at the Co-operative Urban Bank, Ltd., Udumalpet. Members of the Fund at or near Udumalpet may pay their dues to the Fund in the bank and advise us of the same.

V. SRINIVASAN,
Hony. Secretary.

(List of names continued.)

- 1323 Mr. M. Shanmugham, Assistant, Board High School, Krishnagiri.
- 1324 " V. G. Saverimuthu, Assistant, R. C. Secon. & Trg. School, Trichinopoly.
- 1325 " T. A. Tiruvali Aiyangar, San. Pandit, Hindu High School, Madras.
- 1226 " S. R. Venkataraman, Assistant, Board High School, Kuttalam.
- 1327 " A. Raghavendra Rao, Asst. N. S. Rao Ele. School, Madras.
- 1328 " K. Jaganathan, Assistant, Board High School, Udumalpet.
- 1329 " S. Sivaguruswami, Assistant, Board High School, Udumalpet.
- 1330 " A. Srinivasaraghavan, Lecturer, Hindu College, Tinnevely.
- 1331 " P. S. Venkatakrishnamachari, Asst., Board H. Ele. School, Lalapet.
- 1332 " V. V. Venkatanarayana Rao, Asst., Board High School, Udumalpet.
- 1333 " D. R. Krishna Rao, Asst., Board High School, Udumalpet.
- 1334 " C. Subramanian, Asst., South Sethu St. School, Tuticorin.
- 1335 " G. S. Subramaniam, Asst., D. J. High School, Gobichettipalayam.
- 1336 " M. Chokkalingam, Head Clerk, Pachiyappa's College, Madras.
- 1337 " V. Bashyaramanujam, Clerk, Pachaiyappa's College, Madras.
- 1338 " K. Ramaseshu, Assistant, Board High School, Udumalpet.

Triplicane,

Madras,

Dated, 20-7-'37.

V. SRINIVASAN,
Hony. Secretary.

GLEANINGS

EDUCATION OF THE BACKWARD CHILD

Mr. Stephen Wiseman, writes in the "Schoolmaster and Woman Teachers' Chronicle (May, 13th, 1937) regarding the choice of teachers to handle the education of the backward children.

There is one principle which is all important, and that is the principle that no teacher should be in charge of the education of backward children unless and until he or she has had experience of teaching normal children. And a second equally important principle is that no teacher should be expected (or allowed) to teach in the special-class permanently. Three or four years is quite long enough for a single "stretch" of this peculiarly exacting need.

A graduate in science or mathematics will find his training useful in experimental work and the use of statistics but the possession of a degree should not be allowed to outweigh such considerations as that of possessing a natural affinity and ability for work with subnormals. A young teacher with some experience is preferable to an older colleague, who may be rather too firmly fixed in conservative channels of thought and practice. It should not be forgotten that psychological tests are becoming more and more accepted parts of normal educational practice, particularly in the growing field of vocational guidance, and the teacher specially trained in modern methods for subnormals will naturally be the member of the staff qualified to initiate and practise such methods in the school as a whole. The value of having such a specialist teacher in a school need not be stressed; the future promises a greatly increased scope for such teachers.

CLASS COURTS OF JUSTICE

Mr. N. K. Venkateswaran, writes in *Teaching* (June 1937) about some of his experiences in the Class Courts organised by him in the Model school, Trivandrum.

Another case arose out of a Boy mimicking the intonation of another by being let off with a warning. He was followed the next week by a boy who was cleverer than he and was able to have his filing, as was thought at the time, and yet not be detected. The teacher, however, insisted on someone taking the consequences, and maintained that since he had failed to discover the culprit and was responsible for the good behaviour of the class, he would take the punishment himself, and he directed the court to meet the next day and prescribe the punishment. Several boys volunteered to take his place, but he would not be deterred from his decision to receive the punishment himself. This had the effect of shaming the culprit into confessing his fault before the court the next day. He pleaded that he had not wanted to mock his classmate, and that the sound had escaped his lips involuntarily. He owned, however, that his failure to confess his fault was reprehensive and deserved punishment. The finding of the court was as follows:—

Although C did a wrong thing and made his offence worse by attempting to conceal it, there are two points in his favour. First, the sound escaped his lips involuntarily, as we are prepared to believe after hearing him in his defence. Secondly, he is ashamed of himself for not having openly admitted his fault at the outset.

We believe that his present experience has taught him a lesson and that he will not repeat his offence. We therefore excuse him this time.

EXTRACTS FROM THE REPORT ON HOME WORK (Board of Education Pamphlet No. 110. H.M. Stationery Office.)

HOMEWORK AND CITIZENSHIP

The report contains a significant paragraph dealing with the relation of excessive homework to citizenship: "There is a very real danger lest children of secondary school age, spending their days at school and their evenings over homework should be brought up in an atmosphere of aloofness from much of the social life of their neighbourhood. Evidence of this danger is not wanting; in Wales, for instance comment is made on the threat which arises from the excessive demands of the schools on their pupils, to the local culture, literary and musical, which has in the past been linked with church, Chapel and other organisations. The training in citizenship is not all to be given in school and the practice of it should be largely exercised outside it."

HOMEWORK FOR CHILDREN IN ELEMENTARY SCHOOLS

"It is therefore, recommended that no homework should be set to children under 12; if it is set to children in the elementary schools at all it should be limited to four nights a week. In amount it should not exceed one hour a night between the ages of 12 and 14, nor take more than 1½ hours a night after that."

HOMEWORK FOR CHILDREN IN SECONDARY SCHOOLS

"It may be suggested that the following table affords some kind of guidance. It would most nearly apply in a day school in a thickly populated area in which the school hours amounted to 25 or 26 a week and the main school course was of five years.

