The Teaching of English in Madras' Secondary Schools Before and After Indian Independence

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Sinarayer Fernando was born in Uvari, Tirunelveli, Madras, India October 4, 1914. He was graduated from St. Joseph's College High School, Tiruchirapalli, India May 1933. He joined the Papal Athaeneum, Kandy, Ceylon for philosophy and theology, took the Licentiate in Philosophy and Bachelor of Sacred Theology, and was ordained to the priesthood in June 1942. He was graduated from St. Joseph's College with Bachelor of Arts in June 1945 and from Government Teachers' College, Saidapet, Madras June 1946 with Bachelor of Teaching.

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The writer has written two books: The Royal Road to Heaven (Madura, India 1942) and Catholic Action (Tiruchi, 1945) and has written several articles on religion and education.
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CHAPTER I

INTRODUCTION

NEED OF THE STUDY

English as a part of the Secondary School curriculum in India, as well as in any other country, plays a dual role. It serves first in its own right as a body of knowledge which contributes to the cultural education of the individual. Secondly it serves as a tool subject to supply the skills of communication needed by the student in getting along in different social groups in approaching the future as a literate adult.

As a cultural subject, English has much to offer. Not only does it serve to acquaint the student with his literary heritage, but through literature he is helped to see life, to know good from evil, to understand the ideals towards which the society strives, and to appreciate the trials and successes of his fellowman. It is possible through the study of English for a student to develop an aesthetic appreciation of words, linguistics, and literature.

The skills taught in English are utilized immediately by the student as he pursues his high-school education. Through the receptive skills of reading and listening, he receives man's heritage of ideas. Through the expressive skills of speaking and writing, he transmits his own ideas. Being allied, the two types of skills
are taught through the integration of reading, writing and speaking.

Objectives, subject matter and textbooks in high school English have changed in the last thirty to forty years. Abstract topics were formerly used for compositions which followed classical Latin models and the intensive study of grammar based on Latin rules studies as a discipline of the mind. The treatment of literature involved the intensive study of a few classics.

The National Council of Teachers of English in presenting its new curriculum proposals views English instruction today as a means of assisting students to make social adaptations. Broader goals involving accomplishments in the communication skills of reading, writing, speaking, and listening for better social adjustment together with discretion in choosing recreational activities such as reading, listening to radio programs, and watching television and movies are suggested. Literature is proposed as a means for the individual to better understand himself and others. These different proposals reflect a questioning attitude among English teachers and a changing emphasis in English instruction.

To learn the extent of change from former content and techniques in relation to newer theory, a survey of teaching practices

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2 The Commission on the English Curriculum, National Council of Teachers of English, The English Language Arts, pp. 5-6.
in Madras Secondary Schools is needed. It is important to know the relationship of theory to practice in order to assist teachers in improving high-school English instruction.

A chronological study is also essential to determine the use and value of teaching guides and materials such as those which the Madras State Department of Public Instruction has issued for its schools.

The teaching of English, involving the communication skills, has been constantly under attack by professional and lay critics in the United States because it allegedly has failed to teach grammar, spelling and writing as well as it did in "the good old days." Typical of criticisms are charges, recently cited in a popular magazine, that parents feel that they are in an era when teaching fudge-making, tap-dancing, poster-painting and how to get dates has become an important part of the high-school curriculum. It is assumed that these changes have been accompanied by a reduction in emphasis on such subjects as literature, composition and languages.3

To meet this type of criticism objective evidence is needed which is more conclusive than impressions of casual observers. Information, such as time allotted for the different areas of English, i.e. grammar, literature, composition, etc., teacher preparation, and the attention given to communication skills should serve to better inform the public on actual practice in our schools.

3Howard Whitman, "Are Schools Afraid to Teach", Colliers, March 19, 1954, p. 34.
A better standard in all of these matters is likewise necessary. Committees have been formed from time to time to investigate and evaluate the status of English teachers in Madras and to ascertain the desirability of increased preparation for persons to be certified to teach English.

Statement of the Problem

This study is a documentary research of the program of English instruction in the Madras High Schools, India, before and after Indian independence, which was achieved on August 15, 1947. It seeks to describe the curriculum, the materials, the methods and the techniques. In particular the study is designed to answer these questions:

1. What is the content and organization of the English curriculum in Madras High Schools?

In order to compare English courses in Madras High Schools, the following points are covered: the English credit required, the guide used by the teacher in determining content, and the time allotments made for the various phases of English. Lessons and grade placement give further insight into actual curriculum content.

2. What methods of instructions are used in high-school English classes?

As a means of learning the procedures used to teach English, the subject is divided into the component parts of: literature, written composition, reading, grammar, usage, punctuation, spelling and oral composition. The methods used to teach each phase are ex-
An attempt is made to note diagnostic procedures, care for individual differences, organization of materials, degree of integration, frequency of drill, and types of activities that the teachers use to accomplish their goals.

3. What means are used by high-school teachers to evaluate progress made by students in English?

To find the methods teachers use to measure the achievement of high-school students in English such items as the most common method of evaluation, the various types of instruments used and the frequency of measurement are ascertained.

4. What instructional materials are used in English instruction in Madras High Schools?

Using a variety of teaching materials has been proposed as one means of handling individual differences. The extent and availability of texts, audio visual equipment, supplementary materials, and the use made of library facilities is surveyed to answer this question.

5. How well prepared are the English teachers in Madras high schools?

The charge that "anyone can teach English" has been made, because teachers, in the pursuit of a liberal arts degree, frequently collect enough hours of credit in various subjects to legally qualify to teach the subject. In order to determine whether this charge is based on fact, available data concerning the amount of graduate work, number of years of learning experience, and knowl-
Definitions and Limitations of the Problem

A. English, as used in this dissertation, is a descriptive title embodying all instruction which deals with the English language arts in high school such as grammar, literature, journalism and speech. English as taught in Madras high schools is frequently classed now as the second language, the first one being the language of that particular region. In Madras this is Tamil.

Limitations

This thesis is a descriptive literary research and not an evaluation. Hence the study is limited to describing instructional practices, facilities and materials that existed before India achieved its independence in 1947 and now.

This study is limited to the State of Madras, with which the author is familiar, being the place of his birth, his education, and where he worked as an English teacher and Principal of a high school.

B. Curriculum

Curriculum is defined by the twenty-sixth yearbook of the National Society for the Study of Education as "the totality of subject matter, activities, and experiences which constitutes a pupil's school life." Franklin Bobbitt has defined in a similar

\[\text{Twenty-Sixth Yearbook, National Society for the Study of Education, Bloomington, Illinois, 1927, p. 65.}\]
way the curriculum as the pupils' activities and experiences.\textsuperscript{5} According to Edward A. Krug, curriculum is the sum total of the means employed by the schools to promote what the society considers desirable learnings.\textsuperscript{6} So curriculum is a tool or instrument by which a school attempts to realize its hopes for education into a concrete reality.

C. Course of Study

According to the twenty-ninth yearbook of the National Society for the Study of Education, "a course of study is the material usually in pamphlet form which sets forth for the teacher such items as the objectives and content of a given subject, and the activities and books to be used to accomplish desired results."\textsuperscript{7} It is a mine of information about the subject matter, the learning activities, diagnostic devices, teaching aids and evaluation instruments. In modern times courses of study often contain units of instruction, outlines for units, lesson plans, and samples of lesson plans, and instructions for constructing units.

D. Syllabus

A syllabus is a summary or outline containing the main points, especially of a course of study. It attempts to explain a rationale

\begin{flushleft}
\textsuperscript{5}Franklin Bobbitt, \textit{The Curriculum of Modern Education}, New York, 1941, p. 3.


\textsuperscript{7}Twenty-Ninth Yearbook, National Society for the Study of Education, p. 65.
\end{flushleft}
for viewing, analyzing, and interpreting the curriculum and instructional program of an educational institution. It is neither a textbook nor a manual, on the other hand it only outlines one way of viewing an instructional program as a functionaling instrument of education.  

Method of Procedure

Areas Chosen

India is like a laboratory where many systems of education have been tried. The general consensus of the people is that English should stay, and all the secondary schools of the whole country are teaching English, and even a greater impetus and encouragement is given in both the rural schools and the people living in rural areas. With the dawn of independence, every major village has a secondary school and more pupils are learning English. However, attention must be drawn at the very beginning that English is the third language which is taught in secondary schools in India. With the exception of those who live in large cities, the pupils do not hear or speak or have any opportunity to write English except in the classroom. Under such conditions and with the sole purpose of helping to solve the problem of "what should be the curriculum in English in the Madras secondary schools?", areas had to be chosen which are noted for developing the curriculum materials in English in the United States.

A request was made for a copy of the course of study in English, both in the elementary and secondary level, and a course of study of any one of their second languages such as Spanish, French, or Latin. A few cities replied that they had no printed courses of study. Several courses of study either were not available or were out of print. Out of the replies received ten large cities were selected with the advice of the faculty members. Again it seems that this number is sufficient for this purpose, because after examining eight or nine courses of study, little or no difference is to be found in the essentials. Finally ten large cities were selected and used as the basis of this study:

Boston
Buffalo
Chicago
Cincinnati
Denver
Detroit
Indianapolis
Los Angeles
Philadelphia
San Antonio

Furthermore, books on the history of education in India, the teaching of English in India, syllabus of English in the Madras Secondary schools and samples of evaluating materials were secured from India.

Organization

The first chapter of this study gives the statement of the problem, the definitions and limitations, and the method of procedure. A short history of English education in India, the place of English prior to India's independence, the changes in the place of English after independence, the English language and the constitution of India, English versus the national language, and the pos-
sible place for English regarding international understanding and cultural and scientific research form the second chapter. The third chapter explores the place of English in the present curriculum of secondary schools in the State of Madras by reviewing the selected curricula in English in the United States. The fourth chapter presents the general objectives in the teaching of English, the curriculum contents, the methods of instruction, provision for individual differences, devices suited for motivation, and methods of evaluating aptitudes for English instruction. There is also a section in this chapter on the implication on the training of the teachers of English in secondary schools. The fifth chapter is the proposed guide to the teachers. The organization and content of the guide are based on the generally accepted practices of the six school systems studied with the necessary modifications, suggestions and recommendations to suit the particular conditions in Madras State. Finally the fifth chapter gives the summary and conclusions of the study.
CHAPTER II

THE HISTORY OF THE TEACHING OF ENGLISH IN INDIA: BACKGROUNDS

It is speech that endows man with humanity. In other physical faculties man is no better gifted than many animals. Without speech, co-operation between individuals leading to the organization of human societies would not have been possible. The story of language therefore is the story of civilization. Thus language is recognized as a force in the life of any people. The famous German philosopher Fichte said in his "speeches to the German nation", "Language forms men more than it is formed by them."[1] People cling to their language as the last sign of their national character and unity in the event of conquest or oppression by an alien nation. On account of the supreme political importance of language the first step often taken by the conquerors of a new territory is to impose their own language on the conquered; and for the self-same reason the first step that is likely to be taken by a nation achieving independence is to revive and reinstate its national language or the nearest approximation of what may be considered a national language.

In India language has been and is a force of great magnitude. A history of English education in India is that of the rivalry of a number of languages, the traditional hold of the classical Indian languages on the imagination of the people, the introduction of English by the foreign ruling power, the social changes brought about in the past hundred and fifty years. All these and a number of other factors produced a language problem which has been and is even today the subject of a controversy. This language controversy has been influenced by the interests of the ruling power, the welfare of the linguistic minorities, the processes of social and economic mobility, the demands of religious groups, the claims of regionalism, and the importance of national unity. This controversy has centered around the following issues:

1. The selection of one national language
2. The place of English
3. The place of the regional languages
4. The place of classical languages
5. The selection of appropriate media of instruction for different levels of education

It is not the intention of this study to delve deep into this whole controversy except in so far as it is useful for the present study. At the same time it must be pointed out that positions on these issues have been formulated differently by the Christian missionaries, the British Government, the religious communities, the linguistic groups, the national leaders and the national government of the republic of India, especially about the introduction,
place, and position of English language in India.

**Planting the English on the Indian Soil**

At present English is one of the languages taught in the secondary schools all over the country. While analysing some of the trends in teaching of English in the Madras Secondary schools, a glimpse into the past as far as history can record, a careful look at the present and some insight into the future planning of the curriculum is necessary.

