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Forwarding report of the Madras Educational Conference held on 21st & 22nd Dec 1896.

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BACK PAPERS.

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Educational (189) Department.

CURRENT No.

From The Rev J. W. Kellett

Order wl. 274 of 12th March 97 10/5/97

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97

SUBJECT.

Forwg two copies of the resolutions passed at the Educl Conference in Dec. last with them semi-official report of the proceedings

& see if any points of interest

The papers read by Mess Williams & Barrow contain some points of interest. Please see portions marked on pp. 3, 4, 17 & 18.

5/4/97 Send home in duty

& 17.

Perhaps H.E. wd like to look at the Report

BACK PAPERS.

G.O.	No.	Department.	Date.

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CURRENT No. 382.
Myrtle Grove,

Supplement to the Educational Review.

REPORT

OF

The Madras Educational Conference

Held on 21st & 22nd December 1896

WITH AN INTRODUCTION

BY

The Rev. F. W. KELLETT, M.A.

MADRAS:

Srinivasa, Varadachari & Co.,

4, MOUNT ROAD.

1897.

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MADRAS:
PRINTED BY SRINIVASA, VARADACHARI & CO.,
NO. 4, MOUNT ROAD.

INTRODUCTION.

FROM its birth in November 1895 the Madras Teachers' Guild had in view the holding of a Conference of educationists for the whole Presidency. Several months however passed before it was able to turn its attention definitely to the project. Its own affairs required its first consideration, but not the least proof of its vigour and of its hold upon the teachers of Madras is the fact that when scarcely a year old it was able to bring together a Conference of the kind indicated. That the educationists of the Presidency responded so heartily shows as clearly that the attempt was not premature and that the benefits likely to follow such a Conference were widely appreciated. The Government kindly lent the Theatre of the Museum for the Conference; Dr. Duncan, Dr. Miller and many other educational leaders expressed their sympathy with the movement; though the notice was necessarily short, several respected educationists promised to prepare papers; and willing helpers came forward to make local arrangements. The want of experience probably led to mistakes, but to judge from the complete absence of complaints these cannot have been many or serious.

The Conference was attended in all by about 400 persons, of whom probably 150 were from the Mofussil. Illness and other unavoidable causes kept away some whose presence had been looked for, but the meetings were fairly representative of our College and High School Education. The Conference found efficient Chairmen in the Revs. J. D. W. Sewell and J. Cooling, and Messrs. Stone, Satthianadhan and Bhabha. The Rules, drawn up to secure fairness of debate and to prevent hasty resolutions, worked easily. Except on two subjects all who wished to take part in the discussions were able to do so, and every opportunity was given for the expression of various opinions. Arrangements had been made to have light refreshments on sale in a corridor of the Museum, so that the need of dispersal in the interval between the morning and afternoon sessions was obviated, to the promotion of good-fellowship and intercourse.

The papers read were all suggestive; and some of them of the utmost importance. When an official in the position held by Mr. Williams speaks of Primary Education as he did in his paper, surely the time is near when some remedy will be found for its defects. The figures and facts collected by Mr. Barrow on Local Fund Education call for the most careful consideration. And though perhaps it will not effect the change he desires, the paper of Mr. Bhabha, the Head of the Mysore Educational Department, will benefit all who heard it or who shall read it by pointing out dangerous tendencies in our system which we

must strive to counteract. The last three papers read opened out great questions which require more detailed consideration than was possible in the Conference. They are the prelude of fuller discussion which must ensue. In the face of statistics like those quoted by Mr. Hanumanta Row as to the Primary Examination, and of facts like that mentioned by Mr. Lakshmi Narasu that a student has obtained a First Class in Science in the B.A. Examination without ever having seen an experiment, it would be vain to believe that the last word has been said in regard to the multiplicity of examinations and the teaching of Science. Mr. Duchesne's emphatic "farewell" to the Pundit raised the liveliest debate of the Conference. One point was made very clear:—That all, whether in favour of the Pundit or not, were staunch in support of thorough instruction in the vernacular languages. Mr. Stone's address on *College Societies and Clubs* was as practical as it was candid. The paper on *Teachers' Associations* was valuable as testifying to the benefits derived from the eldest organisation of the kind in South India, and as expressing without ambiguity the feelings of that important body as regards federation with others. Mr. Srinivasa Sastri's discussion of *The Relation of Teachers to Managers* deserved the high praise Mr. Cooling, a representative Manager, bestowed upon it for its temperate tone and practical suggestiveness.

MADRAS,
22*nd January* 1897.

The resolutions appended to the rep were passed without a dissentient voice. O or two others which had been brought fo ward by the Business Committee were wit drawn as they did not receive the unanimo support of the Conference. Thus every reso lution to which the Conference has officiall committed itself is supported by the mos cautious educationist present and may be re garded as voicing the mind of the educational community of South India.

On the value of such an expression of opin ion it is needless to insist. Even more valu able were other results of the Conference. The promotion of a sense of brotherly comrade ship, the smoothing away of prejudices, the widening of views, the renewal of old friend ships, the formation of new acquaintances, the revival of high aims these are some of the fruits—of pleasure and of benefit—which some of us have gathered from the recent Conference.

If the enthusiasm shown is any criterion, the Conference was most successful. The desire was universally expressed that such a gathering should be held annually. As an experiment it was most encouraging. With the experience gained and under the conditions of more thorough preparation and longer notice which will be possible hereafter, any future Conference should be even more successful.

F. W. KELLETT.

PROGRAMME.

FIRST DAY.

First Session, 10-30 to 1-30.

The Status of Primary Teachers.
Paper by MR. L. C. WILLIAMS.

The Stage at which the Teaching of English should commence.
Paper by MR. H. J. BHABHA.

Teachers' Associations.
Paper by MR. K. V. SRINIVASA AIYANGAR.
(Trichinopoly Teachers' Association.)

Second Session, 2-30 to 5.

The Relation of Teachers to Managers.
Paper by MR. V. S. SRINIVASA SASTRI.

College Societies and Clubs.
Paper by MR. J. H. STONE.

Report of Madras Teachers' Guild Committee on Provident Funds.

At 5-30 P.M. the Council of the Madras Teachers' Guild met representatives from the Mofussil and discussed the federation of Teachers' Associations and the prospects of a Teachers' Provident Fund.

SECOND DAY.

First Session, 10-30 to 1-30.

The Organisation of Local Fund Education.
Paper by MR. C. M. BARROW.

The Teaching of Languages in Indian Schools.
Paper by MR. A. E. DUCHESNE.

Conditions of Public Examinations.
Paper by MR. C. B. RAMA ROW.

Second Session, 2-30 to 5.

The Teaching of Science in Schools.
Paper by MR. J. COOMBES.

The Curriculum in Primary and Lower Secondary Schools.
Paper by MR. S. VASUDEVACHARI.

Social Gathering at 6 P.M.

RULES OF THE CONFERENCE.

1. The papers shall be limited to 20 minutes; speeches to 5. The writer of the paper shall have the right of reply.

2. As a rule the discussion of any one subject shall be limited to one hour in all, including the time taken up by the paper.

3. Members desiring to speak on any subject should send in their names to the Chairman.

4. Should more desire to speak than time permits, the selection shall be left to the judgment of the Chairman.

5. Immediately after the opening on the first day, a Business Committee shall be elected, to whom shall be entrusted the arrangements of the Conference so far as they are not already settled.

6. No general resolution shall be submitted to the vote of the Conference unless proposed by the Business Committee,

7. The Business Committee may on the second afternoon submit to the Conference any resolutions which it regards as expressing the mind of the Conference on any of the subjects which have been before the Conference.

8. But resolutions on subjects which the Conference has not had before it or on which the Conference does not appear to be practically unanimous shall be excluded.

9. The Chairman's decision on any point connected with the conduct of the meeting shall be final.

THE
MADRAS EDUCATIONAL CONFERENCE, 1896.

FIRST DAY'S PROCEEDINGS.

MONDAY, DECEMBER 21st.

Morning Session, Chairman—J. H. STONE, Esq., M.A., Principal of the Presidency Coilege, Madras.

STATUS OF PRIMARY TEACHERS.

(Paper by Mr. L. C. Williams.)

Our esteemed Secretary of the Teachers' Guild requested me a fortnight ago to read a paper at this Conference on "The Status of Primary Teachers." Had I consulted my own convenience I should have declined the honour with thanks as this is the busiest part of a very busy season of work for inspecting officers like myself. But considering the importance of the subject, I acceded to his request in the hope that by expressing my views on the subject I might enlist the sympathy of such a body of influential educationists as are here present and thereby ameliorate the condition of Primary Education in the Presidency. With an experience of twenty-three years in the Educational Department, eight of which have been spent in connection with Primary Education, I felt that I could speak with some authority on the subject, unless it be that the looker-on sees more of a game than he that takes part in it.

I shall in this short paper confine myself to the Status of Primary Teachers in Board Schools, the majority of whom are Primary Grade men. Out of 220 certificated Teachers in Board Primary Schools in the Tanjore District as many as 186 or 84 per cent. are Primary Grade men; only 8 are Upper Secondary; and 26 Lower Secondary men. In the Trichy District 105 out of 119 or 88 per cent. are Primary Grade men. What are the qualifications of the Primary Grade Teacher on whose services even such a District as Tanjore mainly depends for the spread of Education? His general education is that he has passed the 4th Standard Examination which means that he can read with a fair degree of ease from a printed book and from a manuscript indifferently; he can write a fair running hand and spell without much difficulty ordinary words. In Arithmetic he knows the Compound Rules, and has just an inkling of Vulgar Fractions. He has studied the Geography of the Madras Presidency and has a smattering of the physical features of India. He is expected to know the relation between the sun, moon and the earth, and something about planets. But his ignorance in this branch of the subject it is difficult to fathom. It is a matter of doubt with many whether it is the sun or the moon that revolves round the earth, whether it is the shadow of the earth that eclipses the moon or a snake that swallows it, according to Hindu mythology. His utter ignorance of the physical features of India is often exhibited by his making the Ganges flow into the Runn of Cutch, or the Godavery into the Arabian Sea, and even the Himalayas to run right through the middle of the continent! He is supposed to know a little of Hygiene, but I shall not speak before this audience of the hazy and false notions entertained on this subject. Some of them know a little, just a little of English. Equipped with this slender modicum of knowledge—if knowledge that may be called which makes knowledge visible—he goes through a course of training according to improved methods of teaching as laid down by eminent educationists. But the question arises how can any amount of training in methods of teaching do any substantial good to men of such poor attainments. The function of a teacher is to impart knowledge and train the mind. The training of the mind is effected by the mode in which the knowledge is imparted. The prime requisite in a teacher, therefore, is knowledge; and if there is knowledge enough, the methods of imparting that knowledge to others may be taught. But without knowledge, how can the inculcation of all the ingenious methods of teaching do any good? The possession of a mould will not enable us to make a statue without the metal of which it is to be made.

Hence it is that teachers of Training Schools complain of the inutility of training such men. Unsatisfactory as this is, a number of teachers of this grade are trained year after year, secure trained teachers' certificates and go out to the villages to follow their profession. But do they care to put into practice the methods of teaching they have been taught? I am afraid not one in a thousand ever thinks of doing so. In the midst

of his other and more pressing difficulties all that the teacher has learnt in a Training School is relegated to the limbo of forgotten things and an occasional reminiscence of his experience within the walls of a Training School brings but a smile to his lips when he realizes what little use he makes of what he was so assiduously taught. This shows that our Primary Grade Teacher is a very unsatisfactory factor of our educational system, and unless these apologies for teachers are replaced by men of higher qualifications, there is little chance of any real progress in education. On the other hand, there is the danger of many a young and promising mind brought under the baneful influence of such inefficient men being paralysed and rendered unfit for further development. If we could get an insight into the past history of many a student, what tales of woe might not be unfolded? How many of them would not testify that they got a thorough disgust for study by being sent to such schools; that their minds were warped from the right course; that their brains were stuffed with a heterogeneous mass of ill-digested information incapacitating them for any healthy growth; that their hearts were soured and embittered by uncouth methods of teaching, by unkind treatment, by unsympathetic behaviour; and worse than all, that they were taught the first lessons in lying, duplicity and chicanery by Teachers of Primary Schools.

But with all this, for want of means to get better men we are content to employ such inferior men to do the work. To secure the services of a better class of teachers we must pay them better. The whole question therefore of improving Primary Education turns upon this important financial aspect of the case; and if means can be devised to find more funds, and if such funds are administered so as to pay our teachers better, we shall have gone a great way towards placing Primary Education on a satisfactory footing. The scale of pay as laid down by the late Director of Public Instruction, Mr. Grigg, ranges from Rs. 12 per mensem to Rs. 3. In addition to his pay the teacher gets a portion of the result grant earned which will of course vary with the strength and efficiency of the school and the amount of funds allotted. In the Tanjore District, one of the most advanced in the Presidency, out of 300 teachers employed in Board Primary Schools only 11 men get Rs. 12 which with result grant may amount to about Rs. 16 a month only; 15 men get Rs. 10 which with the result stipend means a monthly income of about Rs. 13, 50 men or a 6th of the teachers get a fixed salary of Rs. 9—a result than a third get Rs. 5. In other words, about two-thirds of the teachers get Rs. 7 and 5 a month. As in most of the small schools the teacher has to pay out of his own pocket the fees of the pupils the result grant may cover the fees so paid, two-thirds of the teachers in the Tanjore District get an average income of about 3 annas a day. The teacher is generally a married man with a number of children and poor relations to support and with hardly any other means of living but his pay. It is painful to contemplate the conditions of a man with half-a-dozen mouths to feed being obliged to subsist on three annas a day. Is it possible, gentlemen, to expect any good work to be turned out by one so ill-paid? We have to pay a price for anything worth having, and if we appraise the work of a village teacher at three annas a day we should also be prepared to get a return of work proportionate to this standard. As for expecting any moral excellence or any high sense of duty on three annas a day, I need not say it is utopian. Such virtues can only thrive in higher altitudes of pay. Can we then complain if such a man scamps his work, runs away from school without leave, writes false registers or ekes out a living by other means, fair or foul?

The next question is where are the funds to come from? If you look into the last L. F. Administration Report, page 112, you will find that the percentage of net expenditure on Education to total current income in the several Districts varies from 17·1, in the Anantapur District to 5·6 in the Tanjore District and the average percentage for the Presidency is 10·9. You may not be a little surprised to hear that the Tanjore District is at the bottom of the list, and although Government has more than once remarked that the District should spend more, and we have been importuning the Board to give us more funds for the purpose at least of improving Panchama Education, the Board is not inclined to do so. I shall be thankful if the allotment is not further cut down. The remedy for this state of things is to appeal to Government to order that a certain definite percentage of the current income of each District, varying of course with the requirements of each District, should be set apart for Education without leaving it practically as it does now to the will and pleasure of the Boards concerned to determine what percentage should be spent on education. Having obtained the maximum of funds available the next thing is to reduce the number of Board and Aided Schools and with the funds thus set free, increase the pay of the teachers of Board Schools and give higher grants to a better class of Aided Schools; so that what

is lost in extension may be gained in intension, and instead of having a larger number of inefficient schools manned by ill-paid, ill-qualified teachers, we shall have a smaller number of efficient schools with well-paid, well-qualified teachers. These schools should be worked up to the highest degree of efficiency, to serve as model schools and to pioneer the way for Results Schools. To give each important village a chance of having the benefit of such a school, these should be shifted to other villages once in a term of years, say three or seven or earlier, if a Results School can take its place.

But even the best of teachers has certain inevitable difficulties to encounter, and unless he is tactful and resourceful he is bound to fail. One of these difficulties is the overwhelming influence exerted on the villagers by the Pyal School teachers, a time-honoured relic of the past, forming an integral part of village life. The majority of Pyal School teachers are of very inferior qualifications, and having failed in other walks of life, have taken to pedagogy as a *dernier ressort*. But notwithstanding this the teacher is a favourite with the simple conservative villager, because he follows the pedagogic traditions of centuries. He begins the school with the rising sun, and the din of the school house, which is like music to the parents' ears, is over only with the setting sun. He makes the pupils recite correctly or incorrectly stanzas from standard authors, entertains them with stories of perennial interest from the great epics of the Mahabarata or the Ramayana, and adapting himself to the primitive tastes of the villager thrives in his own humble way. When the Dussera comes once a year it delights the heart of many a proud mother to see her son decked out in all the colours of the rainbow, and march with banners flying and music playing, and perform the Kolatum dance. "The sports of children satisfy the child" and no wonder the unsophisticated villager clings to the Pyal School teacher as he does to the Vydian or Hakim and will not listen to the teacher or the Hospital Assistant, charm he ever so wisely. The teacher finds himself out of place in a village. He goes to school after the sun has risen high and closes it before the sun sets. He does not allow the pupils to cry out at the top of their voice, and the absence of the accustomed din of the school house goes much against him. He does not pay court to every villager. He scorns the Dussera festivities as tomfoolery, and worst of all he demands a regular fee, small though it be, ranging from annas four to half-an-anna. The Pyal School teacher is content with the poor pittance given him at appointed times of the year, and such allowances are provided for in the budget of the villager. The moment the villager knows that the teacher is paid a regular salary and also result grants, he makes up his mind not to pay a pie towards the education of his children, and thinks that he is conferring a great favour on the poor teacher by sending his boy to school. I am not sure if some do not even fancy that they are doing a piece of service to the teacher by bringing children into existence. When parents deal with the teacher in this commercial spirit the teacher, not to be outdone, treats children in the same spirit and views them as so many means of earning his pay and grant, and not as rational beings entrusted to his care. As the teacher knows that if the strength of the school falls it will be abolished and he will lose his appointment, he pays the fees out of his own pockets although he can ill afford to do so. This important circumstance renders my proposals to increase the pay of teachers all the more necessary.