(1) Preparation on not more than five nights a week; preferably on four nights only.

(2) Number of hours a night:—Up to 14 years of age, 1 hour. Between 14 and 16 years. 1½ hours.

VOCATIONAL GUIDANCE

Mr. J. M. Kumarappa, M.A., S.T.B., Ph.D., writes in the "Punjab Educational Journal" (June 37):

Providing vocational education in itself is not enough; there must be vocational guidance clinic to help the pupil in the first place to choose his vocation wisely, and in the second place, to get the right type of training for the chosen vocation. Unless wise guidance is given in his choice and training, he will be a "misfit" in his occupation in spite of his vocational education. The idea of planning, which has become a prominent aspect of our modern economic organisation, is exercising its influence in almost every other field of social and public activity, and it is hoped that those who are entrusted with the important task of educational reorganisation would give due consideration in their scheme to vocational guidance which is an important feature of vocational education.

The psychologist, in judging the special fitness of a given pupil, is first guided by the results of the intelligence tests. When these have been examined, many occupations are at once dismissed from consideration, as being clearly above or below the pupil's general mental level. Next, considerations of special aptitudes and manipulative abilities and of temperamental tendencies result in a gradual narrowing of the ground until, when all the data have been taken into account, only a few occupations, more or less suitable, usually remain for serious consideration. In every case the pupil's own wishes are carefully considered and the career which he finds the most attractive, is always preferred to others of an approximately equal suitability. His aim always is to direct the pupil to work in which as many as possible of his talents will be utilized, and which does not demand, as an essential requirement, any particular talent which he does not possess.

The 28th International Congress of Secondary Education will be held in Paris from 2nd to 6th August 1937, and in this connection the following questionnaire have been issued:—

I

1. Does Secondary Education (as defined at Oxford) insure not only a general intellectual culture and the moral development of the individual, but also the formation of the social sense, that is to say the preparation of the individual for life as a member of a group?

2. Does this preparation seem desirable, and why?

3. Could this formation be reduced to a mere theoretical course? Should such instruction be included within one or several of the specific subjects of education and if so, within which? Or should it form a separate subject by itself? Or should it be allowed to permeate every branch of education?

II

In this connection:

i. What provision, in the Secondary Education of your country, is made for:

(a) The theoretical aspect?

(b) The practical aspect? (organisation of corporate life in the school; methods; team-work; sports; clubs; societies; co-operative associations; travel; scouting; visits to various social environments etc.).

ii. What results have you noticed?

III

Are you satisfied, or not, with the results obtained in your country? What improvements would you suggest?

IV

In your country, are Secondary School teachers given any preparation for this role of Social Educator? If so, by what means? If this is either incomplete or non-existent, what remedy would you suggest?

NOTE.—Any relevant remarks on the subject will be welcome.

FROM OUR ASSOCIATIONS

REPORT OF THE TWELFTH ANNUAL CONFERENCE OF THE DISTRICT
TEACHERS' GUILD, COIMBATORE AND THE NILGIRIS, APRIL 1937.

The XII Annual Conference of the District Teachers' Guild, Coimbatore and the Nilgiris was held in the Board High School, Udamalpet on the 26th and 27th April, 1937, under the presidentship of Mr. S. V. Viswanathan, M.A., L.T., Retired Professor and Archaeologist, Coimbatore.

The Reception Committee composed of the Secondary School Teachers and the Elementary School masters and mistresses had made adequate arrangements for the conference.

There was a meeting of the Executive Committee of the Guild at 8 A.M. on the 26th, when the Annual Report and the Accounts were approved and passed.

The Conference opened at 12 noon in a decorated hall. There was a large gathering of delegates and visitors, including ladies. Prayer over, Mr. K. S. Srinivasa Iyer, B.A., L.T., Chairman of the Reception Committee welcomed the delegates. He referred to the many educational problems that were awaiting solution, and invited the Conference to give a lead in the matter of educational reorganisation.

Mr. V. C. Vellingiri Gownder, President, Dt. Board, Coimbatore then declared the conference open and referred to the main problems in the field of education. He stressed the need for religious instruction in schools.

Mr. S. V. Viswanatha then delivered his presidential address wherein he dealt with the aims and ideals of education, primary and secondary education schemes, education of girls, vocational education, place of English in Indian Schools, examinations, etc. He exhorted the teachers to be united and to keep aloft the banner of idealism.

In the absence of Mr. P. K. Pattabhirama Sastrigal, D.E.O., Coimbatore and the Nilgiris, Mr. V. C. Vellingiri Gownder declared the educational exhibition open. There was a large and interesting variety of exhibits, which were on view for two days and attracted a large number of visitors. Messages wishing the conference success were then read.

The conference reassembled in the afternoon. There was a variety entertainment by the girls of the V. M. School, Udamalpet which was much appreciated.

Mr. S. Natarajan, B.A., L.T., Editor, "South Indian Teacher", delivered a thoughtful address on 'Secondary Education.'

Mr. M. K. Ramamurti, Secretary of the S.I.T.U. Protection Fund then briefly explained the objects and working of the Fund and appealed for generous support.

Tennis and Carrom matches were conducted under the auspices of the Conference.

At 7 P.M. there was a music performance by Master A. Venkataraman of Udamalpet, and Messrs. Y. Srinivasa Ayyar, M.A. L.T., and P. Venkatachalam of the Municipal High School, Coimbatore.

At night, the staff of the B.H.S. Udamalpet put on boards Sheridan's *Patricks* Day and the trial scene from the *Merchant of Venice*.

At 8 A.M. on the 27th there was a meeting of the English Section. The Questionnaire issued by Mr. R. Ramakrishnan, M.A., L.T., the Secretary (pub-

lished in a recent issue of the *South Indian Teacher*) was taken up for discussion, and thought was bestowed on many intricate problems connected with the teaching of English.

