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OF THE

TRAVANCORE TEACHERS' ASSOCIATION.

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The Travancore Teachers' Association.

Proceedings of The Fifth Annual Conference
4th February 1927.

The Fifth Annual Conference of the Association was held on Friday, February 4th, 1927 at 3-30 P. M., in the Arts College Hall. A large number of distinguished educationists and teachers were present in the Hall. Rao Bahadur K. V. Rangaswami Aiyangar, Principal, Arts College, Trivandrum, proposed and Mr. K. P. Ukkandan Unni Nair, M. A. L. T., Vice-Principal, Training College, seconded, that Mr. Paul Daniel M. A. L. T., Headmaster, Scott Christian High School, Nagercoil be the President of the Conference. The President-elect took the chair amidst loud and prolonged cheers.

Mr. P. G. Sahasranama Iyer, M. A., Professor of English, College of Arts, Trivandrum, welcomed the President and the audience in the following speech.

Welcome Address.

Mr. Chairman, Ladies and Gentlemen,

I deem it a great honour that I have been privileged on this occasion to welcome you all to the Fifth Conference of the Travancore Teachers' Association. When the President of the Association

asked me to undertake this work, I readily accepted it, not because I felt there were not worthier shoulders on which this responsibility could be laid, but because I was conscious that I had not been taking as active an interest in the deliberations of the Travancore Teachers' Association as I should have liked to do, as one of its Vice-Presidents. I wanted to do my little bit for the Association, and that is the reason why I accepted quite readily the kind invitation of the President.

We are meeting this time on an occasion of universal rejoicing throughout Travancore. Today is His Highness's *Upanayanam*, an occasion which is all the more striking when it is remembered how unique a ceremony it is. It was just a century ago that a former Maha Raja had occasion to celebrate the Thirumadampu. The Thirumadampu ceremony marks an epoch in His Highness's career of spiritual discipleship—*Brahmacharya Asrama*—on which occasion it is but right and proper that we the teachers of the land should meet at our Annual Conference. The Travancore Teachers' Association is therefore thrice blessed in being thus enabled to meet under such high auspices.

Since our meeting in Conference last September, we have been reaping a rich harvest of honours in the elections and appointments of the Madras University. Our beloved former President, Principal Rangaswamy Aiyangar, to whose watchful help and abiding interest in our Association we owe a deep debt of gratitude, has been re-elected to the Syndicate. Our President, Mr. Srinivasan, and Messrs A. Gopala Menon and S. K. Yegnanarayana Iyer, members of our Association, have been elected to the Senate of the University. Mr. D. Jivanayagom, Mr. Srinivasan, Mr. Krishnamachariar and Mr. Sahasranama Iyer have been appointed Honorary Readers of the University, while Mr. Srinivasan and Mr. Jivanayagom have also been elected to the Council of Affiliated Colleges. These elections and nominations are, I take it, honours bestowed as much on the Travancore Teachers' Association as on the individuals themselves.

In the eyes of the world our profession has, unfortunately, if undeservedly, come in for criticism on many points of which I will select two for consideration. The first is that our profession does not draw unto itself the best intellects of the age. It is considered that we are not fit for anything else in the world and it is because of this that we have become teachers. Some people hold the view

that the profession of a teacher is the last refuge of an inefficient man, of a man who has proved, or is likely to prove, a failure in all other walks of life. Stephen Leacock, Professor of Political Science in the Macgill University of Canada, thinks of a University where the Professors are some of the most eminent men that have figured in the history of the world or are shaping the destinies of the world at the present time. He would have Kaiser William, the late German Emperor, Woodrow Wilson, Mr. Lloyd George, Mr. Asquith, Mr. Balfour, appointed as Professors. He would pay them enormous sums of money, to make it worth their while to become teachers. I believe this view emphasises only the fact that we are an ill-paid profession. The same author speaking of his more fortunate lot in life in securing the appointment of a Professor says;- 'The emolument is so high as to place me distinctly above the Policemen, Post-men, street-car conductors and other salaried officials of the neighbourhood, while I am able to mix with the poorer of the businessmen of the city on terms of something like equality." While it has to be admitted that our profession is ill-paid still to say that the better intellects of a country do not seek to enter its portals does not appear to me to be fair. Economic causes, if nothing else, drive many a first rate intellect into our profession. It is the regret of the profession that there are not enough chances in it to offer the plums of life to its votaries. Instead therefore of looking on our profession as the backwash of life, people should realise that to our profession gravitate some of the finest intellects which it has been given for mankind to produce.

Another misfortune of the teachers' profession is that we are considered intolerant and wanting in humility. It is said that within the four corners of the walls of the class room, we instinctively develop the despot mentality, as a result of our intellectual arrogance in relation to those whom we are teaching. On the whole this is too unfair a generalisation to be true. It may be that in the earlier periods of human history the teacher could not brook contradiction and the views held by him had in his opinion the validity of the laws of the Medes and the Persians. But now things have indeed changed. The teacher's position has become such that now a days we often hear of students tolerating with great difficulty the existence of teachers. A teacher who is not prepared to concede that his students may sometimes be able to cast light on matters which are dark to himself does not deserve to be considered a good teacher.

വിദ്യാ ദദാതി വിനയം വിനയാദ്യാതി പാത്രതാം.

Even those who criticise us as on the average intellectually poor and temperamentaliy despotic, admit that ours is a noble profession than which there is nothing higher or loftier. The teachers too lay this unction to their sore heart. It is our privilege to belong to such a profession, but privileges imply obligations. We have duties and responsibilities which are of a higher order than those that attach themselves to other walks of life.It is not for me, in a welcome address, to dilate on them. I will only refer to two aspects of those responsibilities which appear to me to be the most essential. They are culture and character. The teacher is always a student—he has to keep himself fit by his study and love of culture in the same way that the athlete keeps himself fit by daily physical exercises. We can never rest on our oars—we have to live and move in an atmosphere of culture and realise that only to the extent that we keep up our habits of reading are we doing our duty by ourselves.

Even more important than culture is character. Clean life and uprightness in thought, word and deed are the very elements of the life of a teacher without which it is unthinkable how a teacher could be a Guru. The ideal teacher is like the Guru of old in the days of the *Gurukulavasa* when Sri Krishna and Kuchela were students under a Maharshi or when Rama and Lakshmana were disciples of Viswamitra. They were the custodians of culture and contributed to the sum total of human knowledge by undertaking philosophical and scientific works of importance to the world. It was from the obscure *asramams* of the *rishis* of old that culture and knowledge in ancient India received the greatest impetus. And they were ideal men whose character was unexceptionable and whose life was a consecration to selfless duty.

മഹാവനേ നാം വിറകിന്ന് പോയി
ഭീഷ്മ മഹാവൃഷ്ടി ചൊരിഞ്ഞ നേരം
നനഞ്ഞശേഷം വഴിയും പിഴച്ചങ്ങ
നേക നേരം വലയും ദശായാം,
തിരഞ്ഞെഴുന്നള്ളി മഹാമുനീന്ദ്രൻ
വിടുത്തു നമ്മെപ്പുണ്ണ കണ്ടനേരം,
അനുഗ്രഹിച്ചു, വിവിധ പ്രകാരം
മനസ്സിലുണ്ടോ തവ ഭീഷ്മരേന്ദ്രാ.

That represents the highest ideal of a teacher. But what a contrast is offered in Gibbon's autobiography in which, talking of the University of Oxford in the days when he was a student, he says: "To the University of Oxford I acknowledge no obligation; and she will as cheerfully renounce me for a son as I am willing to disclaim her for a mother. I spent fourteen months at Magdalen College; they proved the fourteen months the most idle and unprofitable of my whole life."

"It is whimsical enough that as soon as I left Magdalen College, my taste for books began to revive."

"Dr.....well remembered that he had a salary to receive, and only forgot that he had a duty to perform."

Let us, one and all of us, deprecate this sort of feeling arising in our students at any time of their after-life. Let us endeavour all the days of our life to cultivate knowledge and to attain a character to the wholesome influence of both of which our students will look back with pride and delight. Let us belong to the second of the category of teachers mentioned in the following sloka.

ഗ്രംഥോ ബഹവഃ സന്തി
ശിഷ്യ വിത്താപഹാരകാഃ
ദുർല്ലഭസ്സ ഗുരുർല്ലോകേ
ശിഷ്യ ചിത്താപഹാരകഃ

(Those teachers are indeed many who take away *the wealth of their students*. But few are the teachers who take away *the hearts of their students*).

In the name of the Travancore Teachers' Association which stands for the high ideals of culture and character, and which demands of every one of its members to be the ചിത്താപഹാരക of the students, I have great pleasure in welcoming all of you to our Conference.

The following two resolutions were then moved from the Chair and unanimously adopted, all standing.

Resolution I.

The Travancore Teachers' Conference most respectfully conveys to Her Highness the Maharani Regent, a humble expression of its profound loyalty and devotion to Her Highness's person, family and Government.

Resolution II.

The Travancore Teachers' Conference resolves that a loyal address be submitted to His Highness the Maharaja of Travancore on the occasion of the Upanayanam Ceremony of His Highness.

A copy of the address was read out to the audience. It ran as follows:—

ADDRESS TO H. H. THE MAHARAJAH OF TRAVANCORE.

TO

His Highness Sri Padmanabha Dasa Vanchi Pala Rama Varma Kulasekhara Kiritapati Manney Sultan Mahā Raja Raja Rama Raja Bahadur Sham Sher Jang Maharaja of Travancore.

May it please Your Gracious Highness.

WE, the member of the Travancore Teacbers' Association, met together at Trivandrum this day for our Annual Conference, beg eave to approach Your Gracious Highness with an address on this auspicious and unique occasion of the Tirumadampu of Your Highness.

IT was forty years ago that the last Thirumadampu ceremony was celebrated in Travancore. It was just a century ago that a Maharaja who had ascended the Masnad had the privilege of being invested with the holy thread in the manner in which Your Highness now has that great privilege It is therefore the opportunity of a life-time in the history of the Highness's subjects that they are celebrating this week from one end of Travancore to the other.

The Travancore Teachers' Association is particularly happy and proud that to its members has been vouchsafed not only the opportunity to rejoice in these celebrations but also to tender to Your Highness their humble felicitations on the occasion and their heart-felt prayers for a glorious career, a long life, and every happiness to Your Highness.

As members of the teaching profession, the Upanayanam of Your Highness has a special significance to us. We accordingly beg to pay our humble tribute of loyalty and good Wishes to Your Highness on entering the Brahmacharya Asrama in a life dedicated like those of Your Highness's Royal Predecessors to the welfare of

Your Highness's subjects. Ever praying to God Almighty to shower on Your Highness His choicest blessings.

We beg leave to subscribe ourselves

Your Highness's ever loyal subject and servants.

The Members of the Travancore Teachers' Association.

The President then delivered his opening address which embodied his ripe experience and contained many practical suggestions born of that experience.

PRESIDENTIAL ADDRESS.

LADIES AND GENTLEMEN,

Unlike most of the other professions, that of the teacher does not admit of the fixture in methods and means. This is borne out by the constant changes that we see and hear of in the province of Education. Though the science and cult of teaching are as old as the dawn of civilisation, yet, after the lapse of ages, even the most advanced of nations are unable to say with any degree of confidence. "This is the infallible method, follow it". As regards educational methods man may be still groping in the dark, though great advances are continually being made in them. This is the justification for conferences of the kind we are holding. Strictly speaking, our sphere of thought and discussion must be limited to education simple and pure; but our conferences, as our speeches often are, are not strictly to the point. They savour also of the activities of guilds and unions. Yet our conferences have, every one of them, given to the teachers and administrators of the Education Department much matter for thought and careful study. May it be our aim in this Conference also, by all that is transacted here today and to morrow to see that the noble work in which we are engaged is still further exalted and that the purity of our aspirations and our eager desire to make our life more fruitful and permanent, set their seal on all that we say and do here.

We have met together on a very important day—the day on which His Highness our Gracious Maharajah formally enters the திருமாடம்—the sacred edifice of religious and secular knowledge—the day on which he is initiated into the mysteries of God's wisdom and purposes. Such a day is, no doubt the fittest-day of all the days in the year for a meeting of those subjects of the State who are

engaged in the bringing out and broadcasting of the highest mental and spiritual blessings with which the enternal storehouses of God are filled.