India's wealth, natural resources and beautiful scenery attracted the attention of many conquerors as well as traders; as a result India was subject to constant invasions of different dynasties as well as trade of different European countries. With these invasions and intrusions, gradually education began to be neglected and took a different turn. Education became formal and stereotyped and could not withstand the blows of political disorders. The first to arrive on the Indian soil as traders were the Portuguese. As historians point out, these men "came to India not merely to trade in spices, coconuts and cardamoms, but also as missionaries with the express permission and explicit commission of making Christ known to the people with whom they would trade." The language problem arose obviously pretty early in the history of this educa-

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The Portuguese started schools with the sole purpose of educating their new converts to Christianity, and these Portuguese schools taught reading and writing in Portuguese as well as in the language of the region. The Portuguese schools flourished at Goa, Diu, Damaun, Cochin, Hooghly and other smaller places of their settlements. Fr. Siquiera, S.J. aptly states: "Contrary to the modern axiom, it was the flag that followed trade, and with the flag came education." 4

The French traders followed the Portuguese. They started similar schools in the French settlements. But they differed from the Portuguese in that teaching at the elementary level was done in the mother tongue by the Indian teachers, and French was taught only in select secondary schools. The French elementary schools were located at Pondicherry, Mahe, Changranagore, and Yanam. At the beginning French was taught only in the secondary schools at Pondicherry. 5

The Role of the Missionaries in the Language Problem

Both in the Portuguese and French Company schools, missionaries who had come to India as chaplains played a major role in teaching Christian doctrine in their schools and guided their educational policy by gathering the Indian children from the neighborhood of their settlements. These dedicated men first took the

4 Ibid., p. 19.
5 Ibid., p. 20.
trouble of learning the language of the region, and then gave the children a free education by supplying them with books, slates and other supplies. St. Francis Xavier was the first Jesuit to come to India (1542) and he, as the Provincial of that order in India, insisted that all his subjects should learn very well the language of the place where they would work as missionaries. This direction of this zealous apostle had its salutary effect. He himself learned Tamil prayers. Many of his followers working in Tamilnad (the Tamil linguistic state or the present state of Madras) began to learn Tamil and some of them acquired a great proficiency in that language. The Tamil language, which is the language of the state of Madras, is fundamentally a Dravidian language. The Tamils were the finest fruit of the life and history of the Dravidians, the first people of Indian history. The Tamil grammar and syntax are its own. Only in vocabulary is it slightly influenced by the Aryan Sanskrit.\textsuperscript{6} It may be of interest to note that Fr. Enrique Enriquez (1520–1600) was the Tamil scholar among the foreign missionaries. His most noted work is the Tamil grammar and Tamil lexicon, besides his fourteen works on Catechism, Apologetic treatises, Life of our Lord, Life of our Lady, and other spiritual books. Fr. Robert de Nobili, S.J. alias Thattuvanather was a scholar not only in Sanskrit but also in Tamil. In fact he is one of the pioneer writers of

\textsuperscript{6}Mariadas Ruthnasamy, \textit{India from the Dawn}, Milwaukee, 1949, p. 17.
Tamil prose. He enriched the Tamil language with many words and phrases adapted from Sanskrit. Another literary genius was Fr. Beschi, S.J. alias Virama Muniver. He composed an epic named "Thembavani" on the theme of Christ's incarnation. It is recognized as one of the classics of Tamil, and is even today prescribed frequently as part of the curriculum of the public examination in the State of Madras. Literature similar to this epic made a moderately successful bid at the conversion of some of the members of higher castes of Hinduism. The Jesuits under the leadership of Frs. Nobili and Beschi enhanced the study of Tamil and Sanskrit and the Indian learning in the cause of Christian conversion. The missionaries made the field of vernacular education their own. They were the first to study the vernacular dialects spoken by the common people. Similar to the work of the Jesuits of the Madura mission, in the State of Madras the Lutherans were the first of the missionary bodies to evangelize South India. The Baptist missionaries were the first to raise Bengali (spoken in Bengal) to the rank of a literary language. Schwartz was the father of the Protestant churches in Madras, Tanjore, Tinnevelly, and Trichinopoly, in the State of Madras. He and his successors built up many congregations in Southern India and taught English to their children. The German Leipzig Mission Society, the Anglican Society for the propagation

7Ibid., p. 182.
8Ruthnasamy, p. 184.
of the Gospel, the London Missionary Society, the American Congregationalists, the Wesleyans, the English Baptists, the Church of Scotland, the Anglican Church Missionary Society were very much interested in the education of the people they came in contact with. \(^9\) They studied their vernacular in order to preach to the people and to translate the Bible; and they taught English as the channel of sectarian learning. Thus the first impetus to the promotion of western learning through the medium of the English language was provided by the missionaries of Christian denominations. \(^10\) They were motivated primarily by religious considerations and only secondarily by educational considerations. An analysis shows clearly that the following are some of the reasons which prompted them to undertake educational activities as an integral part of their work in India: \(^11\)

1. They believed that education would promote better understanding of the religious doctrine, and appreciation of the Scriptures.

2. They regarded schools as the most convenient means of gaining access to the people without offending their religious sensibilities.

3. Through the schools the missionaries had a golden opportunity to train some servants for the companies, and thus

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\(^9\) Ibid., p. 184.


enjoyed their confidence and flourished under the shadow of its political authority.\textsuperscript{12}

4. As the reading of the holy Bible is considered necessary by the Christian Missionaries, they had to establish schools to teach the new converts how to read.\textsuperscript{13}

\textbf{English under the Early British Rule}

After the Portuguese and the French, the British came on to the scene. "Commercial were the origins of the English rule in India and commercial it has been throughout the formative period of its history in the 17th and 18th centuries, alike in its character and its influence."\textsuperscript{14} The British company was founded as a trading corporation known as, "the London Company" by a charter of Queen Elizabeth I on the last day of the year 1600. Later on it was transformed into the English company (1698), and still later in 1708 changed into "the United Company of the Merchants of England trading with the East Indies", and subsequently known to history as "The East India Company."\textsuperscript{15} As soon as this trading company saw the influence it would acquire over the country through the schools, its leaders went forward with the policy of starting and financing more schools. Thus the East India Company was the first one that officially sowed the seeds and planted the English language on the

\textsuperscript{12}Ibid., p. 8.


\textsuperscript{14}Ruthanasamy, p. 151.

\textsuperscript{15}Ibid., p. 152.
Indian soil, and made the trader become a ruler. The question of its responsibility for the education of the Indians as a whole came before the Company's directors. Charles Grant and Robert Wilberforce had recommended strongly the introduction of a clause in the renewed charter of 1793 expressly placing on the company the duty of educating the children of India. Hence the following clause was inserted into the company's charter:

Resolved that the court of directors of the company shall be empowered and commissioned to nominate and send out from time to time a sufficient number of skilled and suitable persons who shall attain the aforesaid object by serving as schoolmasters, missionaries or otherwise.17

Charles Grant had beautifully described in a tract the condition of the Indian people and the good the English language would do them:

It is the peculiar and the bounden duty of the British legislature to promote by all just and prudent means the interest and happiness of the inhabitants of the British Dominions in India, and that for these ends such measures ought to be adopted as may gradually tend to their advancement in useful knowledge and to their religious and moral improvement.19

To quote Grant's own words:

By planting our language, our knowledge, our opinions, and our religion in our Asiatic territories, we shall put a great work beyond the reach of contingencies. We shall probably have

16 Ibid.
17 Sharp, p. 17.
19 Sharp, p. 17.
wedded the inhabitants of these territories to this country (England); but at any rate we shall have done an act of strict duty to them and a lasting service to mankind.20

Thus an alien power tried to "plant its language"21 on the soil of the so-called "ignorant and benighted natives of India."

The true cure of darkness is the introduction of light. The Hindoos err, because they are ignorant and their errors have never been laid before them. The communication of our light and knowledge to them, would prove the best remedy for their disorders.22

But not all the officials of the company admitted this principle at first. So those who were against, wanted to lure a few rich Hindus and Moslems by establishing centers of higher learning for the promotion of the Sacred lore of Hinduism and Islam. In pursuance of this objective the company established a Madrasa (institution of higher learning) in 1781 in Calcutta, and a Sanskrit college in 1791 at Benares. With the establishment of these two institutions of higher learning the sympathies of the company with oriental learning and culture were shown in a practical and positive form. It was, as it were, a harbinger that heralded the beginning of the orientalist policy in education.

The Orientalist Creed of the Language Controversy

The following were the principles which the orientalists ad-

20Siquiera, p. 28.

21Nurullah Naik, p. 69.

22Charles Grant, Observations on the State of Society among the Asiatic Subjects of Great Britain, Particularly with Respect to Moral; and the Means of Improving It, Parliamentary Papers 1831-1832, VIII (734), General Appendix.
advanced at that period of the language controversy:

1. The Company must not lend support to missionary enterprise and to proselytization.

2. The Company's only duty was to follow in the footsteps of the Hindu and Moslem rulers and to encourage classical learning on traditional lines.

3. The Company should not make any hasty attempt to introduce English language and western knowledge to the Indian people.

4. The ancient system of education which the Hindus and Muslims had inherited was good enough for them for all practical purposes.

5. The Indian people should be allowed to develop their traditional system of education according to their own genius.

6. The political situation of the newly acquired territory demanded an orientalist policy in education.

The Court of Directors of the Company readily accepted these views of the orientalists because the court did not want to assume educational responsibilities, in spite of the other members recommending it. So until 1813, the principal object of the educational policy of the Company was to encourage the traditional oriental learning in Sanskrit and Arabic. Naturally the orientalist policy of the Company came into serious conflict with the missionaries.

English Language and the Renewal of the Charter in 1813

It was against a background of bitter controversy between the missionaries on the one hand and the orientalists on the other, that the Charter of the Company came up for renewal in 1813. One of the provisions of this Charter was:

"that a sum of not less than one lac of rupees in each year shall be set apart and applied to the founding and maintaining
of colleges and schools, public libraries and other institutions for the revival and improvement of literature and encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India."  

The ambiguous language of the Charter suggests that the British parliament was guided by the practical motive of reconciling the demands of the missionaries with those of the orientalists.

In the Presidency of Bengal the general committee of Public Instruction, appointed in 1823 to advise the government on educational matters and to spend the annual grant of a lac of rupees, interpreted the charter of 1813 as supporting the orientalist policy and directed the educational operations accordingly. But the public opinion in Bengal was rapidly turning in favor of the English education, because of the social, economic, and political values attached to the rulers.

The most effective way of crushing a language has proved to be economic or commercial. If the people find that they cannot gain promotion to lucrative posts or obtain commercial success without speaking the official language of the country in which they live, they will learn to speak it, and, unless there are some strong cultural ties to bind them they will in the course of time abandon their distinctive form of speech.  

Not only in Bengal but all over India there was public demand for the introduction of English in Indian education. The surveys

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23 Siquiera, p. 29.

of the indigenous system of education conducted in the early part of the 19th century revealed the desire for the English education on the part of the Indian students, especially the Hindus long suppressed by the Muslim rulers of the previous centuries. The available British sources mention how the struggle for employment under the Government forced the aspiring young men to seek a higher type of training than provided by the indigenous system of the country.

In the present circumstances of the country the knowledge of English is for the native aspirant the grand road to distinction; and its attainment opens to him the prospect of office, wealth and influence.25

A strong protest against the orientalist policy of the Committee came from the greatest Indian of that period, Raja Rammohun Roy. In a letter to the Governor-General he stated that the Indian mind had rusted on account of its isolation. He insisted that the contact with the western literature and science alone could regenerate Indian culture, correct its follies and give it new meaning and direction. Rammohun established a few English schools for the free instruction of students. As time went on, the younger members of the general committee of Public Instruction like Trevelyan who opposed the orientalist policy in education found themselves arrayed against the older members like Prinsep, who had long spear-headed the orientalist movement in education. Thus ensued in Bengal a

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25 William Adam, Correspondence Relative to the Prospects of Christianity and the Means of Promoting its Reception in India, Cambridge, (Mass.): The University Press, Hilliard and Metcalf, 1824, p. 296.
controversy between the champions of Arabic and Sanskrit on the one hand and the champions of English on the other.

In the Presidency of Bombay there ensued a similar controversy between its governor, Mountstuart Elphinstone, who supported the cause of the vernacular languages, and Francis Warren, a member of the Governor's council, who advocated the spread of European knowledge through the instrumentality of English. This controversy in the Bombay Presidency, because of the differences of personalities, continued even after English was accepted as the official language of India.

The Presidency of Madras about which we are particularly interested in this study was at that time the home of the four major Dravidian languages: Tamil, Telugu, Malayalam and Kanarese. At that time there was a great demand for English to serve as the lingua franca. Consequently the progress of English education was comparatively smooth.