One more point I should like to draw your attention to, is the official relation between the Local Boards that hold the purse and are supposed to manage the schools, and other educational officers, who are only advisers to the Boards. There is a certain anomaly in this relationship which I should like to see removed. According to existing rules of Government, the President should consult the Inspecting Officers in all matters connected with education, but he is not bound to act up to the recommendations of this department. For instance, the President is bound to request the Inspecting Officers to recommend a teacher for a vacancy, but he may appoint his own man, and we have cause to complain only if we are not consulted and not for our advice being set aside. I shall give you an instance in which a President not only did override the recommendations of this department, but acted in the teeth of such advice. In order that the pay of the teachers of a backward locality might be made more attractive it was recommended that a number of Board Schools should be closed with a view to utilize the savings in increasing the pay of the teachers of the remaining schools; but the President acted up to the recommendation so far as the closing of the schools went, but utilized the savings not in increasing the pay of the teachers or in opening other schools or for any other educational purpose, but on roads. Roads are very good things no doubt; whether they are to be constructed at the expense of schools, it is not for me to determine. Although such cases are

fortunately more the exception than the rule, and Presidents are ready to administer the funds as equitably as possible, there is always a latent unwillingness on the part of public bodies to spend liberally on education. The Educational Department seems to be treated as the Cinderella of the whole service in many respects. She must wait until her more favoured sisters are satisfied, but if in the end it will, like Cinderella, become the queen of the service I do not know, although it is a consummation devoutly to be wished. Presidents with the best of intentions would rather see a road repaired or a dispensary built or a vaccine depôt opened than a school established, for the good reason that the fruits of education although enduring and far-reaching are not tangible. Educational officers who have taken part in Budget Meetings of Local Boards will bear me out when I say in what an apologetic way, with what amount of diffidence we have to crave the Boards for funds for education and how grudgingly such funds are given. I have often felt on such occasions as one taking the hat round on behalf of schools, and not as one demanding what is his due by order of Her Majesty's Government.

The divided responsibility of Managing Schools resting on two different departments detracts from the efficiency of administration. What I should propose is that each Local Board may be asked by Government in consultation with it and the Director of Public Instruction to place a certain percentage of its current income at the disposal of the Director of Public Instruction, to be spent by him on behalf of schools under that Board, in the manner he deems best. The Board may from time to time with the sanction of Government lay down any general line of policy to be pursued, but the details of administration should be left unhampered in the hands of the Educational Department. The department will from time to time render an account of its stewardship to the Board concerned, and a to any suggestions that it may offer. But it be given a free hand in controlling educ This arrangement will remove unnecessary tion between two departments, will save a deal of correspondence, will tend to despat business, will bring the teachers into immed contact with the Educational Officers, will fa tate the transfer and promotion of teachers a wider area than at present and impose gre personal responsibility on Educational Offic the moral benefit of which will be incalculab

To sum up my recommendations:—Emp men with higher qualifications, pay them bet have a smaller but a more efficient set of Bo Schools, get more funds if possible from Lo Boards, and administer the schools by the Ed cational Officers direct.

DISCUSSION.

MR. BARROW deplored the fact that Primary Scho masters were not able to earn a living wage. I would not expect a dog boy to work for such a lo sum as Rs. 3 while Primary Schoolmasters were e pected to teach on Rs 3 a month. While it becam impossible to get a menial such as a butler or mate for Rs. 10, it was nothing less than disgraceful tha the Primary School Teachers should be left to struggle on less than living wages.

MR. SANTANA RAMA IYENGAR thought that not only the Local Boards but the Government were not doing what they ought to in the matter.

MR. K. SESHU IYER said that for the dissemina tion of Primary education Government should make it gratuitous and people be prepared for a more direct taxation for this purpose.

MR. T. R. RAMANADA IYER, of Conjeeveram, empha sised the necessity of the establishment of small libraries in connection with Primary Schools which would in his opinion go a great way to enlighten the teachers. The debate concluded by the proposal of Mr. Williams Pillai that steps should be taken to move the Government for the appointment of an Educational Officer in the various Municipalities in the mofussil.

THE STAGE AT WHICH THE TEACHING OF ENGLISH SHOULD COMMENCE IN INDIAN SCHOOLS.

(PAPER BY MR. H. J. BHABHA.)

The question at what stage of an Indian boy's education the study of English should be commenced has kept recurring for consideration from time to time chiefly because in some Provinces notably Madras and the North-West Provinces it is permissible to teach English from the first class of a Primary School upwards. In Bengal and other parts of India there are also High Schools in which the Managers still continue to teach English from the lowest class. For a careful elucidation of the question it is necessary to bear in mind the differences between the conditions of learning the mother tongue and those of learning a foreign language.

To an Indian boy English must remain a foreign language until the time comes, if it ever will, when English will be his home language acquired by him from birth. That except in a few cultivated Indian families living chiefly in Presidency Towns English cannot ever or within a measurable distance of time become the Vernacular language of the people is quite certain. The essential difference in the modes of acquiring a Vernacular language and those of learning a foreign tongue have therefore to be considered.

A child learns his Vernacular merely by hearing it spoken around him. He forms associations between things made known to him through his senses and the words which he hears applied to them. He thus imperceptibly and without effort acquires a large stock of words and expressions. The learning of a foreign language is comparatively a laborious process. The foreign equivalents are learnt not by a process of association between things and words, but by association between words, the things denoted by them being previously known. The process of associating words with words is one purely of verbal memory. The association between words and things necessary for learning one's Vernacular language implies familiarity with the things. The knowledge of things must precede the knowledge of words or names. In learning the foreign equivalent of a Vernacular word no reference need expressly be made to the thing denoted by it. It may be said that the custom in wealthy English families of engaging a Swiss *bonne* to teach children colloquial French shows that a foreign language may be acquired in the nursery with the same ease as the mother tongue, but then it must be remembered that the amount of French so acquired is learnt by associating words not with their Vernacular equivalents but directly with things, and cannot in any case, whether French is taught alone or along with English, go beyond the child's stock of knowledge. His knowledge of French is limited by his knowledge of things. This limitation should be instructive to those who would place English Readers into the hands of little Indian children before they have had time to accumulate a stock of object knowledge and to learn to any considerable extent to associate words of their mother tongue with objects or to express their thoughts, feelings and desires in their mother tongue. Before a foreign language can be learnt in school, there must be a large stock of object knowledge, of the knowledge of feelings, thoughts and situations, laid up in the learner's mind in close association with words and expressions of the mother tongue. So far only as this stock of knowledge extends, will the knowledge of foreign words and expressions be really acquired. To attempt to teach words and expressions without a knowledge of the things or facts denoted by them is to induce the evil habit of using unmeaning or inappropriate terms.

Again before a child goes to school he is able to talk his own Vernacular language. He can think by means of his mother tongue and can express his thoughts in it with ease so far as his knowledge of things goes. The method of teaching the mother tongue is therefore quite different from the method of teaching a foreign language. As Sir Joshua Fitch puts it, the method of teaching the mother tongue is analytic, while that of teaching a foreign tongue is synthetic. In the case of the mother tongue the child knows the sentence which is taken as the starting point. In the case of a foreign language we begin with words and build them up into sentences. The child has, in studying his own language, to learn analytically the different parts of a sentence, their relations to one another and the words of which they are composed. In studying a foreign language he has to study words first and then their combinations into expressions and sentences according to the rules of grammar. A foreign language is acquired through and by means of grammar. The mother tongue is acquired empirically first, and its grammar is learnt analytically afterwards. And this brings us to the question of the age when the grammar of a foreign language can be learnt. Dr. Bain thinks the abstract science of grammar cannot be taught before a child is ten years of age. "The aptitude for grammar in its true sense," he says, "does not exist at eight or nine years of age," and he thinks that the difficulty of learning grammar is on a par with the beginnings of Algebra and Geometry. Allowing for the precociousness of Indian youth it may perhaps be said that the science of grammar should not be commenced before a child is nine years of age. But though it is necessary to put off teaching scientific grammar to that age, the ground can be broken before that age and much interesting grammatical knowledge can be imparted by the analytic method applied to sentences in them other tongue. The division of a sentence into its parts, their relations to one another, and the functions served by each part can be explained. The definitions of the different parts of speech can be arrived at by the discussion of individual instances and their comparison. The pupils may be practised in turning sentences into their equivalent forms. A large amount of grammatical knowledge can be thus imparted to the young learner without actually commencing the study of grammar. A child who has had such previous preparation in the grammar of his own mother tongue is likely

to learn readily and intelligently the grammar of a foreign language. The difference of method in teaching a foreign language thus renders it necessary that a foreign language should be learnt after familiar acquaintance has been gained with one's mother tongue and its grammar.

The child that has studied his own mother tongue and its grammar before he commences the study of English at the age of nine or ten can make far more rapid and intelligent progress than one that has commenced the study of English much earlier. The practice of teaching the English alphabet along with the Vernacular alphabet seems to be indefensible. Parents are tempted to imagine that their children at school are making praiseworthy progress when they see them read an English book at a very early age, but they little know that the children gain no real advantage, but on the contrary they probably suffer by commencing too early the learning of a foreign language. They neglect the study of their mother tongue. I would therefore exclude the study of English from the Primary classes altogether. A seven years' course of English study, commenced from the age of nine, in the Middle and High Departments of Schools is amply sufficient to enable a student to pass the Matriculation Examination creditably in English. It is not the length of time devoted to the study of English that is essential to success but approved methods and cultivated intelligence.

When the study of English is commenced at a too early age, the young learner not only neglects his Vernacular but begins to despise it. The continuance of this aversion is life-long and many a graduate at the end of his University career finds it hard to express his thoughts readily and elegantly in his own Vernacular. The effects of this dislike are of a far-reaching character. Sir J. B. Peile, when he was Director of Public Instruction of Bombay, wrote on this subject as follows: "The dislike shown by University Graduates to writing in their own Vernacular can only be attributed to the consciousness of an imperfect command of it. I cannot otherwise explain the fact that graduates do not compete for any of the prizes offered for Vernacular translations or compositions, prizes of greater money value than the Chancellor's or Arnold's prize at Oxford, or the Smith's or Member's Prizes at Cambridge. So curious an apathy, so discouraging a want of patriotism is inexplicable, if the transfer of English thought to native idiom were, as it should be, a pleasant exercise, and not, as I fear it is, a tedious and repulsive toil." The Honourable Court of Directors of the East India Company in their famous Despatch of 1854 say that "the Vernacular languages must be employed to teach the far larger classes who are ignorant of or imperfectly acquainted with English. This can only be done effectually through the instrumentality of masters and professors, who may, by themselves knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen, through the medium of their mother tongue, the information which they have thus obtained. At the same time, and as the importance of the Vernacular languages becomes more appreciated, the Vernacular literatures of India will be gradually enriched by translations of European books, or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people." It is a matter for serious consideration how far those hopes have been realised or are likely to be realised, when from early childhood the demand made by the study of English have produced neglect of the Vernacular and dislike to use it as a medium of cultivated thought. The millions that will ever remain ignorant of English have no other means of enlightenment than a healthy Vernacular literature. Our system of education should be so arranged as to give every encouragement to this literature. The modes of improving the study of Vernaculars form a wide subject foreign to the subject of this paper. It may however be pointed out that by postponing the commencement of the study of English to the fourth or fifth year of schooling, there is a chance of grounding the young learner in a scholarly knowledge of the Vernacular and imbuing him with a love of his mother tongue such as would have a lasting effect on his future scholastic or literary career. It should also be borne in mind that the powers of memory are freshest and strongest from six to ten years and could be usefully employed in learning the best specimens of Vernacular literature which would leave an indelible impression upon the young learner's mind.

The earlier the study of English is commenced in an Indian School the worse danger there is of acquiring habits of bad pronunciation and of speaking and writing faulty English. In the Primary School teachers are usually low-paid and possess but a meagre knowledge of English. Faults of pronunciation, grammar or idiom contracted from them at an early age are difficult to unlearn in later life. The teaching of English in Middle Schools is by no means perfect, but the danger of learning faulty English is considerably lessened when English is commenced in a Middle School.

It is sometimes said that even a very imperfect knowledge of English is useful to petty shopkeepers, dealers and menial servants, and that opportunities of acquiring such knowledge should be given in Primary Schools. This acquirement may have some value in a sea-port town like Madras but cannot apply to inland places with little or no trade. And even in Madras such knowledge of English is picked up in the street and the shop more readily than in a school. So long as a parent thinks it a great advance in his son's education that he should commence to learn English though he be not fitted by previous preparation or mental growth to do so, the parent even at great sacrifice of means will be anxious that his son should commence the study at the earliest possible time. This unreasonable hurry should be checked rather than encouraged by the responsible authorities. The stern exclusion of English from Primary Schools seems to be the only remedy.

I have shown in the foregoing part of this paper that English is not a suitable subject for Primary Schools. I would now discuss the place of English in Secondary Schools. In Middle Schools should English be taught as a language only or should all instruction be conveyed through the medium of English, seems a debateable question. There is now a consensus of opinion all over India that in the High School Department, that is in the highest two or three or four classes of a school preparing for the Matriculation Examination, the medium of instruction should be English. In the lowest two classes of Middle Schools in which the study of English is commenced it is out of the question to impart instruction in Arithmetic, History and Geography by means of English text-books, as the pupils' knowledge of English would not permit of such instruction being given in English. The question thus narrows itself to the use of English as the medium of instruction in the two or three highest classes of Middle Schools. In Madras and the North-West Provinces the use of English as the vehicle of instruction is strongly advocated. In Bombay, the Punjab and the Central Provinces, Arithmetic, History and Geography are taught through the Vernacular in all Middle Schools and English is taught as a language only. In Bengal some High Schools with Middle and Primary Departments attached to them have been employing English as the vehicle of instruction from the lowest class upwards. But the more recently established High Schools make English the medium of instruction in the High School Department alone. In the Middle Schools of Bengal the Vernacular is the medium of instruction. Now it seems to me that there are one or two tests by which the question whether instruction should be imparted wholly through English, can be settled. If a pupil is unable to understand easily an English text-book of History and if undue attention has to be paid to the language before the matter can be learnt, such a text-book is evidently unsuitable. But there is another and more reliable test. If the text-book is English and instruction is given in English, the pupil should be able to answer questions in tolerably correct English. If he is not able to write his answers without violating the simplest rules of grammar, if the most elementary English composition is beyond his abilities, then it is a mistake to impart instruction in English to him and compel him to write faulty grammar, spelling and idiom in his written answers. An examiner in History or Geography in a Middle School examination would not think it his duty to cut off marks for faulty English, and while there would be no incentive to a pupil to aim at writing correctly, the indulgence of the examiner can only perpetuate errors in the pupil for which the pupil can hardly be blamed. Rather than encourage the writing of bad English, I should insist on the use of Vernacular text-books and on the examination being conducted in the Vernacular. It seems to me that many of the faults of language that appear to be ineradicable in a grown-up student may be traced to the compulsion he was under to learn subjects like History, Geography and Arithmetic from English books that he could not easily understand and to answer examination papers in these subjects in English. The experience of most Teachers and Inspectors goes to show that candidates at the Middle School Examination are unable to answer with tolerable correctness historical questions in English. If so there can be no greater proof that such examination and instruction in English are unsuited to them. There are teachers however who think that in any case English text-books and examination in English make the pupils better scholars in English. It seems to me that in this idea they are sadly mistaken. Proficiency in English depends not on extraneous helps like text-books of history, but on the proper methods of teaching the English language, chiefly translation from and into English, easy exercises in composition like reproduction of stories, letter-writing, paraphrase and essay-writing, and on general home reading to supplement the limited lessons in school.

Sir Alfred Croft in his Quinquennial Review of Education in India in 1886 thus endeavours to strike the balance of opinion on the subject: "The course of nine years may conveniently be divided into three approximately equal sections. In the lowest stage of two or three years instruction must necessarily be imparted through the Vernacular almost exclusively; and the only difference arises on the point whether English should be taught at that stage. The balance of opinion appears to incline to the view that it should not then be taught, though the opposite view is very strongly held by competent authorities. In the next or middle stage, opinion seems to lend stronger support to the employment of Vernacluar books in history and such-like subjects, more especially if a commencement of English has been postponed to this stage. In the last two, three or four years of the course, it is by unanimous consent allowed that the Vernacular should be altogether put aside (except for purposes of translation, and composition) and that English text-books should be exclusively used. The whole question seems to be one which might with great profit be submitted in each province to the judgment of an Educational Conference, in which the Headmasters alike of departmental and Board Schools and of those under private managers should be represented, and in which the practical results of different methods might, when possible, be compared."