In connection with this important Conference, meeting on such a happy day, one mistake has been committed. That lies in the choice of the person to preside over it, the choice of me who has not got the least claim to brilliance, who has not had, at any time of his life, the opportunities for self-improvement which many other members of the Educational Service have had in the intellectual environments of the Capital. This perhaps is the only error of judgment which the person responsible for the choice has ever committed. When, in the evening of Sunday last, this duty was laid upon me with irresistible persuasion, I was unable to say, no. The power behind the person who conveyed the request overawed me into acquicscence and since then, I have many times reproached myself for my weakness in accepting an honour for which I am not fit. The step, however, has been taken and I shall try to go through it relying on the help of the leaders of the Conference and the hearty support of all the members and visitors.

I shall now proceed to the general item of the Conference, which, of course is Education,—and speak upon that aspect of it which I have chosen to place before you. It is my aim in this brief address to show that education must, above everything else. be practical and closely related to the condition of the person or persons upon whom it is bestowed. I might say that "knowledge for the sake of knowledge" is a maxim which is steadily losing, ground all over the world. Were it not so, the applied sciences would not today, occupy the position we have conceded to them. To even such branches of knowledge as Philosophy and Theology, a refined and exalted utilitarian value may be ascribed.

Knowledge must be appraised according to its contribution to the improvement of man's material, moral and spiritual life. Leaving aside the latter for the present, we may safely say that the real value of knowledge lies in its power to enable man to live a better fuller and happier life in the world. Hence, educationists must always keep this point of view clearly before them.

Education out of relation to the condition of the individual or the society which it is intended to serve is, more often than not,

violently subversive of ordered progress and brings ultimate disaster. Educationists here and there have therefore, begun to advocate a close affinity between the nature of the education given and the occupation of the people to whom it is offered. The Moga system which is given a trial in the Punjab is an instance in point. Lads are taken from villages to the School and are taught, besides the three R's. the theory and practice of the prevailing occupation of the village in the expectation of their returning to their village and carrying on its occupation on improved lines.

This is most sensible. But itmust be admitted that the temptation to the Moga youths is great and if they overcome that and instead of trying to obtain by hook or by crook a teacher's place in another school run on the Moga method, go straight to the occupation of their fathers and carry it on with greater profit, real success can be claimed for the method. But is such a revolutionary method possible among us—I say revolutionary, because it is diametrically opposed to all our accepted lines of education? Not until some great educationalreformers rise and heedless of criticism and opposition, set to work on these lines.

Their task will not be easy. For years, people have been accustomed to look upon education as a passport for some office. Those who have completed thePrimary School course must go on to the 7th class, pass an examination and become full-fledged teachers. Then and then only is their object in going to school realised. This idea has become so ingrained in the very being of the people that no ordinary measures would divert them to other lines of thought. If by passing the 7th class or Vernacular School Leaving Certificate Examination they are not successful in their aim, they go on to the 9th class to pass the Vernacular Higher Examination which will ensure a place in some school or other. But nobody stops to note the perversion of the original object of the establishment of these Vernacular Middle and High Schools. Were they not the outcome of presistent agitation to provide scope for the study and improvement of the Vernaculars?

In all these one dare not blame these young men. They do so chiefly because they have no other go. Now what about those pupils who leave school from the fourth or a lower class? They go back equipped with the power to read and reckon; so far so good. But have they been equipped with the power to live a better life than that of their illiterate neighbours? Do they become better agriculturists, better weavers, better artisans, better traders, better merchants. We also ask, would they put in the way to become

better in their occupations than their neighbours who never saw the inside of school? If they had been, their education would certainly have been really beneficial to their life. Of course, such schools cannot, in their very nature, be seen as cheaply as the present day schools. In trying to get a name for widespread literacy, have we not been pursuing a mirage; have we not been sacrificing the substance for the shadow? Number of schools and number of pupils count for more than their effect upon the population. 5000 schools and 5 lakhs of pupils and students in the State !! Is this not more than satisfactory? Does it not give sufficient reason for self-complacency? Yes, but only so far as numbers go and giving to each school 4 teachers on an average, employment to 20,000 persons. At present about 1/5 of the revenues of the State is absorbed by education and how can we, in the face of this fact, dream of institutions which will avowedly be more costly than the existing schools? It may be considered rash and revolutionary on my part when I say that multiplication of schools of the kind we are having should be discouraged and even put down with a strong hand. When the Department publishes in the Gazette notice of withdrawal of recognition from certain newly opened schools, I take it to be a healthy sign, but that relates only to English schools. I believe that there is scope for retrenchment in the Vernacular schools also, so that money may be released for schools of the kind I have foreshadowed above. In certain areas there is still considerable overlapping of Vernacular schools which the Department undertook to remove more than five years ago. Every village wants its own Primary School whether it has the regulation number of pupils or not, and jugglery of the worst type is resorted to earn a grant. The Department is, to a certain extent, responsible for this, it having ruled that no one class school is eligible for a grant-in-aid. For little villages one-class schools are just the schools that are needed; a complete Primary School may be maintained for a small group of villages either by the Department or by private bodies with aid. The little children of the small village after having read one or two years in the first class in their own school will be fit to go to a central Village School to join the second class. This, while it provides reasonable facilities for primary education will decrease the number of schools and the total expenditure of the Department, leaving money for schools of the above kind.

I have thrown out these disjointed ideas here chiefly because there are gentlemen in this Conference who will certainly have a

voice in the modification of the educational policy of the State which is bound to be effected sooner or later.

Passing on to English education, I might say that my remarks on the VII and IX Class students apply with equal force to those who have passed through the English High School. English School Leaving Certificate holders as also graduates look invariably to the Govt. for employment, that being the greatest employer of educated labour. Time was when the Government stood in need of young men who had a sound English education. These were sought after and given the highest posts. For the exigencies of Government service, the education imparted in the English schools and Colleges was sufficient and the examinations held at the end of the course adequate criteria of fitness. Till some years ago Government Service was elastic enough to absorb most of the men educated in the Colleges and schools of the State. But, it must be noted that the nature of the education given was such that it was not directly helpful to pursue other walks of life. As long as the Government was able to employ almost all those turned out by the Schools and Colleges, no one stopped to consider its nature, its defects, the absence of a real relation between it and the life of the people as a whole. Those communities, therefore, which enjoyed Government patronage for long are the greatest sufferers now. Other communities have not been so hard hit. To give a concrete instance to support the above statements, I shall mention the position of the South Travancore Christians who have for over a century been enjoying the benefits of English education provided by the missionaries of the London Missionary Society. For several decades, Government service was not open to them. Hence, as soon as they obtained a working knowledge of English and got the ability to cast up accounts they left for far off places where their moderate attainments and special training secured for them respectable positions and decent wages. Several hundreds of them were employed in coffee, tea, cocoanut and rubber estates and in factories and shops as conductors, contractors, tea makers, foremen and clerks in Ceylon, the Straits Settlements of Penang, Malacca and Singapore, Burmah and other places and to-day they form the backbone of the community. Now, such men after obtaining a certain amount of knowledge in English and other school subjects take a course in one or more of such arts as type-writing, shorthand, Book-keeping and commercial correspondence before they set out in search of employment. The more

ambitious among them who went up for higher studies but failed to secure sufficiently remunerative Government employment are comparatively poorer and less satisfied.

Government posts cannot be inexhaustible, they do not increase in geometrical progression as some seem to imagine. If the demand for a particular article is less than the supply, the producer must call a halt; but if he is reckless, the natural consequence will be ruin. During the last 17 years there has been a disturbance of the equilibrium between supply and demand and every year the situation has been made worse than in the previous. Our colleges and schools are swollen; our very boast has turned into a wail. Compare Tinnevelly and Travancore and we find that while Tinnevelly has only about 300 students in its colleges, Travancore has 3000 or ten times that number, Though intellectual advancement is highly desirable and necessary, daily bread which is indispensable to sustain the body in which alone the intellect functions cannot be ignored. To the young men and women whose parents possess competency and to those who are highly gifted, colleges offer real advantages. But to others, they cause loss, loss of money and loss of very valuable time which they could make an advantageous use of elsewhere. The Government maintain a number of Technical and Industrial Institutions scattered over the States. It is high time that stock is taken of what those little institutions have so far done for the improvement of the condition of our young men. Of some of those I can say without any hesitation that they aggravate the very evil which they are set up to remove. Being very small and meagrely provided for, they manage to exist, producing no tangible result. I shall venture therefore to say that instead of these little schools, a central institution in the Capital teaching agricultural, industrial and technical subjects on an attractive scale is established, with power to confer appropriate degrees, such an institution will draw to itself a number of students who would otherwise flock to the existing colleges. This will diminish the evils arising from the promiscuous entrance of young men into the portals of the university.

I have now though cursorily traversed the whole gamut of educational courses from the Primary to the highest and have attempted to show that education should, as a rule, be related to the condition and calling of the people for whom it is intended or provided, leaving out those whose bread and butter is assured and

who can therefore, follow the pursuit of knowledge for its own sake. As for service Government may well have its own graded tests with certain restrictions and conditions so as to enable them to satisfy the 101 communities into which the inhabitants of the State are divided.

Just one point more viz., the place of English in a scheme of education. A great deal is being said in these days about the position of English in schools and colleges. Many of you I think are for adopting the Vernaculars as the media for instruction in the schools of the State. This idea is not peculiar to Travancore. All over India, people put this demand forward, some for one reason and some for another and fret at the subordinate position which the Vernaculars of the country occupy in the Indian educational system. This of course, is of a piece with the present national demands. Yet others feel that real education suffers by imparting it through a medium which is foreign and which is, by no means easy to master. No one doubts or denies the advantage of imparting instruction in the Vernaculars in the early stages of a pupil's school course and at the same time no one, I presume, will deny the advantages which a knowledge of English brings to us. The question has, therefore to be handled with the greatest caution lest either of these sources of advantage should throttle the other. In our enthusiasm for our own Vernacular, let us also note, that we do not provoke a civil war. To those who, out of a feeling of patriotism, agitate for the restitution of the Vernaculars to the position which they occupied a hundred years ago, permit me to say, that carried away by such feelings, let us not deprive posterity of the rich treasures of literature and science which are embodied in English. Even as we are now situated, the Vernaculars are rapidly developing possibly by their contact with English somewhat as English developed in times of yore by contact with Norman-French. The University of Madras with which all of us are now connected and which is the embodiment and repository of the corporate knowledge of South India is in my opinion, holding the balance evenly between these contentions. Its recent enactments emphasise the importance of the Vernaculars but it does not allow a stampede from English. It now remains with our young men to take full advantage of the facilities offered and make a thorough and intensive study of their own tongue to preserve the centre of the intellectual and moral treasures that may lie hidden in their own literature. But whatever we may do in regard to this question

let us take care to hasten slowly; let us take no precipitate step which might place our young men appearing for University Examinations, at a disadvantage. May all that we do in this Conference be worthy of its traditions and contribute lavishly to the progress of education in this State along right lines.

Ladies and gentlemen, I thank you sincerely for the honour you have done me in voting me to the chair and the patient hearing you have given to my address (Applause.)

After the presidental address was over, Mr. Srinivasan M. A., the President of the Association, proposed that a Subjects Committee consisting of the following members, with power to add, be formed to draw up the resolutions to be moved on the following day.

MEMBERS OF THE SUBJECTS COMMITTEE.

Messrs. 1. K. K. Swaminatha Iyer B. A., L. T., Teacher, English High School, Kanjirankulam.
2. Paul R. V. Thomas B. A., B. L., L. T. Headmaster English High School, Fort, Trivandrum.
3. V. S. Krishna Iyer B. A., L. T., Lecturer Scott Christian College, Nagercoil.
4. N. Sesha Aiyangar B. A., L. T., Teacher H. H. The Maharaja's High School for Girls, Trivandrum.
5. R. Srinivasan M. A., Professor of Mathematics, H. H. The Maharaja's College of Science, Trivandrum.
6. P. G. Sahasrama Iyer M. A., Professor of English H. H. The Maharaja's College of Arts, Trivandrum.
7. R. Sivaramakrishnier B. A., L. T., Personal Assistant to the Director of Public Instruction, Trivandrum.
8. N. Kuppuswami Aiyangar M. A., L T., Lecturer, Training College, Trivandrum.
9. Dr. K. L. Moudgill M. A. D. Sc., F. I. C., Professor of Chemistry, H. H. The Maharaja's College of Science, Trivandrum.
10. L. Anantakrishna Iyer B. A., L. T., Headmaster Govt. English High School, Kottar.
11. S. Ramakrishna Iyer M. A., Professor of Physics H. H. The Maharaja's College of Science, Trivandrum.
12. Miss. P. Brooks Smith, Lady Principal Balika Madam English High School for Girls, Tiruvella.