Lord Macaulay and his 'Minute'

In 1834 Lord Macaulay came to India as the Law Member of the Governor-General's Council. He was a literary genius. His high literary reputation induced the Government to appoint him as the


27 Ibid., pp. 296-297.

President of the General Committee of Public Instruction of Bengal. In this capacity Macaulay wrote his celebrated minute of March 7, 1835 signaling British educational policy and espousing the cause of English education. British educational policy was in essence a language policy – English as the medium of instruction in Universities, and as an entrance requirement even in secondary schools and as the prerequisite for the Government employment. He used the following arguments:

1. The Education Clause of the Charter Act of 1813 meant the promotion of European knowledge through the medium of English.

2. English was the key to all knowledge, and, therefore, more important than Arabic and Sanskrit.

3. English was the language of the ruling class and it was pre-eminent among the languages of the west.

4. English would bring about Renaissance, just as Greek and Latin did in England or just as the languages of western Europe civilized Russia.

5. Patriotic and enlightened Indians themselves demanded English education at that time.

6. The vernacular languages were "poor and rude".

7. It was impossible to educate the common mass, but it was possible through English education to train a few good English scholars who would act as "interpreters between us and the millions whom we govern."  

The idea expressed in the famous "Minutes of Macaulay" which


formed the foundation of English education in India, was to produce "at least a class of persons Indian in blood and color but English in opinions, in morals, and in intellect." Macaulay preferred English as the medium of instruction, and English learning as the subject of instruction, because "in India English is the language spoken by the ruling class; it is spoken by the higher class of natives at the seats of Government; it is likely to become the language of commerce throughout the seas of the East."31

Macaulay too believed sincerely: "A single shelf of good European library was worth the whole native literature of India and Arabia."32

It is true Macaulay's forceful arguments in favor of both the superiority and utility of English language gave it a pre-eminence and position in the scheme of secondary education in India. However, it was much more a slavish imitation of western thought than its sincere acceptance. "Proficiency in the English language became the sole criterion of academic success." Three serious defects flowed from this state of affairs: (a) the gulf between the educated class and the masses was very much widened; (b) education became completely separated from the country's economy; and (c) it was indeed a fantastic sight to see little children indulging in recitation of English ditties about daisies and daffodils that they

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31 Rethanasamy, p. 175.
have never even seen and senior scholars splitting hairs over the subtleties of Shakespearen sonnets. Still they persisted, because the main emphasis on education remained utilitarian. In consequence elementary and secondary education were regarded mainly as stages preparing the pupils needed at the higher stage.  

Some critics like H. G. Hawlison considered that the arguments of Macaulay were "absuredly prejudiced views" ⁴, while others like F. W. Thomas contended that Macaulay's arguments in favor of English education were "a model of just and comprehensive reasoning." ⁵ In spite of the defects, Macaulay's minute was accepted by Lord William Bentinck, the Governor General, who issued immediately his famous resolution of March 7, 1835 to the following effect:

1. The great object of the British Government should be the promotion of European literature and science.

2. All the funds appropriated for the purpose of education should be employed on English education alone.

3. No public money should be used for the printing of oriental books.

4. All funds "at the disposal of the Committee should henceforth be employed in imparting to the native population a knowledge of English literature and science through the medium of English language." ⁶

⁴Siquiera, p. 36.

⁵Sharp, p. 132.

⁶Siquiera, p. 36.
This Proclamation of Lord William Bentinck marked a turning point in the history of education in India. It was the first official statement of a definite policy about the teaching of English. Its effect was immediate. Bentinck's resolution was followed by other enactments which accelerated the growth of English education in India. The Press of 1835, removing the previous restrictions on the press, encouraged the printing and publication of English books which were made available at comparatively low price. A number of new schools teaching European literature and science through the medium of English were opened. The enrollment in all the Government schools almost doubled. A number of Acts opened wider careers and larger responsibilities to Indian students who looked upon English education as the quickest means of economic advancements. For example, in 1837 Persian was replaced by English as the language of the courts and has remained as such in most of the courts even to this day.

The Policy of the East India Company after 1835

Bentinck's resolution of 1835, though aimed at closing the controversy between the Orientalists and the Anglicists, did not achieve its desired objective. The first protest came from Prinsep. A second protest was lodged by the Asiatic Society of Bengal, an organization devoted to the study of oriental civilization, demanding the continuation of the printing of oriental works and positive encouragement of Sanskrit and Arabic by the Government. A third protest came from Hindu and Muslim students who lost their stipends and other financial assistance according to the terms of the resolu-
tion. The fourth protest, fortified by excellent arguments and numerous examples from history, proceeded from Brian Houghton Hodgson. He argued that only the vernacular medium of instruction could bring about the regeneration of the Indian people, as it had done in the countries of Europe in the past. He dismissed any "anti-vernacular medium" as an undemocratic, artificial, and obnoxious imposition on the people.

But by 1839, much of the tension had been relaxed. Macaulay had left India, the Oriental Party had had the good sense to realize the futility of resisting the spread of English and had accordingly moderated its demands, and the champions of the vernaculars had emerged as a third party proposing a middle course. The ground was, therefore, ready for a compromise when Lord Auckland succeeded Bentinck as the Governor-General of India. In a minute written in 1839, he attempted to reconcile the conflicting demands of the various parties and to close the long drawn controversy. The following were some of his recommendations:

1. He guaranteed the maintenance of oriental colleges and instituted scholarships to the extent of one-fourth of the total number of students on the rolls of these colleges.

2. He sanctioned the preparation and publication of useful works for instruction in the classical languages.

3. He declared that the principal aim of the educational policy of the Government should be to promote European knowledge through the medium of English.

4. A strong believer in the "downward filtration" theory, he ordered that the attempts of the Government should be restricted to the extension of higher education to the upper classes who had a love for English education.
5. In pursuance of these Anglican objectives, he recommended the establishment of "Superior Colleges" in the important towns and urban centers, which would impart instruction through English. In the Government secondary schools of Bengal he recommended the retention of English as the medium of instruction, but he wanted the vernacular medium to be given a "fair trial" in the secondary schools of Bombay.

6. In regard to the vernacular languages, used as the media of instruction in the indigenous elementary schools, he set afoot measures for the compilation of vernacular textbooks. Thus these languages received the least advantage from Auckland's educational statesmanship.37

In 1854 the famous Education Despatch from the Court of Directors attempted to formulate a uniform language policy for the whole of India. The occasion for this Despatch, known as "the Magna Charta of Indian Education", was provided by the renewal of the Company's Charter in 1853.38 The following points indicate the position taken by the Despatch towards the language-controversy in Indian education:

1. It declared that the main object of Indian education at all levels should be the diffusion of European knowledge.

2. It rejected the 'infiltration theory' as undemocratic.

3. It acknowledged the importance of the study of the classical languages.

4. It laid down the general principle that English should be used as the medium of higher instruction and vernaculars as the media of elementary education of the masses.

5. By directing the establishment of universities it provided

37 A. N. Basu, p. 28.
a strong impetus to higher education through the medium of English.

6. It was favorably disposed to the adoption of the vernacular languages as media of instruction at the secondary stage.

7. It sought to satisfy the champions of vernaculars by making the vernacular elementary schools the basis of a national system of education. 39

Shortly after the publication of this Despatch occurred one of the greatest revolts against the rule of the Company, the Mutiny of 1857. Though the Mutiny was suppressed, it gave rise to major political changes. The rule of the Company came to an abrupt termination, and the administration of the country was transferred to the British Crown.

Policy under the Rule of the Crown

The Despatch of 1859, issued by Lord Stanley, the first Secretary of State for India, confirmed the main concepts of the Despatch of 1854 which had imposed upon the Company the duty of creating a properly articulated system of education from the elementary vernacular school to the university. 40 But it had three important practical effects not intended by that document:

1. The theory of downward filtration of education came to be implicitly accepted by the Government in spite of contrary instructions of the Despatch of 1854. The result was that the English education of the upper classes flourished all over the country, while the vernacular education of the masses languished.


40 Parliamentary Papers, 1859, Session I, XIX (210), pp. 1-16.
2. The secondary schools became completely subservient to the universities. The secondary schools contented themselves by preparing candidates for the Matriculation examination conducted by the universities. As English was the medium of instruction at the universities, the secondary schools also used the same medium to give a better preparation to their pupils for universities. Consequently, the Indian languages were ignored at the secondary stage, and with the singular exception of the Madras University, the study of the vernacular languages was also neglected in the ordinary courses of the universities.

3. A new intelligentsia emerged that found little or nothing of value for mankind outside the thought, language, and civilization of England. The psychological effect of this mentality coupled with the commercial value attached to English by the Indians greatly stimulated the expansion of English education all over the country.\(^4\)

The language problem in Indian education came before still another commission, the Hunter Commission of 1882.\(^4\) But the Commission cautiously avoided making any recommendation regarding the use of the mother-tongues as the medium of instruction at the secondary stage, and evidently favored the use of English.\(^4\) The development of secondary schools teaching through the vernaculars (a program envisaged in the Despatch of 1854) was definitely abandoned; by the turn of the century, the highest education which a child could obtain through his mother-tongue was limited to the middle-school stage in all the provinces of India.

During the closing decades of the nineteenth century the use of


\(^4\)Hunters Report, pp. 178-190.
English had an effect never experienced before. Diversity of dialects and languages had in the past constituted a major obstacle to the development of a sense of unity among Indians and the consequent growth of the spirit of nationalism. English as a lingua franca promoted a sense of unity among the educated class. The study of English classics instilled the English ideals of justice, freedom, and patriotism and brought the educated community into intimate contact with the main currents of contemporary thought in the Western world. Under these circumstances, it was not too long before the idea of nationalism began to take shape in the minds of English-educated Indians. Although English continued to be the chief medium for the dissemination of nationalist ideas, there was a strong demand, generated by the patriotic tendencies of the times, to give the Indian vernaculars an important place in the educational system of the country.

It was against this political and social background that Lord Curzon, the Viceroy, suggested new policies and programs. He said that while the Government rushed ahead with their program of English education, "the vernaculars with their multitudinous clientele have been left almost standing at the post." He wanted to broaden the foundation of Indian education by the expansion of the vernacular education of the masses. His resolution on educational policy of 1904 made the following declarations in respect to the language-problem in Indian education:

1. English has no place, and should have no place, in the scheme of primary education.
2. The doctrine of downward filtration of education should be abandoned.

3. The line of division between the use of the vernacular and of English as a medium of instruction should, broadly speaking, be drawn at a minimum age of 13.

4. The principle, affirmed in the Despatch of 1854, that European knowledge should gradually be brought by means of the Indian vernaculars within the reach of all classes of people was approved.

While the importance of the vernaculars was to some extent recognized at the primary and middle-school state (as the medium of instruction) and at the secondary state (as a subject of study), there was no decided change in the policy pursued by the universities. The Raleigh Commission of 1902, appointed by Curzon to inquire into the affairs of the universities, deplored this neglect of the vernaculars by the universities.

In the resolution on educational policy of 1913, it was stated that "there is much evidence to the effect that scholars who have been through a complete vernacular course are exceptionally efficient mentally." This was a significant pronouncement, for the Government paid, for the first time in its long educational history, an official tribute to the vernacular languages of the country.

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The question of using the vernacular medium at the secondary level was debated in the Imperial Legislative Council in 1915, but it did not lead to any conclusive decision on account of the conflicting views expressed on the issue by the Indian members of the Council.\textsuperscript{47}

The Sadler Commission of 1917-1919, appointed to inquire into the affairs of the Calcutta University in particular and university education in general, made the following recommendations:\textsuperscript{48}

1. At the university stage English should be retained as the medium of instruction.

2. At the secondary stage the vernacular language should be made the medium of instruction.

The Commission wrote several thick volumes on Indian education, but their single recommendation which stands out in high relief is the one concerning the use of the mother-tongue as the medium of instruction at the secondary level of education. In this the Commission was as much guided by pedagogical considerations as by the strong sense of nationalism displayed at the time.\textsuperscript{49}

The Government of India in a resolution of 1920 summarized the Sadler Report and commended its findings to the consideration of the provincial governments. The provincial governments acknowledged the importance of the vernaculars as media of instruction at the secondary stage, but they thought it necessary to proceed with cau-

\textsuperscript{47}Ibid.

\textsuperscript{48}Ibid., p. 13.