It only now remains to show that though English may be left out from the Primary Classes the period of study at school is not thereby lengthened. If a boy passes the Matriculation Examination at sixteen he should be considered to have done well. In conformity with the views expressed in this paper I would divide the whole of the school course up to the Matriculation Examination in a manner similar to that which is shown in the following table:—

	Age.	Stage of instruction.	Medium of instruction.
	5-6	Infant.	Vernacular.
	7, 8, 9	Primary.	Vernacular.
Commencement of the study of English. Middle School Examination.	10, 11, 12, 13	Middle.	Vernacular (English being taught as a language only).
Matriculation Examination.	14, 15, 16	High.	English.

DISCUSSION.

MR. C. M. BARROW agreed with everything was said in the paper. He had been for a long of opinion that the teaching of English should excluded from Primary Schools. If only suit text-books were provided for giving effect to Bhabha's scheme, he had no doubt that a great of improvement would be effected in the English Hindu youths in a few years more.

RAO BAHADUR V. KRISHNAMA CHARIAR endors Mr. Bhabha's views thoroughly.

MR. V. S. SWAMINADHA DIKSHITAR, a teacher in school in Pondicherry, explained the system adopt in Pondicherry for teaching the French langua There they followed the 'maternal' system wh they adopted in teaching the Vernaculars.

MR. S. KRISHNASAWMY IYER, B.A., of Kumbakona said that the system of teaching English in vog led to the deplorable system of cram. He was opinion that the teaching of English should n commence before boys reached the Fourth Standar He advocated the postponing of the teaching English Grammar to a later period than now, com mencing with the teaching of a few easy English books. He suggested that the Conference should place on record their dissatisfaction with the fact that the teaching of English was begun too early and with deplorable results.

THE REV. C. H. MONAHAN, Vice-Principal of the Wesleyan Mission College, said that before the translation of a book into another language there must be a translation of thought which was sadly wanting. But he understood that experience showed that the Madras system had produced more knowledge of English than that of Bengal which Mr. Bhabha advocated.

MR. J. ARBUTHNOT, the Headmaster of a High School in the Mysore Province, was of opinion that it was not so much the teaching of English and the Vernaculars together that was to be found fault with, as that the teachers themselves were to be blamed in the matter. With teachers who themselves required to be taught object lessons nothing but failure could be expected to result from their teaching.

MR. J. M. VELU PILLAI, late of the Teachers' College, advocated the teaching of English by means of conveying the meaning of words by placing before the students the concrete things represented by the words.

THE REV. L. B. WOLF, of Guntur, said that the teaching of English could be commenced early, provided the teaching was carried on right lines.

THE CHAIRMAN, MR. STONE, said that Mr. Bhabha was correct in saying that the neglect of the Vernaculars, which was the common complaint of all, was due to the early commencement of the teaching of English. He was of opinion that a student who had a good command of his Vernacular language learnt a foreign language with greater ease than one ignorant of his vernacular. One result of the craze for bringing English teaching into the lowest classes was that most Europeans engaged in education did not try to get any knowledge of the Vernaculars. The teaching of English was begun too soon to allow English to be used as a medium of instruction.

TEACHERS' ASSOCIATIONS.

(PAPER BY MR. K. V. SRINIVASA IYENGAR, B.A., L.T.)

Sometime back there appeared in the columns of the *Madras Mail* a few remarks to the following effect. The Educational Service in this country is at present little calculated to attract and retain within itself young men of parts and abilities, who for the same merits in them can more easily secure better comforts and conveniences in other walks of life. But the future of the service is pregnant with success and glory, though but the very few can comprehend such a happy prospect, much less base their actions on such a foresight. The above is not, I believe, the exact wording of the remarks as they appeared in the paper, nor do I remember even the approximate time when they were written. I imagine however that those remarks must have made some impression on those that read them as they did make on me. To the first of the two statements, I believe that ninety-nine out of hundred among those connected practically with the service will scarcely demur. The second, however, as the statement itself implies, bears on the face of it no evident marks of its truth and is not so realisable to the understanding. I must confess I was one of those who could not know how the prophecy would be made true. I consider that the feeling of *esprit de corps* is conspicuous by its absence among the members of this profession, notably in its lower ranks. A consciousness that they are engaged in a noble work has not entered deep into the minds of the members, a consciousness which alone will enable them to set at nought and hold of no value any contempts and incivilities that may be showered on the department by the illiterate and what is worse by the so-called literate. How against such adverse circumstances the noble profession can work its way to success and glory was what I could not understand, except, of course, as a consequence of the general truth that whatever is good and noble must come out esteemed and valued, though for some time it may be obscured. Gentlemen, it is my humble opinion that this day is realised the dawn of such a future. I now perceive before me a number of Educationists brought together by one purpose, the purpose of instilling greater life into the profession, the purpose of bringing to bear their united action on the circumstances that may environ it, so as to secure the best development. If this Conference thrive, if such Conferences be held every year with increasing success, imagine what would be the effect on the members of the profession throughout the presidency. To feel oneself one of an organized body is no mean help in one's moments of dejection. To be in a position of expectant sympathy with a conviction of a vast store of it which one can always draw upon from one's fellow-workers in time of need, not only cheers and props one up in difficulties, but also stimulates one and renders one more energetic and active on all occasions.

This phenomenon of so many of us brought together is but the consequence, a necessary progressive step in the direction in which, as far as I am aware, three such movements have been made before. The Teachers' Association, Trichinopoly, first started the movement. Next followed the one at Saidapet in connection with the Teachers' College there, and last, but what is more significant than the rest, followed the formation of the Teachers' Guild, amidst the misgivings of some Educationists and the ardent hopes of others equally entitled to our esteem. This move, proceeding as I believe it does from the members of the Teachers' Guild, is in keeping with the spirit of the formation of that body and the other associations mentioned above, and is the result of a growing desire for corporate action and the fostering of a wider fellow-feeling amongst the members of the profession. You will not then consider me too sanguine if I say that this assemblage must win the sympathy of all that are within our pale and the respect of those that stand outside it. We are, I am confident, sure to increase in numbers every time that we meet, likely to prove more and more beneficial to the public, and what is not too much to say in the long run we may be in a position to influence the general current of education and the department for their good.

God helps those that help themselves. Of course He does, for they help themselves. If any public body or assembly of men when once called into existence for a definite purpose have collapsed and come to nought without effecting their object, it would, I believe, be found to be due mainly to any of the following reasons. It may be that they were called into existence too soon, *i.e.*, earlier than when such circumstances as would render their existence necessary and justifiable came to play, or it may be that the men were not adequate to the task they had set before themselves. With us neither of these holds. The desire for united action has every day been more and more keenly felt amongst many teachers and has led to our meeting of to-day. The necessity for

affording mutual help and encouragement, of securing and maintaining the esteem and dignity —which are always due to this profession—has gradually been more and more apparent. If then the present circumstances justify the begetting of this Conference, I venture to say that the men who have taken it on themselves to lead this undertaking to a successful issue, who have pledged their names to the victory of this enterprise, are such men that the community of teachers as well as the public in this presidency cannot ground their confidence on betters. If the conjoint efforts of such distinguished individuals, enlisting as they do the sympathies of so many of us in the same work, do not bear fruit, if it be found that the body of Educationists in this presidency, those that profess to train and develop the character of the youths of the nation, have not in themselves sufficient power of will and force of character to bring about what they have determined to perform, which is nothing more than to help themselves; then I say the only consistent position with such a state of affairs would be in my position that we resign over as a body and entrust the sacred work to the hands of better men who will set about the business with greater energy. Such a state of things cannot be. We wish them not, and if we will they shall not be.

How best to bring about this union? How shall we create a corporate feeling that shall sustain and maintain an increased interest, energy and dignity in our work? I cannot do better now than to quote from the proceedings of the Trichinopoly Teachers' Association at one of its meetings. The Secretary of the Association at Saidapet wrote to have our views on the desirability of having a central association at Madras with dependent branch associations throughout the presidency, evidently proposing itself to be the central association. Our association repudiated the idea, but laid down in that connection the following statement on record: "While this association does not feel the need for a central association in Madras with dependent branches in the mofussil, it is of opinion it is a very commendable proposal to have an annual congress of delegates from various Teachers' Associations and other educational bodies, especially if the congress be held in various educational centres of the presidency." I now beg to bring for your consideration the principles recorded in the above statement. The Trichinopoly Teachers' Association would be the last to repudiate co-operative action in matters educational, but the Association considered that for the successful development of such institutions as itself, they must be left to develop themselves in lines best suited to their circumstances and local conditions, and any ties and restraints that may come into existence in connection with a dominating central association would necessarily and needlessly hamper such a congress. Yet another advantage is to be secured from such independence. The schools and colleges in the City of the Seat of Government, the City of the Seat of the University, the City of the Metropolis inevitably have an importance attached to them—an importance in addition to what their own merits will secure for them. The local value is as inevitable a necessity in the economy of nature as in the decimal notation. As a corrective to such fictitious importance, the Conference when it grows more powerful will be in a position to apply remedies only when mofussil institutions are independent of any dominating influence. If this principle be accepted and acted upon, then, I believe, we have a good way clear before us to bring to successful achievement such educational Conferences as this first of to-day. When once the idea of independent associations throughout the presidency sending forth delegates to be present at a Conference is recognised, other matters of detail in connection with such periodical gatherings may with great facility be arranged and our object realised.

I next pass on to the various Teachers' Associations throughout the presidency. Such Associations have to be started newly where they do not originally exist. They have to be roused into activity or brought to prominence where they may have sunk into lethargy or insignificance. Gentlemen, no enumeration, item by item, of the advantages that accrue from such association can carry conviction so as immediately to bring into existence such associations throughout the presidency. What the external stimulus by itself cannot accomplish is rendered possible only where the internal activity in any locality can afford such expenditure of energy, and exhibits a tendency to divert itself into this channel. The following passages which I take from the report of the Trichinopoly Teachers' Association for the year 1891, the first year of its existence, bear out my statement and well illustrate how in this internal growth is to be found the secret of success of all public bodies:—

"On the 8th December 1890 a gathering of gentlemen met at the National High School in pursuance of a notice, circulated by Mr. S. S. Pasupathi Aiyar, B.A., to inquire into a matter of general municipal interest. That occasion was made use of for the formation of the present association, the need of which had been long and deeply felt. To begin with, a provisional committee of five members was formed for the purpose of giving wide publicity to the association, by inviting the co-operation of the leading Educationists in the locality. The first meeting of the developed association was held in the Teachers' Training Association College on the 21st February 1891 at which a managing committee of nine members was formed. This committee was entrusted with the work of drafting rules which after careful labour were submitted for confirmation to the association at its meetings of the 14th and 21st March 1891. The slow but steady progress of the association is too well known to require any detailed description."

Under such circumstances it is encouraging to find so many gentlemen here from the mofussil. It would not, I believe, be wrong to hope that these gentlemen, if they are from stations where Teachers' Associations do not exist, will strive when they go back to their places to develop such institutions and to lend their helping hand to the general cause. Gentlemen, let me but point out one of the many advantages that arise from such associations. I shall mention that which will at the same time point to the inevitable necessity of such gatherings. The one serious drawback that attends the schoolmaster's work, especially in the lower classes, is the monotony that begins to be felt in the sameness of the work to be performed year after year. Now this monotony causes and is caused by stagnation in the growth of the knowledge of the teacher. This stagnation is due to the teacher having the most of the day to do with the young minds of children who are apt to look upon him with wonder-waiting eyes, that one small head could contain all he knew. The remark is true, though in a modified form, in the higher classes as well. Habitual contact with lower minds must cause the higher to gradually and imperceptibly decay. The contiguous existence of a superior mind is a stimulus to incite the inferior. Again, it frequently happens that the schoolmaster who is well conversant in the art of dealing with children and youths is often at fault when he has to deal with grown-up men. The ways of the two are quite different, and an educator to fulfil his duty satisfactorily must be conversant with both. He must necessarily be ever watching the conduct of the pupils that go from his institution into public life, must be in touch with the progress and the spirit of the times that he might use his knowledge so gained in adjusting the methods employed to educate the young. Now, gentlemen, to relieve ourselves of this monotony, to ward off this stagnation, to be in touch with the public, or to put all these into one, to correct the inevitable drawbacks that attend upon a continued intercourse with young and less developed intellects is an inestimable advantage and an ample justification of such institutions. I have taken the above as one of the many advantages that are conferred by such united action. I do not want to speak of the rest, for it would be merely wasting the time to enumerate what you can more vividly call up and comprehend in your imagination.

I now beg to offer a few suggestions in connection with the formation of such associations. I have been able to understand from my connection with the Trichinopoly Teachers' Association that in the initial stages of the progress much depends upon the few that take an interest in the work—the few that are chosen to fill responsible offices in the association. If to any one member more than to another the Trichinopoly Teachers' Association is indebted for its present good condition and progressive state, it is to the Rev. T. H. Dodson, M.A., who was our esteemed President. To him and his energetic co-adjutor, the Secretary of our Association, is due the creditable piloting of our association safe through the quicksands of apathy and indifference which often come in as a reaction and a set-off after the first burst of enthusiasm, safe into the seas of calm, steady work and continued progress. The difficulties in the initial stages are a great many. The work must be chiefly a work of faith and not of results. Most work of serious and lasting value entails long and continued effort with little prospect of immediate results.

Again, as regards the membership of such associations, it should be thrown open to as many as possible as are connected with education. No idea of exclusiveness, such as confining the association to professors of colleges or masters of high schools, should be allowed to creep in. The teachers of the lower secondary classes and of the primary departments should be allowed the privileges of membership. All that can avail themselves of such an association should be made to share those rights. Reforms in the methods of teaching must, to be effective, begin from the lowest classes, and the associations will not be doing their duty satisfactorily if they do not admit the teachers of such classes among their members.

The rate of subscription adopted in our association is, I believe, calculated to secure the greatest income for the association, with the least inequality of the distribution of such subscription among its members. "That the rate of subscriptions for a term of six months be As. 4

for every Rs. 10 or fraction thereof of a member's monthly salary. In case the salary of a member exceeds Rs. 240, Rupees 6 alone shall be considered as due to the association, it being however left to the option of the members to pay according to the above rate. In the case of members without fixed income, the minimum rate shall be Rs. 3." A sound financial status is not the least of the requisites for the success and steady maintenance of a public body.

As regards the objects of the association, those laid down in our rules are—

(*a*) The consideration of all questions concerning the relations of the State, University and other public bodies or private individuals with the work of education.

(*b*) The improvement of the teaching method—especially in primary education—by the opening of branch associations, the delivery of lectures in the art and science of teaching in Trichinopoly and elsewhere, and the formation of a reading room and library of works on education, museums, &c.

(*c*) The development of the vernacular with a view to its adaptability for the expression of modern thought.

(*d*) The delivery of occasional lectures on various branches of general knowledge.

I think I may mention, by way of illustration, how far the association has worked to secure these objects. The consideration of the fee-notification, the revision of the Grant-in-aid Code, the revision of certain sections of the Madras Educational Rules, the sittings of the Text-book Committee, the election of the University Registrar, the introduction of the elective system in appointing the Fellows of the University, the protest against the low scale of salary proposed in the year 1894 to be used in the lower scale in the result schools, these and many more have been the occasions on which the Association bestirred itself to make representations or offer suggestions, successfully or otherwise. There have hitherto been delivered not less than 15 lectures bearing on general knowledge as well as on the art of education, though this number is much less than many of us should like to see. Two years passed away with but one lecture each year, as they were mainly occupied in discussing the objects mentioned above. Last year we introduced the system of having a definite series of lectures pre-arranged for the term, and we have our work in this direction for the coming term of this year already settled. Our library volumes bearing on works of education and general knowledge number nearly a hundred. I may also mention that our association has received encouragement from the Director of Public Instruction and from the Collector of the district. The Director of Public Instruction has kindly consented to send to the association any important proceedings that he may think proper. When the abolition of the practice of hook-swinging was in question, when the Hemp Drug Commission sat and collected evidence on the matter, the Teachers' Association, Trichinopoly, was consulted on both of these subjects.

Gentlemen, I have made bold to attempt to give you a sketch of the work done by the Trichinopoly Teachers' Association in order that I might point out the usefulness of such associations. If I have wearied you with any details from the work of a single association it is, I believe, that such a short sketch would go more to point out the influence of such associations than any vague general enumeration of such advantages. If I have expressed myself clearly on the necessity of the existence of such associations throughout the presidency, with a periodical gathering of their members at a central station like Madras, I have done my duty.

Second Session, Chairman—The Rev. J. D. W. Sewell, S. J., Principal of St. Joseph's College, Trichy.

THE RELATIONS OF TEACHERS AND MANAGERS.

(PAPER BY MR. S. SRINIVASA SASTRI, B.A., L.T.)