The resolution was duly seconded and passed.

The Subjects Committee met at 5 P. M. and framed the following Resolutions.

The Travancore Teachers' Association.

Fifth Conference, February, 1927.

RESOLUTIONS.

1. That this Conference requests the Vice-Chancellor of the University of Madras to take such action as to include the Headmasters of Recognised Secondary Schools of the State in the Headmasters' constituency of the University of Madras.

Mover. Mr. P. S. Ananthanarayana Iyer.

2. That the Government be requested to abolish the system of issuing licenses to teachers.

Mover. Mr. K. K. Swaminatha Iyer.

3. That Government be requested to extend the benefits of the Provident Fund scheme to aided colleges also.

Mover. Mr. V. S. Krishnier.

4. That this Conference calls upon the Headmasters to make such changes and introduce such features in the organisation of their schools as will promote the moral tone of the pupils.

Mover. Mr. R. Sivaramakrishna Iyer.

5. That this Conference requests the Government to so alter the leave rules as to provide the conversion of eligible leave on half pay into leave on full pay for half the period.

Mover. Mr. L. Ananthakrishna Iyer.

6. That this Conference is of opinion that no restrictions be placed on teachers giving private tution.

Mover. Mr. N. Kuppuswami Aiyangar.

7. That this Conference is of opinion that the Headmasters should have the power of admitting a boy into any class below the Fourth Form provided he is found fit for the class by the Headmaster and provided that the Headmaster is satisfied that he has paid all his dues, if any, to the school which he last attended.

Mover. Mr. N. Kuppuswami Aiyangar.

8. That this Conference is opinion that Fine Arts should find a prominent place among the subjects taught in our schools and

appeals to all educational agencies to see that proper recognition is given to them in our educational institutions.

Mover. Mr. R. Srinivasan.

9. That the President of this Conference be requested to take the necessary action in communicating the above resolutions.

Mover. Mr. R. Srinivasan.

At the conclusion of the Subjects Committee meeting there was a meeting of the General body of the Association for the election of the Office bearers for the year.

The General body of the T. T. A. Co-operative Union also met in the same Hall for passing the annual report.

The Proceedings of both meetings are published elsewhere.

The Fifth Annual Conference.

SECOND DAY'S PROCEEDINGS.

Saturday, 5th Feb. 1927/22nd Makaram 1102.

The Conference resumed its sittings at 11 A. M. on Saturday. The proceedings began with a paper on 'Discipline in Schools' by Mr. R. Sivaramakrishna Iyer B. A. L. T., Personal Assistant to the Director of Public Instruction. This was followed by another paper by Mr. K. Sambasiva Iyer B. A. L. T., Teacher, Model School, Trivandrum on 'The Teaching of Geography'. The papers are published elsewhere.

The Resolutions were then taken up. Before the first resolution was formally moved, Rao Bahadur K. V. Rangaswamy Aiyangar suggested that the consideration of it be postponed to the afternoon Session so that it may be redrafted and made wider in its scope. This was agreed to.

RESOLUTION 2.

That the Government be requested to abolish the system of issuing licence to teachers.

Mover. Mr. K. K. Swaminatha Aiyar.

The second Resolution was moved by Mr. K. K. Swaminatha Aiyar B. A. L. T., Teacher, English High School, Kanjiramkulam. He said he disliked the principle of licensing of teachers on sentimental and financial grounds. Licensing was not in vogue in Schools in British India and in Colleges in Travancore and no license fee was levied in Cochin. He saw no need. for the continuance of the system in Travancore.

Professor R. Srinivasan seconded the motion.

Rao Bahadur K. V. Rangaswamy Aiyangar opposed the resolution on various grounds. The system should not be objected to merely on grounds of incorrect sentiment. If people had to be protected against the sale of spirituous liquors and intoxicating drugs by a system of licensing, the youth of the country had equal if not greater need to be protected from the vendors of spiritual poison. When entry into the legal, medical and other professions was regulated by means of registration and other devices, he failed to see why every one who wanted to enter the profession of teaching should be permitted to do so whether he was fit for it or

not. He admitted that the present system of issuing licenses to teachers was capable of improvement, but that was an argument for improving the system and instituting a better agency for working it and not for the abolition of the system altogether. The system in one form or other had been adopted in England, Scotland and other advanced countries and it would be an unwise step to abolish it in our State. He had however no objection to the license fees being abolished.

Mr. K. R. Krishna Iyer, Prof. P. G. Sahasranama Iyer, Mr.M. S. Rama Iyer, Dr. K. L. Moudgill, Mr. N. S. Narasimha Iyengar and Mr. K. S. Chellam Iyer spoke on the subject.

Rao Bahadur K. V. Rangaswami Aiyangar then moved an amendment to the effect that the resolution be referred to the Council of the Travancore Teachers' Association for consideration and report. The amendment was put and carried by a large majority.

The Conference then adjourned for lunch.

The sittings began again at 3 P. M.

Mr. Kuppuswami Aiyangar read a paper on Mental Tests which is published elsewhere. At the conclusion of the paper the remaining resolutions were taken up for discussion one after another, Resolution (1) the consideration of which had been postponed earlier in the day was moved in the following form and adopted.

RESOLUTION 1.

The Travancore Teachers' Conference having considered the unfairness of the absence of any representation in the constituencies of Headmasters and of Municipalities, to the Headmasters of recognised High Schools and Municipalities in the Indian States, which are now within the jurisdiction of the University of Madras agreed that the Hon'ble the Chief Minister to the Government of Madras as well as the Vice Chancellor and Syndicate of the University of Madras be approached in order that the anomaly may be removed when the University Act is amended, by providing that the Headmasters of recognised High Schools, and the District Boards and Municipalities in the Indian States within the jurisdiction of the University of Madras are included in the constituencies referred to in Section 14 (4) and (6) of the Madras University Act of 1923. The Conference also agrees that in view of the large number of schools, the number of representatives for the High Schools be raised to ten

The Travancore Teachers' Conference having considered the anomalous position of the professional colleges affiliated to the University Bodies, as compared with the ordinary First Grade Colleges resolved that it be a representation that they should have the same number of representatives on the Senate, the Academic Council and the Council of Affiliated Colleges, as affiliated First Grade Colleges in Arts and Science.

RESOLUTION 3.

"That Government be requested to extend the benefits of the Provident Fund scheme to aided Colleges also" was then moved by Mr. V. S. Krishna Iyer B. A. L. T. Lecturer Scott Christian College, Nagercoil. Professor R. Srinivasan seconded and Mr. K. Venkiteswara Iyer, B.A.L.T. Retired Principal, Training College, spoke on the resolution. It was duly passed.

RESOLUTION 4.

"That this Conference calls upon all Headmasters to make such changes and introduce such features in the organisation of their schools as will promote the moral note of the pupils" was moved by Mr. R. Sivaramakrishna Iyer. The mover addressed his appeal to the Headmasters of all schools and to all teachers. He did not advocate the imparting of direct moral instruction. He thought that present day education was too secular. He suggested that the daily work in the school might begin with a prayer, conducted by a man who believed in it, and that music and pictures might find a place in schools as they appealed to the aesthetic sense of the pupils and tend to chasten and refine their emotions. Literature, in his opinion, must be so taught as to make an appeal to the emotions and refine the taste. Story telling might take the place of literature in the lower classes. Direct moralizing should however be avoided and the story should be so told that the moral will be obvious to the pupils. By the introduction of the Boy Scouts or similar systems, opportunities should be provided for action and service and for the training of the will. All this can be accomplished to a certain extent by Headmasters and teachers without any outside help.

The resolution was seconded by Mr. K. S. Chellam Iyer of Quilon.

Rao Bahadur K. V. Rangaswamy Aiyangar said he did not think that moral education was really being neglected now. The

most important factor in moral education was the teacher who should live what he preached. The modern educated man very often led a double life. There was a large rift between his preaching and his practice. The real remedy lay in organizing the profession and raising its moral tone.

The resolution evoked a good deal of discussion in which Messrs. K. S. Chellam Iyer, K. R. Krishna Iyer, L. Ananthakrishna Iyer, K. Venkiteswara Iyer, Paul R. V. Thomas, Krishnan Asari, V. Devasigamony, and R. Srinivasan took part. In the end Mr. Sivaramakrishna Iyer replied to many of the points raised during the discussion. An amendment was moved to refer the matter to a committee consisting of Messrs. R. Sivaramakrishna Iyer, (Convener), K. Venkiteswara Iyer, N. Kuppuswamy Iyengar, P. G. Sadasivan, P. K. Umamaheswara Iyer, V. Devasigamony and R. Srinivasan, for making definite proposals. The amendment was duly seconded and the resolution as amended was carried.

Resolution No. 5.

'That this Conference requests the Government to so alter the leave rules as to provide for the conversion of eligible leave on half pay into leave on full pay for half the period.' This was also formally moved. A verbal amendment to add 'for the members of the Education Department' was moved by Mr. R. Srinivasa Iyer and accepted. The amended resolution was put and passed.

Resolution No. 5.

This resolution was moved by Mr. R. Srinivasan in the following form.

'That this conference is of opinion that fine arts should find a prominent place among the subjects taught in our schools and resolves that a committee consisting of Messrs. T. M. Krishnamachari, Punniakoti Naidu, Miss Laura Noe, Mrs. Matthew, N. Krishnaswami Iyer, N. G. Kuppuswami Iyer, M. R. Madhavan Unnithan, T. Lakshmana Pillai and R. Srinivasan (Convener) be formed to formulate a definite scheme to achieve this object.' The resolution was duly adopted.

It was resolved that the consideration of Resolutions 6 and 7 be postponed to the next conference.

Prof. R. Srinivasan then moved the last resolution.

'That the president of this Conference be requested to take the necessary action in Communicating the above resolutions.

It was passed unanimously.

The President in closing the Conference spoke of the immense value of Teachers' Associations and Conferences.

Mr. R. Sivaramakrishna Iyer thanked the President in a few well-chosen words and referred to his long service as an educationist in South Travancore.

Rao Bahadur K. V. Rangaswami Aiyangar proposed cheers to the President of the Conference and to the out-going President of the Association, Prof. R. Srinivasan.

The Conference was then brought to a close.

Discipline in Schools.

(A paper read at the Fifth Conference of the Travancore Teachers' Association.)

The Oxford Dictionary gives the following definition of discipline. "Training, especially of the kind that produces self-control orderliness, obedience and capacity for co-operation. State produced by this, degree of it prevalent in a society." We say then that there is discipline in a school when its teachers and pupils exercise self-control in their dealings with one another, when they go about their business at school in an orderly manner, when they obey the laws of the school and are willing to co-operate with one another for its common good. Being thus of the nature of restraint and inhabitive in character, discipline may appear to be the antithesis of freedom, but it is not so. It is on the other hand a necessary complement to it, and an essential condition of efficient work in any institution. For want of this, much of the undoubtedly earnest work that is done in schools is ineffectual. An enquiry into the problem of discipline in schools is therefore one of great importance from the point of view of their efficiency.