\textsuperscript{49}Ibid.
tion because they recognized difficulties arising from existing conditions:

1. The use of English as the medium of instruction at the university stage, coupled with the fact that secondary education was merely an appendage of higher education and not a self-contained unit, compelled many provincial governments to retain the English medium.

2. Knowledge of English was still the only means of employment under the Government.

3. In Multi-lingual areas where it was not possible, on financial grounds, to give instruction through all the local vernaculars, English was often adopted as the medium so as not to injure the sensibilities of any linguistic group.

4. In the earlier stages of the experiment, such difficulties as the absence of scientific terminology, lack of textbooks, and the dearth of qualified teachers worked in favor of English.

5. In Hindi-Urdu areas, difficulties created by the two different scripts produced more tension among the Hindus and Muslims than those created by the two languages.50

The Sargent plan of 1944, greatly influenced by Gandhi and the Indian National Congress, at a time when independence loomed large on the political horizon, recommended the use of vernaculars as media of instruction at the secondary level of education.51

With the progress of Indian nationalism there was a strong demand to give the vernacular languages a larger place in the educational system of the country. Mahatma Gandhi's plan of Basic Education, Tagore's rural university at Santiniketan, the Nizam's uni-

50 Ibid., p. 13.
51 Ibid., p. 15.
versity at Hyderabad, the Gurukul University of the Arya Samaj, and the Jamica Millia Islamia of the Muslim community were some of the well-known private educational ventures which were prompted by the spirit of nationalism and provided a strong impetus to the vernacularization of Indian education. Mahatma Gandhi had argued as early as 1908 that it is the English knowing men that have enslaved India.\textsuperscript{52} For he believed strongly that English should give way to regional languages in education and administration.\textsuperscript{53} In his basic education plan Gandhi emphasized the mother tongue, as did Tagore when he lamented that,

"We pass examinations, and shrivel up into clerks, lawyers, and police inspectors, and we die young. Man's intellect has a natural pride in its own aristocracy, which is the pride of its culture. When this pride succumbs to some compulsion of necessity or lure of material advantage, it brings humiliation to the intellectual man. Modern India through her English education, has been made to suffer this humiliation....

A language is not like an umbrella or an overcoat, that can be borrowed by unconscious or deliberate mistake; it is like a living skin itself. If the body of a draft horse enters into the skin of a race horse, it would be safe to wager that such an anomaly will never win a race, and will fail even to drag a cart."\textsuperscript{54}

Initial pressure to replace English with the mother tongue was limited to secondary education. Thus by 1947—the year India


\textsuperscript{53}From \textit{Secondary Education Through the Medium of the Vernaculars}, \textit{The Speeches and Writings of Annie Besant}, Madras: G. A. Natesan, 1921, p. 249.

achieved its independence—it may be said that the vernaculars had become the chief medium of instruction at the secondary stage while English continued as the medium of instruction at the universities.

The growth of Indian nationalism and its successful culmination in the achievement of independence found expression in the demand to replace English with the Indian languages in the field of administration and education. But this change was complicated by the presence of a multiplicity of regional languages, each of which, in its own way, had some claims to becoming the successor to the language of the erstwhile rulers.

*English vs the Regional Languages*

As pointed out before, the language situation in India is extremely complex. The linguistic survey of the Indian subcontinent conducted by Sir George Grierson in the first quarter of the current century listed 179 separate languages in four families and 544 dialects:

1. One hundred and sixteen are insignificant tribal languages of the Tibeto-Chinese family, spoken in the northwest and northeast Himalayan foothills.

2. Seven are Austro-Asiatic languages, spoken throughout India in isolated marginal areas by about five million people.

3. Sixteen are Dravidian, spoken by one third of the population in the Southern Peninsula of India, of which Tamil is the most important.

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4. Thirty-eight are Indo-European, part of the vast chain of languages spoken from Europe to East Pakistan. In India two sub-families are found: the Iranian group, related to Persian, is used in parts of West Pakistan; the Indo-Aryan group, related to Sanskrit, is used extensively in the North by over two-thirds of the population.56

Of these, the Eighth Schedule to the Constitution recognizes the following fourteen as the languages of India: Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Tamil, Telugu, and Urdu.57 According to the 1951 census some 324 million people speak one or the other of the fourteen languages, as found in Table I. Of these fourteen languages ten belong to the Indo-Aryan family--Sanskrit, Hindi, Urdu, Punjabi, Bengali, Oriya, Assamese, Kashmiri, Gujarati and Marathi--and the remaining four, Tamil, Telugu, Malayalam and Kanada, to the Dravidian family. These languages have their geographical areas, old enough and large enough to be considered as separate nations with deep roots in the soil and proud traditions.

A glance at the linguistic map (p. 44), shows clearly that the linguistic regions have had even history behind them. The withdrawal of the foreign rule, which had for a long time brought the various linguistic regions under the sway of one language viz. English, provided the opportunity for these linguistic patriotisms to assert themselves. This situation gave rise once more to a chain

57 India - A Reference Annual, The Publications Division, Government of India, 1958, p. 44.
### TABLE I

**SPEAKERS OF PRINCIPAL INDIAN LANGUAGES**

<table>
<thead>
<tr>
<th>Language</th>
<th>No. of People Speaking</th>
<th>Per cent of the Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assamese</td>
<td>4,988,226</td>
<td>1.39</td>
</tr>
<tr>
<td>Bengali</td>
<td>25,121,676</td>
<td>7.03</td>
</tr>
<tr>
<td>Gujarati</td>
<td>16,310,771</td>
<td>4.57</td>
</tr>
<tr>
<td>Hindi, Urdu, Hindustani and Punjabi</td>
<td>149,944,311</td>
<td>42.15</td>
</tr>
<tr>
<td>Kannada</td>
<td>1,447,176</td>
<td>4.05</td>
</tr>
<tr>
<td>Kashmiri</td>
<td></td>
<td>...</td>
</tr>
<tr>
<td>Malayalam</td>
<td>3,380,109</td>
<td>3.69</td>
</tr>
<tr>
<td>Marathi</td>
<td>27,049,522</td>
<td>7.57</td>
</tr>
<tr>
<td>Oriya</td>
<td>13,153,909</td>
<td>3.68</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>555</td>
<td>.01</td>
</tr>
<tr>
<td>Tamil</td>
<td>26,546,764</td>
<td>7.40</td>
</tr>
<tr>
<td>Telugu</td>
<td>32,999,916</td>
<td>9.24</td>
</tr>
<tr>
<td>Population returned as speaking other languages as their mother-tongue</td>
<td>32,906,787</td>
<td>9.22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>333,849,722</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
of controversies and agitations which have saturated the Indian political atmosphere since the attainment of freedom.

The Role of English Reduced

There was complete unanimity that the role of English must be reduced if the Indian languages were to grow. Education through the medium of English came in for a good deal of criticism. It was asserted

1. That English widened the gulf between the elite and the masses,
2. That the English-educated Indian could not bring his knowledge in contact with the world in which he lived,
3. That the education he received was divorced from the thoughts, sentiments and aspirations of the people and their age long traditions, culture,
4. That while he produced remarkable feats of memory in the foreign medium, he displayed little creative talents.

These drawbacks to an exclusive emphasis on a foreign medium greatly worried the national leaders who put forth their best efforts to develop a national system of education imparting instruction through the languages of the people.\(^5^8\)

Decline of English Instruction

The shift to regional languages in secondary educational systems immediately affected the type of English instruction and there was a noticeable change in the knowledge of English of the students. Already in 1930, when there was a slow process of nationalizing the

\(^5^8\)M. Mujeeb, Indian Education—Retrospect and Prospect, Pacific Affairs, XXVI, September 1953, p. 213.
legislatures, Pattabhi Sitaramayya recalls, "more than one hundred members of the Madras legislature did not know English." Moreover, the regional languages gained at the expense of English instruction. Even the pupils who did learn English could not use it well enough to make the most of a university education which was conducted in the English medium. The Punjab University Inquiry Committee reported in 1929:

A large portion of the pupils are unable to think or write clearly in any language and cannot follow lectures delivered in English. Yet hundreds of thousands of them, who cannot write five lines of correct English, who often do not know when to say yes, and when to say no in answer to a question, are made to read en masse Shelly's 'Sky Lark'; Milton's 'Ode on the Morning of Christ's Nativity', and Shakespeare's plays. They had never seen a skylark; they do not know why a highborn maiden sits in her tower........60

The decline of English was a slow but sure downward trend. By the year 1953, the decline had reached alarming proportions. The Secondary Education Commission reported a serious shortage of "well qualified and experienced teachers who could handle English classes in schools and colleges," declaring this shortage to be one of the most important reasons for the rapid deterioration in the standards of English......61 After reducing English almost to a skeleton,


60Cited in S. N. Chib, Language, Universities and Nationalism in India, London: Oxford University Press, 1936, p. 3.

the post-independence selfish and narrow-minded nationalists aggra­
ated the controversy on the University medium of instruction and
examination throughout India. Defenders of English pointed to the
shortage of text-books and adequately trained teachers in many In­
dian languages. Hindi enthusiasts advocated the union language as
the medium of instruction. Without a uniform medium in which the
best text-books, reference books and material for original research,
adequately trained professors, instructors, and guidance directors
are available, India's intellectual unity, and ultimately political
unity as well, would be jeopardized. Till that time, this contro­
versy would go on, for each one has his own vested interest. For
the English speaking elite, a vested interest in administrative and
teaching posts was at stake. Regional language holders had their
own vested interests of dividing the country and forming linguistic
States.

The very objective of independence which had long united the
different linguistic groups was achieved. However, there was a de­
mand for the formation of States on the basis of language. Thus,
while in the pre-Independence days "the forces of regionalism con­
tributed to national unity, after independence they seem to run to
the contrary, and the decline of the very link which united them
together was obvious. That connecting link was English. The bound­
aries of the States that came to existence in 1956 clearly indicate
that the linguistic considerations played the most important role
in the reorganization. (Refer to Map, p. 44.)
Boundaries of the Present States According to Linguistic Divisions
A conference subcommittee of Independent India's first National Educational Conference recommended:

"...it would be necessary to reconcile ourselves to the idea of having the regional languages as the media of instruction and examination at the University stage when English ceases to hold the position enjoyed during the years of the British rule." With this the Committee recommended that English should be replaced by Indian languages within five years. But with shameless inconsistency, a year later, the University Education Commission declared that English

"...has become so much a part of our national habit that a plunge into an altogether different system seems attended with risks. It appears to us, however, that the plunge is inevitable."

It was one thing to order English banished within five years, but quite another to conjure the necessary text-books and qualified teachers to install the regional languages, especially in science, technical and industrial subjects.

**English Language and the Constitution**

Article 343 of the Constitution provides that "the official language of the Union shall be Hindi in Devanagiri script and form

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64 The Constitution of India, Delhi: Manager of Publications, 1949, Articles 343-351.
of numerals. English will, however, continue to be the official language for a period of not more than fifteen years from the commencement of this Constitution."

Under article 344 the President is authorized to constitute, after the expiration of five years from the commencement of the Constitution and thereafter at the expiration of ten years from such commencement of the Constitution, a special Commission to examine the growth and development of Hindi and make recommendations as to its progressive use for all or any of the official purposes of the Union with a view to replacing English completely at the end of the stipulated period."

The Constitution also provides that the recommendations of the Commission will be examined by a Parliamentary Committee of 30 members (20 elected from the House of People and 10 from the Council of States.) Under Article 345 of the Constitution, it is stated that "the Legislature of a State may by law adopt any one or more of the languages in use in the State or Hindi as the language to be used for all or any of the official purposes of that State; provided that until the legislature of the State otherwise provides by law, the English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of this Constitution." Article 348 makes special provision for the need of the use of the English language in the proceedings of the Supreme Court and the High Courts and in bills, enactments and other laws.
The Constitution was inaugurated on January 26, 1950. According to the provision of Article 344 the President appointed a twenty-one member Commission called the "Official Language Commission", with the late Shri. B. G. Kher as Chairman, in June, 1955. The report of the Commission was submitted to the President on August 6, 1957.65

The main views and recommendations of the Commission can be summarized as follows:

1. In the light of the fully democratic basis of Indian policy, it is not possible to envisage English as the language of India's mass medium. The "obvious linguistic medium for pan-Indian purposes is the Hindi language."

2. It is neither necessary nor possible to pronounce now whether a general changeover from English to Hindi would be practicable by 1965. This will depend upon the efforts made in that direction in the meantime.

3. In view of the elastic provisions of the Constitutions, it would be possible to continue the use of English even beyond the period of fifteen years and to accommodate the situation as it develops without the Constitution.