The following is a summary of the paper :—

The lecturer contrasted the English system with the Indian, and said in India a great portion of the Manager's duties was taken up by the University and the Educational Department. Still much direct managing work is in the hands of private Managers, and it would be well if they were all sufficiently educated to realise the responsibilities of school-management. He did not, however, approve of the proposal to prescribe an educational qualification for Managers, the chief reason 'he urged' being that the richer classes whose support is quite indispensable in educational movements are yet mostly uneducated. In considering the distinction between "external" and "internal" management, he observed that it was not at all kept in Madras, Managers interfering excessively in the matter of promotions, punishments, &c. He advocated the formation of Teachers' Councils for every school or college whom the Managers were to consult, and in this connection he mentioned a few instances of highly improper conduct on the part of Managers. He advocated also that the headmasters should be given full power in all matters of internal management. As regards the scant respect with which the members of the profession were treated, he exhorted the teachers to respect themselves in order to entitle them to be respected. He pointed out how the existence of the Law College tended to the degradation of the profession by the large number of untrained graduates offering their services for very low salaries without any intention of following the profession for life. The two great defects of the profession were the insecurity of appointments and the very low salaries attached thereto. The insecurity of the appointments was to a great extent the result of the prejudices and the parsimoniousness of private Managers. In the town of Madras he said there were two instances of schools which started the whole staff afresh every session. He pointed out that to some extent this has been remedied by a recent decision in a Court of Law that teachers were entitled to a reasonable notice. The department could not very well undertake the duty of interfering in case of arbitrary action of Managers since such action was contrary to the general policy of Government. To remedy this evil the only possible means was the development of a corporate feeling and public opinion among teachers, strong enough to secure for themselves fair treatment from their employers, and he wished the Teachers' Guild to take up this work as one of the objects in its programme. As regards the salaries the tendency was always to secure the maximum of efficiency with the minimum of expenditure according to the ordinary laws of supply and demand. The vigorous application of this law to the profession would tend to still further degeneration. Instancing the efforts of Government to improve the prospects of its employés, he called upon the Government and the Managers to do their best to improve the status of teachers instead of investing savings towards raising the standard of a school, thereby always keeping its staff insufficiently paid and discontented. The schools might very well be improved in efficiency if better appliances be provided and the schools, as a whole, be raised considerably higher than the minimum of efficiency required by the department. He regarded the present cry to raise the standard of schools as inimical to the progress of sound education, and also positively unjust to the masters of the lower department who were denied the fruits of their arduous labours and kept on low salaries in order that others might draw high salaries. In conclusion he deprecated the oft-quoted proverb that "Virtue is its own reward" when offered as a consolation by Managers to their teachers.

DISCUSSION.

Expressing his opinion on the above paper, MR. BARROW said that the paper they had just heard was an extremely well-thought one. Many stumbling-blocks of schoolmasters had been ably brought out by the last speaker. In his opinion, the Headmaster of a school should confer with his subordinates regularly as regards the internal management of the school. Not to have such meetings was a sign of weakness. Strong Headmasters would not be afraid to confer with their subordinates. The Presidency and Christian Colleges had regular Councils. In the remark of the last speaker that the Managers were too arbitrary in not consulting the staff in the appointment of teachers he did not agree. The theory of the head of a school consulting his subordinates to fill up vacancies in the school although it appeared reasonable in theory was not practicable. MR. SANTANARAMA IYENGAR generally expressed his approval of the lecturer's remarks regarding the parsimony exhibited by the Managers of schools. The constant cause of misunderstanding between them could only be attributable to want of funds. He thought Government should help them. If Managers of schools did not treat teachers properly, it was not because the Managers were wanting in education, but because the teachers were not self-respecting. REV. W. M. ZUMBRO observed that parents could not pay high fees for the education of their children. Supposing the relation between the teachers and Managers was cordial, but the teachers find that the salary they agreed to serve was not satisfactory, what was to be done?

RAO BAHADUR V. KRISHNAMA CHARIAR quite agreed with the lecturer in thinking that the Managers and teachers were the two great arms of an army engaged in the good cause of combating ignorance, the spread of education and enlightenment. As such Managers and teachers should support and be helpful to one another, they should respect each other and combine their efforts to promote the common cause. He pointed out some faults which the younger members of the teaching profession are likely to fall into, and one of them was conceit, which he said swallowed up personal humility. They would be so much occupied with the importance and dignity of their position, they could never believe they are faulty. If they were trying to live up to the highest standard they would be profoundly discontented with themselves. If teachers would seek to be perfect, there would be little room for self-satisfaction and less for conceit. Some people's patriotism consisted in despising foreigners. He detested the insufferable feeling of superiority of which people were guilty. Schoolmasters have done a great deal for the mental culture of youths; he thought they would be doing something more valuable if they show true public spirit by seeking the beauty of being second instead of the glory of being first.

Power was given to teachers that they may do more work for others. This they should always bear in mind. School Managers would always appreciate such teachers as would do a good turn for their school.

REV. J. COOLING expressed his very great pleasure at the paper that has been just read. He thought that the real interest of both Managers and teachers were identical. There ought to be no antagonism of the one with the other. Young law students tempt Managers of schools with the offer of their services, and when they are accepted they remain there till they pass their examinations and then give the slip to the Managers. What he had to complain of was that teachers were not studying their work. After passing their teachers' examinations they rarely read anything; they go in a certain groove and become dull and lifeless. In conclusion he expressed his entire sympathy with the objects of the paper.

[During the remainder of the Session the Chair was occupied by the Rev. J. COOLING.]

COLLEGE SOCIETIES AND CLUBS.

(ADDRESS BY MR. J. H. STONE.)

Mr. J. H. Stone delivered an address on the above subject. He said that the premature decay and dissolution of Clubs and Societies was due either to dissensions owing to the thin-skinnedness of members, or to want of interest in the objects of such associations. Jealousy of office-bearers was a frequent cause of dissensions in a Society, but it must be remembered also that the office-bearers sometimes showed something of "the insolence of office." One of the difficulties in the way of the proper working of Clubs and Societies was the want of the habit of loyalty to established rules. The ability to see when and what compromise was necessary was also defective. Therefore professors and teachers should make a point of being present at meetings for private business. Committees ought to meet more often than they did, and should not leave everything to the Secretary. With regard to Clubs, there was hardly a college or school at present without an athletic club attached to it. In some colleges every student was now compelled to pay some subscription for the Athletic Association, managed by a committee, and where such a system had been tried, it had proved successful. It was very desirable that teachers, who were able to take part in games, should mingle with the students in sports; when circumstances prevented this, they could at least assist the students in organising and managing the clubs. No doubt public trophy competitions were on the whole productive of good; but a tendency among schools to sacrifice everything to the winning of the trophy was noticeable, and should be guarded against. As to Literary Societies, he was not satisfied with the manner in which meetings for reading essays and debates were at present conducted; the former benefited only the essayist, and the latter were conducted in a most unmethodical manner. Whether from this cause or from the timidity of members it was the exception for a vote to be taken at the end of a debate. The interest taken in essays and debates was not overwhelming, the attendance at them being often meagre, with the result that the executive tried to bring in an extraneous incentive by asking some well-known person to preside to secure a large audience. Instead of a long essay why should not a subject be chosen and divided into its component parts and a number of members be asked to read five minutes' essays each on a different part? If that method was tried, greater interest could be roused and something in the nature of co-operative study secured. Series of public or semi-public lectures might be undertaken; but that was open to the danger that it was not as good as the members themselves taking active part in the Society's proceedings, and that it would lead the members astray from the real objects of the Society. The subject of the utility of literary and scientific Societies was a difficult one; but there was very little doubt that the Societies in general were productive of good. The question was whether all that could be done was being done.

DISCUSSION.

At the conclusion of Mr. Stone's lecture, MR. WOLF made a few remarks. He was followed by MR. SATTHIANADHAN, who agreed with the speech recently delivered by Sir Alexander Mackenzie, in which he said that several Hindus in Municipal meetings speak for the sake of speaking. Even in the Senate and in the Municipality here he thought that there were some who speak for the sake of speaking. He praised the sound common sense which English students bring to bear in their debates. He said that if they bear in mind all these and act accordingly much good will result.

REPORT OF A COMMITTEE OF THE MADRAS TEACHERS' GUILD ON TEACHERS' PROVIDENT FUNDS.

(READ BY THE REV. F. W. KELLETT.)

The committee has had before it various suggestions for securing to the members of the Guild the advantages of a Provident Fund or Mutual Help Association At present, however, the Guild is by no means co-extensive with the class of teachers which most needs these benefits. The vast majority of this class are outside the Guild, and of the members of the Guild a large proportion already enjoy these benefits, being Government servants or members of the staff of the Christian College or other institutions which have established Retiring Funds. The committee has also had before it suggestions for the foundation of funds with a limited membership, and it might perhaps have come forward with a scheme of such limited scope. It believes, however, that it is better carrying out the objects entrusted to it by taking advantage of this conference—as it has been encouraged to do by the Guild—to bring before those interested in education the broader aspects of the subject. It has endeavoured to look at the question from all sides, and has in frequent meetings discussed the principles involved. It looks, therefore, beyond the Guild to the great body of teachers throughout the presidency, and since this conference can speak with an authority greater than the Guilds, the committee asks this conference to call the attention of Educationists to this subject and to use its influence with them to secure a united effort to deal with it. The teachers of the presidency obviously fall, as far as this subject is concerned, into three classes,—(1) those in Government employ—who are already provided for; (2) those in the employ of Local Boards, and (3) those employed in institutions under private management. As regards the second class, the committee is of opinion that District and Taluk Boards and Municipalities should make some such provision for their educational servants, and submits the following resolution to the conference:—This conference would ask the Madras Teachers' Guild to approach the Educational Department with the request that Local Boards and Municipalities be urged to make some provision for pensions or retiring allowances being given to teachers in their employ. The problem as to the third class of teachers is more complicated. In some private institutions the Managers have already taken steps in the desired direction. The circumstances of one school differ from those of another. If, therefore, any wide reaching scheme is to be undertaken, there must first be some general enquiry under the authority of such a body as this conference. The committee therefore recommends to the conference the following resolution:—The conference considers that it is very desirable that some kind of Provident Fund should be started for the benefit of teachers in schools under private management. The conference requests the Teachers' Guild to communicate with Managers throughout the presidency with a view to ascertain (1) to what extent their teachers are already provided for by Provident or Benevolent Funds, and (2) how far they (the Managers) would be prepared to co-operate with the Madras Teachers' Guild in the formation of such a fund for those not already provided for.

[This report as well as the inter-relation of Teachers' Associations throughout the Presidency was considered at a special Business Meeting held later in the evening when Council of the Madras Teachers' Guild met representatives from the Mofussil.]

SECOND DAY'S PROCEEDINGS.

TUESDAY, DECEMBER 22nd.

Morning Session, Chairman—Mr. S. Satthianadhan, Professor of Logic, &c., Presidency College, Madras.

THE ORGANIZATION OF LOCAL FUND EDUCATION.

(Paper by Mr. C. M. Barrow.)

The subject assigned to me is "The Organization of Local Fund Education" by which I understand education under Municipalities and District and Taluk Boards and Unions; in other words, all education affected by Acts IV and V of 1884,—the Municipal Act and the District Boards Act.

As we are all well aware Government Colleges (of the second grade) and Government High schools have, in this presidency, since 1882-83, the year of the Education Commission, passed either into the hands of Municipal Councils or Local Boards, or are under the management of Local Committees.

I would refer you to Mr. Satthianadhan's *History of Education* in this Presidency, pp. 205, 211, and 219, wherein he shows the extent to which education, formerly under direct Government control, is now in the hands of Local Public Boards.

I have had a careful summary made of the educational tables given in the appendices to the two most recent Government Orders on Municipalities and Local Fund Boards—those for 1894-95. These summarised tables I here give, but shall only draw your attention to a few of the figures in them.

Under Municipal management there are three Second Grade Colleges, 11 Upper Secondary schools (of which only 8 are fully developed and recognised institutions sending up pupils for the Matriculation Examination), 12 Lower Secondary schools (exclusive of those attached to the Colleges or High schools), and 298 Primary schools (exclusive of any that may be attached to higher grade schools). In addition there are 72 aided Lower Secondary schools and 779 aided Primary schools, making a total of 820 schools either directly maintained and managed by Municipalities, or aided out of Municipal Funds. The net expenditure by Municipalities on all these schools amounts to Rs. 1,67,404. This is exclusive of expenditure on inspection, stipends to pupils in Training Colleges and other miscellaneous items,—which brings up the total net expenditure to close on two lakhs of Rupees (*vide* tables A and B). The net expenditure by District and Taluk Boards and Unions amounts to some eight lakhs of Rupees.

There are (or there were in 1894-95) 11 Local Fund Board Upper Secondary schools (of which 9 are recognised High schools), 109 Lower Secondary schools and some 4,000 Primary schools (*vide* table C). In table D other particulars regarding expenditure will be found. From these tables it is clear that Government is the predominant partner as regards Collegiate and Upper Secondary education. It is also, I think, clear that Municipalities and Local Fund Boards, which directly support and manage colleges and schools, educating upwards of 200,000 pupils and aid schools educating upwards of 200,000 more pupils are doing a great work—a work which requires careful organization.

I have endeavoured to find out in the very short time at my disposal (since I was asked to prepare this paper), the number of masters employed in the recognized institutions under Municipalities and District Boards. Out of a total of 20 Colleges and High schools I have received answers from 3 Colleges and from 10 out of the 17 High schools. I find that in these 13 institutions, 44 Graduates, 18 F.A.'s and 32 Matriculates are employed. For the remaining 7 recognized and 5 unrecognized High schools, of which I have no particulars, we may, I think, allow 16 Graduates, 12 F.A.'s and 8 Matriculates. We thus get totals of

60 Graduates,
30 F.A.'s,
40 Matriculates,

or 130 men in all, omitting men of lower qualifications. There are a great many F.A.'s and Matriculates, amounting to several hundreds, employed in the various Lower Secondary, and Primary schools, but I have had no time or means at such short notice to find out the exact numbers. Their interests should not, however, be lost sight of—nor the interests of the host of men of lower qualifications employed in the Lower classes of High schools and in the very numerous Primary schools under Municipalities and Boards. I am obliged, owing to the very short time allowed for this paper, to confine my attention, on this occasion, to Municipal and Local Fund Board Institutions of the Higher Grade.

In Acts IV and V of 1884 will be found the laws by which Municipal Councils and Local Fund Boards are guided in all educational matters and in their dealings with their servants. In the Municipal Act (IV of 1884), Section 42 (2) runs thus:—

"The Chairman may, subject to the provision "in Section 40, Sub-Section (3) and to such "control as may from time to time be prescribed "by the Governor in Council, fine, suspend, or "dismiss any of such persons, and appoint others "in their stead," and Section 43 (with which Section 46 of Act V of 1884, the District Boards Act, corresponds in the main) runs thus:—

"The Municipal Council at a meeting may from time to time make rules consistent with this Act and with any rules framed by the Governor in Council as to the following matters in respect of their servants: (V) The conditions under which such servants or any of them shall on retirement receive pensions, gratuities or compassionate allowances; (VII) The establishment of a Pension or Provident Fund by such servants; and (VIII) The rates at which and the conditions under which contributions shall be paid from the Municipal Fund towards such Pension or Provident Fund."

I have endeavoured to find out from Headmasters and others connected with the schools with which this paper deals in what direction they consider the organization of education in Municipalities and under Local Boards is susceptible of improvement. The main points complained of are—

(i) The want of any settled system of promotion.

(ii) The too great powers (occasionally abused) enjoyed by Municipal Chairmen.

(iii) The interference of Municipal Chairmen with the internal discipline of schools.

(iv) The too little power given to Headmasters.

(v) The want of a proper scheme of pensions.

(vi) The want of sufficient supervision over Lower Secondary and Primary education.

I propose to deal briefly with each of these points:—

(1) As each Institution is at present a separate factor, it is the rarest event for a master in one Board or Municipal school, even in the same Inspector's Circle, to be transferred to a better paid post in some other Board or Municipal school. It certainly seems to us Municipal and Board school "servants" (to use the word of the Act) that it would be feasible to arrange that all the "servants" in the Municipal and Board schools in each Inspector's Circle should be brought on to one list showing their general and technical qualifications and services, so that when a vacancy occurred in any of these schools the Headmaster in whose institution it occurred should be under an obligation to look through this list and nominate to the Chairman the 2 or 3 men who might seem to him best qualified for the vacancy. The Chairman should then give his opinion on the choice to be made, and pass on the Headmaster's letter to the Inspector of Schools, with whom should, perhaps, rest the final choice, or at least the final confirmation of the choice made either by the Headmaster or the Chairman.

(2) This naturally leads me to the next point. At present the system by which men are selected to fill vacancies is not systematic, and in some Municipalities—not in the one which I have the honour to serve—men have been appointed by the Chairmen without any reference to the rules or any attention to the Headmaster's views as to the most suitable man for the post. Yet the Headmaster is to be held responsible for the work of the Institution! I need not in such a conference as this add any comments.