And first let us ask ourselves whether in the matter of discipline, the schools of today are better or worse than those of a generation ago, when some of us were school boys. Of course it is a common tendency to place the golden age in the past and to speak disparagingly of the men and institutions of the present. But very often a careful examination of facts shows that men and institutions were no more perfect in the past than they are at present. In all countries and through all ages, human nature has been fundamentally the same and it behaves very nearly alike under the same conditions. We can all recall to our minds instances of indiscipline on the part of the more unruly and enterprising of our class-fellows, how the teacher's mark-books and registers some times used to disappear mysteriously from within his table, how the teacher on entering his class used to find strange and by no means agreeable things on his table, and how sometimes his chair was converted into a pin-cushion, with the points of the pins turned upwards. In one institution that I know of, the young gentlemen that were seated in the last rows of a big gallery room

used to amuse themselves in the intervals of a tedions lesson with a pack of cards, without being detected by the unsuspecting teacher. We have even heard, though we have not actually seen it with our eyes, of the wonderful exploits of some dare-devils among us who claimed to have taught a good lesson to those teachers who had incurred their displeasure by laying hands on them in their evening walks. Such things were and shall be so long as human nature continues to be what it is. But indiscipline assumes different forms at different times and under different conditions. In the present age of organised strikes, lock-outs, and walk-outs in society indiscipline in schools also assumes these forms. The young take their cue from the old, and where the latter lead, the former follow. The workmen's strikes suggest the student's strikes and the walk-outs of the members of councils and assemblies are followed by walk-outs on the part of school boys. Mass teaching in monster-classes and schools, which is a feature of present day education has not a little to do with the organised manner in which the indiscipline manifests itself in schools and colleges. Huge classes arranged in vast lecture halls, rows behind rows. some of which are beyond the ken of the youthful lecturer or tutor ensconced in his chair easily lend themselves to such acts of indiscipline as the thunderous stamping of feet with which we are now so familiar, prolonged hisses such as one might hear in the land of Takshaka and his hosts and the sarcastic and audible comments on the teacher made by the young gentlemen in the back rows to the delectation of their admiring friends in the front rows. These and other manifestations of lawlessness might be regarded as merely amusing if they had not a painful interest and did not indicate a state of affairs by no means healthy. These class-room demonstrations are reproduced in public lecture-halls and assemblies. When one goes to a town hall meeting and sees men worthy of respect on account of age, scholarship and character interruputed and hooted down without the sligest consideration for any of these, by stampings and hisses, yells and cat-calls, and when it is known that students play no in considerable part in the creation of this pandemoium, one is filled with despair and begins to wonder whether after all it would not be a blessing to the country if by a stroke of the pen all schools and colleges were closed.

Let us now proceed to inquire into some of the causes of indiscipline in schools. In addition to those that are purely

educational there are at the present day causes of indiscipline that have nothing to do with education. These are political in character, using the word in its lowest sense. It is unfortunate that considerations other than the purely educational should play any part in educational institutions and that the higher interests of students should be thoughtlessly sacrificed to the base ends of narrow communal politics. Communalism is poisoning our schools and colleges as it has already poisoned our public life. We find in not a few schools and colleges, cleavages along definite communal lines. We find teachers divided into parties according to the communities to which they belong, and sometimes students taking sides with teachers in these unseemly squabbles. Under such conditions the head of the school feels that he should be exceedingly careful lest his actions should be misunderstood and communal motives should be attributed to him. The result of all this is that a state of de-moralization has set in among headmasters and that with the exception of a few who are particularly strong they do not feel equal to the task of maintaining discipline among their assistants and pupils. They have not that control over their schools which they ought to have and some of them allow themselves to be bullied and dictated to by the more vociferous and mischievous among their assistants and pupils. The question with them is not "what course of action will be conducive to the best interests of the school," but "by what course of action can trouble be avoided?"; and so they allow things to drift until one fine morning they are presented by the students of a whole class or the whole school with an ultimatum, that if certain things which they want to be done are not done within a given time they will go on strike. The mention of the word 'strike' takes one's thoughts back to the great students' strike of a few years ago and the havoc it wrought. Whatever its causes might have been it has done more than any other single event that has happened in recent years to undermine discipline in schools, so that now the very mention of the word 'strike' make the flesh of headmasters creep and sets them a-trembling and a wise headmaster thinks it the better part of valour to make peace with the students even by a wholesale surrender rather than face the risk of a strike and all that it means. The fact is that the strike has thoroughly de-moralized the schools and for this result thoughtless public men are in no small degree responsible. They have sown the seeds of communalism and low politics among students with a reckless

disregard of consequences, leaving it to others to reap the whirlwind. We are told that in some educational institutions the election to the office of secretary to the debating society is fought on communal lines. Such an atmosphere is by no means conducive to discipline or the building up of healthy traditions, nor is it calculated to foster that spirit of harmony and goodwill on which the future well-being of the country and the happiness of its citizens so largely depend.

Reference has already been made to another cause of indiscipline, I mean the size of our classes and schools. Some of the schools are really too big for efficient management by a single head even when, as is not often the case, that head has the hearty co-operation of his colleagues. To the difficulties of large classes are added those due to inadequate accommodation which is a common disadvantage of most schools. When large numbers of grown-up pupils of both sexes are subjected to the discomfort of remaining huddled up in none too spacious class-rooms for hours together, yawning to lessons which have probably no interest for many of them, it is too much to expect them to behave like angels; nor is the difficulty of keeping them in order by any means lightened by the presence of grown-up girls which, though it might exercise a refining and elevating influence on the better class of boys, suggests to those who come from ill-ordered homes and disreputable surroundings, words and acts tending to degrade the atmosphere of the school. The task of maintaining discipline under such conditions is peculiary difficult, as every headmaster will testify, and calls forth all the delicacy, tact and firmness of which a man is capable.

May we not turn from these external causes of indiscipline to ourselves as probably the most important cause? The really efficient teacher overcomes many of the obstacles to discipline and is able in spite of them to exercise effective control over his pupils. The word that is probably oftenest on the lips of our students is 'bore', by which complimentary designation most of us are known among them. Now a bore is either one who does not know his subject or knowing it cannot present it in an attractive form. He is at any rate one who cannot interest his students in his subjects. One half of us are ignoramuses and the other half are pedants. The former should learn and improve their knowledge by "living laborious days", though they need not necessarily "scorn delights".

As for the pedants they have been defined by a shrewd writer as persons who have got rid of their brains to make room for their learning. Such of us, therefore, as are overweighted with learning will do well to jettison the excess cargo and to clear their brains of the cobwebs of learning. They will then have a clearer perception of things and be able to impart their knowledge more effectively than at present. Lucidity of exposition is a valuable ability and though it is innate to a certain extent it can be acquired with pains. It pre-supposes for one thing a knowledge of theoretical psychology and a practical and intuitive insight into the workings of the child-mind. Those of us that are deficient in such practical insight should improve it by systematic observation and by a study of the literature bearing on the theory of the subject. It is a truism that methods of teaching should be suited to the varying capacities of the learners: but collective teaching of the kind that obtains in present-day schools militates against such adaptation of methods. The imperious demands of examinations have to be satisfied and 'non-detailed' text books whose number is legion have to be finished within a given time. Under such circumstances teaching degenerates into lecturing and the pupils are mere listeners, and not always interested listeners. When rational methods of teaching are employed and the pupils are kept engaged to tasks that interest them and call forth the powers of their minds, discipline is a matter of course; but when pupils are bored by ineffective teaching and when they are compelled to be passive listeners, discipline has to be imposed from without and enforced with the aid of punishments. The wise teacher therefore will not make the maintenance of discipline an end in itself and strive for it consciously, but will secure discipline by rousing in his pupils interest in learning. He will also acquire personal ascendancy over them by his scholarship and love of learning, by his character and his interest in the things of the mind and the spirit. He will get to know his pupils intimately by moving freely with them in the classroom and in the playgrounds and by taking a sympathetic interest not only in their studies but also in their various other activities. When all is said and done it has to be admitted that the secret of discipline is the secret of personality. The teacher who possesses some at least of the qualities that constitute a truly great personality will not have to rely for the maintenance of discipline on such adventitious aids as the rod. The great drawback of the present system of education is that a teacher knows so little of his pupils.

A teacher who spends two others out of five with one set of 40 pupils, two hours with another set and the remaining hour with a third and who has little chance of meeting them before ten in the morning or after four in the evening or on holidays which constitute half the year and who consequently knows nothing about the work they do, the company they keep or the lives they lead—such a teacher can hardly be expected to exercise any great influence on his pupils and it is no cause for wonder that he is not always able to inspire their respect or exact their obedience. The minds of pupils are a sealed book to the teachers. Most of the latter are ignorant of the mysterious impulses of adolescence and unable consequently to give their wards the intelligent and sympathetic guidance necessary to enable them to tide over the crisis of adolescent life. Being thus out of touch with their pupils, teachers very often misunderstand them and attribute to wilfulness or impertinence what perhaps is really an inoffensive word or act. Some teachers are unusually touchy in respect of what they regard as their rights and are hardly willing to grant that pupils too may have their rights. The least assertion of such rights on the part of their pupils is not only resented by them but also visited with punishment. A boy who gets up and puts a question to a teacher to have an honest doubt cleared is suspected of a mischievous desire to test the teacher and expose him to his class, and the hyper-sensitive teacher at once asks the boy to get out of the class which by the way is a most archaic punishment and one that is welcomed rather than otherwise by a certain type of pupils. The boy who is thus sent out walks straight to the headmaster's room and makes a complaint to him, of course taking care to represent himself as blameless and not infrequently this happens to be the case; but what is the headmaster to do? If he permits the pupil to get back to his class there is an end to discipline in the school. If on other hand the pupil is kept out of the class indefinitely he loses his lessons, which it is not fair he should, especially if as is sometimes the case he is innocent. In such cases headmasters are face to face with a very delicate problem which they variously solve according to their various temparaments. Some headmasters have absolutely no compunction in permitting such pupils to get back to their classes, without even an enquiry. Others conduct the semblance of an enquiry and save the face of the teacher by compelling the pupil to read an apology in the presence of the class. Others again refuse to interfere in the matter at all and leave it to be squared up between the teacher and the

pupil. Whatever the solution may be, the problem itself is a difficult one and ought not to occur at all or only rarely. The teacher who sends on the average half a dozen pupils every day out of his class for alleged insubordination and the flouting of authority thereby confesses his own weakness and ought not in fairness to be given unstinted support by the headmaster. The fact is that much of what is regarded as indiscipline in pupils is really only exuberance of energy on their part and should be treated as such. We have no right to exact unreasoning obedience from pupils or to expect them to sit still like stocks or stones. The right to question is inherent in children and cannot constitute insubordmiation, nor do those outbursts of hilarity which are so common among them amount to indiscipline that should be visited with punishment. In such matters sympathy, tolerance and the ability to enter into the feelings of children can alone save the teacher from mistakes, and if he were wise and cared for his prestige he would in the first place be slow to attribute indiscipline to his pupils and secondly he would, deal with cases of real insubordinationby the exercise of firmness or mischeaviour as far as possible himself and tact instead of reporting every trivial case to the headmaster.

A very common cause of indiscipline in schools is the failure of headmasters, either on account of weakness or on account of a desire for cheap popularity to support their assistants. A teacher asks a boy to stand outside the class and the headmaster in his rounds asks the boy to get in. The teacher reports a pupil for gross breach of discipline and the headmaster takes no action because the pupil's father is a local busy-body or a newspaper scribbler. Half-a-dozen very vocal boys of a class wait in deputation on the headmaster and want the English work of a class to be taken away from a particular teacher and assigned to another whom they name; and the next morning the time-table is changed accordingly. Some headmasters take an almost malicious pleasure in discrediting their assistants. While the teacher is engaging a class, the headmaster walks in and usurping the teacher's chair begins to cross-examine him or to comment on his teaching to the great delight of the pupils. Sometimes the headmaster, who is too lazy to observe the work of his assistants and form an independent estimate of their work, obtains ready-made opinions about them from those of his pupils who have access to him. Such action on the part of a headmaster is calculated to strike at the

root of discipline in the school, by weakening the authority of the teachers. While it is no doubt the duty of assistants not to increase the difficulty of the headmaster by the frivolous complaints against pupils it is equally the duty of the headmaster to respect and support his assistants and thereby raise them in the estimation of their pupils. Where such harmony and loyal co-operation prevail, the maintenance of discipline is easy and the work of everyone bears fruit, but such loyal co-operation cannot be secured by the headmaster who bullies his assistants. In this connection I would particularly deprecate the official formalism that characterizes the dealings of some headmasters with their assistants. In one of Mr. Hilton Brown's short stories, a middle-aged officer of the Indian Civil Service, who has fallen too deep into the official rut to be able to get out of it, proposes to the lady whom he loves in official language that he can command. He informs her in a letter that after long and anxious consideration he has come to the conclusion that his life should be united to hers. Now in official language everything is done 'after long and anxious consideration', but the lady who knew nothing about the mysteries of officialese wrote back to her lover to say that if it required such a long and anxious consideration for him to come to the conclusion that they should be married, he did not really need her and need not therefore trouble himself any further about the matter. Now just as the civilian officer lost the love of his fiance by his official woodenness so do some of us lose the love of our subordinates by excessive formalism. Mistakes that can be pointed out and advice that may be given in a good-humoured personal interview are couched in a memo, with its irritating third person. and So and So, First Grade or Second Grade Teacher, is called upon to explain within 24 hours, why his notes of lessons did not give sufficient details. The less of such formality and the more of human touch we introduce in our schools the smoother will they work and the easier will it be to maintain discipline in them.