4. Hindi will replace English only to a limited extent as it would not wholly 'step into the shoes' of English, the regional languages having been yielded their appropriate places.

5. For the present, no restriction should be placed on the use of English for any of the purposes of the Union. English should continue as an alternative medium as long as it was necessary, and its discontinuance should be effected after sufficiently long notice.

6. In the non-Hindi speaking areas, instruction in Hindi should be compulsory at the secondary stage, English to be taught hereafter in secondary schools principally as a

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"literary language" except where it was taken voluntarily. 66

Thus the new Constitution provides that Hindi shall be the official language of the Union, and the official Language Commission of 1956 and the Parliamentary Committee on Official Language of 1959 expressed their desire to adhere to the spirit of the Constitution by making Hindi the Official language by 1965.

The National Language and English

It was not like the statement: "Rome has spoken, and the cause is over." On the contrary, a fresh and bitter controversy started. The selection of Hindi, which itself is a regional language widely spoken in one form or another in the North as the national language, elicited strong protests from the non-Hindi regions, particularly from Madras, the Dravidian South. A bitter controversy ensued between the supporters of Hindi and the opponents of Hindi, who favored the retention of English as the official language. The Hindi enthusiasts are compiling their dictionaries and collection of new terminology as fast as they can. Even in this there is opposition between Hindi purists, Hindi revivalists, and national leaders. Purists insist upon translated substitutes. Hindi revivalists seek to infuse Hindi with a terminology derived entirely from Sanskrit, the closely related ancient language of the Hindu Vedas. The result is that the new words are unrecognizable to native speakers in the Hindi region. All the worst features of linguistic purism are ex-

66 Ibid., p. 44.
hibited in it. New terms and phrases smack of artificiality and they are rather stilted. These are obstacles in the path of the national language, for there are very powerful competitors in such non-Hindi languages as Bengali, Tamil, Marathi, which are stronger and more developed beyond any dispute.67 National leaders like Prime Minister Nehru want to encourage the retention of loan words that have attained usage in the living language. Even after Nehru's speech in Hindi, another version of Hindi is broadcast later in order to make the people understand. Even such a staunch nationalist Tamil leader as Chakravarthi Rajagopalachari has stated:

In Delhi parliament, members from Jawaharlal Nehru down to any one who is educated to some extent express themselves briefly and clearly whenever they speak in English. They leave no room for doubt in what they say. But when they use Hindi medium, they repeat themselves quite often and still find it difficult to express their ideas precisely, correctly and fully. This difficulty arises because of the poverty of the Hindi language, and of its want of growth. Hindi vocabulary lacks in precision. So our first act should be to put Hindi at school, rather ask the Tamil people to learn Hindi. It is not the Tamil children that have to pass the examination, rather it is Hindi itself that should pass the test.68

For the Tamils in Madras, Hindi is as foreign to them as English. Hindi is still in its infancy. It is still undeveloped.

Hindi is not equal to English.

Possible Place for English with regard to International Understanding

English is much more than a national language of the British.

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It is taught as a second language even in countries which boast of their own national language. Besides we are in a jet age and, due to very great facilities for transportation and communication, the world is becoming smaller and smaller. In this modern era "English may complete a triumphant comeback." The initiative for retaining English comes not only from educational leaders who see the long generations of development ahead before many Indian languages can be effectively developed and used in education. Even greater support and stronger one comes from leaders of non-Hindi regions who see in English a vehicle of national unity and international understanding. Understanding this position the supporters of English have moved a resolution in the Parliament with a view to including it as a language recognized in the Eighth Schedule. 69

English as a Window to World Cultural and Scientific Progress

English also gains greatly from the link between English and the increasingly vocational and technological orientation of Indian education. An ambitious technician, a skilled architect, an earnest research scholar, a nuclear physicist, or chemist, or a medical doctor, or even a clever administrator who wishes to go outside his region or wants to advance in knowledge will realize far more sharply than any one the inescapable necessity of English as a window to world cultural and scientific progress. Where and how would he find scientific, technical, and cultural terms in Hindi or any regional language? To give just a few examples of how the Hindi purists have

69 India, A Reference Annual, 1958, p. 44.
tried to look for substitutes, the author has picked out four simple common words: for rickshaw: (Trichakara manushya vahana), a vehicle which has a man as its third wheel; for telephone: (Doora sravana yantra), a device for hearing from afar; for railway: (Lohapatha gamana), going over the iron path; and for railroad ticket: (Agniratha miramasthana patrika), little leaf of paper for a stopping place of the fire wagon. 70 But higher education through the English language has served to bring about a feeling of political unity. 71 As shining stars in the firmament of science and culture on the Indian horizon, higher education through English "has produced a Ramanujam in mathematics, a Raman in physics, a Jagadish Chandra Bose in natural sciences, a Rabindranath Tagore in literature, and a Gandhi in moral philosophy." 72

A sampling of the grounded opinions of influential leaders is not only relevant but necessary to see the entire controversy in proper perspective.

Opinions of Different Leaders about the Position of the English Language in India

Among the opinions of Governors presiding over the annual convocation of the West Bengal Rashtrabhasha Prachar Samity at Govern-


71 Ibid., p. 21.

72 Ruthnasamy, p. 176.
ment House on July 21, 1951, the West Bengal Governor, Dr. K. N. Katju, emphasized the need to propagate Hindi, because that only could broaden mass contact. He felt also that the English language was necessary for political purposes.

Mr. Tusher Kanti Ghosh, who was the chief guest on the occasion said that they should learn Hindi no doubt, at the same time they could not do away with English which was an international language.

Dr. H. C. Mookerji, Governor of West Bengal and Chancellor of the University of Calcutta, addressing the graduates of Nagpur University at the annual Convocation said:

Perhaps as a result of an understandable reaction against British domination, there is a tendency today to depose English from its rightful place in the curriculum of higher studies. As an educationist, I think that this must be deplored. English, to use an Irishism, is today the lingua franca of the world. It is through the medium of English that we can most easily establish and maintain our international and, may I say, even our inter-State contacts.

If we neglect a proper study of English, we run the risk of losing our rightful place in the international, cultural, intellectual, economic, and even commercial worlds. I would therefore most earnestly pray the authorities of our Universities to pay due heed to this aspect of university teaching.73

Opinions of Ministers (1) Shri K. M. Munshi, Food Minister, presiding over the 4th session of the All-India Rashtrabhasha Prachar Sammelan in Bombay said:

Hindi or Bharati shall be the language, in the common pool of which, all our Indian languages will have brought their variety and expressiveness, shaped and influenced by the graces of Sanskrit, and the power of the greatest of modern languages—English.....

73 The Times of India of Bombay, July 24, 1951.
When we say that Hindi must develop under the influence of Sanskrit, it is not to say that it should be Sanskritised.....

Similarly it would be harmful to replace technical and scientific words current in modern civilization, even if it were possible. If Hindi is to be a modern language, the English or international technical terminology must be retained, in easily identifiable forms, if necessary. English continued to grow, and once Sanskrit grew by ready assimilation of foreign words. That was the only way to replace English by Hindi as the medium of higher education in the country and fulfil the objective of making it the national language in fifteen years.74

(2) Dr. G. S. Melkote, Finance Minister of Hyderabad, presiding over the valedictory function of the Science College of Osmania University said that in the present political context students should study English, whatever politicians may say, without neglecting the mother language. He observed that people were agitating for the introduction of Hindi as the medium of instruction, but, he asked, how many universities, even in northern India had adopted that medium. Leading universities in India like Mysore, Andhra, Madras, and Bombay, were continuing to adopt English as the medium of instruction.75

Opinion of Educationists

In a joint memorandum sent on August 4, 1952, to the Minister for Education, Government of India, and the States Ministers for Education, by Vice-Chancellors, scientists and educationists, in all twenty-six signatories, it was said:

74 The Times of India of Bombay, November 26, 1951.
75 The Times of India of Bombay, February 25, 1952.
There is hardly a day, when the language question in our Universities is not discussed in the press and from public platforms. A good deal of this discussion shows no grip of the real educational questions involved, and we as educationists feel gravely perturbed by the trend of events, and we crave leave to put before you our viewpoint, as briefly, but as cogently, as possible.

The Constitution of our Republic has laid down that Hindi shall be the national language of India, but the use of English as heretofores permitted for the period of fifteen years after the commencement of the Constitution, and two Commissions at the end of five and ten years respectively are envisaged to advise the President as to the stages by which English is to be replaced by Hindi. It is the duty of us all as loyal children of India to abide by the considered decision of our Constitution, and it is the duty of every University to fall into line with the new set-up in our country. We were hoping that sufficient time would be left to the Universities to adjust themselves to the new requirements. We have, however, noticed a tendency on the part of some Governments, and some of the representatives of non-academic interests on our University bodies, to hurry this transition to an extent, which in our humble opinion is fraught with grave danger to our academic standards, and it is our painful duty to draw your attention to it.

We are quite prepared to accept the position that English shall be replaced by an Indian language-national or regional-by the end of fifteen years after the commencement of the Constitution. In the meantime, the question of preparing text-books and translating a certain minimum number of books into Hindi and/or regional languages will have to be taken up right seriously. This will naturally take some time, and fifteen years would be certainly more than sufficient, provided the Government of India and/or the States Governments are prepared to spend generously several lakhs every year for this purpose, and frame a definite ten-year scheme. But as educationists we see no possibility of our being able to do without some good knowledge of English, for any number of translations will never completely meet the needs of all the subjects taught in our Universities with the exception perhaps of subjects purely Indian in their content. It follows that in the interests of higher education in India it is ominently necessary to keep up an adequate standard of English even after it ceases to be the medium of instruction. It is from this standpoint that we note with great distress some of the States Governments trying to reduce the quantum and quality of English taught in our high schools. It is a regrettable feature of our present day education in our schools that the standard of English has been steadily going
down, which has very seriously affected their study of all subjects, and the low standard of our graduates has become most distressing. Things are not going to improve by merely substituting Hindi and/or a regional language as the medium of instruction, unless side by side we have proper books in the languages concerned, and our students are sufficiently equipped in English, at least to read books in English with ease and understanding.

If the study of English is killed in our country with an almost indecent haste, the work of a century, perhaps on the whole more good than bad, will be undone in a few years, and this will seriously affect the quality of our education. It is our earnest prayer to you to help the Universities to maintain our standards to our satisfaction. If by any chance it is the policy of any State Government to weaken English in high schools, it should be open to Universities to have their own entrance examination to test a student's knowledge of English whether he would be able to read English books with ease and understanding. We should also like to repeat that the Universities would be in a position to do away with English as a medium of instruction only after books of the requisite quality have been prepared in the new medium. If we look to Governments in India for financial assistance on a generous scale, we on our part would be glad to see that our professors and other teachers realize their responsibility in the matter of doing what they can to make the new medium of instruction an efficient instrument of higher education.

We are conscious that at the present moment, opinion is acutely divided even within Universities as to the relative superiority of Hindi as against a regional language as a medium of instruction. Some of us are all in favor of having Hindi as the medium of instruction in all Universities, as it will enable them to maintain the close contact they have succeeded in building up under the Unifying influence of English. It will also be more economical to concentrate our energy on one language for University work rather than on a dozen languages. But whatever be the medium of instruction finally adopted by a University, whether Hindi or a regional language, it would be fair, if sufficient time is given to all teachers to equip themselves for the new medium of instruction, especially as in the past teachers were recruited on an all-India basis, and they should not be penalized because of any sudden change in the medium of instruction.

We humbly request your close cooperation in the common task of producing graduates, who can compare favorably with the graduates of the most advanced countries in the West, and we can but
look up to the Government of India and the States Governments to evolve a common policy so as to afford sure guidance to Universities in their work.