There is a small pamphlet, the title of which is "Rules framed by Government under the Madras District Municipalities Act IV of 1884." On p. 51 will be found the "Rule prescribing the procedure to be observed in the appointment of Schoolmasters." It runs thus: G.O., 7th October 1889, No. 1319-M—"It shall be the duty of a Chairman to consult the Inspector of Schools of the circle before appointing masters to Municipal High Schools and Colleges."

I gather from some strong letters I have received that this duty is ignored by some Chairmen, probably in utter ignorance of the rule. This Conference will note that the Headmaster is a mere cipher in the matter! Personally, I am on cordial terms with the Chairman of the

Municipality to which I belong and am not a cipher; but it is obvious how easily great friction may arise by the Chairman arrogating all power to himself in this matter.

There is another power given under the Act to Municipal Chairmen, which seems to me to want considerable modification. I refer to the power (already quoted in the extract from the Municipal Act) "to fine, suspend or dismiss any of such persons and appoint others in their stead." In Salem both the power of dismissing and of fining has been exercised. I am glad to say that the Chairman of the Salem Municipality has at last had the good sense to cancel his order fining the present Principal of the Salem College for refusing to receive a master whom he, the Chairman, had appointed in the teeth of the rule. As regards this matter of fining, &c., the 'Rules' contain the following:—

(G.O., 25th April 1889, No 918 L., as modified by G.O., 6th October 1891, No. 1654-M.)

1. "The appointment of persons to offices under Municipal Councils shall, when to such appointments a salary of Rs. 50 and upwards is attached, be subject to the sanction of the Governor in Council.

2. Subject to the provisions of Section 40 (3) of the Act, the Chairman of a Municipal Council shall have power to fine, suspend or dismiss any servant of such Council. But an appeal shall lie to the Municipal Council in the case of all servants fined in sums exceeding one rupee, suspended or dismissed; and in cases of dismissal a second appeal shall, in the case of servants whose appointment requires the sanction of Government, lie to the Governor in Council Further, in the case of subordinates of the Medical Department or Deputy Inspectors of Vaccination whose services have been lent to the Council, there shall be a right of appeal to Government, through the Surgeon-General or the Sanitary Commissioner, as the case may be, against any order of fine, or suspension inflicted by the Chairman. Before passing any order regarding the punishment of the medical and vaccine servants above mentioned, the Chairman shall consult the District Surgeon, and a copy of every such order shall forthwith be communicated to the Surgeon-General, or the Sanitary Commissioner as the case may be. Moreover no punishment inflicted by the Chairman on any such medical and vaccine servants shall take effect until confirmed by the Surgeon-General, or the Sanitary Commissioner as the case may be.

If the Surgeon-General or the Sanitary Commissioner sees cause to differ from the Chairman's order, he shall report the matter for the orders of Government. No appeal under this rule may be entertained unless it is preferred within three months from the date of the order of the Chairman or of the Municipal Council, as the case may be."

Surely these rules require modification. If the Municipal Council cannot *appoint* any one on Rs. 50 and upwards without Government sanction, Government sanction for the *dismissal* of such servant should also be necessary. A mere appeal after dismissal is unsatisfactory. Why should masters (M.A.'s, B.A.'s, F.A.'s and others),—or any but menial servants,—be fined at all? I would suggest that the fining of such men be done away with, and the other punishments, including a reprimand instead of a fine, be taken out of the hands of Chairmen and placed in the hands of the Council. Some wish me to go further and suggest that these powers should be solely in the hands of the higher educational authorities.

I think that a representation should be made to Government on this matter.

3. There are serious complaints from two or three places regarding the interference of the Chairmen and Presidents of Municipalities and Boards with the internal discipline of certain schools. I should very much like to quote passages from communications I have received, but shall not get through this paper within the prescribed limit of time if I do so.

It is intolerable that Chairmen of Municipalities, or even Presidents of Local Fund Boards, should interfere with the arrangement of the work of classes, the promotion of boys, and the granting of University certificates. The Conference might recommend that some very simple rules be passed by Government in this matter of internal discipline.

Of course the Councils or Boards are fully entitled to know how each master's time is employed, but they should not be empowered to say, for instance,—there being 2 Divisions of a Form and the Masters of each Division being of the same standing,—this man is to take History, this man Geography, and so on. The Headmaster is held responsible that these subjects are properly taught and the arrangement of the work of the Masters must be left to him. I know of schools where the Headmasters have had pressure put on them by their Managers to promote certain boys, and to grant them, when quite unfit to appear for University Examinations, the required certificates.

4. Complaints have reached me from one or two quarters regarding the too little power enjoyed by the Headmasters. Well, there are Headmasters and Headmasters. Some men can always, by tact, avoid friction—others seem always to be at loggerheads with their Assistants. Still there are certain rules that might be laid down, and which this Conference might see its way to recommend, in the direction of strengthening the hands of Headmasters. Personally, I have all the power I want, so I am not speaking for myself.

(1) Headmasters should have the power of recommending men for vacancies as already suggested.

(2) They should be allowed to grant 3 days' casual leave to their Assistants, merely reporting the leave at once to the Manager. In urgent cases they should also have the power of granting themselves 3 days' leave in anticipation of the Manager's sanction.

(3) They should have the power of fining menial servants, up to a reasonable limit, say 8 annas, simply reporting that they have done so.

(4) In no circumstances should communications behind their backs be received by the Managers. All such should be sent back at once to pass through the Headmasters.

(5) No interference with them in the matter of class promotions, or the selection of boys to appear for Public Examinations should be allowed.

5. I now come to the very important matter of a proper pension scheme. Acts IV and V of 1884 contemplate pension schemes being started. As far as I can gather from the communications I have received some of the Local Fund Boards provide pensions for their *clerks*, but only one Board does so for its *teachers*. I am not aware of any Municipality having yet started a pension scheme for its educational subordinates. The Headmaster of the Board High School, Harpanhalli, says that his is "the only school (Board school, I suppose, he means) in the whole Presidency where the teachers are compelled to pay pensionary contributions and thus hold pensionable appointments." He complains of the exceedingly low pay of his staff and himself. He gets only Rs. 60 per mensem, and out of this, at the rate of 10 per cent. as pensionary contribution, a sum of Rs. 6 is stopped every month. His 1st Assistant gets Rs. 45, draws actually Rs. 40-8-0 and has to pay an income-tax on that. He thinks that if he leaves, as he is anxious to do, that he will "evidently lose what he paid in the shape of contribution." I should hope not.

With this single exception all who have written to me urge me to take up the matter of pensions. This would require a whole paper to itself. Very briefly I would suggest that it might be possible to elaborate a pensionary scheme for the Municipal and Board schools of each Inspector's circle. If a master should be moved from one school to another his pensionary contribution should be transferred along with him.

I hardly think this is a matter that this Conference can conveniently deal with, beyond expressing an opinion that some pensionary scheme—as contemplated by the Acts—should be formulated. I shall see what can be done in the Western Circle—embracing the Districts of Trichinopoly, Salem, Coimbatore, the Nilgiris, Malabar, and South Canara. The Municipal and Board High schools in these Districts contain, I believe, quite 30 out of my estimated number of 60 Graduate Masters spread over the Presidency in Municipal and Board schools.

6. I now come to my last point, but a very important one as regards the organization of Municipal and Local Fund Board schools. I do not think that any one who has had long experience of education in this Presidency will contend that Lower Secondary and Primary education are in a sound and progressive state. Judging by results I am inclined to think that Primary and Lower Secondary education are everywhere deteriorating. This is, in a great measure, to be accounted for by the want of proper supervision. The amount spent on inspection by Municipalities and Local Fund Boards is not enough to secure thorough efficiency in the very numerous schools under them. The Government Assistant Inspectors and Sub-Assistants are a very much overworked body of men and cannot possibly pay sufficient attention to the working of individual schools. What is wanted, as suggested to me by the Principal of the Brennen College, Tellicherry, is a Superintendent of Board Schools of the grade of an Assistant Inspector in each District. The duty of such a man should be to visit all Board schools at least twice a year and report on them. He should ordinarily advise the Board on all educational matters. Under him there should be trained, intelligent, and capable supervisors. In large Municipalities there should also be Superintendents as well as Inspecting Schoolmasters. The present class of Inspecting Schoolmasters is very far from efficient. None but thoroughly trained F.A.'s, young men of energy and ability, should be employed.

As we have already heard a paper on Primary Education, I will not here enlarge on its needs. They are many and crying. My thanks are due to all who have assisted me with suggestions for this paper,—more especially to the Principals of the Colleges at Salem and Tellicherry, and to the Headmasters of Mayaveram, Kurnool, Harpanahalli, Dharapuram, Namakal, Chicacole, Cannanore, and Chittoor High Schools.

DISCUSSION.

MR. S. A. SHUTIE, Headmaster of the Salem College, remarked that two opposite influences were at work in the Educational Department—the one was the attempt by the department to improve the tone and working of Board Schools and the other the deteriorating influence brought in Board Schools by their being separated more and more from the Educational Department. The teachers in Municipal schools have not unfrequently to wound the susceptibilities of local magnates in the matter of promotion of the boys related to such people and other similar causes. The end of all this was that Educationists suffered to a great extent, and the only way out of the difficulty was to bring Municipalities and Local Boards under the control of the Educational Department. It appeared to him strange that Government which contributed a large amount of money should have no voice in the Municipal administration of education.

MR. J. P. COTELINGAM, Principal, Wardlaw College, Bellary, said that the subject brought forward was a very important one. There were a large number of teachers employed with various schools under Local Fund management. From his experience of the working of Local and Municipal Boards he was led to think that it would be better if the Local Fund and Municipal teachers constitute themselves into a special service. If that were done they could always get the best men for appointments in the Municipal Schools. In Municipalities the Chairman was in office only for three years, and this fact went to show that the continuity of interest could not be guaranteed. One Chairman might be very much interested in education, while another may not be so. The speaker suggested that a list should be opened in which all masters might find a place. The appointment of a Superintendent was a very desirable one. In the majority of cases suggestions of Inspectors were approved. He would recommend the appointment of a Superintendent for each circle, one for Municipal Schools and the other for Lower Secondary Schools. He was surprised to find that only in the Bellary Board pensions were available for such masters. When the scheme was proposed two years ago the masters contributed readily, thus making it possible for a fund to be opened.

MR. A. SANTHANARAMA IYENGAR in dealing with the advantages that were likely to arise if they followed the last suggestion thrown out by Mr. Barrow in his paper suggested the appointment of a special officer as the head of the Local Fund Educational service who might advise the Director of Public Instruction on matters educational.

REV. MR. CHAMBERLAIN, Manager of the American Mission High School, Vellore, agreed in the desirability of the Chairmen of the Municipal Councils consulting educational officers on questions bearing on education. He went on to say that though Educational officers were consulted by the Local Boards and Municipal Councils their views were not adopted in the majority of cases.

MR. S. KRISHNASAWMY IYER, of the Town High School, Kumbakonam, did not entertain strong hopes as to the utility of a Superintending officer if his pay came from the funds of the Local Boards. for, in that case, the tendency would be to side with the Municipal Chairman. It was a duty of the Conference to impress on Government its duty to supervise the work of Local and Municipal bodies. In his opinion the Municipal funds might be better spent towards organising a Provident Fund for teachers than to the up-keep of a Superintendent.

MR. C. M. BARROW replied briefly. He said he never meant that the proposed Superintendents should be appointed by the Municipal Council or Local Boards on the nomination of the Director of Public Instruction or some such authority. The Chairman in winding up the discussion said that in making recommendations the Conference would be well advised if they refer the matter to the Educational Commission.

A.

SCHOOLS MAINTAINED BY LOCAL BOARDS AND UNIONS.

Kinds and Grades of Schools.	Number of Schools.	Total strength.	Receipts. Fees.	Grants from Provincial Funds.	Other receipts, viz., contributions from Municipalities and individuals, income from endowments, &c. &c.	Total.	Expenditure. Masters.	Scholarships.	Miscellaneous.	Total.	Net expenditure by the Local Boards and Unions.	Remarks.
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Upper Secondary Schools (not including Lower departments)	11	539	12,958	5,560	21	18,539	.....	.....	.....	.....	4,698	
Lower Secondary Schools ...	109	4,270	62,098	21,140	594	83,832	.....	.....	.....	.....	24,260	
Total ...	120	4,809	75,056	26,700	615	1,02,371	...	.....	.....	...	28,958	
Upper Primary Schools (not including Lower departments) ...	2,133	14,855	43,124	38,523	101	81,748	.....	.....	.....	.....	86,882	
Lower Primary Schools ...	3,067	1,16,109	88,838	21,476	157	1,10,471	.....	.....	.....	.....	3,44,669	
Total ...	3,095*	1,30,964	1,31,962	59,999	258	1,92,219	.....	.....	.....	.....	4,31,551	
Elementary Training Schools ...	.....	.....	.....	4,728	343	5,071	4,296	6,634	1,533	12,463	7,392	
Sessional Schools	.....	.....	.....	.....	.....	.....	6,745	1,769	1,694	21,208	21,208	
Technical Schools	.....	.....	.....	3,249	4,485	7,745	4,459	3,695	4,398	12,552	4,807	
Total for all kinds of Schools ...	.....	.....	2,07,029	94,676	5,701	3,07,406	.....	.....	.....	8,01,322	4,93,916	
AIDED SCHOOLS.												
Primary	8,259	2,12,639	.....	.....	.....	.....	.....	.....	.....	2,28,188	2,28,188	
Inspection	.....	.....	.....	.....	.....	.....	.....	.....	.....	91,215	.....	
Grand Total ...	11,354	3,43,603	.....	.....	.....	.....	.....	.....	.....	11,20,725	8,13,319	

*The total number of Primary Schools is not the apparent total, because many schools of lower grade do not count, being attached to schools of higher grade.

B.

SCHOOLS MAINTAINED BY MUNICIPALITIES.

	Number of Schools.	Total strength.	Receipts. Fees.	Provincial grants.	Other receipts.	Total receipts	Expenditure. Total expenditure.	Net expenditure.	Remarks.
			Rs.	Rs.	Rs.	Rs	Rs.	Rs.	
Second Grade Colleges ...	3	993	...	...	...	39,185	41,980	2,795	
Upper Secondary Schools ...	11	1,614	...	...	...	49,182	51,746	2,564	* These totals at first sight would appear to be incorrect, but that is because some schools of lower grade do not count, being attached to schools of higher grade.
Lower Secondary Schools ...	12	1,009	...	...	...	9,921	11,952	2,031	
Primary Schools	298	17,149	...	...	...	24,006	91,469	67,463	
Total* ...	317	20,765	...	...	...	1,22,294	1,97,147	74,853	
AIDED SCHOOLS.									
Lower Secondary Schools ...	72	8,104	...	...	...	...	23,493	23,493	
Primary Schools	777	41,312	...	...	...	...	59,108	59,108	
Total* ...	820	49,416	...	...	..	...	82,601	82,601	† I am unable to account for the difference of Rs. 5,606.
Grand Total ...	1,137	70,181	92,442	34,814	644	†1,22,294	2,79,748	1,57,454	

C.

EXPENDITURE ON EDUCATION BY LOCAL BOARDS IN 1894—95.

	District and Taluk Boards.	Municipal Boards.	Total.	
	Rs.	Rs.	Rs.	
Gross expenditure on education	11,20,725	3,11,129	14,31,854	
Amount met from fees	2,07,029	92,442	2.99.471	
Provincial grants	94,676	34,814	1,29,490	
Net expenditure from Local Funds	8,13,319	1,88,835	10,02,154	Or roughly 10 lakhs.

D.

THE NET EXPENDITURE AND THE PROVINCIAL GRANT ARE APPORTIONED AS FOLLOWS:—

	Board Schools. Provincial Grant.	Board Schools. Paid by District and Taluk Boards.	Municipal Schools. Provincial Grant.	Municipal Schools. Paid by Municipalities.	Remarks.
	Rs.	Rs.	Rs.	Rs,	
Colleges	.....	.. ...	*9,000 (nearly).	2,795	* These figures are not given in the tables, but I have received the information from the Principals of the Colleges. The seven Municipal High schools of which I have particulars receive upwards of Rs. 6,000 in grants.
Upper Secondary Schools .	5,560	4,698	*6,000 (7 schools).	2.564	
Lower Secondary Schools...	21,140	24,260	.....	26,957	
Primary Schools	59,999	6,59,739	.....	1,40,052	
Inspection, Training, &c., Sessional and Technical Schools	7,977	1,24,622	.....	16,467	
Total ...	94,676	8,13,319	† 34,814	1,88,835	† These figures are from the body of the Government Order.

THE TEACHING OF LANGUAGES.

(AN ADDRESS BY MR. A. E. DUCHESNE.)

Mr. A. E. Duchesne, B.A., Cantab, Manager of the Bombay Branch of Messrs. Longmans, Green and Co., London and New York, the well-known publishers, followed with a paper on "The Teaching of Languages in Indian Schools."