And lastly, the parents of pupils and the general public have a duty in the matter of maintaining discipline in schools. In the first place if they respect the teacher, their children will follow the example. If on the other hand they talk lightly of the teacher in their homes and refer to him in their conversations in a manner which leaves no doubt as to the status they assign to the schoolmaster in society, they should not wonder if their wards treat the

schoolmaster with scant courtesy and are not amenable to discipline in the school. A parent who readily believes the statement of his son that he has been unjustly given low marks by the teacher of his class and asks the headmaster to arrange for a revaluation of his son's papers is doing no service to his young hopeful, nor the father who organises a virulent newspaper campaign against the headmaster who has suspended his son for gross misbehaviour. They are both undermining the authority to which they have entrusted the well-being of their sons. It is unfair to destroy the prestige of the schoolmaster and then accuse him of inefficiency. The private tutor, who has become a necessary appendage to every respectable household, is an institution that has not raised the prestige of the profession. He is treated in some houses as a glorified domestic servant and assigned a piece in the family economy which is by no means enviable. The wan figure of the private tutor trudging a distance of 3 or 4 miles to the house of the sleek and powerful Government official or the prosperous lawyer for a remuneration of Rs. 3 or Rs. 4 a month is a symbol of the schoolmaster's poverty and inferiority. When saying this I am not unaware of the fact that some gentlemen treat the private tutor very well and pay him amply. I am also aware that some private tutors are very virile and self-assertive and do not talk to their rich wards with 'the bated breath and whispering humbleness' which we generally associate with private tutors; but these are the exception, rather than the rule. A change in the attitude of society to the teacher is therefore very necessary. I do not by any means say that all of us are worthy of the respect that I claim for our profession. In fact I have pointed out in the earlier part of this paper some of our short comings; but I claim respect not for what we are, but for what we represent If a man is treated with greater respect than he deserves he often exerts himself to deserve the respect that is shown to him. If only the public will respect the schoolmaster in the way in which he was respected in our country in times not very remote, the maintenance of discipline in schools will be much easier than it is now.

The schools themselves badly stand in need of reform. They must stand for all that is best in education instead of being merely shops for the vending of odd scraps of information. They must provide healthy and lifegiving activities for children. Instruction

should be replaced by education in the truest sense of the word, Pupils, at least of the higher forms, should be given a share, though at the beginning it may be a small share, in the internal administration of the school. They and through them the whole school should be made the understand that laws and regulations are not meaningless and arbitrary restraints imposed from without, but are intended for the collective good of the school society and should be observed by all if anarchy and ruin are to be avoided. In very many schools discipline is a one-man show. A strong and capable headmaster holds the many heterogeneous and discordant elements of the school in check by his masterful personality, but when he is transferred to another school or promoted to a higher appointment the power that held the elements in check is removed and the school lapses into indiscipline. In order that this may not be, the pupils and teachers of the school must be made to feel that they have a share and a responsibility in the administration of the school. They must be gradually trained in self-reliance and self-government Opportunities must be provided for corporate activities on behalf of the school and a healthy feeling of *esprit de corps* should be created. Thus the whole outlook of the school should be changed; the reason and the will of the pupils should be trained, their emotions purified and the discipline of brute force gradually replaced by the higher discipline of the reason and the will.

Before closing, I would like to make a casual reference to punishments in relation to discipline. Now the infliction of punishments is always an empleasant duty, but it is a duty that has to be performed. Much discrimination is however necessary in the choice of punishments. Very often they fail of their purpose, either by being too lenient or too severe, or by being inappropriate to the offence. As a rule no punishment should be inflicted without a few minutes reflection as to its appropriateness to the offence, and when once a punishment is inflicted it should not be finaland reversed under the influence of pressure. One potent source of trouble to headmasters is their weakness in yielding to pressure from without. No step should be taken without a due weighing of its *pros and cons*, but when once the step has been taken, it should be final. Punishments should not be such as will harden pupils or unduly humiliate them in public, nor should they have the appearance of being cruel and vindictive. For these reasons I object to certain forms of punishment that are in common use in schools. Keeping a

boy standing in his place in the class for hours together has always seemed to me a punishment which inflicts an amount of physical pain that is far in excess of the offences for which it is generally inflicted. Besides the physical pain which it involves, it makes it difficult for the pupil to do his class work properly, and when a number of pupils are simultaneously asked to keep standing even the work of the whole class is hindered. A singularly ineffectual punishment is the farcical reading of apologies by pupils for the offence of flouting the authority of their teachers. The tone and the air assumed by the offender on such occasions emphatically belie the words of the apology and are far from showing that the offender is in the least degree repentant. Now if the right tone and the right air cannot be enforced by the headmaster or the teacher, it would be better if he did not resort to this farcical punishment. And lastly a word about the vexed question of corporal punishments Opinion is unanimous, that it should not be resorted to lightly, nor in any but cases of moral turpitude. There are some who believe whole heartedly in the maxim, "Spare the rod and spoil the child" and favour the free use of the cane, while a few go to the opposite extreme and advocate the total abolition of all corporal punishment. I am personally averse to the use of the cane altogether. I believe it breaks the sensitive boy and hardens the habitual offender. In either case it fails of its purpose. Above all, a course of it brutalises the man who uses it. Every thump of the cane intoxicates its user and the thumps become heavier in geometric progression; and unless the man has perfect self-command and takes care to be thoroughly dispassionate, he sits down at the end of the caning a perfect brute. Let a headmaster use the cane by all means if he believes in it, but let him not flourish it as a symbol of his authority The best headmasters do not use it at all or use it but sparingly. A friend of mine who was a very succeseful headmaster described to me the other day how when the headmaster of a school saw him at a distance he went into the school and returned with a long cane. Evidently that headmaster believed in the rod as a symbol of the schoolmaster's authority and did not like to be seen without it. It is high time that this obsolete symbol of authority were consigned to the limbo of forgotten things.

And now I have done. I have not attempted a learned dissertation on the subject of discipline but only pointed out what from my long experience as a teacher I have found to be real difficulties in

the maintenance of discipline in the schools. Discipline is, if not the whole of education, a great part of it. The education of the human race has consisted in discipline. Man has evolved from the savage to the sage by a rigorous discipline extending over thousands of years. Literature and philosophy, science and mathematics, and all the other wonderful creations of man would have been impossible if he had not disciplined his great powers and directed them along fruitful channels. If I have succeeded in provoking thought on a subject of such great importance so far as it concerns our schools, I have not prepared this paper in vain.

R. SIVARAMAKRISHNA IYER,

The T. T. A. Co-operative Union.

Annual Report for 1926.

The Travancore Teachers' Association Co-operative Union Ltd. No. 672 was registered on 7th Meenom 1099 and started work in Mithunom 1099. During the year 1100 it did very useful work and was able to declare a dividend of 3 cash in the rupee on the paid-up share capital. A short account of the work of the society as per the Registrar's Audit order is herewith appended.

The year under report opened with 58 members, subscribing for 115 shares and a paid-up share-capital of Rs. 924-0-0. 6 members were admitted during the year. 9 shares were disposed of and a sum of Rs. 137 was collected under share-capital. There has been a very good increase both in the purchases and sales of the Society as shown by the statement of stock for 1100 and 1101.

Year.	Opening Stock.			Purchase.			Sale.			Profit.		
	Rs.	ch.	c.	Rs.	ch.	c.	Rs.	ch.	c.	Rs.	ch.	c.
1100	51	7	4	2607	0	4	2397	23	12	186	28	4
1101	447	12	0	5612	27	5	5515	0	6	268	23	9

In order to cope with the increased business a loan of Rs. 1000 was taken from the Central Bank and it was repaid within the year. A clerk was also appointed for a period of 3 months to relieve the burden of the Secretary. This year also, though there was a greater expenditure under contingent and establishment charges, the Society was able to declare the same dividend as last year.

In the course of the short period of about two years the Union has impressed its usefulness, and the student population for whom it is primarily intended, has begun to rely on the Union in regard to their purchases.

The Secretary is very sorry to note that the Society is being run only on the enthusiasm of a few of its members. If the mem-

bers, one and all, take a real and personal interest in the Union, and make it a point to get their requirements only through the Union, the progress of the Union will be assured.

All gentlemen in the Education Department are earnestly requested to encourage the Society by becoming members and thus help a useful institution.

S. NARAYANA IYER,

Secretary.

The Travancore Teachers' Association.

Financial Statement from Feb. 1, 1926 to Feb. 15, 1927.

INCOME.

		B. Rs.	ch.	c.
From the Savings Bank	...	71	25	0
Subscription from Members	...	379	10	12
„ for the Journal	...	4	0	0
Donations for Conferences	...	107	0	0
Total	...	562	7	4

EXPENDITURE.

		B. Rs.	ch.	c.
Peon's pay (for 13 months)	...	74	14	4
Meeting charges	...	5	22	0
Magazine (Journal)	...	181	3	9
Stationery and Printing	...	79	18	11
Post and Anchal charges	...	37	1	0
Conferences	...	137	6	12
Towards payment of old debts	...	30	0	0
Total	...	545	9	4
Closing Balance	...	16	26	8

Checked and found correct.

(Sd). V. DEVASIKHAMONY,
Auditor.

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Mental Tests.

A Recent Solution to an Ancient Problem

MR. PRESIDENT, LADIES AND GENTLEMEN.

The problem of mental testing i. e. the problem of finding out what a man is fit for, is a very ancient one. It has confronted man ever since he began to live in organised society. The essence of organised society is division of labour. And in the division of labour, efficiency requires that we should find out the fittest man for the particular piece of work and put him to do it. There is hard work to be done and hard men must do it. There is nice work to be done and nice men must do it. There is brain work to be done and brainy men must do it. How to find out these men is the first problem. When found, how to reconcile them with the work, is another problem with which we have no concern now.

It cannot be said that we have found a very satisfactory solution for the same. But the most recent contribution of Educational Experimental Psychology is, the showing of a way to the real solution of the problem. As such, I need make no apology for reading a paper on such a subject before a body of teachers.

The problem, as I have said, is not a new one, and the attempted solutions are therefore many and varied. In the larger sphere the Hindus attempted to solve it by the caste system thus depending purely on heredity. Other nations tried to solve it in other ways. In modern times the socialist has his solution, the communist his own, and so on. But nobody can say, any of these things is really a successful solution.

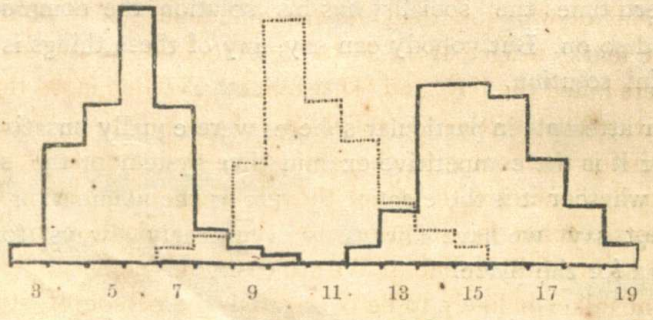
Our attempts in particular spheres were equally unsatisfactory. Whether it is the competitive examination system or the selection system, whether it is the election system or the nomination system, we cannot say we have always, or even nearly always, found the best man for the place.

In our own sphere of the school, no teacher who is worth anything is satisfied that he can successfully tackle the question of properly grading the pupils under him. Our Examination system does

not examine the real ability of our pupils is almost a truism. We cling to it because we know no better.

If we critically examine and analyse the various drawbacks that are usually urged against our school system, we shall find in nine cases out of ten, our failure to put the boy in his proper place, is the root cause of all. Though we realise in a vague manner that there is difference in ability between pupil and pupil we very rarely realise the full measure of it. Even educationalists never seem to have suspected till very recently, within the last decade or two, that individual differences among pupils of the same age, can really be so great as it is now found to be. They, more or less assumed, that apart from the few cases of the genius on the one side and the moron on the other, the vast majority of what are called normal pupils, are more or less of equal ability. And if any of these fail to come up to expectations, they blamed the teacher, they blamed his methods, they blamed the school system, they blamed everything else except the real cause. And hence, their investigations were mainly directed towards discovering and devising methods of instruction by which the pupil can be made to do better. They did not suspect that, thereby, in about six cases out of ten, they were trying to make a blind man see or they were making use of a crowbar to kill a tiny worm.