Mr. K. Nainar Mahomed of Udamalpet read a paper in Tamil on the place of Tamil in the Secondary School.

Mr. Nagasubba Iyer followed with a paper on 'Places of interest round Udamalpet.'

The Subjects Committee discussed the Resolutions sent in by several Associations.

In the after-noon, Mr. R. Ramakrishnan, M.A., L.T., read a paper on 'The Teacher in the New India' and Mr. N. Chinnasami, B.A. (Hons.), L.T., a paper on 'More Cheerful Schools.'

Mr. S. S. Viswanatha Iyer of Gobichettipalayam initiated a discussion on the teaching of World History in Schools.

Mr. S. T. Ramanujam of Trichinopoly then addressed the public on Elementary Education. There was a good gathering of parents and educationists.

There was a demonstration of Physical Activities by the Kerala Kalari Troupe. Resolutions touching on several problems were then passed.

There was then a General Body meeting of the Guild. The annual report was adopted. Office-bearers for the year were then elected. Mr. K. Kannan Menon was elected President and Mr. S. K. Subbarama Iyer was re-elected Secretary of the Guild. Messrs. V. Rajagopala Iyer and R. Ramakrishnan were re-elected President and Secretary respectively of the English Section. A Tamil section was also opened with Mr. C. S. Chocalingam Pillai and Mr. K. Nainar Mohamed as President and Secretary respectively.

Prizes, shields, cups, medals and certificates were then awarded to the Tennis and Carrom champions, for the exhibits, to the amateur actors and volunteers.

With the President's concluding remarks and a vote of thanks the conference came to an end. The services rendered by the Joint-Secretaries, Messrs. N. S. Nanjunda Iyer and U. N. Alagiriswami Naidu and the excellent arrangements made by the Reception Committee for the convenient stay of the delegates were highly praised by the delegates assembled.

On the 28th a party of 20 delegates went on an excursion to Munnar, a hill station in Travancore. Another party went to the Palni Hills.

OFFICE BEARERS FOR 1937-38.

1. **President.**—Mr. K. Kannan Menon, B.A., L.T., H.M., B.H.S., Dharampuram.
2. **Vice-Presidents.**—Mr. V. Rajagopala Iyer, M.A., L.T., H.M., B.H.S., Erode
Mr. Kuttippa Goundar, B.A., L.T., H.M., B.H.S., Bhavani.
3. **Secretary.**—Mr. S. K. Subbarama Iyer, B.A., L.T., Asst., M.H.S. Coimbatore.

ENGLISH SECTION

4. **President.**—Mr. V. Rajagopala Iyer, M.A., L.T., H.M., B.H.S., Erode.
Secretary.—Mr. R. Ramakrishnan, M.A., L.T., Asst., B.H.S., Udamalpet.

MATHEMATICS SECTION

5. **President.**—Mr. K. Chathukutti Nair, B.A., L.T., H.M., S.S.V., Kodumudi,
Secretary.—Mr. N. Chinnaswami, B.A. (Hons.), L.T., Asst., B.H.S., Udamalpet.

SCIENCE SECTION.

6. **President.**—Mr. P. N. Krishna Iyer, B.A., Agricultural College, Coimbatore

Secretary.—Mr. S. S. Viswanatha Iyer, Asst., D.J.H.S., Gobi.

HISTORY SECTION.

7. **President.**—Mr. S. Meenakshi Sundaram Mudaliar, B.A., L.T., H.M., M.H.S., Erode.

Secretary.—Mr. C. R. Krishnamurthi Rao, B.A., L.T., Asst., B.H.S., Dharampuram.

GEOGRAPHY SECTION.

8. **President.**—Mr. K. S. Srinivasa Iyer, B.A., L.T., H.H., B.H.S., Udumalpet.

Secretary.—Mr. C. S. Subbaratnam, B.A., L.T., Dip. Geo., Asst., M.H.S., Coimbatore.

ELEMENTARY EDUCATION.

9. **President.**—Mr. A. Gopala Iyer, B.A., L.T., Senior Deputy Inspector of Schools, Coimbatore.

Secretary. Mr. S. Arulanandam, C.S.M. El. School, Coimbatore.

TAMIL SECTION.

10. **President.**—Mr. C. S. Chokalingam Pillay, Senior Tamil Pandit, M.H.S., Coimbatore.

Secretary.—Mr. K. Nainar Mohamed, Tamil Pandit, B.H.S., Udumalpet.

THE TEACHERS' BOOKSHELF

Longman's Descriptive Geography. Book I, II, III., in Tamil by L. D. Stamp. Publishers: The Longman's Green & Co., Ltd.

This is a series of three books intended for use in the Middle School Forms of the Secondary Schools. They are prepared in accordance with the New Syllabus recently issued by the Educational Department of the Madras Government. The books throughout are copiously illustrated by maps, sketch maps, pictures, and diagrams neatly produced. The lessons on practical work are suggestive and stimulating. The treatment of the regional lessons are descriptive enough to capture the imagination of young children. The exercises set at the end of each chapter serve to test the children's knowledge of geographical facts and also to develop their power of thinking to understand and appreciate the effect of 'Environment on the life of Man'. Hence it gives us much pleasure to welcome these useful additions to Middle School Geography, and we highly commend them for use in Secondary Schools.

Higher Algebra. By S. Barnard, M.A., and J. M. Child, B.A., B.Sc. Published by Messrs. Macmillan & Co., Ltd., London. 1937. Pages xiv and 585. Price 20s.