After a few preliminary remarks, he said that he proposed to exclude classical subjects from his address. The first stage in the teaching of languages in India was that by means of which the child was taught his vernacular, *viz.*, the Pundit System, which made one depend on sheer verbal memory, the lowest of the intellectual faculties concerned with the learning of language. The child was not taught to exercise his reasoning faculty in regard to his own language, and was even choked off from making any rational inquiry. The next stage was the teaching of English, in regard to which they had fallen too much into the hands of text-book writers. Very little attempt was made to make a boy compare his vernacular with his English, with the result that his English became a matter of mechanical dexterity. The teaching of English was based to a great extent on the examination papers which, in some degree, therefore, were responsible for many of the defects noticeable among the boys in their knowledge of English. The teacher must be blamed for carrying out his teaching with the idea of the examination paper before him. The introduction of the time-honoured exercise named paraphrase in the Matriculation examination was, in his opinion, injudicious. He advocated that the two languages (English and a Vernacular) should be kept going together, and no boy should be allowed to suppose that he knew the meaning of an English word unless he could pick out its vernacular equivalent, or could give a description in the vernacular of the idea conveyed by the English word. A copious use of translation and re-translation would, in some degree, remove the defect very often seen among boys in their inability to render English passages into their vernacular. A great deal might be done by the cultivation of the power of conversation in schools, seeing that Indian students lacked very much in the power of expression of their ideas. There should also be plenty of original composition. There should be a reform in the matter of teachers. The highly-qualified and experienced teachers should not be put to teach the higher classes, and the junior classes left to inexperienced men. The system should be reversed. The time had come when the Pundit and his method of teaching must give way to the modern method of teaching languages, and the only remedy was to improve the quality of the vernacular standard of their graduates, so that they might replace the Pundits. Hence a beginning must be made in the Primary school where the present inefficient teachers must be replaced by intelligent, well-qualified men, so that the teaching of and through the vernacular might be put on a satisfactory basis.

DISCUSSION.

MR. V. S. SRINIVASA SASTRI spoke a few words in support of the views embodied in Mr. Duchesne's paper. Mr. S. KRISHNASWAMY IYER entirely differed in the opinion of the last two speakers. He thought that the methods adopted by the Pundits in teaching were perfect and commanded praise ever since the days of Socrates. THE REV. W. GOUDIE remarked that though he was of opinion that the ways of the Pundit's teaching was more or less mechanical, yet it was useful in its own way. If the Pundits were to be obliged to vacate their places, he did not know who were capable of taking up their work. The Pundit was not esteemed in schools as he deserved to be.

MR. B. RAGHUTHAMA CHARIAR also spoke in enthusiastic terms of the Pundits and their method of teaching.

Replying, MR. DUCHESNE said that the Pundits led a blameless life and were amiable and estimable gentlemen. They were not teachers in the sense that word was understood at Saidapet. He referred to the want of disciplinary power of the Pundits.

CONDITIONS OF PUBLIC EXAMINATIONS.

(PAPER BY MR. C. B. RAMA ROW.)

The title of the subject is rather vague and perhaps misleading. I propose dealing in this paper with the conditions imposed upon candidates by the Educational Department and the University regulations, and their effect on the education of our students. The subject is a very wide one and embraces all the conditions imposed upon candidates from the Primary School Examination to the M.A. Degree Examination. It is impossible to traverse over such a wide ground

within the short space of 20 minutes. I shall therefore confine my attention chiefly to the Public Examinations in the Primary, Middle and High Schools. Examinations are the means by which the results of instruction are measured, and therefore form only a part of the general system of education, and as such should play a secondary part. But our University is purely an examining institution. It does not take up the responsibility of regulating instruction in classes which lead up to the Matriculation class. It lays down elaborate syllabuses for the various higher examinations, but leaves the preparation of the ground altogether in the hands of individuals, private or Missionary bodies, the method of work pursued by them being that which suits them best, and not necessarily that which the necessities of the pupils demand. With regard to the schools which are examined for grants, Rule IX of the Code says—"In Primary and Secondary schools...the courses of instruction and standards of examination laid down in the Madras Educational Rules *shall* be followed." And to give you an instance of what is laid down, I will take an example A pupil in the III Form is expected to know "the outlines of the History of India from the earliest times up to the present day with such a knowledge of Geography as may be necessary for the *intelligent* study of the subject. Also the outlines of the History of Great Britain and Ireland up to the present time with a knowledge of the Geography of the British Isles." These are only two of the many subjects, and it means committing to memory by the pupils thousands of dates, names and facts. Twenty years ago there was only one history prescribed, and that is Indian History, which was required of the Matriculation class students to be brought up, but now English History has been added. In Science, less than 50 pages of Balfour Stewart's Physics Primer with a little of Physical Geography was required, but now the whole of the primers on Physics and Chemistry have to be learnt. In Arithmetic, also, the quantity to be got up has been considerably increased. That means the quantity of matter required is more than twice that which was required before. In those days the student had no public examinations to pass before the Matriculation Examination, but now he has to subject himself to the trouble and anxiety of no less than three public examinations before coming up for the Matriculation, viz., the Primary School Examination, the Upper Primary Examination, and the Lower Secondary Examination, which is, I believe, the old and much abused Middle School Examination in a new cloak. This multiplicity of Examinations, though not enforced in every school, has become the goal of most schools. For the large majority of them depend for their upkeep on the grants which these examinations bring them. These examinations are therefore practically compulsory, and they prescribe only the quantity of subject-matter. And it is no wonder that the teacher's chief aim is to prepare the pupils in such a way as to best fit them to secure passes in their respective examinations. What is the effect of this, firstly, on the kind of instruction given, and, secondly, on the minds of the pupils? The kind of instruction is regulated by the cut-and-dry course prescribed for the examination the pupil is being trained for. The teacher's whole resources are spent in securing a pass for his pupils. Not a moment's thought is given as to how best the pupil's intellect may be set to work so as to secure ultimately its highest development. Every thought suggesting a new subject for the day's lesson or a new illustration for drawing the moral contained in an old lesson or of anything calculated to widen the information of the pupils is dismissed from the teacher's mind no sooner than it suggests itself, because he is afraid that the prescribed portion may be left unfinished before the examination if he should indulge in matters outside the routine. These same causes, *viz.*, the multiplicity of examinations and increase in the number and quantity of subjects, re-act even more powerfully on the pupils. They have just enough time to get up, and that in a most mechanical way, their text-books for the examination, and they shut their eyes to everything which nature or books other than their text-books can supply either in the shape of information or amusement. And the choice of subjects in which these young minds are grounded is by no means a happy one. They are generally those which tax the memory most and allow very little scope for the cultivation of the reasoning faculty. The simplest, the pleasantest and the most instructive of the sciences finds no place in our school curriculum. Nobody questions the utility of an elementary knowledge of Physics and Chemistry in a Matriculation candidate, but these sciences, even in their elementary form, are more abstruse to young minds than Elementary Botany. Besides, the great part of the habitable surface of the earth is covered with vegetation and the things we handle every minute of our life, whether it is furniture, books, or clothing, all come mostly from the vegetable kingdom. Botany also supplies us with facts analagous to those we could observe in animal life, but in a simple and agreeable form. It thus

paves the way for the study of its kindred subject —Physiology—in later years. What is more inviting to a child than to be shown a plant full of flowers and fruits? While its sight is pleasing, its smell fragrant, its feel tender, the rustling of its leaves soft and agreeable to the ear, and its fruit delicious to the palate, the material it affords for instruction and reflection is unlimited. No laboratory, no more elaborate appliances than a penknife and a pocket lens, no chemicals, and no outlay are necessary to teach this subject. And of all subjects prescribed for the various examinations none gives so much scope for training the powers of observation which are bitterly complained of as being very deficient in our scholars. While other sciences afford food for one or perhaps two of our senses, Botany affords substantial material for the healthy exercise of every one of the five senses. Teachers of High School and College classes know this as well as anybody, but no attempt has been made to introduce such a desirable subject into our school curricula, for the simple reason that it is not one of the compulsory subjects for our public examinations.

This multiplicity of examinations has also increased the number of classes. For instance, there are eleven classes from the Infant Standard to the Matriculation class and four more in the College Department, making in all fifteen classes. The minimum number of years required for a student to pass his B.A. degree examination is 15 years, and if we make an allowance for illness and failures in examinations, a few more years have to be added to this already long period. Now 30 years represent the life of a generation or that of an individual living the average period of life. And if school and college education goes only to equip one for the battle of life, I take it that the time spent in preparing for it is far too long; it represents more than half the average period of life. And how is this long period spent in our schools; not in training the powers of observation, of reason or common sense, not in fitting him to understand his nature or that of the immense life around him, nor in making him a more useful citizen, but in filling his head with a host of facts and figures, which, if required at all in after-life, might easily be referred to. In days gone by one could Matriculate in the 6th, 5th, or even the 4th year of his English study, but now even the most intelligent student must spend at least eight years. And the consensus of opinion, so far as I have been able to gather, is that the nowadays Matriculate is inferior to the older type. He is more superficial in his attainments; what he has gained in breadth, he has lost in depth. Even the University seems to acknowledge it by its recent ruling that none lower than F.A.'s can enter upon medical studies, in spite of the fact that the standard of the Matriculation examination has been raised only recently.

Of the reasons which are assigned for the deterioration of the Matriculates, the chief are (1) that the training they receive in the lower classes is not thorough, (2) that they begin English before they can make themselves well understood even in their own vernaculars, (3) that they are made to learn too many subjects at one and the same time, and (4) that the omission of an English text-book has led to students cramming disconnected idiomatic phrases and dry grammatical rules instead of reading good authors. If these are true one cannot help thinking that the University has by ceasing to prescribe a text-book for English frustrated the very object it wanted to gain.

I have referred to the undue length of the Matriculation course even in the case of bright boys. The Departmental rules do not in so many words forbid quicker promotions than one class a year, but the anxiety of the teachers to secure the presence of their best boys at the next public examination for grants prevents them from giving the bright boys what used to be called double promotions or to promote them from class to class every six months. This system of rapid promotions would separate the dullest from intelligent boys. If both should be kept in the same class the chances are that half the class would go off to sleep while engaged in work, especially under the stupefying influence of the heated atmosphere in Madras. It may however be objected that the separation of a student in the middle of a year would deprive him of half the information obtainable in the class. But nobody seriously urges that all that one learns should or could be remembered. It is not absolutely necessary that a boy should learn History or Geography or an English Reader *seriatim* in any particular order. And quantity in lower classes ought to be a matter of very small importance.

It will best serve the ends of Primary Education to give the boy as thorough a grinding in language as is possible to give that he may in the least possible time acquire the maximum attainable power for that stage of life, and be able to understand what is written, and to express himself.

In addition to language the only other subject that ought to be taught necessarily is Arithmetic.

In this subject every teacher knows what a great gulf exists between one boy and another of the same class. For in this subject, unlike in language, an inherent acuteness of mind, viz., readiness to grasp and to reason out facts, comes more into play than mere memory. And an intelligent pupil can well leap over one or two classes without in the long run losing in the race. He can learn up as much Arithmetic in one month as his dull classmate requires a year to master.

History and Geography could be studied by a student in a connected manner so as to realise the sequence and relations of events only when he has learnt enough language to understand the writers well, *i.e.*, not until he has reached the IV or V Form. But I do not mean that historical facts and geographical descriptions of places, rivers, mountains, &c., should be withheld from the young pupil; they could be placed before him in a series of Readers specially written for the purpose as so many short sweet detached lessons which should be used for imparting instruction in language only. The information he thus unconsciously acquires will stand him in good stead when he comes to study History in High School classes.

The present method of stuffing information under so many different heads strains the memory and crams the mind of the little pupil. If, on the other hand, only English, through the medium of specially-written Readers, and Arithmetic were taught to boys in lower classes, they are more likely to profit by instruction that awaits them in High School classes. I would venture to suggest a further relaxation of rules which govern teaching in our schools. It may with immense profit be made compulsory on every Lower and Middle school teacher to take out his boys for a holiday stroll every Saturday morning with a view to draw their attention to the objects and phenomena of nature. This of course presupposes that the teacher is capable of explaining them.

It is in my humble opinion the introduction of results-grants that strikes at the root of the old healthy system of double promotions, for it is in the interest of the teacher to keep a bright boy in his school as many years as he possibly can to secure grant. The result-grant system, I believe, also encourages many irregularities, falsehoods, cooking-up of records, &c., among some of the poorly-paid teachers. It is after all a question whether an inspecting officer could within a few hours during which his inspection lasts rightly gauge a twelvemonth-labour of the teachers of a school. It is much better to trust the Headmasters to this work, and the inspecting officer may with more advantage pay surprise visits to schools and record his remarks in the Visitors' book, an extract of which the Headmaster may be called upon to submit to higher authorities with such explanations as he may have to offer if any should be required. And all schools of whatever standing might be placed on the salary-grant system with such modifications in rules as the conditions of the lower and village schools might suggest.

A hint was thrown out when I was put down for this subject that I might say a few words in reference to the requirement of vaccination certificates on which as worked now some Managers are said to feel strongly. To such Managers and teachers, if there are any, I will offer a few facts for their serious consideration and ask them to draw their own inferences. Before vaccination was made compulsory if you went to a large meeting or a crowded place you never failed to see a number of disfigured faces, blinded eyes, deformed limbs, all results of small-pox. These sights are very rare now. Formerly when small-pox appeared in a place, it found a comfortable lodging and developed there into an epidemic, but we don't hear of small-pox epidemics now although they were very common some years ago. Also, carefully compiled statistics show, and our daily observation confirms it, that small-pox is almost unknown among persons who have undergone a primary and a re-vaccination, and that it occurs only very rarely among those who have been vaccinated once, and these attacks are much milder than those of the unvaccinated, the rate of mortality being 6·5 per cent. in the vaccinated as against 35·5 per cent. in the unvaccinated.

Before I conclude I must refer to one other condition of public examinations, that is, with regard to the age at which under special circumstances exemption from the production of certificate of attendance at a High School is granted to a candidate for the Matriculation examination. The University fixes this age at 20. I have already referred to undue prolongation of study for examination-passing purposes. The age at which the highest percentage of passes is secured is from 15 to 16, and thereafter there is a gradual decrease in the percentage of passes as age increases. There are cases of Zamindars who could well afford the luxury of a costly private and efficient establishment for teaching, and there are also cases of very poor students to whom the school fee is a bar. Nothing will be gained by detaining such candidates till they reach their 20th year of age. Considering that 18 is about the proper age for a student to take up professional studies, the University may be asked to grant the concession in deserving cases at the 18th instead of at the 20th year of age.

In conclusion, bearing in mind the fact that the Matriculation student has not improved with the raising of the standard, but, on the other hand, has shown distinct signs of deterioration, and that education after all aims at unfolding of the mind rather than the acquirement of a *quantity* of knowledge, I beg to recommend for your consideration the desirability of—

(1) Omitting one or the other of the two subjects—Physics and Chemistry—for the Matriculation examination, or of prescribing portions only of them;

(2) Of removing English History from the Matriculation Curriculum;

(3) Of raising the percentage of pass marks in English and Arithmetic;

(4) Of teaching nothing but English language and Arithmetic in the I, II and III Forms; and

(5) Of the abolition of the Lower Secondary and Primary examinations.

DISCUSSION.

Mr. R. SIVASANKARA PANDIAJI pointed out that the multiplicity of examinations seriously interfered with the physical development of students. The students of the past generation were physically superior to those of the present day. The multiplicity of examinations also acted prejudicially to the development of originality in students.

Mr. K. V. SREENIVASA IYENGAR said that so long as education was sought as a means to an end, *viz.*, as a means of obtaining employment, examinations could not but play the important part they played.

Mr. C. M. BARROW said that he was opposed to the multiplicity of examinations. A child was examined almost from its cradle to the grave. He hoped the day might come when some Director of Public Instruction might abolish half the number of examinations. That greatly affected the physical condition of young men who studied up to the B.A. standard. The curricula at public examinations should be such as not to overtax the energies of young men going up for them, and he had no faith in having the cast iron way of having an examination for every grade. He personally desired to see greater elasticity in the matter of public examinations. He had been in touch with the student population for 27 years, and he could not but feel that these examinations were affecting their physical development. He was in favour of cutting out some of the subjects, such as chemistry, and substituting in their places subjects such as botany which would be of great importance, considering the flora of the country. They had no power of reforming those things, but the object of the Conference was to bring a collected opinion on the subject and represent to the authorities concerned the necessity for redress. The Conference should bind itself to secure greater elasticity in promotions; and something must be done to reduce the number of public examinations.

Mr. B. HANUMANTHA ROW, B.A., of the Engineering College, observed that there was at least one examination which could be bodily cut out from their Educational system, *viz.*, the Primary Examination. He spoke of the injurious effects of that examination, and pointed out that for the Primary Examination in 1893-94 there appeared 27,400 males, of whom 23,000 were under 14 and 769 over 25, and the expense amounted to Rs. 29,000 more than the fees.