The Signatories: N. J. Wadia, Vice-Chancellor, Bombay University; S. N. Bannerji, Vice-Chancellor, Calcutta University; P. Parija, Pro-Chancellor, Utkal University; P. Misra, Vice-Chancellor, Utkal University; B. L. Manjunath, Vice-Chancellor, Mysore University; V. S. Krishna, Vice-Chancellor, Andhra University; S. N. Sen, Vice-Chancellor, Delhi University; R. P. Masani, Ex-Vice-Chancellor, Bombay University; P. V. Kane, Ex-Vice-Chancellor, Bombay University; A. R. Wadia, Ex-Pro-Vice-Chancellor, M. S. University of Baroda; C. V. Raman, Director, Raman Research Institute, Bangalore; H. J. Bhabha, Director, Tata Institute of Fundamental Research, Bombay; C. N. Vakil, Director, School of Economics and Sociology, University of Bombay, Bombay; V. K. R. V. Rao, Director, Delhi School of Economics, Delhi University; Samuel Matthai, Secretary, Inter-University Board, Delhi; (Mrs.) Hannah Sen, Ex-Directress, Lady Irwin College, Delhi University; (Mrs.) B. Tarabai, Directress, Lady Irwin College, Delhi University; H. K. Sherwani, Professor of Politics, Osmania University; T. K. N. Menon, Dean, Faculty of Education and Psychology, M. S. University of Baroda; M. N. Srinivasa, Professor of Sociology, M. S. University of Baroda; C. D. Narasimhaiah, Professor of English, University of Mysore; Leela Desai, Dean, Faculty of Home Science, M. S. University of Baroda, Baroda; G. B. Pandya, Dean, Faculty of Arts, M. S. University of Baroda, Baroda; and Perin Vakharia, Dean, Faculty of Social Work, M. S. University of Baroda, Baroda.

Opinions of Representative Non-Teaching Organizations

(1) English in India

Having compelled the British - or so they think - to quit India, our jingoies and chauvinists are now trying desperately to cast out the English language too with bell, book and candle despite the fifteen year lease guaranteed to it by the Republican Constitution. But, unlike the rather blase Briton who confounded his critics by nonchalantly walking out of India in August, 1947, the English language refuses to quit. It has struck its roots deep into the Indian soil during the last hundred and fifty years, as it has done in many other parts of the world. That tongue which Milton and Shakespeare spoke was also

76 The Times of India, December 3, 1952.
the tongue in which our earlier architects of freedom — from Raja Ram Mohan Roy to Shri Aurobindo — preached the gospel of nationalism. It was the first medium of our modern renaissance and the mainspring of our regeneration. In the process of becoming the administrative and intellectual lingua franca of this sub-continent it also inspired us with a new consciousness of being Indian. As the University Commission tersely observed, 'English has become a part of our national habit'.

It was the realization of this debt that India owes to the English language, and of the perils which may follow its abrupt and forced substitution, that counselled the Constituent Assembly to lay down a fifteen year period of transition. It is right that Hindi should be India's national language. It is right that our regional languages should be allowed every opportunity for development and efflorescence. It is also right that the medium of instruction in our schools should be the mother tongue of the students. But is it necessary for all this to short-circuit the English language, and to cut ourself from the broad streams of inter-national life? It will be like cutting one's nose to spite one's face.

It is significant that the crusade against English is confined to the Hindi-speaking States. The other States not merely resent it, but detect in it the cloven foot of a new lingual imperialism. "Are we merely exchanging the King Log of English for the King Stork of Hindi?" is the uneasy murmur heard in the South and in West Bengal. Sparks have been flying frequently in Parliament on this issue, and for all one knows, the battle of languages may be fought all over again. Our Universities which are the nurseries of our future leaders, continue serenely meanwhile with the 'status quo'. English is still enthroned there, and rightly, because the alternative to English is not Hindi, but Bedlam.

It should be recognized frankly that even after Hindi becomes the federal language, English will continue to be the vehicle of our intellectual commerce with the rest of the world, and even between ourselves. Nor is there anything derogatory in this, for English may well claim to be one of the tongues which make the rich multi-lingual tapestry of India. It may not be spoken in any particular region, but it informs the best in every region and acts as leaven to our cultural life. The educational system introduced by Lord Macaulay a hundred years ago may have had dehumanising effects on us and must be changed. But the English language as such had nothing to do with it. To confuse the two is to betray prejudice and perverted pride. To quote the Radhakrishnan Commission Report again: 'English is the only means of preventing our isolation from the
world, and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance'.

(2) **Hindi as State Language**

After referring to the decision of Bombay's Chief Minister to circulate for six months the Bill by which his Government seek to arm themselves with power, to declare as soon as they can, that all legislative business in the State of Bombay and all administrative correspondence above the district level shall be carried on in Hindi, the editorial proceeds to say:

Educational authorities, in particular, have again and again expressed the view that English must, for some time to come, continue to be the medium of instruction in the higher classes - until the languages of the country can cope with the task. A striking demonstration of this thoughtful attitude was the recent decision of the new University of Poona not to replace English by Marathi as the medium of instruction. But one is not sure whether the Government of Bombay will acquiesce in this. According to a correspondent writing in Harijan, Mr. Kher seems actively canvassing support for making Hindi the medium of instruction, though, that, as the correspondent points out, is opposed to the considered recommendation of the University Commission and inimical to the interests of true culture. Our regional languages must be developed as speedily as possible in order to enable them, each in its own sphere, to replace English in our schools and colleges, but it will be short-sighted folly to thrust Hindi into our educational system merely to enjoy the sentimental pleasure of displacing a foreign language. Until the regional language develops enough scientific and other vocabulary to take over, our educational authorities would do well to let English well alone; and it is only after Hindi achieves the same competence and not before, that the Governments of the States and the Union should elevate it to the status of the State language.

After all, in English, we have, owing to historical circumstances, ready to hand a lively and flexible language with a great literature, which is now spoken by a large section of

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77 The Times of India, February 12, 1951.
the human race. There will be little harm and great benefit to us in continuing to use it whenever it is necessary to do so. It is an unworthy gibe, that the Madrasi, the educationist as well as the common man, is reluctant to abandon English because he could beat the northerner at it. The six months during which the Bombay Bill is to be circulated should lead to cool and purposeful thinking and to a drastic change in its provisions.

(3) Education in Excelsis

It criticizes Dr. Rajendra Prasad's advice given at a special convocation of Osmania University, that education in each linguistic unit should be imparted in the regional tongue, and praises the Government of Bombay for envisaging the policy of having Hindi as the medium of instruction in all the universities in the State. It then proceeds to say:

The same type of belated foresight is discernible in the Bombay Government's intimation that it would be 'Unsound educationally' to continue higher instruction in English after 1955. Has the Administration taken any special care to prepare teacher and student for this change? The Bombay Government's strange attachment to this magic date is possibly explained by the fact that this year will signalize seven years since English was abolished in the first three standards of secondary schools. The first batch of students to suffer from this thoughtless change will knock at the University portals within four years. Poor as their English now is, it will undoubtedly be poorer still when 'der tag' dawns. Instead of setting a meaningless deadline and indulging in vain appeals, the Government would do well to reintroduce English in the secondary schools.

(4) Windows of the World

After referring to the Convocation Address, delivered by Mr.

78 The Hindu of Madras, August 29, 1951.
79 The Times of India, September 5, 1951.
A. R. Wadia, to the graduates of Mysore University, in which the language question had been dealt with at length, the editorial proceeds to say:

Actually what is basic is not the adequacy of Hindi or the slavishness of learning in a foreign language. It is what is language for. Language is an instrument of learning, not knowledge itself. And it cannot be denied that English gives one access to a wider field than anything available here—or for that matter anywhere else—which can displace it. Because of our grasp of the language, moreover, Indians can move freely in larger areas of the outside world than any other Asian people. In fact, the possession of a western language is the one advantage we have over many other nations, not only of Asia. And it is also true that India can ill-afford to close the smallest window on the outside world.

After referring to Indians' knowing English for international purposes, the editorial further proceeds to say:

The question of language ought to be decided on an all-India basis, instead of its being made the subject of controversy on the State-level. That was what we thought the Constitution had not only attempted but achieved. By Article 343, the Constitution not only accepts English as the language to be used for all official purposes, it lays down that Parliament may after fifteen years provide for the continued use of English. You cannot have English retained as the medium of official business in the Union for fifteen years with the possibility admitted of extending the time, and, at the same time set about undermining the teaching of English in the educational institutions. We cannot understand the zeal with which certain publicists insist on agitating the public mind on this subject and the active initiation of administrative measures for displacing English. (The actual word used in Hindi, but the following sentence makes it clear that it is a printing mistake.) It would have been very much to the point if the Central Government had set about considering methods of building up Hindi as an official language and of arranging for teaching English in a manner more effective than that of relegating it to the position of a "secondary language." That at any rate would have saved it from being mauled in many States.80

80 The Bombay Chronicle of Bombay, December, 1951.
Hindi in Bombay

This editorial deals with the booklet on the subject published by the Directorate of Publicity, Bombay Government. It argues that the policy pursued by the Government of Bombay in displacing English by Hindi is not quite consistent with the Constitution. Dealing with the point that "the Hindi that will emerge after fifteen years, will inevitably differ from Hindi as it is known today," he quotes in support of this Mr. B. G. Kher, the Chief Minister, as saying: "Because of the name of our national language being Hindi, certain Hindi-speaking provinces are trying to foist their special brand of Hindi on the whole country as its national language. But a part can never take the place of the whole and these friends must realize that the Hindi which is contemplated under the Constitution will be a matter of slow growth, and cannot be identified with the Hindi either of Uttar Pradesh, or of Bihar, or of Madhya Pradesh. They are not the national language." If this is correct the editorial criticizes the attempt to foist on Bombay a Hindi which has not yet come into being. The last paragraph of the editorial runs thus:

It is hard to believe that the men who drafted the Constitution, the Government that commended it, and the distinguished leaders who lent their support to it, were bent on launching the country on a linguistic flutter in Hindi with the full knowledge that English could not be laid aside nor Hindi as a fully-equipped national language developed in less than fifteen years. It is equally incredible that the initiative should have been left, as the Bombay Government seems to think it is, to the individual states, when it is specifically laid down that there should be periodic investigations by Commission before any new move is undertaken. The Bombay Government certainly appears to have been carried away by its excessive zeal for pushing out English, which is a consideration that seems
to weigh more with them than the question of the adequacy of what is to take its place. That the publicists are not uncon-
scious of the thinness of their case is revealed by the pathet-
ic reliance on propaganda devices like 'it is universally ad-
mitted it will be unsound educationally'. The objective is
apparently to maneuver the Universities into accepting Hindi as
the medium of instruction by 1955 through drastic forcing of
the pace in the secondary stage. And the irony is that it is
done in the name of implementing the directive of the Constitu-
tion.81

(5) **Language Policy Muddle**

This article refers to the policy of the Government of Bombay
and points out the provisions of the Constitution for national and
regional languages and the general feeling in the States in favor of
regional languages on the ground that "India is not an ordinary ho-
ogeneous country" and that therefore even university education must
be imparted through the different regional languages with the study
of Hindi and English being made voluntary. With this background
Vivek proceeds to write:

While this is the frame of mind of large sections of opinion
and the question of State languages can thus still scarcely be
considered to have been thrashed out, several States are ef-
fecting such changes in their system of education as to dis-
courage the study of English. This still remains the medium of
instruction for most subjects at the Universities. Yet the stu-
dent before reaching the university is not allowed that period
of preparation in English which would enable him to understand
sufficiently his lectures and books. The teaching of English
is restricted to a fewer number of years of the school-going
period than before. Nor even are schools permitted to teach
it outside the school hours to those who want to learn it vol-
untarily. The consequent result is bound to be frustration to
the student, wastage and failure in scholarship, and loss of
achievement to the country. Ideology, as usual, seems to be
the motive power and in its name action appears to be taken
without full or detailed consideration of repercussions. The
answer to the question as to why the medium of instruction for

81 The Bombay Chronicle, December 22, 1951.
university teaching in the States should also not be the regional language is simple. There are neither the books nor the teachers, more especially in technical and social science subjects. Common sense would obviously lie in the provision of the fullest facilities before making any changes in the system of education. One would suppose that the authorities of a country notorious for the paucity of the higher educational resources at its disposal would be most anxious to have the fullest use made of them.

Vivek ends his article with the suggestion that the subject should be examined by a President's Commission, consisting of "men of independent judgment and common sense rather than linguistic experts or sound party men." 82

(6) University Teachers and Their Problems

...there is far too much of politics in the current discussions on the medium of instruction. While politics cannot be wholly abolished from a matter that may vitally affect the country's future, it is far too little realized in influential quarters that a decision on this subject which ignores educational and cultural considerations may prove to be disastrously wrong and result in stagnation, if not national frustration....