This welcome addition to the ranks of mathematical treatises is written by two authors who are quite familiar to teachers in schools and colleges in South India through the several other books written by them. We must make special mention of the authors' 'Elements of Geometry' and 'A New Algebra', which are both being widely used ever since their publication. The present work may be regarded as a continuation of the latter book and attains the high standard of thoroughness and elegance which we have learnt, by experience, to look for in the writings of these two authors.

There are now in the field only a few good English text-books of higher algebra. Chrystal's 'Text-book of Algebra' which had held unrivalled sway for quite a number of years, has become out of date. Smith's 'Algebra' may be regarded as an introduction to books of the type of Chrystal's and is good only in parts. The book under review, combining as it does the simplicity of Smith's 'Algebra' with the width and depth of Chrystal's has come out not a day too soon and is sure to be very much in demand among our college students and lecturers.

In the first twelve chapters which may be taken to form an introductory part of the book, fundamental properties of polynomials and elementary processes relating to equations, such as transformations, relations between roots and co-efficients, solution of reciprocal and binomial equations and the algebraical solutions of cubic and biquadratic equations are dealt with. There are also chapters on the complex number and on Determinants. Methods of summing the familiar types of series are given. The discussion of the solution of systems of linear equations illustrated by their geometrical significance is a special feature of this part.

Chapter XIII contains a brief treatment of irrational numbers defined as Dedekind sections. Then follows an elegant treatment of inequalities and of properties

of sequences and series. Chapter XVII deals with the definition and fundamental properties of continuous functions and of their derivatives. It is a brief sketch of the mathematical analysis that forms an essential background for the study of their properties of the functions defined by the Binomial, Exponential and Logarithmic series and of equations in the latter half of the book. This chapter is quite in place in view of the authors' aim "to produce a treatise in which the subject is developed logically, complete so far as it goes, and serving as an introduction to modern analysis."

All the various topics of higher algebra such as theory of numbers, continued fractions, etc., are dealt with in considerable detail in the succeeding chapters. Special mention must be made of the short but very useful account of Finite Difference Equations and their solution, the intensive study of congruences, the detailed discussion of approximate solution of equations and the expansions of implicit functions fully illustrated by their use in curve tracing. The book contains a large collection of carefully selected exercises.

Though it is stated to be "essentially a text-book of Algebra for students working for Higher School Certificate, mathematical scholarships and examinations of similar standard", the present work is eminently suited for the requirements of the Pass and Honours courses in our colleges, where it would surely be adopted as a text-book, unless its price, *viz.*, 20 shillings, probably prohibits it. The printing and get up are excellent though a few errors are discernible here and there.

Intermediate Botany. By L. J. R. Brimble. Published by Messrs. Macmillan & Co., Ltd. Price. 8sh. 6d.

This neat handbook of Intermediate Botany is written to meet the needs of students who may be preparing for one or other of the various Higher school certificate, and Intermediate Science, Arts, Pharmacy, Agriculture, Horticulture and other first University examinations. There are thirty chapters in the book and the entire field of Botany is covered. The treatment of the subject is slightly different from what is commonly adopted in text-books and at the end of each chapter a scheme of practical work is given. This will help students to study Botany independently and understand the details of structure. There is an appendix containing questions and exercises and the carefully prepared index makes reference easy. The numerous illustrations add much to the value of the book which will serve as a very good book of reference for students in our Intermediate classes, B.A., and B.Sc. students who have taken Botany as a subsidiary subject will do well to study this book. The get-up of the book is very good.

EDITORIAL

THE GREAT CONTROVERSY

All is well that ends well. The Congress Party has agreed to accept office and the leader of that Party deserves to be congratulated on his successful efforts towards forming a cabinet acceptable to the country at large. One remarkable thing about this controversy is that the final solution has left no bitterness behind. On behalf of the teaching profession, we are glad to convey its best wishes to the Premier and to assure him that it will ever be ready to co-operate with the ministry in respect of the working of the educational programme which the party in power may deem fit to formulate in the general interests of the country. We are glad that the portfolio of education will be in the hands of Dr. Subbaroyan whose previous experience should help him to take the right step with confidence. That there will be a distinct change in the method of approach of the problem of education is what one may reasonably expect from the election manifesto of the party in power. It will be a privilege as well as duty on the part of the teaching profession to appreciate the spirit underlying the programme and to extend its support to schemes which are sure to promote the cause of sound education in our province. There is one point, however, which we should like to bring to the notice of the party in power. Knowing as it does that its strength rests primarily on its sound organisation and discipline, it should not be slow to recognise the place that the South India Teachers' Union, the only Provincial organisation of teachers in South India, should occupy in the sphere of education. What is wanted in our province is well-informed and representative expert opinion on which the Calcutta University commissioners had rightly laid important stress. The Union which keeps its doors open to teachers of all grades, European and Indian, men and women, should be given opportunities to develop into a more efficient and representative body competent to advise the Government on educational matters. Such development will be possible only when the organisation is given statutory recognition and allowed to enjoy on behalf of the profession the privilege of representation in Boards and Committees appointed to consider educational questions.

THE SCHOOL WEED

In all the discussions that have been going on in the press and on the platform in regard to educational reconstruction, one cannot help being struck with the frequent use of the word "weed," both by laymen

and teachers. It is clear they have not cared to understand the implications of this "*weed complex*." Those who have been obsessed for the time being by the acuteness of the unemployment problem or by exaggerated notions of efficiency, deem it natural to give a high place to external public examinations. They do not conceal from us their feeling that they want the unfit to be weeded out. We feel that they should pause to consider for a moment what the weeds implied in their statements are. Do they realise that they are considering the numerous failed candidates as weeds to be pulled up and thrown out? Is it their view that the schools are only for a select minority? Do they really believe that examinations as conducted at present are infallible and can be relied upon without any hesitation?