Our failure to properly grade our pupils will be clearly seen by examining the figure below. Though these facts are taken from an American school, I have no reason to think the position is different here.



Along the horizontal is denoted what is called the mental age of the pupil, along the vertical the number of pupils corresponding to each age, in the class.

Here I may roughly explain for the purposes of this figure what is meant by the mental age of a pupil. We ordinary put a boy into school when he is five years old. Hence, we may say, a nomal child of five years old is fit to be in the 1st class. Putting it the other way about, if a boy is just fit for the 1st class, whatever his real age may be, we may consider his mental age to be five. Continuing this argument, we may say that if a boy is just fit for the Prep. class, whatever his real age may be, his mental age may be said to be 9. Similarly, the mental age of a boy who is just fit for the V Form, is 14 whatever his real age may be.

Now, if we bear this in mind, the figure will explain itself. The first fig shows the number of pupils in the 1st class and their mental ages, the second the number in the Prep. class and their mental ages and the third the no. in the V Form. What do we find? We find there are boys in the prep. class who are fit for the V Form and there are also boys in that class who are barely fit for the second class. Similarly in the other classes. In fact, we find only about 40% of the pupils are actually in the classes in which they ought to be. The remaining 60% must be placed either below or above the class they are in. That does not speak very much for the ability with which we teachers grade our pupils.

For the purpose of grading our pupils, we depend mainly upon our annual examinations. The unreliability of these examinations will be fully realised if we consider the results of an experiment conducted by Dr. Storch and Dr. Elliot for the purpose of testing the same. A paper worked at a final examination in Geo, metry at an American High School was submitted to 115 Mathematics teachers, all of whom marked the paper independently of one another. The marks ranged from 28 to 92. According to our standards, 12 teachers failed the boy, and 47 teachers gave him more than 75% of the marks. That settles the reliability of examinations. Again even the impression marks that teachers may give their pupils as a result, of their daily contact with them, though when given by a capable and honest teacher is superior to the examination marks, are found to be not fully reliable. We are easily misled by appearances. The fluent talker is likely to be over-rated, the person of stumbling or monosyllabic speech to be under-rated. The sprightly and the agressive person over-rated, The shy and the timid under-rated. We certainly do require a much more objective method of judging

pupils. If we would but consider the effect of this improperly grading our pupils both on the individual and on society, the necessity for such an objective method of measuring both the intelligence and the attainments of a pupil will become evident. The effect of putting a boy in a class above that for which he is fit, involves failure and its consequence of retention in the same class. Failure crushes self-confidence and destroys the spirit of work. And if you put a boy in a class for which he is too good, the work is too easy for him. He misses altogether that mental and moral stimulus which comes from intense application to tasks commensurable with his ability.

Indian boys are very often accused of want of originality and initiative. It is a matter for serious consideration whether our university with its examination system of 60% failure and of exalting to the supreme place that power of the mind which Binet called the great simulater of intelligence i. e. memory, is not altogether responsible for this accusation. Thus, it will be seen, that some purely objective method is very necessary for the purpose of measuring both the intelligence and the attainments of pupils. Intelligence, for the purpose of finding out the possibilities of the pupil, and attainments, for the purpose of finding out whether the pupil has profited by the schooling. This is exactly what the psychologists were after for a long time. To-day, I mean to confine myself to one of these viz. Intelligence Tests. But if you ask me what exactly, intelligence consists in, I cannot give you a precise answer. Psychologists have not agreed about it. In the theory of knowledge, we say, definition comes last. This dictum is verified by the practice of science. We measured electricity without knowing what exactly it was; we measured light without knowing what exactly it was; similarly, we measure intelligence without knowing what exactly it is. But for all practical purposes we know what we mean. We talk of ability to learn as distinct from knowledge acquired. We talk of capacity to do as distinct from the thing done, we talk of power apart from its effect. Newton, Goldsmith, Wellington and Clive bear testimony to the fact that intelligence and attainments are two different things. A dunce at school may very well prove to be brilliant in life. That is the distinction that we make between intelligence and attainments.

But the testing of intelligence is not made easier by our understanding what it is. For, how can we test ability without letting it

function and examine the result i. e. knowledge? If we test knowledge, we are not testing ability for two reasons. First, a 15 years old boy who gets, say, 50 marks in a test, is usually rated and if we have no other standard, must be rated equal in ability to a 12 year old boy who gets the same marks in the same test. But we know they need not be of the same ability. How to allow for this difference in age is a problem.

Secondly, If your test is, what is Denim? Is it the name of a dance, food, fabric or drink? and if it is put to an Indian instead of to an American as it was done in the Army tests, no amount of natural wit, intelligence or ability, call it what you will, on the part of the Indian, can help him to answer the question. He must acquire it separately, as a piece of information. We seem to be in a vicious circle. We find we cannot test ability apart from knowledge, and if we test knowledge, we are not testing ability. There must be a way out; and it lies in the meaning we give to the word knowledge. Knowledge acquired artificially in schools and from books, is one thing and knowledge acquired casually from experience, knowledge that will force itself on you in the environment in which you are placed if you only have your wits about you, is another. It is this latter kind of knowledge that is used for the purpose of testing intelligence apart from attainments. Again, as this kind of knowledge increases with experience age comes to be an important factor in the rating of intelligence. Thus the problem of testing intelligence is two-fold. First we have to frame tests that would really test intelligence and not book knowledge or anything else. Secondly we have to standardise the tests, that is to say, we have to find out exactly what it is that we can expect from the boys of the several ages.

I do not mean to go into the early history of the whole matter. Suffice it to say, that the physiognomist with his idea of finding out the capacity and character of a person from the features and expressions of his face, and the phrenologist with his idea of feeling the bumps on one's head to find out one's capacity, have all had their day. The world's fiction literature bear abundant testimony to this.

Even the experimental psychologist did not realise at the beginning that to measure anything, the unit of measurement must be a bit of the same thing. One can't measure weight with an edangali. Hence all attempts of the psychologists to measure intelligence by

measuring either the physical characteristics of a man or even the dynamic factors such as the rapidity and exactness with which one reacted to a stimulus, proved to be failures. To give an instance:— "Early in this century an eminent psychologist expressed the belief that he had found a trustworthy instrument for measuring general intelligence. That instrument was the Aesthesiometer. The Aesthesiometer consists of a pair of sharp points like the points of a pair of compasses, one of which can be shifted back and fore on a graduated scale. When the points are applied to the skin of a blindfolded subject they are felt as one point unless they stand a certain distance apart. The least distance apart at which they are felt as two points, is the discrimination threshold. It was believed that the sensibility of the skin, as indicated by this threshold, was a key to the acuteness of the mind, that if a man was thick-skinned he was thick-headed as well" but we know it is very often the contrary. The very intelligence of a man makes him often thick-skinned indeed. But the theory held good till McDougall and Rivers were able to show that the savages on the shores of the Torres Straits had more discriminative skins than Europeans. Some of the other theories cannot so very easily be verified.

The fact that many of these theories lasted so long and believed in by so many people was due, not so much to the small substratum of truth there was in these theories, but to the fact that methods of testing them, were not, at the time, fully developed. As any rate, many of the psychologists had no idea of them. We know that, in any physical science, the more mathematics it uses, the more advanced and the more exact the science is. No theory in any physical science will be accepted as true until it went through the mathematical mill unscathed. But very few thought that mathematical methods can be applied to mental facts. But if you do not apply mathematical methods, the matter stands on mere opinions and we know opinions always differ, and wise people always agree to differ. This state of affairs, though all right from the point of view of what is called a practical man, is not satisfying to an earnest thinker.

Meanwhile, methods dealing with statistics were developing into an exact science; and it dawned on some of the mathematically minded psychologists to make use of it for their own purposes. They maintained, as Thorndike put it concisely "Everything that exists, exists in some amount, and if it exists in some amount it can be measured."

Spearman and Burt are perhaps the most outstanding figures in England in this line of work. It was soon made clear that the physiognomists, the phrenologists and the early experimental psychologists were all as likely to be in the right as in the wrong with regard to their diagnosis. It was soon made clear that tests that bring out the powers of thinking, measure intelligence much better than those that bring out the power of memory, of motor activity or of the sensibility of the senses, though even these have some value. Hence they began to devise new tests and test their own tests.

At about this time when the English psychologists were thus slowly feeling their way, Binet, a French psychologist, working on more empirical methods, forestalled them by publishing the first complete set of standardised tests.

In 1904, the Ministry of Public Instruction in France appointed Binet a member of a commission made up of medical men, educators and scientists to devise means for separating the mentally defective from the normal children in schools, and recommending them for special schools. This gave an opportunity for Binet to put his theories into practice on a large scale.

In devising tests for this purpose, he soon found, he must be in a position to measure rather accurately the intelligence of normal children before he can find out the mentally defective. For, without knowing exactly what kind of response you ought to get from a normal child for a given test, you cannot say whether a boy who gave a particular response to the test was really normal or not. The great merit of Binet consists not only in seeing this point bnt also in avoiding the usual method of the psychologists in the solution of this problem. Without following the usual procedure of trying to deduce from *apriori* reasons the degree of intelligence that, say, a child of ten ought to possess, as most of us do for setting our examination papers he first ascertained by experimental means the degree of intelligence a child of ten did actually possess; that is to say before testing children with his tests, he tested his own tests with children. By giving a particular test to a large number of children of different ages, he was able to ascertain, the lowest age at which a large majority were able to pass it. Let me illustrate this with reference to a type of test absurdity test as it is called, which is now recognised to have a very great diagnostic value in rating intelligence.

The Examiner tells the pupil, "Listen carefully to what I am going to say. There is something in it that is really quite silly and impossible. See if you can tell me what is wrong."

1. "One day a man fell off his bicycle on to his head and was killed instantly. He was taken to the hospital and they fear he may never get better." What is there silly in that?

2. "Once the body of a poor girl was found in a wood cut into eighteen pieces. They say that she killed herself". What is silly in that?

Five such statements are given. If the absurdity is detected in at least three out of the five, the pupil is said to have passed the test. Binet found that, among Parisian children, at nine years old, not many could pass the test. But at ten years, considerably more than half the number, more than 70 per cent. passed the test. And hence, he fixed that test as one of those for a normal child of ten years old. In a similar manner, he framed about 5 tests for each age. He thus constructed a scale of tests made up of about 54 in all, graded according to difficulty. If you want to test a child of 10 years old, the tests normal for that age or for a just lower age is given. If the child passes it, you give the test intended for 11 year old, and so on. Thus, if the child passes the tests intended for 13 year olds and fails in the tests intended for 14 and 15 year olds, the child's mental age is 13 though his real age is only 10. Such a child is a very superior one. If, on the other hand the child fails in the tests normal for his age, you give the tests intended for a just lower one, in this case, nine. If again, the child fails in the tests intended for 9 year olds, you give the next lower one and so on. Thus if you find the child passes the tests intended for 7 year olds and not in the higher ones, the child's mental age is 7 though his real age is ten. It is an extraordinarily dull child. It requires special attention. Binet's crowning glory is not the collection of his 54 tests or so, but it is his invention of the age scale. His tests were not perfect, he himself did admit. In fact, during his life-time, he himself brought out a number of revisions of his tests. The last revision differs from the first in a number of ways. In the order of difficulty and in the allotment of tests to each age, there is a good deal of difference. Some of the old tests had to be dropped, because, greater experience showed they

had no diagnostic value so far as rating intelligence is concerned. They looked more like school work. New tests which showed greater diagnostic value had to be introduced. After his death many prominent psychologists have brought out their own revisions of the scale and it is sometimes difficult to recognise Binet in some of these revisions. It is not altogether impossible that the original Binet scale soon disappears altogether, especially in the face of the modern group tests. Nevertheless, the essentials of the method introduced by Binet hold good and will hold good at any rate for a long time to come. Binet's work gave a very needed stimulus to the work of the experimental psychologists. Psychologists in other countries began to work on his lines and they made use of the more refined statistical methods to test their tests. There exist at present, so far as I know, about 30 scales of tests to test general intelligence. Most of these tests are of very recent growth. Though Binet first published his tests as early as 1905, and though it became soon popular with the psychologists, it did not recommend itself at once to the schoolmen and the lay public upon whom the school organisation mainly rests.