There is very general agreement that for a fairly long time to come college teaching in most subjects will have to be imparted in English. For this it is necessary that English teaching in high schools should be geared up at least to the levels that prevailed before the first World War. In free India as in other free countries higher education will have ultimately to be carried on largely in the regional languages, English and Hindi being compulsory optionals. But before that can be brought about the people at large must be inducted into the habit of talking and writing on all cultural topics including science in their mother tongue. 83

(7) Right Perspective

In his brilliant address to the outgoing graduates of the Mysore University, Mr. A. R. Wadia, Pro-Vice-Chancellor of the

82 The Times of India, February 2, 1952
83 The Hindu of Madras, March 4, 1952.
M. S. University, Baroda, has made a searching analysis of academic problems which should set the people, particularly educators, to furious rethinking. As one intimately connected with higher education in the country, and one who has "grown with the Mysore University", he has spoken with confidence and authority on our over-all educational needs which must necessarily accelerate our evolution as a free, progressive democracy. Refreshingly enough Mr. Wadia's address is free from the usual overdone glorification of an outdistanced past, now part of ossified history, and to him a reorientation of our educational system largely means a realistic readjustment to new values in our cultural, social and political scale. He has not pleaded for a complete tearing off from our old moorings, but for a fresh synthesis of old and new, so that the country will not lag behind in isolation from the rest of the world which is making phenomenal strides in the realism of science and research, the handmaids of material prosperity and economic well-being. Much of what he has forthrightly said may irritate zealots of nationalism, harking back to an irrevocable past, but if his views will induce a little of honest introspection on the part of educational authorities, it may augur well for the country.

Admittedly after political independence the language question has become the most important and the most controversial of our educational problems, and Mr. Wadia has done well in placing it in the correct perspective. Making a historical approach to the position of English in this country, he has referred to the popular tendency to denounce Lord Macaulay as hang-man of our culture, and has recalled that even a decade before him, one of the greatest Indians, Raja Ram Mohan Roy, had pleaded for a liberal and enlightened system of education embracing mathematics, natural philosophy, chemistry, anatomy, and other sciences. There was, of course, profound ignorance, when Lord Macaulay claimed that 'even a single shelf of good European library was worth the whole native literature of India and Arabia', but the fact remains that English has acted as a great unifying force and has been instrumental in introducing the best in European literature, politics and science into India. After freedom there has been a chorus of condemnation of English as the source of all our troubles, but as Mr. Wadia says, exorcisers of English should take a lesson from the experiment of Osmania University where Urdu was sought to be prematurely introduced as the medium of instruction. For over three decades the experiment went on without sighting land. Crores of rupees were spent on translation of advanced scientific books into Urdu, and as Mr. Wadia says, the tragedy or comedy of it was that when the translations were completed, they were virtually rendered outmoded and out of date by fresh progress in the
fields of science. That was at the University level, but it is an acknowledged fact that we do not have sufficient number of text-books in the regional languages even for the primary standards. To switch over to Indian languages either in the schools or universities without a plentiful supply of text-books is a dangerous enterprise which is bound to further militate against academic standards which already represent an appallingly low level, and we wonder whether this aspect is fully taken into consideration by the University (it should be Government) of Bombay when it plans to introduce Hindi as the medium of teaching from the year 1955.

Mr. Wadia has not, however, pleaded for a perpetuation of English in this country and has conceded that ultimately it will have to give place to the national language. Never the less, there must not be a forcing of the pace fraught with great risks when Hindi, which despite its Constitutional sanction, has yet to go a long way before it makes itself an adequate and flexible medium of scientific expression and usage. It is one thing to concentrate on a rapid development of Hindi to a level of national acceptance, but it is an entirely different thing to make haste in throwing out English as an insufferable abomination even before the reprieve period of fifteen years as provided in the Constitution. The accent ought to be on the growth of Hindi and not on the damnation of English as a lingering stigma. Mr. Wadia has also a word of caution to those who see in the spread of Hindi the decay of the regional languages and are dead set against 'profaning' them through a process of borrowing which avowedly one of the most effective means of linguistic enrichment. Thus he has observed: "We shall not be any the less good patriotic Indians for continuing our study of English, and making full use of its wealth even if it comes to adopting thousands of English words in our languages instead of frittering away our time and energy in coining words of pure Sanskrit or Dravidian origin. What would the English language itself be, if it had not borrowed wholesale through long centuries words from every language on earth, including our own Indian languages? The query should temper down our Chauvinists of linguism."

Fatuous Heroics

As for the future of English in this country, the sentimental gibe about an alien language continuing as a slur on our sovereignty was fashionable in the first flush of freedom, but

84Deccan Herald of Bangalore, December 9, 1951.
there are signs that the mood of intolerance is steadily wan­
ing under the pressure of facts and reality. Of course, Babu Rajendra Prasad and people of his way of approach will continue to contend that unless higher education is divorced from En­
glish and undertaken in the mother-tongue, 'it would retard the nation's progress', but then piety of patriotic opinionation in the sticky style of a past era is not the same as practicabil­
ity, and we have to look to other quarters for a distinguished and rationalistic attitude about the role of English in free India. Though a champion of Hindi, Mr. K. M. Munshi has openly come out with the assertion from Bombay that 'it is foolish to talk of doing away with the study of English language at pre­
sent. The view has a special bearing on the Bombay State where attempts are afoot to oust English and herald Hindi as the med­
ium of teaching in University education by a deadline. Evi­
dently the Bombay authorities have not taken the lesson from the experiment in the Osmania University where the efforts to foist Urdu as the teaching medium in collegiate education proved ultimately to be a flop. Irrespective of expenditure, scholars in the Osmania University were for many years engaged in the translation of text-books and critical treatises into Urdu, but the patriotic exertion had to be eventually abandoned as useless on the discovery that it could not meet beyond a fraction of academic needs at the higher level of instruction. It is to this self-stultifying experiment that Sir. A. L. Mud­
aligar has referred in his address to the University Teachers' Conference in Madras when he reminded educationists that the regional language as an instruction-medium in our Universities cannot be sustained on translations by linguists, as apart from original text-books written by professors of the subjects con­
cerned.85

(8) Babel of Tongues

It appears that the minority which has been urging, more for academical than other reason, that the place of English as the medium of instruction in the University should be taken at the right time by Hindi has already lost its battle. Blessed by the Radhakrishnan Commission and a host of eminent persons in­
cluding both academicians and politicians and buttressed by many weighty arguments, the proposition that the regional lan­
guage is the natural medium seems certain of being adopted by all the universities except some, such as Bombay. This how­
ever, does not abate the need for caution in bringing about the change. Last week-end's annual conference of the Madras Uni­

85Deccan Herald, March 5, 1952.
versity Teachers' Association sensibly pleaded that the medium
should not be changed until a large variety of suitable text-
books, reference books and journals in the regional language
became available. Almost simultaneously the Gujarat University
Senate passed a resolution peremptorily setting June, 1954, as
the date when the University's Colleges "must" adopt either
Hindi or Gujarati as the medium. Obviously the Gujarat Univer-
sity Senators are not aware of the confusion ensuing from sim-
ilar fiats issued by other Universities notably that of Nagpur.

One had only to read the resolution cursorily to visualise the
state of chaos which will engulf the colleges two years hence.
The option between Hindi and Gujarati is more apparent than
real, for it is difficult to imagine any college in the area
choosing Hindi. That is indeed fortunate because otherwise
with two media of instruction, exchange of students and pro-
fessors within the University itself will become impossible.
Even without Hindi there will be a babel of tongues. For,
those teachers whose mother-tongue is not Gujarati will be al-
lowed to teach in English until June, 1956, and similarly stu-
dents with a non-Gujarati mother-tongue will have the option to
answer question papers in English until that date. In the re-
sult lectures will be given in some cases in English and the
answers written in Gujarati and other students will be taught
in Gujarati and answer the question papers in English. This
apart, it is a wrong assumption that a teacher can begin lec-
turing efficiently from a stated date in a particular language
because it happens to be his mother-tongue.

The same peremptoriness and false assumption disfigure the pre-
paration of text-books. These cannot be made to order, if they
are to be of the right type and that in a two-year period. The
preparation of text-books in a new language must proceed by
trial and error. The right course for the University would be
to encourage able teachers by generous financial grants to
write books in Gujarati, to publish them at its own cost and
introduce them among professors and students as "recommended"
books. As it is, university education is at its nadir and
hasty changes, meretriciously patriotic in appearance, will
only make it worse.86

Opinions of Representative Teaching Organizations

(1) The State Headmasters' Conference asked the Bombay Govern-
ment to "fall in line with the general policy laid down by the Gov-

86 The Times of India of Bombay, March 9, 1952.
The government of India with regard to the place of English in the curriculum of schools, and introduce a six year course in the State Schools".

The resolution, embodying the request to the State Government further stated that the Government of India had formulated its policy, regarding the study of English in schools on the recommendation of the Central Advisory Board and that the Conference was of the view that "in the interests of the uniform standard of educational qualifications for all-India services", the Government of Bombay should adopt the same policy.

(2) All-India Educational Conference was held at Bombay from October 23rd to 27th, 1951:

(a) Mr. A. A. Fyzee, India's former Ambassador in Egypt, presiding over the Oriental Section, .... made a strong claim for retention of English "as a second language in this country as it was the language of culture, trade, diplomacy and law." 87

(b) A large gathering turned up later in the evening to listen to a symposium on "The Place of English in our National System of Education." Mr. C. P. L. Kapoor, Director of Public Instruction, Punjab (I), presided.

The consensus of opinion among the speakers was that English must be retained as a language second in importance to the national language. They were agreed that the medium of instruction in the

87 The Times of India, October 25, 1951.
initial stages of education must be the mother-tongue of the pupil, but it must be English at the university level.  

(3) The Annual Conference of the University Teachers in the state of Madras was held at Madras on the 1st and 2nd of February, 1952.

The Conference in a resolution stated that "English should be the medium of instruction in the colleges, until a large variety of suitable text-books, reference books and journals in the national and regional languages became available."  

With these backgrounds by way of the historical respect of the teaching of English in India, its place prior to independence, the changes it has undergone since independence, the controversies it has brought in, it is hoped that the analysis of English in school curricula in Madras can be seen in clearer focus.

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88 The Times of India, October 25, 1951.
89 The Times of India, February 5, 1952.
CHAPTER III

THE STUDY OF ENGLISH IN THE STATE OF MADRAS

The new State of Madras as formed under the Reorganization of States Act of 1956,¹ is bound by the new Mysore and Andhra States in the North, the Bay of Bengal on the East, and the ranges of Western Ghats on the West, and the Indian Ocean on the South. With the coming of five taluks (a sub-division of a district), from the Travancore-Cochin State to Madras, the famed Lands' End of India, Cape Comorin has come to this State. It is the southernmost state of the Republic. This reorganization has resulted in a reduction of the area and population of the former Madras Presidency by one-sixth. Madras now ranks in area as the eleventh among the fourteen States of the Union, though on the basis of population it takes fifth place. With the transfer of South Kanara - the Kanada linguistic section, and Malabar districts - the Malayalam linguistic section, to Mysore and Kerela States respectively, the State of Madras has become a compact linguistic unit. Its population at present is 29,974,936, in an area of 50,110 square miles with literacy of 19.3

¹India, A Reference Annual, 1958, the Publications Division, Government of India, p. 40.
percent. Even though every attempt is made, elementary education is, as yet, neither compulsory nor free. The linguistic problem varies from state to state, from place to place and from person to person. The mother-tongue, the regional language, the official language, the classical language and English are the languages which have to be studied for one reason or other. While this is the maximum number, the minimum may be three. For a Tamil boy living in the State of Madras, the linguistic burden may be reduced to the minimum three: Tamil, his mother-tongue, Hindi, the official language of the Union, and English, the cultural language. To these may be added a classical language, Sanskrit or Latin, or French as an optional language. Thus it is evident that the burden of multilingualism will not be equally felt all over India and will vary from place to place and person to person. Those pupils who carry a light linguistic load will naturally find more time for other subjects of study than those who will have to struggle under a heavy linguistic burden.

In the teaching of English the Presidency of Madras has the oldest history. As early as 1772 Christian missionaries started this enterprise, establishing English schools in Madras and its suburban places to facilitate the intercourse of the natives with Europeans. Acting upon this idea of the early Christian mission-

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aries the Court of Directors enthusiastically supported the English schools by their despatch of 1787. 
4In the second decade of the nineteenth century missionaries representing the Society for the propagation of Christian knowledge started to organize in Madras combined English and Tamil elementary schools. These missionary activities endorsed by the Directors of the Company were spread throughout the Presidency, Sattianadhan in his book mentions that the missionary educators tried to take these educational opportunities even to the rural areas. 
5But there was not much success in this effort. The Presidency was divided into four great linguistic groups, Tamil, Telugu, Kanada, and Malayalam. There was a great need for a common medium of intercourse, not only for Europeans and Dravidians, but among the Dravidians themselves who occupied this Presidency. 
6It was but natural then that this great need provided additional support to the cause of English education in Madras. Missionaries in Madras believed that the four vernacular languages were sufficient for the elementary functions of life, but they thought the introduction of the English language would help primarily conversion work and secondarily the communication of "Western light and knowledge." The primary object of conversion work was

4Sharp, pp. 3-4.