It may be excusable for a layman to entertain ideas which are uneducational though he will never be willing to admit that his children are no more than weeds. Teachers are on a different footing and they should understand what is implied in the "*weed complex*", quite irrespective of the opinion they may hold in regard to public examinations. Educational philosophers proclaim that every child holds out a great promise for the future and that children form the national wealth or (crop, if you like it). It is the realisation of this valuable principle that is behind the demand for universal, free, and compulsory education in all Western countries even up to the age of 18. Whether the children turn into weeds or crops depends to a great extent upon schools, teachers and parents. Any teacher who labours under the *weed complex* and wants the system of external examination to select the material for him is a misfit. He is expected to have the professional technique and knowledge needed to give a chance to each child to rise to its full stature. No medical man will ever think of saying that patients requiring to be treated by him should be perfectly healthy or produce a certificate of fitness. Nor does a lawyer fight shy of cases of an intriguing nature. These experts feel that they should bring their wide professional experience to bear upon the cases on hand and are keen on extending the benefit of their knowledge even to persons who have abandoned all hopes.

It is for the teaching profession to act in the same spirit and to resist the temptation to regard the failed candidates as weeds to be thrown out. They are expected to be able to find out the ways and means of giving ample scope to each child for development on its own line through suitable courses and methods.

It is not our intention to deal now with the public external examination in detail but it is open to us to ask the advocates of public examination whether it can weed out the unfit at all or the unfit alone.

If it can serve this purpose well, then the complaint that the college classes contain a number of students who ought not to have been there should be regarded as baseless. But no one can deny that the complaint is not altogether unfounded. So far as the question of administration of the S.S.L.C. examination is concerned, there is nothing that can be said against it. The S.S.L.C. Board consists of representatives of the University and department and it is assisted by a large number of examiners who are teachers of experience. If, in spite of this constitution, the public examination is not seen to serve the purpose, how can one hope that the public examination proposed to be held at the end of IV Form is going to be of any use. Those who advocate the continuance of the present system of examination throughout the educational ladder primarily for the weeding out of the unfit should remember one point. In agricultural practice a weed is a weed and a crop plant is a crop plant. But in our examination ladder much of the material passed off as good crop happens to be rejected as weed at the next examination!

Much depends upon what we expect the public examination to do for us. It is clearly uneducational to advocate its continuance for weeding out the unfit. The real problem is how to devise a scheme of courses which will give scope to children of different aptitudes and talents. It should not be forgotten that each child has a place in the society and that each sphere needs a child. The high standard of which we hear very often can never be attained and has not been attained through external examinations. The solution lies in introducing diversified courses so as to bring about a suitable and wise distribution of students. The reorganisation proposals deserve no consideration so long as this aspect of the problem is not given the importance it deserves.

THE ONLY SOLUTION

The resolution of the Government of Madras in respect of the reorganisation of education has been published for eliciting public opinion. Our readers will not see anything new in this resolution. We are told that "the Government feel that the time is ripe for a pronouncement on their general policy in regard to the main branches and grades of education." One is apt to expect the resolution to contain a clear and concise policy. He would like to see for instance what the policy of the Government is with regard to the financing of education. The resolution may be expected to explain how the Government proposes to meet the increasing cost of education and what sources it intends to tap to finance the new schemes. Secondly, the resolution should explain the relationship in future between the Government and Management. There is nothing in the resolution which can be interpreted as an admission of

the responsibility for education by the Government. Again, the resolution does not choose to tell us what vocational courses it has under contemplation and how natural diversion of students to courses for which they are fit can be effected. A resolution on educational reorganisation which does not deal with the problem of finance is not likely to be taken seriously by the public. The resolution is too argumentative where it should contain mere facts and too vague where details are necessary.

The South India Teachers' Union has already communicated its views on the proposals relating to secondary education. The proposals regarding elementary education have already appeared in a previous press communique and we think it necessary just to refer to one or two points. All over the country and especially in our province a serious attempt is made to make the public realise the evil of wastage in mass education. It may be that increase in the number of permanent literates has not kept pace with increase in the number of schools and increase in expenditure. It is open to us to ask whether the diagnosis is correct. Even taking all that is mentioned in the Government communique to be correct, we should like to be assured that the remedy suggested can improve the situation. The problem is stated clearly enough in the resolution as follows: "Taking all things into consideration the Government feel strongly that *the most urgent need in mass education at the moment is to eliminate ineffective and inefficient schools and to build up in their places a system of complete, economically well-filled, well-staffed, five standard primary schools*; schools which in effect by their structure and equipment should give manifest assurances of adding to the literacy of the population." What is the remedy suggested to meet "the most urgent need in mass education"? Let us quote the words in the government resolution: "To this end, Government have recently taken steps to see that in future and after a due warning grant-in-aid and subsidies are given only for the maintenance of (1) complete and properly staffed schools, (2) feeder schools capable of proving that they are regularly passing on their pupils to the higher standards and (3) single-teacher or two-teacher schools in isolated areas where the children of school-age are few in number and where plural class teaching must necessarily be adopted." This remedy will no doubt be very effective for the elimination of incomplete and single-teacher schools. Can the Government say that the remedy will be of any use in "building up a system of complete, economically well-filled, well-staffed, five-standard schools"? *This raises the question as to who is responsible for mass education.* While the government is anxious to impress upon the public the urgency of the question, it finds it convenient to forget it while suggesting a remedy. Does the Government expect the twenty-thousand teacher-managers to be able

to improve and maintain schools at any time with five standards which will "give manifest assurances of adding to the literacy of the population"? The Government has not faced the issue and it should have stated in the resolution how it proposes to deal with the situation when the teacher-managers leave the field. As a matter of fact, the existence of as many as 30,000 elementary schools with standards below the fifth of which over 18,000 schools are single-teacher schools calls for a more comprehensive and forward policy of national education. It is unfortunate that the Government has not given thought to this aspect of the question. The problem is not one of elimination of incomplete and ineffective schools alone but also of the simultaneous conversion of these into complete, economically well-filled schools. It is plainly the duty of the Government to undertake this task though it may be ready to receive help from any quarter.