Ordinarily people are not convinced by reasoning. It is the fact accomplished that appeals to them. The defect of all educational theories is, they are not easily verifiable. The conditions of experiments cannot be controlled. The story goes, that one day in Akbar's presence, "it was debated as to what was the first language of mankind. The Muhammadans declared that it was Arabic, the Jews said it was Hebrew and the Hindus maintained that it was Sanskrit, Akbar wished to discover the truth of this matter and so he ordered 12 new born infants to be secured and brought up in strict seclusion by dumb nurses. Not a word was to be spoken in in their hearing till they had reached 12 years of age. When the time arrived the children were brought before the royal presence, and experts in the various learned tongues were present to catch the first words which fell from the lips of the children and to decide to which language it belonged. But they could not utter a word and they communicated with each other only by signs. The children were afterwards taught to speak, but with the greatest possible difficulty."

Though some educationalists may envy Akbar the power of carrying on pshchological experiments, no one will be permitted to

make such experiments nowadays. Even life's successes and failures are not good tests of educational experiments, for in life the conditions are so varied and numerous, one cannot trace a particular effect to a particular cause. That is the reason why education is not yet become an exact science and that is why there has always been a good deal of difference of opinion even about the wildest of educational theories.

Intelligence testing seems to be an exception. They say it is an ill wind that blows no body any good. The Great War was no exception. The war gave an opportunity to the psychologists to verify on a large scale this far-reaching theory.

"In an address at the Personal Officers' School at Camp Meigs Major-General Hutchinson, Director of Organisation of the British Army, spoke very frankly of the serious mistake of Great Britain in recruiting her skilled labour indiscriminately into fighting units. They made good soldiers, but the plan seriously interfered with the development of technical units and the "output of many vital things" No one had computed the cost of bringing back those skilled men from the Western Front after they had been trained as soldiers or of having the vital things made elsewhere that might have been made at home. If it had not been for the great American reservoir of skilled labour, it would probably have cost the war. That the United States did not make a similar, and with the exhaustion of the revervoir, a disastrous mistake in the military distribution of our skilled labour is due primarily to the Committee on the Classification of Personell in the Army."

Secondly, in the enomous task of building up an efficient army organisation, it proved important to discover at the earliest opportunity those recruits whose defective intelligence would make them a menace to the military organisation. It was found that to train the quick learners and the slow learners together in the same companies was an intolerably wasteful process. Our school organisation might take note of this. The recruits had to be classified as early as possible into units of more or less equal ability. Moreover the army needed an enormous number of men with superior intelligence for officers. In the selection of men for officer training camps mental tests were obviously perferable to the importunity of influential friends. They proved greatly superior to personal impressions. How the Committee for the Psychological Examinations of

Recurits to the Amercian Army succeeded in this stupendous piece of mental engineering is now an old story. But as might be ex-. pected, though the psychologists were finally proved to be able to deliver their goods, at the beginning they did not have smooth sailing. When the Amercian psychologists, prompted either by patriotism or by scientific curiosity or both, offered to solve this problem for the army recruiting officers, the general staff viewed this offer with great scepticism. The psychologists were not to be put off so easily. They offered to prove their ability.

"A large number of men in the standing army were tested and classified by the psychologists, and this classification was compared with an independent classification made by officers who had known the men intimately for some time. The two classifications were compared; they tallied so well that the scepticism of the war authorities was broken down. It was frankly admitted that the psychologists could not only do what they predictcd, but very much more. The upshot was that the scheme was enormously extended, both in scope and purpose. It was decided to apply it to the whole of the American Army with the exeption of field and general officers and it was officially proclaimed that the purpose of the psychological examinations was not only to eliminate the unfit, but also to assess the intelligence of every soldier in the army; to indicate the kind of training each recruit might most profitably undergo; to permit of the units being so organised that men of the same grade of intelligence could serve together in the same regiment; and to pick out those men whose general ability marked them for promotion or whose special abilities fitted them for special kinds of military service. In other words, the scheme enabled the authorities to fire out the fools, to prevent the yoking together of ox and ass, and to put the right man in the right place. Altogether nearly one and three quarter million men were examined, of whom 41,000 were officers.

When the psychologists undertook this enormous task the first difficulty they met with was the absence of a suitable scale of tests. Most of the psychologists were familiar only with Binet's scale or some modification of the same. Now the nature of most of Binet's tests, was such that they could only be applied to one individual at a time and that orally. This means an enormous amount of time and by the time the psychologists had done with their tests the war might have been over. Therefore the first thing they had to

do was to devise tests that could be applied to large numbers in groups at the same time. Secondly, as they had to apply the tests to a large number of people, the tests must be such that the scoring must be done quickly and it must be fool-proof. The fool-proof method is intended to prevent the examiner from making a fool of himself. In our School Leaving Examination Reports though we are told a lot of things every year, what the answers that the Examiner expects for a particular question and how he scores the different answers to the same question are conspicpous by their absence. Perhaps they cannot bear publication. Bnt psychologists cannot afford to be so very non-committal in their doings. So each question has to be framed as to admit of only one answer, one clear, simple, unequivocal answer. To make the matter quite sure the examiner is told what that answer is. Nothing is left to his individual judgment. He cannot possibly go astray. To give an illustration. One of Binet's tests is "If you were asked what you thought of some one whom you did not know very well, what would you say?" "Bonet's instructions are, any answer is good if it suggests the need either of making an enquiry or of withholding an opinion

The same question with the words "very well" left out appears in the Amercian Army tests: but it is followed by these suggested answers.

I will go and get acquainted.
I think he is all right.
I do not know him and I can't say.

The examiner has merely to put a cross against what he thinks to be the best answer. The examiner is also told that the third is the best answer and hence he is not free to consider either of the other two answers. But if the examiner was acting under the instructions of Binet, he may hesitate to reject either of the other two answers and if he happens to have the Indian temperament, he may even consider the answer, I think he is all right, is the most proper answer. We are very often too good to be truthful. That is to say, Binet's questions are not fool-proof, the army questions are. In the fool proof tests,—most of the modern tests are fool-proof—you have not to think out the answers. You have only to find out which of the given three or four things is the best answer. The difficulty in passing the test consists in finding out two or three other things, one of which at least is a plausible but not the

correct answer. A test may be fool-proof but it may not be a valid one. A valid test is a test which really tests what you want to test and that only and no other. Our ordinary examination is a jumble of things, and you do not know what is tests. It is not an intelligence test because it tests school or college acquired knowledge also. It is not wholly a useful-knowledge-test because, you can very often score in it with the help of rote-memory. Again the speed and neatness of handwriting have a good deal to do with your final score. Therefore one does not know what a particular score really means. The army tests are so framed that not only the content but also the mode of answering tests nothing but intelligence. Every question can be answered by merely drawing a line, putting a cross or some such thing. One need not write anything at all. Whatever other advantage this may have, it has this advantage. Speed in handwriting is not a help or a hindrance to any of the examinees. If a good deal of writing is required for answering these tests, the test might degenerate into one of testing penmanship rather than intelligence.

Another condition that the tests had to satisfy is that they must be such that the range of intelligence measured should be wide i. e, the scale must contain tests difficult enough to measure the higher levels of intelligence and at the same time must be an adequate measure of the extreme low levels that might possibly be, found. If the tests are framed on the basis of our university instructions they can't satisfy this condition at all. For timing an examination paper, the instruction of our university is that an average student who is well prepared in the subject must be able to complete the paper in the given time. Now even if one is able to discover the properties of this elusive person, the average student who is well prepared in the subject, and time the paper to suit him, you will see you cannot distinguish any one in the upper half from this average person. For no one, however superior he might be can do better than this average person in that paper, as you do not take into consideration the less time the superior person might take to complete the paper. But the Army tests were framed to satisfy this condition.

Yet another condition the tests must satisfy is, they must be reliable. That is to say the same person must score more or less the same number of points in the same tests given at different times.

How the tests were made to satisfy all these is a matter that cannot be pressed into this paper. The laborious nature of the work can be inferred from the fact that they had to set apart a group of Mathematical Psychologists headed by E. L. Thorndike to study the results of the tests. to cheek their validity, reliablity and significance.

The whole undertaking, in the words of Ballard, was a colossal business; and the official report which has recently been issued is correspondingly colossal. It weighs about 4 pounds and is so congested with tables and diagrams and graphs, and regression equations and correlation co-officients and correction formulae and other fearsome things, that it is difficult to conceive anybody having the patience to read it through from cover to cover.

But the important thing for us to know is that the thing was done and the scheme succeeded and the American Nation is so convinced of the utility of these methods that they have extended their use to every department of life, especially to education. The National Research Council spent about $25,000 (about Rs. 75,000) in framing tests suitable for young children. Psychologists and Educationalists of other countries are now so convinced of the utility of these tests, the method is now made use of in almost all the civilised countries of the world including China.

But in Travancore—well, I shall just give a small instance.

You know, that in the matter of promotion in schools, whatever your standard may be, high or low, we always have some cases just below the border line. It is very often a matter of chance that they are just below instead of just above the line; to decide such cases, instead of listening to the recommendations of influential friends, one of the headmasters made use of the intelligence tests. He was promptly pulled up. It was not the *mamool*, and he had no business to do it. But this is by the way.

Psychologists have now come to have so much faith in this method that standardised scholastic tests to find out the attainments of pupils in schools, tests of find out the particular aptitudes of individuals i. e. vocational tests to select persons for particular vocations, are now extensively used. Even tests to find out the temperament and character of individuals are being devised and tested. The success attained in Intelligence tests, may be con-

sidered to be an earnest of the success that they may attain in these vocational and character tests also.

One may claim therefore that the recent developments of experimental psychology show a really good way for the solution of the Old Problem, to find out the right man for the right place.

But so far as we teachers are concerned, in the whole range of education, the art of examining, either for the purpose of sorting the boys or of finding out the results of our teaching, is probably the most difficult one. In our examination reports we, grow eloquent over the lapses of the candidates and the failure of our teachers to teach this or that. It is naively supposed that the examiner is perfect. It is supposed that only the candidates can make fools of themselves. The examiner is taken to be perfect. But this is so because the examiner is the top dog. He would not allow himself to be found out. If the examiners allow themselves to be examined in the art of examining, we shall be able to find out that making a fool of oneself is not the exclusive property of the candidates.

If this paper makes some of us realise this fact and try to find out proper remedies, I should think myself amply rewarded for the time spent in preparing this paper.

N. KUPPUSWAMY IYENGAR.

The Travancore Teachers' Association.

The Annual Report for 1926.

The Council begs to present the following report of the work of the Association for the year 1926.

MEMBERSHIP.

The year opened with 380 members on the rolls, 220 'Vernacular' Teachers having been removed for non-payment of subscription as shown in the previous year's report. 76 members were admitted during the year and 116 were removed from the rolls, mostly for long standing arrears. The number now on the rolls is 340.

MEETINGS.

(1) *Council.*—The Council met 7 times during the year under review. The meetings were well attended.

(2) *General.*—There were three general meetings. In the first the office bearers for the year were elected. The second meeting passed the annual report for the year 1925 and made certain alterations in the rules. The third meeting was for the purpose of requesting graduate members to register themselves and give their votes to the candidates standing for election to the Senate of the Madras University from among the members of the Association. It will not be out of place to mention that three of our members were elected to the Senate.

(3) *Ordinary.*—There were three ordinary meetings during the year. One of our very enthusiastic members, Mr. K. R. Harihara Iyer B. A. L. T., gave a series of readings from Shakespeare. Prof. P. S. Marvin of Oxford delivered a lecture on the Teaching of History, under the auspices of the Association early in the year. Again Dr. Kilpatrick of the Columbia University lectured on 'Modern Methods and Developments in Education, in the Victoria Jubilee Town Hall. All these meetings were well attended by teachers, students and the general public who had been invited. The Council takes this opportunity to thank the Principal of the Arts College and the Training College for having placed the halls

of the Colleges at the disposal of the Association for holding meetings and conferences.

The Journal.—Three issues of the Journal were published during the year, the last of these being a double number. License was taken under the Newspapers Regulation, and so there was some delay in publishing the second number.

Finance.—The year opened with a credit balance of Rs. 71 chs. 25 and a debit of Rs. 128 owing to the Press for work done in 1925.

A sum of B. Rs. 562-7-4 was collected and the expenses came to Rs. 545-9-4. The closing balance was B. Rs. 16-26-8. (For detailed statement *Vide* p. 36.)

It may be pointed out that about Rs. 98 is still owing to the Press as previous years' arrears.