Rev. L. B. WOLF said that they, as Educationists, had allowed themselves to be too much influenced by Government service. In his own country the question of Government service had no influence upon the general training of the people; there they followed a national system of education. But in India, education was moulded to suit Government service. He believed in the elasticity advocated by Mr. Barrow, and strongly advocated abolition of the Primary Examinations. Studying for an examination was one thing, getting education was another thing.

Evening Session, Chairman—Mr. H. J. BHABHA, Mysore Education Department.

THE TEACHING OF ELEMENTARY SCIENCE IN SCHOOLS.

(PAPER BY MR. J. COOMBES.)

As a member of the Madras Teachers' Guild I was invited to read a short paper on any subject of general interest at a conference of those engaged in the work of education; and it occurred to me that the teaching of Elementary Science in schools and how to improve it would form a suitable subject for an occasion like this.

I think it was Macaulay who said that many a problem might be propounded by a Blackfoot Indian which the greatest philosophers would find it difficult to solve, and there are very few of us engaged in the training of children who have not occasionally been "stumped" so to speak by some direct question of theirs upon

matters of every-day life. According to Professor Bain, much of a child's curiosity is spurious and should be repressed rather than gratified. While admitting this truth within well-understood limitations, we must be careful not to check the genuine curiosity of an intelligent child, but to skilfully lead it from hollow to firmer ground.

I have frequently found that in most of our Indian children, there is a want of genuine curiosity and of the power of observation. The parent, people say, is to be blamed, for the mother, who is the natural educator, teaches her little one myths and old wives' fables, making it superstitious and arresting its development, instead of helping the child to take an interest in Nature and the beautiful wonders that surround it, thereby calling forth the power of correct observation. Of course, there is a tendency common to all children of slurring over their impressions and contenting themselves with vague and indefinite notions. It is only those who have benefited by Western education and the teaching of the venerated Pestalozzi that have been warned in time to avoid the pitfall to which I have referred.

If the tender years of a child are mis-spent and wasted, if the father or mother does nothing to awaken curiosity and to produce in the child a more intelligent interest in the things of Nature then certainly a hard task lies before the schoolmaster, for home-training is the foundation upon which he builds at school. When mothers remain ignorant or hardly educated, how is it possible to expect good home-training! In the meanwhile, till female education is sufficiently advanced, something may be done by the fathers to secure the end in view by supplying the nurseries of their children with kindergarten boxes and educational toys and engaging a tutor who understands Frœbel's system of education. How earnestly should this question of female education be taken up by our Hindu and Muhammadan brethren when it has been fully recognised that in woman lies the motive force of human progress throughout the world. This idea was very pithily put the other day. When a man is educated one individual is taught, when a woman is taught, a whole family is educated.

This spirit of curiosity and a desire to study from Nature receives a further check after the child exchanges the home for the school by the scanty supply of teachers who are capable of teaching the kindergarten. It requires a man of some culture to be able to give lessons of this kind, and the small remuneration of Rs. 8 or 10 is not sufficiently attractive to draw good teachers into the Primary Schools. If any improvement is to be effected, it must come through better educated and better paid teachers: one is almost inclined to say, highly paid or at least as well paid as Secondary Grade Teachers.

On the other hand, Local Fund Boards and Municipalities do nothing to foster and encourage kindergarten training by offering liberal grants, nor do they supply schools with the necessary apparatus. No wonder that such a small amount of progress has been made in this most desirable direction. In Primary Schools for girls, a small beginning has been made, but in boys' schools it is hardly taught at all. Even in the teaching of object lessons very little has been done to keep in view its chief function of leading the child to make small discoveries for itself. More harm than good results when a teacher instead of awakening the interest of the child and getting it to use its eyes tells it everything that should be discovered by the child itself. We fail to see that, our object should be not so much as giving instruction and information as creating a certain attitude of mind in the little one, who, being thus equipped is able to do things for itself and not rely too much on the aid of the master. And is not this one of the crying evils of the present state of education in this Presidency? The Indian youth has still to learn the lessons of self-culture and self-dependence. In this connection, I cannot help thinking that some good may be done for Primary education by the opening of small farms and gardens in the model training schools of the mofussil, or if this is found impracticable on financial grounds, that teachers should make it a practice to take their pupils about frequently to neighbouring fields or the well-kept garden of some adjacent landlord or the best cared-for land of the local ryots. I was greatly interested while in the Reformatory with the culture of the *eri silk-worm* which had recently been introduced in the school. I made it a part of my duty every morning to visit the insectarium with the boys, and as we watched the progress each day, the pupils would gather round and evince the greatest interest in the different stages of development. I felt that no better object lesson could there be than that in which the play of the scholars was made their most instructive lesson, and I realised the efficacy of those systems which made pupils take part in their own education.

These object lessons are supposed to be continued with increasing variety and difficulty to the third and fourth standards, and at the end

of this stage of education, a boy ought to have an elementary knowledge of Botany and Zoology, the most suitable of all sciences for young children, as they depend on the simple and direct observation of Nature: from this a more specialized and scientific knowledge may be expected to spring. The pupil then enters the middle stage of instruction where elementary science may be taken up as an optional branch. I think the subject ought to be made compulsory if there is to be no break in the teaching of the subject. The simpler kinds of physical and mechanical appliances such as the Lifting Pump, the Bramah Press and the Siphon are taken up in the III Form. In the IV Form of the High School an elementary study of Physics and Chemistry is begun, and the instruction is supposed to be conveyed through experiments and the immediate consequences of the phenomena observed. In the V and VI Forms, the thread is once more taken up and the pupil is brought face to face with the inter-relations and inter-actions of matter which are within his intelligence and grasp. Now no one can find fault with this excellent syllabus drawn up by the Department for the real teaching of science in our schools; but from the Public Instruction report and from the results of the University one is led to think that the instruction given in the subject is far from being efficient. One reason is the deficient instruction that teachers themselves have received. There are several so-called Science teachers who have never had a day's instruction in science and whose knowledge has solely been obtained from books published on the subject.

Another reason is the deficiency of those works which show the manner of communicating the subject in such a way as to draw out and strengthen all the faculties in accordance with the laws of mental evolution. A third reason is the want of sufficient knowledge of English to follow the instruction such as it is. To cultivate a true scientific spirit, the teaching of elementary science should be conveyed through the vernacular at first, and then the matter acquired into appropriate English. In teaching the lower classes in science through the medium of English, I often felt the sad truth that I was not teaching anything, nor carrying my class along with me in the subject, and I was forced to study the vernacular of the boys and made a feeble attempt to prepare a science primer in the language in which the pupils of my school did all their thinking, and I can assure you that some improvement has been made in the way students grasp the subject. In this connection, one cannot help deploring the scarcity of science primers and hand-books in the vernaculars of Southern India. I confess there is the initial difficulty of translating the abstract and technical terms of the Western Sciences, but the task is not insurmountable. In the Hindustani, Arabic words can be found to express technical terms, and in the vernaculars of Southern India, Sanscrit words. which are intelligible to every Tamil-speaking youth, will serve the same purpose; and in addition, the English equivalents may be given in brackets, so that the pupil may become acquainted with them from the very first while the power of memory is still strong in him. This is a question that might be considered seriously by this Conference, *viz.*, whether science up to the Lower Secondary Standard should be taught in future through the medium of English or through the vernacular. Then again, if we are to make science of the greatest possible educational value, there should be some method and plan adopted in all our science lessons. In a Lower Secondary class, one could never teach the Common Pump without first dealing with the pressure of the air, nor the Bramah Press without a lesson on water and its downward, lateral and upward pressure. The things themselves also should be quite familiar to the student, as without a first-hand knowledge of such, the mastery of science is impossible.

When the pupil enters the Upper Secondary stage, the teacher should make an attempt in his first year's course of work in Physics and Chemistry to draw up his lessons in a progressive manner, so that the pupil may be able to proceed from the known, simple and easy, to that which is unknown, complex and difficult. A graduated science course is wanted, which should be practical in character, and if the teacher has a link like "the mutual action of matter" to bind his lessons together, a course could be drawn up and the subject taught without any text-book; in fact, the student should be made to draw up his own text-book, and illustrate it with sketches taken down in class of the pieces of apparatus actually used in experiments. The boys will not find this difficult to do since drawing has been introduced in almost every school. This graduated course should be continued in the V and VI Forms also. In teaching Chemistry, I would not begin with the nature of chemical combination, nor with the study of the individual elements and compounds, for the first lesson is likely to be as difficult to understand as the last. The safest and best plan is to begin with the properties of solids, liquids and gases

with simple experiments on solution, crystallization, precipitation and then lead up to chemical phenomena, like combustion. Treat the subject logically and historically and avoid teaching it as so much revealed and complete knowledge. Let the pupil feel that science is a growing department of knowledge.

Our University has done well to demand of those who seek admittance within her doors that they are all filled to some extent with a scientific spirit, and rightly so, for the principles of Natural Philosophy are the principles of common sense; it gives an interest in what students are learning and a kind of practical character to it, which no other teaching could give. At the same time I cannot help thinking that the pupils of the Matriculation standard are asked to do too much, with the result that facts are crammed into their heads without any show of experiments, and the work is scamped. It is only those who are actually engaged in science-teaching that recognise more and more what is wanted and see where the shoe pinches. I, for my part, find that I can scarcely finish the subjects prescribed for the science-course, not because I am tempted to work my pupils above the standard, but from inability to do so; and is it possible to expect students to get firm grasp of scientific principles when they are supposed to come up prepared in Mechanics, Hydrostatics, Sound, Heat, Light, Magnetism and Electricity, and in addition have a knowledge of Chemistry? Consequently, the student gets a mere smattering of science, taking in facts by the aid of the mechanical memory and not the assimilative memory. Any *one* branch of science like Mechanics of the above group, if properly taught and digested, would tend to produce better results in engendering and fostering a true scientific spirit, especially if a student is allowed to make simple experiments for himself, thereby being brought face to face with things, with their properties and their inter-actions. On such a foundation our University may truly build with the hope of producing many more scientists like Dr. Bose, provided of course she allows "freedom of teaching and freedom of learning" which is so characteristic of the German system of scientific education. In fact, one cannot see how any other system is possible, if the spirit of enthusiasm is to be kept alive and men of science and original research are to be turned out by our Universities. India will then be free from the reproach so often cast upon her that originality is not to be found among her sons.

We have only to recognise as a people the commercial importance of science, to adopt a change in our scientific education. Scientific education is bound up with Technical education. We want men imbued with a scientific knowledge to be actual workers in industrial activities, if India is not to look to other countries for her comfort and prosperity. The mineral resources of India open out a wide field for original research which can be turned to good account. Southern India can hope to become a great centre of Technical Chemistry, when we recognise the fact that salt, which forms the basis for almost every chemical process as applied to industries, can be manufactured here at a cheaper cost than in any other country in the world; and for the lack of the spirit of progress in us, we remain inactive. England bestirred herself from her lethargy, when she became aware that her commercial prosperity was being threatened by Germany which in the matter of Technical education is far ahead of other nations. Nor should we express any surprise at her growing commercial importance, when we come to see that she employs in some of her manufactories no less than 100 scientists who are engaged in the work of discovery. If India also is to take her part with other nations in the march of progress, she also should recognise more fully the practical usefulness of a scientific training, but the seeds must be sown in youthful minds.

To sum up what I have said: presuming that we all agree as to the importance of teaching science in our schools and that the Managers of schools provide well-equipped laboratories for their institutions, I think that we need qualified science teachers; but till such time as all schools can be equipped with these men, suitable Science Manuals to point out the process by which the faculties of children should be developed would be very valuable. Instruction in science up to a certain standard should be taught through the vernacular, and lastly, there is the necessity for reducing the number of branches of science required for the Matriculation Examination. These to my mind present the main defects in the Elementary Science teaching of our schools.

DISCUSSION.

Dr. C. B. RAMA ROW said that India being primarily an agricultural country, the introduction of Botany into the curricula of studies in lower schools would be of extreme importance.

Mr. P. LAKSHMINARASU NAIDU, Assistant Professor, Madras Christian College, said that the teaching of science in our schools and colleges was a failure, and the causes for the failure were many. While science had evolved out of nature, in this country love of nature was not made the basis for teaching science. He was of opinion that science was never fit for paper examinations. He instanced the case of a young man who took his first class in the B.A. degree in science without having seen a single experiment, and such a man was by no means competent to teach science. The teaching of science required a great deal of enthusiasm on the part of the teacher, with the result that the teacher had to sacrifice his leisure hours, at the same time working beyond the college hours; and to enable one to do so, one's pay must be increased. A well-equipped laboratory was another desideratum. In order to derive the full benefits from science more attention should be paid to the disciplinary value of science and to the practical side of the subject.

Mr. K. SESHU AIYAR, B.A., L.T., of Salem College, said that the Primary Schoolmasters ought to be taught the elements of science before they were entrusted with the training of young minds.

Mr. F. ARBUTHNOT, of Chittaldrug, said that the want of self-help on the part of science teachers made the teaching of science a failure. He deplored the absence of experiments in the class-room. A reply having been made by the opener of the debate the discussion was closed.

CURRICULUM IN LOWER SECONDARY AND PRIMARY SCHOOLS.

(PAPER BY MR. S. VASUDEVACHARI.)

In speaking to a body of experts, it would be presumptuous in me, whose experience has been much limited to teaching of one kind, to attempt any criticism of the various principles on which the present curriculum is based—even if I were not precluded from such an attempt by want of adequate knowledge. My purpose is less ambitious, it is merely to suggest certain general considerations.

The first point of importance, as it seems to me, is to comprehend clearly the object that we have in view in educating the young. I am assuming that our primary object in educating the young is to develop and discipline their several faculties as well as to see that due provision is made for a normal physical growth in them, so that they may be able to run well when they are ushered into their life's course. They must have not merely a special faculty of them developed and disciplined, but all the various faculties elicited and harmoniously trained. Their character must be moulded. Not merely *experts* but *men* must be formed. To effect this all-round growth, three different elements must attract our attention; one, the science element, to convey knowledge, exercise reason, and stir up and grow the scientific imagination; another, the technical element, to cultivate the taste, and to make them fit to enter life, for it is recognised that this has the most direct bearing on the practical arts, on industry and commerce; the third and most important of all, the literary element, to call out the emotions, to educate the feelings, to serve to bring knowledge into relation with our sense for conduct and our sense for beauty, and thus to complete the development of our nature. However different the forms of education may be, all these three elements must be present, though in various proportions and combinations. Whether the form of education has for its special function the preparation for the learned professions, the profession of teaching, the life to be devoted to the pursuits of literature and science, the higher branches of Civil Service and such other callings as demand similar equipments, or the form has regard more especially to some form of commercial or industrious life, in the curricula belonging to one or the other of these two general types, these three elements must be found blended.

But, so that they may have a direct influence on the taught, these three elements can be considered and taken up only at an advanced stage. We could teach literature in an educative way, give scientific information in a connected and scientific manner, and train the pupils up in any special industry as a technical profession, only when they are sufficiently advanced, are gone beyond their Primary and even Lower Secondary course. Till then our duty is merely to prepare them for this. We, as teachers, should have this object clearly in view; but as regards the pupils, they must be educated, without any immediate expressed reference being made to any direct bearing on this result. So that they may be able to begin on a sound basis when they enter their Upper Secondary course, a study of literature as literature and not as instruments for the transaction of daily affairs, they must learn the alphabet and the elements of the language, in their primary course. So that they can receive and grasp scientific information and begin to make a study of science, they must have here their powers of observation sufficiently and adequately developed. So that they may begin to

learn any trade, they must have had a complete and thorough preliminary manual training. This manual training, cultivation of the powers of observation, and the study of the elements of the language, do, therefore, form the subjects for our preparatory instruction, or Primary and Lower Secondary course.

Side by side with this, a careful consideration must be paid to physical development. Just at this stage of boyhood, when the tissues, the muscles and the bones are passing from their tender stage to a hardening and mature condition, when the body as a whole is getting ripe, if we neglect its being properly exercised and developed, the system will once for all get shattered and crippled permanently. The youths who are given only one kind of education, *i.e.*, mental, the physical part being completely ignored, enter life with a purely one-sided development, with much information and a well-disciplined intellect, but quite unfit to endure the troubles and storms of life. A general deterioration in their bodily vigour sets in, telling much upon the power and progress of the nation as a whole. So now is the proper time when attention must be paid to physical growth. I need not dwell much upon the importance of this. Perhaps no enlargement of our idea of education is more significant or fraught with issues of greater moment for the future, than that which the last few years have brought into prominence—the recognition of the importance of physical education. And it is also correctly and clearly recognised how closely the physical growth is related to the moral and intellectual progress, how it is impossible to train up and educate the mental faculties only without prejudice to the development of their physical counterpart, and how it thus becomes absolutely necessary to make due provision for the education of both at the same time. Still more interesting to note is the fact that even in making this provision, proper regard must be paid to the time, that we shall be erring if we blindly assert our attention to them in any proportion we please. There is a stage when both of them, the physical and the mental growth, should be looked to with equal anxiety and care; another stage when we should, with greater care and more closely, watch the progress of the body, giving comparatively a little attention to the growth of mind; and a third stage when we might set the physical exercise in a mechanical routine and pursue with great earnestness and undisturbed attention, such studies as would exercise the higher faculties of nature So that if we roughly divide a man's life discriminating by regard to this capability, we can do so, into three different stages—first, the boyhood where there must be much of bodily development, and comparatively little of intellectual growth; second, the youth where both may be equally regarded; third, the manhood where we may have much of intellectual exercise, without any serious attention being paid to the other. And as Primary and Lower Secondary institutions are purely for pupils of the first stage, more time and more particular care must be devoted to this part of education than for the preparatory training which has been shown to be their legitimate function to perform. This clearly lays down what we have to do in this preparatory course:—(1) preparing pupils for the three-fold instruction which should be imparted in their secondary stage, and (2) careful training with a view to normal physical growth.