The proposals of the Government view the problem of wastage at the wrong end and an impression is created that wastage is a recent phenomenon that has made a sudden appearance. As a matter of fact the authorities were not unaware of the evil of wastage when they formulated long ago proposals for the expansion of elementary education. Even as early as 1882-1883 Mr. Garthwhite had reported to the Government as follows:—"I fail to see any reason why the number of pupils in the lower primary division should be, as it is, ten or twelve times that of those in the upper primary division. . . . But I cannot help suspecting that the returns under the head lower primary "unpassed" include a number of so-called pupils who have not made a beginning of study and who never pass at all." The disparity in strength between the upper and lower standards is not altogether strange when the number of schools with standards above the fourth is only about 4,000 till 1917 as against 25,000 schools with standards below the fifth, Parents whose indifference to the education of their children is admitted are sure to take away the children the moment they pass the top standard in the school. That is why we consider the idea of the incomplete feeder school a weak link in the chain and it is very doubtful whether children will go to a complete school after finishing their course in a feeder school. That the duration of school life requires to be watched carefully is plain from successive administration reports. In the quinquennial report 1917-1922, a reference is made to the duration of school life and the report observes "Fortunately legislation has now made successful action possible and even before the close of the quinquennium several local bodies applied to the Government for sanction to introduce compulsion under the Elementary Education Act." The next quinquennial report contains the following statement. "It is abundantly clear that compulsion and other methods must be adopted if boys are to be retained at school for sufficiently long

periods to enable them to become permanently literate." Is it not surprising that an attempt should now be made to explain away compulsion, a measure which has been adopted all over the world and even in countries where the people may be expected to understand their duty and needs? The resolution of the Government constantly refers to economically well-filled schools and one fails to see how this end can be achieved unless compulsion is introduced. Schools can be made complete and kept efficient only through provision of additional funds and they can be economically well-filled only when compulsion is introduced and the provisions are enforced. The paragraph under compulsion in the resolution of the Government is more or less a special pleading against compulsion and the arguments are not at all convincing. In the present situation, it is necessary for the government to concentrate its attention on mass education, i.e., education up to and including the fifth standard and to formulate a ten-year programme of universal free and compulsory education. Any such programme should tackle the problem of private agency in the first instance. A school may with advantage to the country be permitted under the private committee management only when it is willing to abide by the conditions prescribed in the rules regarding financial stability, conditions of service and equipment. Some recommendations touching the Higher Elementary schools are also made in the resolution and the question of post-primary education should be considered more seriously. A change in the syllabus or a transfer from the optional group to the compulsory group will never radically alter the Higher Elementary school. It is for the consideration of the Government whether the scheme of senior school adopted in England for children 11 plus who do not proceed to the Secondary school cannot be adopted in select urban and rural centres so that the Higher Elementary school may cease to be imitation secondary schools'. There is much to be said for the view that mass education should seek to educate the adult also and it is unfortunate that no reference is made to adult education. Now that the congress party has accepted office, it is but proper that the entire reorganisation scheme should be reconsidered by it so that it may have an opportunity to modify the proposals on lines in consonance with its educational programme.

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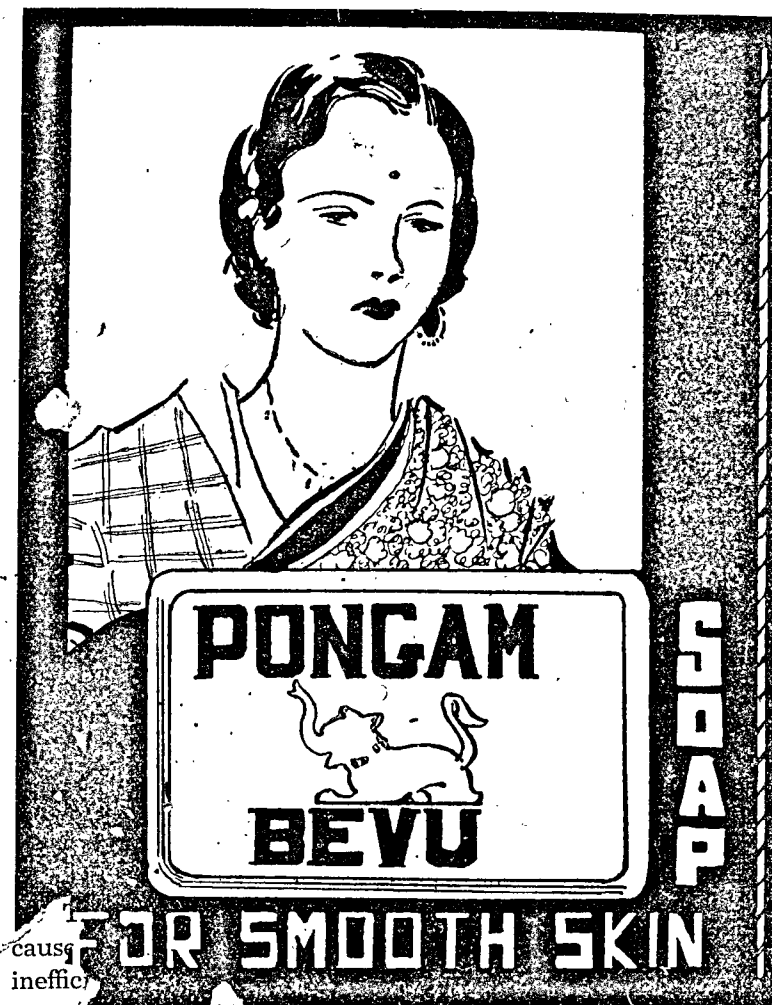
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THE NEW POLICY IN ELEMENTARY EDUCATION

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. Then it was definitely known that a more popular Ministry was to assume office shortly. In justice to that Ministry the document has been submitted to the scrutiny of the new Government, and are not allowed to be published by that Government as a statement of 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. How far 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

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 the 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 1903-04. "Education by private agencies on which this province so much depends has almost reached its limits and that any great extension in the future must involve corresponding expenditure from public funds, and 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 branches and grades of education."