A large amount is yet due from members as arrears of subscription. It is hoped that these members will pay up their arrears at any early date. We take this opportunity to thank the several gentlemen in mofussil centres who were good enough to collect subscriptions on behalf of the officers from members residing in their localities.

Conferences.—The Fourth Conference which should have been held in February 1926, had to be postponed for various reasons, and was held in August 1926. The Rt. Rev. Dr. A. Choolaparambil D. D. Bishop of Kottayam presided. A report of the proceedings has already been published in the Journal.

The Fifth Conference could not be held in Christmas 1926, as that would be too soon after the Fourth; It was held in February 1927, under the presidency of Paul Daniel Esq., M. A., L. T., of the Scott Christian College, Nagercoil.

The Association had the unique honour this year of presenting an address to H. H. the Maha Rajah of Travancore on the auspicious occasion of His Highness's Thirumadampu. A deputation consisting of the Presidents of the Association for 1926 and 1927 and a few members waited on His Highness on Sunday 2-6-1927/24-6-1102 4 P. M. at Sundara Vilas Palace, and submitted the address, which was graciously received by His Highness.

Conclusion.—The work of the Association was not confined to holding meetings in Trivandrum and publishing the Journal.

An appeal was sent round to the Teachers in Travancore to join the Association in larger numbers and extend the scope of its usefulness. The two Committees appointed by the Fourth Conference did very active work and sent round to educationists a questionnaire and a pamphlet embodying their views and calling for opinions. Their reports are nearing conclusion. A circular letter was sent to all graduate members to become registered graduates, and to all headmasters to take early steps to secure representation for themselves on the Senate of the Madras University.

As a result of all this, mofussil members have, towards the close of the year, begun to take greater interest in the work of the Association. They have begun to feel the need for more mofussil activity and the desire has been expressed that the next Conference should be held outside Trivandrum. It is our earnest hope that before the end of the year teachers will join in still larger numbers and extend the usefulness of the Association.

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The Association Corner.

With the object of making the Journal the organ of the Travancore Teachers' Association in reality, we have opened this Association Corner. The current activities of the Association, both at the headquarters and in the mofussil, all matters of interest to the members, announcements and acknowledgments to members and non-members, will find their place under this heading. Another new feature of the Journal wil be *Educational News and Notes* which as a rule will lead each issue We shall be glad to reserve another corner for interesting tit-bits from the teacher's actual experiences in the class room, provided the idea catches well and we are favoured with generous contributions Other suggestions for the improvement of the Journal will be thankfully received. More welcome will be those that are backed up with actual contributions. We quite disclaim any assumption that an enlightened few, having scaled the walls of the pedagogic citadel shall alone enjoy the monopoly of dictating to the benighted many. On the contrary, every intelligent teacher holds in his storehouse of professional experience something that will be new and useful to others. though he may have neither the time nor the convienance to send in a four-square article. It is with this conviction and towards the realisation of our ambition to give the Journal a widely representative character that we invite the members of the Association to to the Tit-bits corner and to offer their individual views on the educational problems that will be put forward in its pages. For a start we propose the subject—"The place of corporal punishment in school". The views of each contributor should be expressed in words not exceeding 200 in number and reach the Editor not later than the 15th May 1927, for publication in the next issue. All communications intended for publication or for the improvement of the Journal should be addressed to Mr. S. Ignasimuthu Pillai, Teacher. Model School Trivandrum.

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Under the auspices of the Association, a lecture was delivered on the work of the Indian Student's Union, by Mr. Paul D. Renganathan, B. A. Indian Students, Union and Hostel. London, on Wednesday, 16th Feb. 1927, in the Training College Trivandrum with Mr. R. Sivaramakrishna Iyer in the chair.

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The Council of the Association met on Friday. 25th Feb. 1927 The proceedings included—1. the co-optation of Rao Bahadur K. V. Rangaswamy Aiyangar as a member of the Council in place of Mr. A. Gopala Menon, declined; 2. the constitution of the Editorial Board of the Journal with Mr. R. Sivaramakrishna Iyer as President and Messrs. P. G. Sadasiva Iyer and S. Ignasimuthu as members; 3. the formation of a committee, consisting of Messrs. S. Ignasimuthu (convener), R. Sivaramakrishna Iyer, R. Srinivasan, N. S. Narasimha Iyengar and P. K Umamaheswara Iyer, to draw up a draft reply to the questionnaire of the "Unemployment" Committee before 15th March, 1927, and submit the same at a general meeting of the Association to be called for the purpose; 4. the appointment of a committee consisting of Messrs. M. S. Rama Iyer (convener), N. Sesha Iyengar, Paul R. V. Thomas, T. M. Krishnamachari and Miss Rosemeyer. to prepare a memorandum of views bearing on the recomnendations of the "Marticulation" Committee of the Academic Council of the Madras University before 20th March, 1927, and submit the same at a general meeting of the Association; 5. the disposal of twenty applications for membership.

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Rao Bahadur K.V. Rangaswamy Aiyangar having consented to serve on the council, its strength ought to be as the strength of ten.

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We are quite agreeable to the proposal of the Treasurer of the Association that he should be permitted to use the bottom of the Association Corner of the Journal for making acknowledgment of subscriptions and donations received. Apart from his plea that this will save him the expenditure of money and labour, we may point out that the publication in the Journal will constitute a surer acknowledgment than the receipts that are now issued. The Secretaries have also sprung upon us the request for a similar privilege with regard to their propaganda work on behalf of the Association and their official announcements. We do not see our way to refuse them either, because the organ of the Association will only redouble its strength with the greater progress of the Association itself. The Secretaries therefore, are quite welcome to the Association corner.

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With regard to the suggestion that the pages of the Journal should be thrown open for advertisement, we wish it to be strictly understood that we can accept the idea only with the proviso that the organ of the Association shall not be commercialised to the least deterioration of its quality or respectable character. The further usefulness of the Journal to its constituents shall weigh with us more than the financial aspect of the innovation. The Journal is always willing to help them in their professional needs and economic conditions. The suppliers of school goods, Co-operative or Provident Fund Societies, Life Insurance Companies are welcome with their advertisements. In order to encourage teachers in the production of education aids, they will be charged half rates, provided they are also members.

OBITUARY.

We have to record with deep sarrow that Rao Bahadur K. B. Ramanatha Iyer M. A. B. L. L. T. one of the respected founders of our Association, died quite suddenly at Madras on the 25th February 1927.

On 7th March, 1927, the Council on behalf of the Travancore Teachers' Association, sent a telegraphic message of heartfelt condolence to the brother of the late much lamenated Professor K. B. Ramanatha Iyer, a long standing member of the Association.

A Condolence Meeting.

A meeting of the Travancore Teachers' Association was held in the Training College on Thursday 10th March in connection with the demise of Prof. K. B. Ramanatha Iyer, Mr. R. Sivaramakrishna Iyer, President, moved from the chair the following resolutions which were unanimously passed, all standing.

(1) That this meeting of the Travancore Teachers' Association assembled on Thursday 10th March 1927 places on record its sense of deep sorrow for the death of Rao Bahadur Prof. K. B. Ramanatha Aiyar M. A. B. L. L. T.

(2) That this meeting keenly feels the loss which his sudden demise has caused to Education in South India.

(3) That this meeting avails itself of this opportunity to record its appreciation of, and gratitude for the innumerable acts of kindness done by the late lamented Professor to the Association.

(4) That this meeting requests the president to convey a message of heart-felt condolence and communicate the above resolutions to the lamented Professor's brothers, Messrs K. B. Narayana Iyer and K. B. Krishnaswamy Iyer, Mambalam.

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Rao Bahadur P. V. Sesha Iyer B. A., L. T., Retired Principal, Kumbakonam delivered an address to the Association. Mr. R. Sivaramakrishna Iyer, President.

Acknowledgment of Donations and Subscriptions

From 16th Feb. to 18th March 1927.

		B. Rs.	Ch.	C.
	DONATION FOR THE ASSOCIATION.			
	Rao Bahadur K. B. Ramanatha Iyer	6	0	0
	DONATION FOR THE CONFERENCE, 1927.			
	Mr. R. Sivaramakrishna Iyer	3	0	0
	Mr. P. G. Sahasranama Iyer (balance)	2	0	0
	Miss M. I. Rosemeyer	3	0	0.
	SUBSCRIPTION FOR 1925.			
	Mr. Paul Daniel	2	0	0
	SUBSCRIPTIONS FOR 1926.			
1.	Mr. N. Venkiteswara Iyer	1	14	4
2.	„ N. Raja Pye	1	14	4
3.	„ J. Ramaswami Iyer	1	0	0
4.	„ Paul Daniel	2	0	0
5.	Mrs. V. Mathew	1	14	4
6.	Sy. P. R. Parukutty Amma	1	14	4
7.	Mr. N. Seshan	1	14	4
8.	Mr. C. S. Subramonian Potti	1	14	4
9.	Mr. A. Krishnan Nair	1	14	4
10.	Sy. N. Kamalamma	1	14	4
11.	Mr. T. Y. Harris	1	14	4
12.	Miss Rajy Vedakkan	1	14	4
13.	Mrs. Kamalam Rasalam	1	14	4
14.	Mr. K. Ramachandra Iyer	1	14	4
15.	Mr. M. P. Krishnan Nambiar (1927)	3	0	0
16.	Mr. K. Parameswaran Pillai	2	0	0
17.	Mr. Paul R. V. Thomas	1	14	4
18.	Sy. P. Bhagavathi Amma	1	14	4
19.	Mrs. Quinless	1	14	4
20.	Mr. T. S. Krishna Iyer	1	14	4
21.	Mr. N. Harihara Iyer	1	14	4
22.	Mr. H. Sankarasubramania Iyer	1	14	4
23.	Mr. T. K. Sankaranarayana Iyer	1	14	4
24.	Mr. C. Swaminathan	1	14	0
25.	Miss Mary Isaac	1	14	4

26.	Miss Siromony Isaac	1	14	4
27.	Mr. P. G. Ganapathy Iyer	1	14	4
28.	Mr. N. S. Narasimha Iyengar	2	0	0
29.	Mr. P. Ananthan Pillai (balance)	0	14	0
30.	Mr. K. V. Chandy	1	14	2

SUBSCRIPTIONS FOR 1927.

1.	Mr. R. P. Kulandaiswami	2	0	0
2.	„ M. R. Krishna Warrier	1	14	4
3.	„ P. S. Subbier	1	14	4
4.	„ Rajagopal Sundram Iyer	1	14	4
5.	„ S. Ignasimuthu	1	14	4
6.	„ M. Punniakoti Naidu	1	14	4
7.	Miss D. H. Watts	3	0	0
8.	Mr. R. Subramonia Sastri	1	0	0
9.	„ N. Ramaswami Iyer	1	14	4
10.	„ P. G. Sadasiva Iyer	2	0	0
11.	„ G. Madhava Iyer	1	14	4
12.	„ A. Sivaramasubramonia Iyer	1	14	4
13.	Miss Sosa John	1	14	4
14.	Mr. N. Gangadhara Iyer	1	14	4
15.	Mr. K. Narayana Iyer	1	14	4
16.	Mr. S. Narayana Iyer	1	14	4
17.	Mr. V. Viswanatha Iyer	1	14	4
18.	Mr. C. S. Venkitarama Iyer	1	14	4
19.	Mr. V. Sankara Iyer (S. M. V.)	1	14	4
20.	Mr. C. S. Naganatha Iyer	1	14	4
21.	Miss Eunice Gomez	2	0	0
22.	Mr. C. S. Nataraja Pillai	1	14	4
23.	Sy. B. Ananda Valli Amma	2	0	0
24.	M. R. Balakrishna Warrier (Sc.)	1	14	4
25.	Mr. K. R. Krishna Iyer	1	14	4
26.	Mr. M. S. Rama Iyer (Sc. Col.)	1	14	4
27.	Mr. A. Chummar	1	14	4
28.	Mr. Ramakrishna Sundram Iyer	1	14	4
29.	Mr. S. M. Sulaiman	2	0	0
30.	Miss E. T. Rebecca	2	0	0
31.	Mr. M. K. Krishna Pillai (part)	0	14	4
32.	Mrs. A. T. Hall	1	14	4
	Total	113	13	10

Trivandrum,
18—3—1927.

(Sd.) *V. Seshan, Treasurer.*

V. V. PRESS (BRANCH), TRIVANDRUM.