Now taking this to be our standpoint, let us examine the curriculum that is laid down by the Educational rules, and see whether it, more or less, agrees with what I have put forward, or comprises something more than, or falls short of, this; and also whether it attaches the same importance to physical education as I have done. We shall see, as the result of our examination, first, that it assigns greater work, takes up something extraneous which proves to be not only unnecessary, but positively injurious to a steady development, and in its high ambition of aiming at doing something more, throws the really important primary things into the background, leaving little scope for a satisfactory working of them; secondly, it does not seem to recognize this primary course as purely preparatory for the real education of the secondary stage, and wrongly takes up some work prematurely which ought to come at a more advanced period; and, thirdly, it does not give the same importance to physical education as we give; does not clearly understand that this is a stage where more attention should be paid to physical education than to the other.

These are the three things which appear to me as defects in the present curriculum. The extraneous additional work I refer to is the instruction in the English language which is taken up at the very beginning, even in the infant class. I am not going to enter here into the details of the subject as to when and how that instruction should commence. But I must explain to you why I say that as it is now it is found to be a burdensome and injurious addition. It might be said that as the study of literature in general is acknowledged to be an element of education in the secondary course, a preparation to it, *i.e.*, a study of the alphabet and the elements of the language, must be a proper subject of the primary training; and as the English language is sure to be studied, purely from an educative point of view in the higher standards, its elements should be well learnt in the Primary schools, that is, instruction in that language should begin very early. Quite true; it must. But we must also understand that it is a foreign tongue, and can be better and more easily studied, and we shall encounter much less difficulty and opposition, if the common principles have already been grasped, and a short course of instruction in the pupil's vernacular has been undertaken. At any rate, this is what persons who have performed the experiment with tolerable success tell me. We thus see that we can effect a highly beneficial result by putting this instruction off to a later date, still taking care to keep it within the preparatory course. To begin it in the infant standard is too early, and must consequently be burdensome and intensely harmful. Further instruction in other directions, which claims our scrupulous attention, suffers very much by this unwise step, and the boys have to waste a large amount of their valuable period in overcoming some particular difficulties which we can easily avoid.

Going to the second thing, where I charge the present curriculum of having not recognised fully this primary course as purely preparatory for the real education that is to come later on; we see that the rules require us to commence instruction in certain subjects, such as histories and geographies, even at a very early period, and to fill the young minds up, by the forcible hammering-in process or otherwise, with pieces of unconnected information on these subjects. I must not be taken to mean that I advocate the total removal of histories and geographies from this course. I fully understand and recognise the educative value of these subjects. But what I contend is that these subjects must not be taught for the sake of the pieces of information contained therein, which the rules, as they are at present, bid us do, but must be taught purely in a different way, having only in view their educative value. What I mean is that there are always two different purposes in teaching a special subject, the instructive and the educative, the purpose of imparting as much information as possible without any reference to the development of faculties on the one hand, and on the other, the purpose of drawing out and disciplining the faculties without any reference to the quantity of information given; and out of these two, we must solely take the latter purpose ever to be our aim in educating the young. That is, histories and geographies must, in the lower classes, be taught purely and simply for the purpose of cultivating the faculties of the young, and never for stuffing in information as to impede their growth and cause a very lamentable result. The instruction in these subjects should be given by oral lessons in the pupil's vernacular, as I shall hereafter suggest. Perhaps this might appear to you as a serious charge that should rather be laid at the teacher's door than at that of the curriculum. If you but care to turn over the pages of the present Educational rules and look into the portions prescribed in these subjects for these lower forms, you will see clearly that they ask us to instruct and not to educate. How pitiable should it appear to you that the teacher losing sight of the difficult and important part of his work—active education—confines himself to the passive instruction, and whips up a young lad of the III or the IV standard to get by heart, or rather to learn by rote nearly two dozens of pages of their geography book! or a young boy of the first or the second form to learn by rote 50 or 60 pages of Sinclair's History of India, or some other compendium! Do you call this education in its true sense? preparation for some future learning? or instruction, absurd on its very face, intended to spoil the young minds and ruin them for ever? It is not uncommon in a school to see boys of these classes, reciting passages from memory, as above described, paying attention not even to the information learnt, but spitting out the things in the most mechanical way possible.

Touching the third drawback, I should rather enter into the practical side of the question. To look into the courses of instruction and standards of examination prescribed by the Government, for the purpose of finding out whether there is proper allotment under this heading, seem to be rather absurd. Some extension, motions, limb and body flexions, and marching in double or single lines is the only thing that is found there. And I am not speaking with reference to any such decided and systematic exercises. I mean simply that there is not much time devoted to outdoor exercises of any kind, and boys are shut up within walls for too long a time. What is practically done in almost all schools is that the boys are made to assemble at 10 in the morning, and are allowed to break up at 5 in the evening, with an hour's recess in the middle; and for every five days of such meetings, two hours are devoted to this purpose. How meagre and how purely nominal is this apportionment? As the Government Inspectors seem to rest satisfied with

such apportioning of work, we may safely infer that the Educational Rules also implicitly sanction it.

These are the only drawbacks that I have been able to find in the courses prescribed by the rules. In all other respects they appear to have come out of the mature deliberation of skilled experts in the department. They seem to have thoroughly felt the importance of training in all the three different directions, humanistic, scientific and technical; and, accordingly, they have made provision for all of them. But how far these prescriptions are being truly and faithfully followed in practice, in how many schools these recommendations are being intelligently adopted, is totally a different question, and it betrays a deplorably sad state of things. I can safely assert, without any fear of being contradicted, that in no boys' school in this presidency—I speak only so far as I know—the optional subjects which are of vital importance are being satisfactorily taught. Kindergarten occupations, story-telling, object and oral lessons on elementary science, drawing, &c., which are all of them very valuable in elementary education, are things to be found only in the Educational rules. Somewhere in girls' schools these are a little attended to; I may remark here, an idea is gradually gaining ground in certain men's mind that women-teachers, in general, show a far higher aptitude for all these interesting things than men-teachers; so much so that some managers; of boys' schools that are earnest about their work are very seriously thinking to bring in women-teachers for these elementary classes. So shabbily is primary education being carried on, and so miserable is the condition in which it is at present found, that it seems that all advancement and progress in the theory of education has after all done nothing to us.

So far it has been an easy task with me to find fault with the existing state of things. The more difficult and more important portion of the work, as to how these existing evils can be remedied, yet remains to be done. I should very gladly leave this part of the task over to more experienced persons that might agree with me in the views I have expressed. And yet, inasmuch as I have attacked the present curriculum and found fault with its details, I am afraid it will not be fair if I naively steal away to my seat. So, however unrepresentative they might be, let me venture to submit some of my own views to your close scrutiny and thorough discussion.

I shall be brief. First, I must tell you that I consider the whole course, as far as the present III Form, purely preparatory; and fix the limit of instruction to be given within this period, not as it is fixed now, but with a slight alteration. Reading with ease a somewhat difficult passage of prose from a newspaper or magazine, writing, with ease too, a letter on a given subject, or a narrative of some well and conscious description of some familiar place, giving out from memory some compendiums on history and geography, and (with your kind permission be it said) the demonstration of Euclid's propositions without the help of any figure, are considered to be the texts that should be applied to see whether a boy has had full Lower Secondary instruction or not. But I would have something more, or rather something less, if you please to have it so, than this. Our goal for this part of instruction must be, first, to have given the pupils such instruction in the English language that they will be in a position to grasp at the first reading intelligently the drift of a simple passage, written in an easy style, and to reproduce with ease the same subject-matter in an intelligible and tolerably fair language; secondly, to have cultivated the powers of observation to such an extent that they can easily grasp, at first sight, all the striking things that accompany a physical or chemical phenomenon; thirdly, to have infused into them a certain skill towards manual labour, that they will be in a position to know how to use their hands for a particular manipulation; and lastly, to have dealt with their faculties in such a manner that they will exhibit, at the end, a promising tendency towards an unhampered luxuriant growth. Unless we see that the pupils show this capacity for an intelligent understanding of a passage, and an intelligible reproduction of the same, unless they exhibit a particular innate craving for higher studies (which will be an inevitable result of a previous sound education), we must not take them to have passed through a satisfactory course of primary training, and to have gone out of the preparatory stage. Great care should be paid to this part of instruction, for it is this growth of faculties and command over the language that decide whether a boy is fit to begin his studies with the object of amassing a connected information, is fit to commence studying history for history's sake. A certain development of intellect and a fair command over the language should be our test.

To secure this end, I would divide this preparatory period into two sessions, each to consist of three years. I would have all instruction in the first period imparted purely through the medium of the vernacular. There shall be four distinct lessons every day as class-work, one in vernacular, one in arithmetic, one in kindergarten occupations, and one in story-telling, object and oral lessons; a class-work of only four hours, another two hours being left for out-door exercises. At the beginning of the fourth year an elementary study of the English language may be made, *i.e.*, one hour additional work within the class-room, which cuts short the period of out-door exercises a little; and the kindergarten instructions may be replaced by a more advanced system of the same kind, *i.e.*, something calculated to serve the purpose of manual training and uninterrupted progress being steadily made in all other subjects. A work of three such years I am confident would bring up the pupil to the required level, and would take him beyond the preparatory stage. I am sorry my time is too limited to enter into any discussion of the details of the proposal. I have much to say, especially on value of story-telling and object and oral lessons, how they can be made a means of efficient instruction and of true education, how a satisfactory humanistic training can be given by this means, how a clear and thorough instruction can be imparted, how a harmonious development of all faculties can be made very successfully and with great ease. In fact, an efficient and earnest teacher can make his oral and object lessons as interesting, as instructive, as educative as anything can be. But I will, I hope you will permit me, reserve it.

DISCUSSION.

Mr. R. SIVASANKARA PANDIYAJI said that boys should be taught to recognise the dignity of labour and value of religion, for without religion and morality discipline would be impossible in a school.

Mr. S. KRISANASAWMI AIYAR, B.A., of Kumbakonam, proposed several reforms in the working of Primary and Lower Secondary Schools.

Mr. C. M. BARROW thought that it would be better to have Euclid taught in the Upper Secondary classes, and not in the Lower Secondary classes, in which respect the curriculum was defective. He would like to see best modern books introduced into classes. He thought that Lower Secondary instruction was in a bad state, and hope that something might be done as an outcome of this Conference to put the curricula of Lower Secondary and Primary Schools on a better footing.

RESOLUTIONS.

At the close of the Conference the following resolutions were carried unanimously :—

I. That this Conference would respectfully request the Director of Public Instruction to consider what steps can be taken to improve the qualifications and remunerations of Primary teachers in this Presidency.

II. That this Conference, while reserving its opinion as to whether the teaching of English is begun too early, would call attention (1) to the danger resulting from the introduction of the study of English at an early stage in schools, and of discouraging the study of the Vernaculars, and (2) to the danger resulting from the use of English as a means of imparting instruction in the lower classes of schools, of encouraging a mere knowledge of words and phrases without a real comprehension or assimilation of the facts underlying them.

III. That this Conference would ask the Madras Teachers' Guild to prepare as early as possible a scheme for the affiliation of Teachers' Associations throughout the Presidency and submit it to all existing associations for their opinion.

IV. That this Conference holding that the real interests of Teachers and Managers are identical, believes that in the extension of Teachers' meetings and other methods by which the teaching staff of larger institutions may be consulted on matters relating to the internal working of the institutions will be found a means of improving the relations between Teachers and Managers.

V. This Conference would ask the Madras Teachers' Guild to approach the Government through the Educational Department with the request that Local Boards and Municipalities be urged to make some provision for pensions or retiring allowances being given to teachers in their employ.

VI. The Conference considers that it is very desirable that some kind of Provident Fund should be started for the benefit of teachers in schools under private management. The Conference requests the Teachers' Guild to communicate with Managers throughout the Presidency with a view to ascertain (1) to what extent their teachers are already provided for by Provident or Benevolent Funds, and (2) how far they (the Managers) would be prepared to co-operate with the Madras Teachers' Guild in the formation of such a fund for those not already provided for.

VII. That this Conference, being of opinion that the relations between Local and Municipal bodies and the schools connected with them directly or indirectly are in many cases unsatisfactory, would ask the Government, through the Educational Department, to initiate an investigation into the Local Fund education and to consider whether any steps can be taken to place it on a better footing on the lines suggested by the Educational Commission of 1882-83.

A SOCIAL GATHERING.

With the passing of these resolutions the formal meetings of the Conference ended. Arrangements had however been made for an hour or so of music after an adjournment for light refreshments. A concert by the Madras Musical Association and other causes prevented some who otherwise would have helped from being present, but a very pleasing programme was gone through. It included whistling solos by Mr. Jansen, violin solos by Mr. Trichinopoly Narayanaswami Iyer, songs by Miss Phillips, the Rev. L. P. Larsen, and Mr. P. Sambandam, B A., and a recitation by Miss Arnold.

MR. H J. BHABHA, on behalf of the guests, expressed his heart-felt gratitude to the promoters of the most interesting meeting of the last two days. The Conference had been most instructive. He sincerely wished that it would in the fulness of time become a regular institution to promote the brotherhood of the teaching fraternity. With these words he proposed a vote of thanks to the Madras Teachers' Guild.

THE REV. L. B. WOLF, in seconding, said that the first Educational Conference has been a pronounced success. He trusted this was the beginning of a greater fellow-feeling among the teachers.

MR. KRISHNASWAMY IYER, of Kumbakonam, in supporting the proposition, observed that this Conference marked an epoch in the history of the Southern Presidency. The Conference has thrown a flood of light on many matters touching education. He thanked Messrs. Stone and Kellett for what they had done.

MR. J. H. STONE, on behalf of the Executive Committee of the Teachers' Guild, thanked the speakers for their kind words, and said that a great deal of the credit of the success of the Conference was due to Mr. Kellett. He also expressed the thanks of the meeting to those who had by their music and recitation contributed so much to the pleasure of that hour.

THE REV. F. W. KELLETT proposed a vote of thanks to the Government for the use of the Theatre and to Mr. Thurston for his kindness in obtaining it for the Conference ; also to the writers of the papers. Turning to other matters he wished those present to understand that much of their comfort during the Meetings and of the success of the Conference itself was due to some who had modestly kept themselves in the background, especially Mr. Lakshmi Narasu, Mr. C. B. Rama Row, and Mr. S. Vasudevachariar. He thought the Conference had been a success. As the first of its kind, it had to overcome practical difficulties greater than a second would have to face. It was inevitable that some of the arrangements should be imperfect, but he was sure the Guild might rely another year upon such assistance from those who had attended this Conference as would go far to prevent such imperfections in future. There had been misgivings expressed to him lest the discussion should be empty and the Conference hasty in judgment. All would agree with him that these dangers had been avoided. They had derived much benefit from their meeting together. Their insight into the meaning and ideal of a teacher's life had been quickened. They had come to know one another better. Artificial distinctions had been somewhat broken down. Imaginary barriers had vanished in their intercourse. In spite of differences of grade, of race, of religion they had realised their brotherhood in a great cause. It was this sense of brotherhood which had enabled them to subordinate what was personal to the common good. One man, by self-assertion, could discredit, perhaps wreck, a Conference like this. He hoped and believed that this self-subordinating spirit would be shown in the future also, and that thus the Conference would be an annual institution helping and inspiring the educationists of the Presidency. The danger of passing ill-considered and hasty resolutions had been avoided also through the prevalence of a self-subordinating spirit in their counsels. He did not regard the passing of resolutions as an essential element in a Conference like this. To ventilate a subject was often better than to attempt to form a decision upon it. But it was a happy omen for the future that in their first Conference they had shown an anxiety to act unanimously and a willingness to respect the opinions and wishes of minorities. The success attained and the good feeling shown were most encouraging; and it might be taken for granted that another Conference would be summoned next year.

Three cheers were then proposed for Messrs. Stone and Kellett, and these having been duly given, the Conference broke up at 7-45 P.M.

Royapettah,
Madras.

SECRETARY TO GOVERNMENT * 3.94
26. MAR. 1897
* LOCAL & MUNICIPAL DEPARTMENT

Dear Sir

Mr Stone just before he went away asked me to send you a copy of the Resolutions passed at the Educational Conference in December with our semi official report of the proceedings. By this post I am send-

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Faithfully yours
J. W. Nellett.

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