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 causes of the ineffective and fruitless nature of the expenditure on elementary education owing to the fact that the number of pupils who pass 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 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 classes; 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 do not keep their children at school immediately they became economically useful. These circumstances not only affected the progress of the masses and led to their stagnation in the same class but also resulted in premature withdrawal. The circumstances that arose later and the 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 a fact that the department countenanced the opening and running of schools with less than 5 standards; there is the fact that at no time it was ordered a lower elementary school, much less every lower elementary school to have five standards. On the other hand the rules and practice did 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 by the Government 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 would 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 communique. 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 to cause second teacher. The remedy in such cases is compulsion and compulsion only. The following observation found in the Report on Public Education for 1906-07 is pertinent here. "The ordinary village school or hall, containing on an average about 32 pupils in four or five classes, did 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 remedying 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 single 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 from 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 communique 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 communique 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 tendency on the part of local boards and Councils. The authorities are not unaware of the situation in local bodies. To blame the teachers like 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, and 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 far 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 large 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. Ramana 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 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 vocations 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 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 course—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 a 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 who love himself. Then he will himself refrain from harming others, 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

PROF. M. S. SRINIVASA SARMA, M.A.,
National College, Trichinopoly.

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).

* * * * *

"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.)

* * * * *

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 meaning and the adoption of the latest and the most effective method 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, Hony. 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 Gobichettipalayam 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 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 a 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 (a) in the submission of application for readmission or the failure to pay the dues 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 and 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, upto the end of June 1937.

II. Mr. S. K. Yegnanarayana Iyer, made a statement regarding the Public 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 11th 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 will 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	12,00,000 nearly.
Scotland	5	3,50,000 "
Canada	10	3,00,000 "
Australia	6½	2,50,000 "
South Africa	8	1,00,000 "
New Zealand	1½	1,00,000 "
India	370	10,00,000 "
MADRAS	45	2,00,000 "

(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 second school beyond III form stage should be encouraged to do so, when in other count there are provisions for compelling pupils to remain at school till 16 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 the Government should endeavour to enable the backward and poor communities to take advantage of the facilities for higher education through a generous system of scholarships 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 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" "backward" gain comparatively more from the film lessons than do the average pupils. In comparing the "talkies" with other forms of visual illustration—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 " "	.. Hyderabad	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. Rankin, 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 point 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 of the 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 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 communique 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 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 the 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 Mannadissay, 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. K. 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.

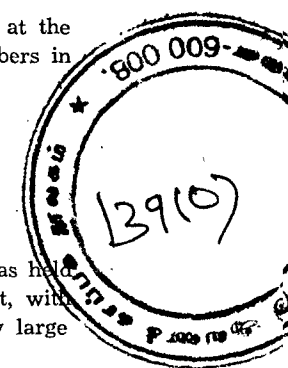
The retiring office-bearers, i.e., the Vice-President: Mr. K. Janardanan Pennampun and the Treasurer: Mr. S. K. Padmanabha Ayyar, were thanked for the work done during the year.

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 Powel 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 "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 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 was 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 in contact with the people. The South Indian Teacher-delegation 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 part 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 management 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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SEPTEMBER, 1937

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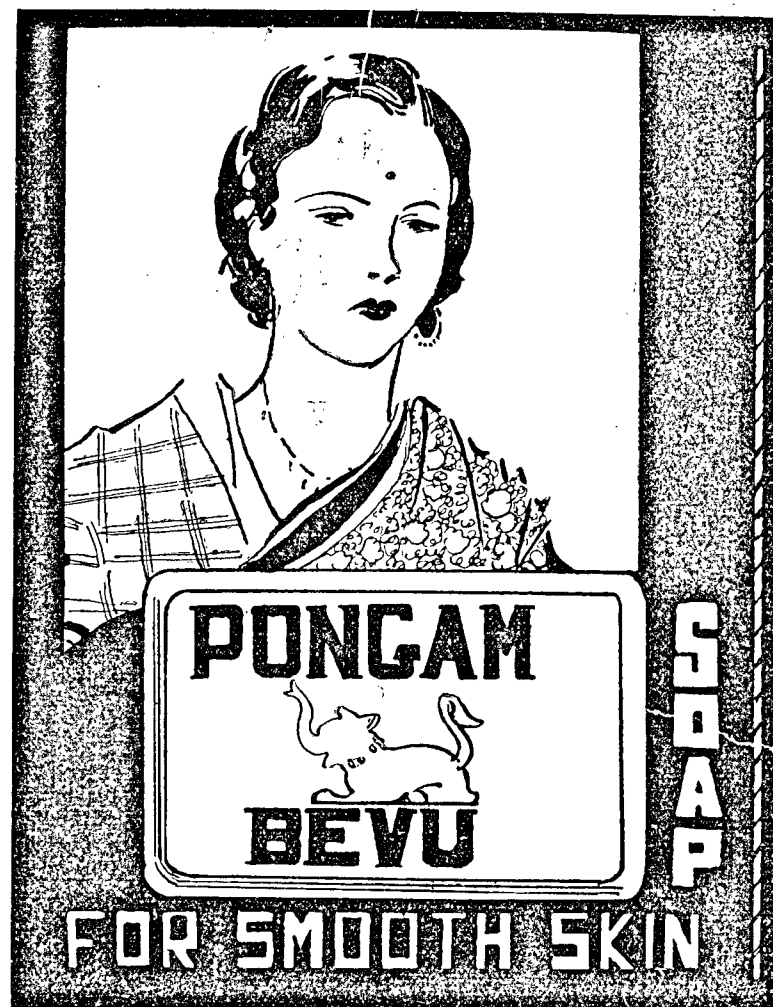
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**THE
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No. 9.

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 hand-crafts 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' points 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-

thing of the pilgrim spirit. It is then that they can pitch their wagon to a star.

Another great delight is the sense of adventure. During school hours the time-table has the boys in its iron grip. During adult life our life is planned for as largely by others. Life has become largely a tame affair to-day. Romance has been banished from the earth. In the words of Keats "Glory and loveliness have passed away". That is because our sense of adventure was never kindled in us. It is not that the world is less wonderful but it is we that have become prematurely grey in spirit. Scouting restores to us the element of romance and adventure to us and will enable us to enjoy life in a new spirit altogether.

Another great delight is the joy of comradeship. The pleasure of being with like-minded and right-minded friends is one of the purest and noblest of all pleasures. The foundations of such friendship should be well and truly laid during our youth. During adult life the competition of professional life is likely to make us calculating and selfish, and hence very few fast and fine friendships are formed in later life. It is in the scout-group that really jolly friendships are formed because there the true nobility of each soul is fostered and has unhindered expression.

II. DISCIPLINE.

The camping spirit is not merely a source of physical delight. It gives the young man the disciplines of initiative and self-dependence. The great drawback of modern civilisation is that it increases our dependence on others. Such dependence is good to the extent to which it increases our total efficiency and our feeling of brotherhood. But it can be easily overdone and should be corrected. Camp life makes us attend to ourselves. It improves our sight and hearing. It increases our weather knowledge and our nature love. It enables us to know the ways of birds and animals. It teaches us to make our fire and improve camp utensils and apparatus. It makes us our own cooks and our own servants. It enables us to know the time of the day without having to consult our watch. It makes us our own masters and the servants of all. Scoutcraft includes instruction in First Aid, life saving, Tracking, Signalling, Nature study, Campcraft, Woodcraft, Chivalry, Patriotism and other activities. The Chief Scout has said well: "We need to take steps to preserve our manliness before it is too late". Lord Rosebery said on one occasion "If I was to form the highest ideal of my country, it would be this that it should be a nation of which the manhood was exclusively composed of men who had been or were Boy Scouts, and who were trained in the Boy Scout theories. Such a Nation would be

the honour of mind; it would be the greatest moral force that the world had ever known".

We have not only such discipline of self-imposed self-reliance. There is the equally important discipline of obedience. It is the young man who obeys gladly and loyally who will become a leader later on. It has been said well; "The Spirit of liberty is discipline; of progress suffering, and of happiness, self-sacrifice". The Chief Scout says in his *SCOUTING FOR BOYS*: "Discipline and obedience are as important as bravery for Scouts". He says in his *ROVERING TO SUCCESS*: "The best disciplined community is the happiest community, but the discipline must come from within, and not merely be imposed from without". Professor L. P. Jacks says well in *EDUCATION THROUGH RECREATION*: "I am fain to think that the difficulty we have in these days in finding great leaders arises from the fact that the great followers are not forthcoming. If leadership has decayed, followership has decayed still more. And how can we have the one without the other"?

An equally important discipline is the discipline of unity. This discipline is all-important in India. The greatest drawback of the Indians is their lack of unity. They are not solely to blame for it. Historical causes brought about such a state of things in a large measure. The Social institutions have contributed in the same direction. But it is not wise to upset them. They can, however, be sweetened and their evil elements can be removed by the sense of unity and brotherhood generated by the Scout Movement.

Another valuable and wonderful discipline is the discipline of doing a good turn every day. The good turns done by Scouts during fairs and festivals in India, are noble and noteworthy and have been handsomely acknowledged by the Government and by the Public. But the scouts should not be exploited for propaganda purposes. Mr. F. A. Stocks says well: "The type of united Good Turn to aim at is something socially useful done in an unostentatious manner as far as possible from the limelight." It is such a mentality that will lead to selfless patriotic work in later life.

The discipline of the ambulance is of the highest importance, and the Scouts in India, as elsewhere have achieved noteworthy work in that direction. It has been said well "Everything in First-aid, which a Scout or any one else professes to know he must know thoroughly and accurately. A superficial knowledge and a want of confidence in one's knowledge of this subject is quite useless". The young Scout must be taught that the object of first aid is not to make him a sort of amateur

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 misconstruction 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 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 mislearnt 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 topsyturvy. 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 homes 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 only 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 chorus 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.

II

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 Nights" 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 Gupta, 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, Pachiappas 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?

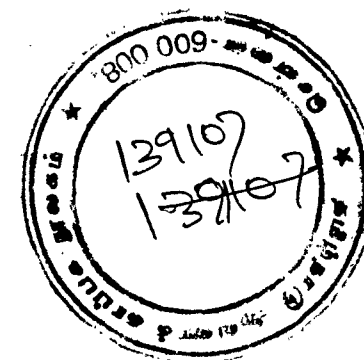
A few months ago, Mr. R. M. Statham, the Director of Public Instruction, announced that Government contemplated enhancing the teaching grant by a rupee for every higher elementary grade teacher working in aided elementary schools. But in the Budget, no provision has been made for giving effect to this 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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