6Charles Edward Trevelyan, On the Education of the People of India, London: Longman and Green, 1838, p. 179.
disproved by subsequent history; on the contrary in the Presidency of Madras English stood as the vehicle of modern culture, and as such has proved more enduring than as an instrument of conversion to Christianity.

The Hindus who were by far the majority of the people of Madras evinced a great desire for English on account of various economic and political reasons. The surveys of the indigenous system of education taken in the first part of the nineteenth century reveals the great desire on the part of the Indian students for English. It was the language of the ruler; it was the passport for government jobs; it was lucrative and saved them from hard manual labor of their parents and forefathers; and besides English made them share in the cultural heritage of the ruling power. The curiosity of the Indians was thus roused, and in the Madras Presidency the passion for English knowledge was keenly felt. The greatest obstacle however was the poverty of the people, for education was neither free nor compulsory. In the words of Adam, "the desire to obtain a knowledge of English has been so great that a school in which this was not taught was sure to dwindle away." Sir Thomas Munroe, Governor of Madras, made inquiry regarding indigenous education in that Presidency in 1822. In his minute of 1826, he brought to the attention of the Government the poverty of the people and the indif-

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7Trevelyan, p. 167.

8Adam's Report, p. 25.
ferent attitude of the Government. He therefore proposed that the
Government should establish in each collectorate two principal
schools, one for the Hindus, and the other for the Mahomedans. It
is evident from his recommendations that he wanted the government to
follow a strict orientalist policy in education. Sir Thomas Munroe
was himself an oriental scholar. He is reported to have remarked
that "if civilization is to become an article of trade between the
two countries, I am convinced that England will gain by the import
of cargo." Munroe's proposals were sanctioned by the Court of
Directors in 1828, a year after his death. But the implementation
of his proposals was tried in a very half-hearted manner by his suc-
cessors, and in 1830 the Court of Directors wrote that the Govern-
ment of Madras would do well to concentrate on the spread of English
education rather than on an attempt to spread education among the
masses through the vernaculars. Richey has very succinctly summar-
ized, when he pointed out that education in Madras after the death
of Munroe consisted of minutes of successive Governors... outlining policies which were never adopted fully, of reports from the edu-
cational boards submitting schemes which were never brought into

9Ann. Basu, p. 188.
10Ibid., p. 188.
11Arthur Mayhew, The Education of India, Second edition: London:
Faber and Gwyer, 1928, pp. 18-19.
13Ibid., p. 193.
effect, of orders of the local government constituting new educational authorities each of which was short lived, together with dispatches from the Court of Directors criticizing the policies framed by the Governors, rejecting the schemes submitted by the educational board and dissolving the new educational authorities constituted by the local government.\textsuperscript{14} The forceful arguments of Macaulay gave strength and standing to English language. They were "a model of just and comprehensive reasoning in favor of English."\textsuperscript{15} This naturally helped its status in Madras and its environs too. After Macaulay there was a great interest and enthusiasm for English evinced by those who could afford such an education. As has been indicated in the historical survey, the progress of English education in the Presidency of Madras was smoother and unhindered by linguistic controversies of any kind. The ideas of Macaulay and the Calcutta Anglicists gained the ascendancy in Madras. English education and the infiltration theory of giving English education to a few and water it to others through them became part of the accepted creed in Southern India as in upper and central India.\textsuperscript{16} Lord Hardinge still further enhanced it by his resolution of 1844 stating that "preference shall be given in the selection of candidates for public em-

\begin{itemize}
\item \textsuperscript{15} F. W. Thomas, \textit{The History and Prospects of British Education in India}, London: George Bell and Sons, 1891, p. 35.
\item \textsuperscript{16} Sathiyananthan, p. 16.
\end{itemize}
ployment to those who have been educated in the institutions thus established, i.e. English institutions established by the Government.  

Commenting on the Resolution of Lord Hardinge, H. R. James wrote that "it had given English education its value in terms of livelihood." Finally the Dispatch of 1854, which has been described as the "Magna Charts of Indian education" gave Madras the basic principles for the progress of English. It asserted:

Before proceeding further, we must emphatically declare that the education which we desire to see extended in India is that which has for its object the diffusion of arts, science, philosophy, and literature of Europe; in short, of European knowledge. It insisted that English should be the medium of instruction in higher education, i.e. in colleges and secondary schools. It has hitherto been necessary, owing to the want of translations or adaptations of European works in the vernacular languages of India, and to the very imperfect shape in which European knowledge is to be found in any languages of the East, for those who desire to obtain a liberal education, to begin by the mastery of the English language as a key to the literature of Europe; and a knowledge of English will be always essential to those natives of India who aspire to higher order of education.

17 Richey, p. 90.
20 Hunter Report, p. 25.
21 Parliamentary Papers, 1854, XLVII (393) 2. Full text of this famous Dispatch is given in pp. 1-18.
22 Ibid., p. 2.
Soon after the British started their university education in Madras, Bombay and Calcutta. This was the immediate result of the Dispatch of 1854. These three Universities were established in the model of the University of London, which is an affiliating University. At present there are three types of Universities in India, viz: affiliating university, residential university, and teaching university. The first three universities were merely affiliating and examining bodies. They prescribed courses of study, organized examinations in the affiliated colleges and secondary schools, issued the diplomas and certificates, granted degrees to successful candidates educated in affiliated colleges and secondary schools, thus preserving uniformity in efficiency.

An Analysis

The hold of the Madras University over the secondary schools was exercised through the matriculation examination or Secondary School Leaving Certificate Examination, only a passing of which made the students eligible for the college admission. This contributed to the dominance of English over the curricula of secondary schools. The hold of English over the whole curriculum was also heightened by the final examinations, passing of which became an indispensable qualification for the higher positions in the government. For any decent job or for admission to college English was not only a "sine-qua-non", but the higher the grade or the greater the percentage of marks a student scored, the greater was his or her chances of getting either the post or the admission into the college he or she de-
The declared object of the policy which led to the establishment of the Indian universities was the extension of European knowledge by means of the English language in the higher branches of instruction. The proper teaching of English must for this reason be regarded as the most important matter in the curriculum of the high schools and universities. 23

Domination by Matriculation Examinations

It is often humorously remarked that "the matriculation examination is the greatest botheration for the youthful generation of the Indian nation." Success in the matriculation examination held at the end of the high school course was considered the passport for government jobs, which, as mentioned earlier, was the chief purpose of secondary education. Hence the main aim of the students was to pass this examination somehow or other. The chief purpose of the teachers appeared to be to help as many pupils as possible to get over this hurdle. All the activities of the schools tended to center around this prime requisite so much that the teachers and students alike testified to the University Education Commission:

The endless tale of how examinations have become the aim and end of education, how all instruction is subordinate to them, how they kill all initiative in the teacher and the student, how capricious, invalid, unreliable and inadequate they are. 24

Uniformity

The need for passing the terminal examination in order to get employment in government service led to an uniformity of studies.


24 Siquiera, p. 97.
Almost every one took the same courses to pass the same examination. The *Quinquennial Review* of 1912-17 still complained that "95 per cent of the boys who pass through secondary schools follow the curricula prescribed by the universities for the matriculation examination."^25^  

The Commission of 1882 had recommended that:

> in upper classes of high schools there should be two divisions—
> one leading to the entrance examinations of the universities,
> the other of a more practical character intended to fit youths
> for commercial and non-literary pursuits.  

Consequently, attempts were made in some provinces in the next two decades to introduce vocational courses leading to a school final examination. But as this examination neither qualified a candidate for college entrance nor for a government service, the scheme of vocational courses and the new examination did not prove successful. In contrast to this the matriculation examination still gave both these advantages, hence the continued dominance of the latter.

**Bookish and Superficial**

That this education is bookish is a general complaint. Learning has not been by the "investigation of things," but by reading, even more by listening to what the teacher says. The test of success in this education is the ability to give back in recitation or examination what had originally been assigned for learning. This reduces the individual to intellect and the intellect largely to

memory. Education, as will be shown later, has been devoid of life experiences and interest. The children accepted what was taught without investigating things and experiencing what was taught. Life activities which develop the various qualities of boys and girls were at the minimum. Where these existed, they were incidental and not consciously arrived at.

Lack of Citizenship Training

Education for citizenship and for civic consciousness in the youth who went through schools has been neglected. Efforts to inculcate in them a spirit of social well-being and social service are not much in evidence. These boys and girls were considered to be the privileged few who would "filter" down their "superior" knowledge to their sisters and brothers who were denied such a privilege.

The underlying idea in its whole educational policy was to create a class of educated Indians who may be useful for occupying the subordinate offices of the government of India, and provincial governments.27

A vivid picture of this position is that given by a poet when he said:

I knew of a person, not an architect, who offered to build a house for another equally innocent of architecture. The materials procured were of the best, workmanship was unexceptionable, but after the building was finished it was discovered that no staircase had been provided in the plan. In the educational structure of our country, the provision of a stairway between its lower and upper floors has similarly been left out of its plan from the very beginning. Thus the lower story bore the burden of the upper story overhead but has not been able to

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use it. The occupants of the former have to pay for the latter but cannot avail of it.28

Neglect of Vernacular

The continued dominance of English led to the neglect of the vernaculars. The Educational Dispatch of 1854 had recommended the gradual enrichment of the vernacular languages; also they should be the media of instruction below the high school stage. The policy of the educational department at this time, however, was apparently not favorable to giving such an importance to the modern language of India.29

The situation, consequently, did not improve much. But in the beginning of this century public opinion became critical of the official position. The Government Resolution of 1904 thus explained the relative position of English and vernaculars:

Except in certain larger towns.... English has no place, and should have no place, in the scheme of primary education. It has never been the policy of the government to use the English language for the vernacular dialects of the country. It is time that the commercial value which a knowledge of English commands, and the fact that the final examinations of the high schools are conducted in English, cause the "secondary schools" to be subjected to certain pressure to introduce prematurely both the teaching of English as a language, and its use in the medium of instruction; while for the same reasons the study of the vernaculars in these schools is liable to be thrust into the background.30


29Nurullah and Naik, p. 298.

30Ibid., p. 354.
Neglect of Indian Culture and Its Needs

By far the most potent factor—one which is not generally emphasized—is the neglect of the Indian culture. The most important of all the causes that influenced the educational system was the belief that the western culture and civilization should be impressed on the minds and will of the people of India. The writing of Charles Grant on the condition of the people of India has already been referred to. What was aimed at was classically expressed by no less a person than Macaulay himself:

We must at present do our best to form a class who may be interpreters between us and the millions we govern, a class of persons, Indians in blood and color, but English in taste, in opinions, in morals and in intellect.31

Those responsible for framing the educational system and putting it into effect did not take into account that as long as an existing nation or country, India had a culture of its own—its own languages, customs, religions, natural and physical surroundings, ways of thinking, and the like. Western knowledge was useful and even necessary but the process of learning, acquiring that knowledge, should have been Indian.

Instead of assimilating European art and science into our own system by an immanent organic process of interspersion, she has piled it up on her back externally, fatiguing and impoverishing herself into the bargain. The Indian has acquired new ideas through the medium, not of images and words and associations which he knew before, but of the language and imagery and a way of thinking altogether foreign and unknown.32

The crux of what has been said is so forcefully expressed by Mahatma Gandhi:

I want the culture of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.33

In a significant discussion of the culture of the Far East, Northrop highlighted this by comparing:

For the genius of the East is that it has discovered a type of knowledge and has concentrated its attention continuously, as the West was not, upon a portion of the nature of things which can be known only by being experienced.34

Rightly he added:

Correctly to know and understand the East entails not merely the having of immediate experiences of its concrete cultural forms and practices, but also the viewing of these immediately experienced facts from the oriental rather than the western standpoint. For this, experience alone, essential as it is, is not enough. The basic oriental premises which have made these experiences what they are, and which have defined the standpoint from which the Orient views them, must also be grasped.35

It seems to the author that the same idea was expressed in different words by that ancient sage of China, Confucius, who emphasized, "the achieving of true knowledge depends upon the investigation of things--when things are investigated, then true knowledge is achieved."36


35 Ibid., p. 320.

36 Ibid., p. 323.
The result of not basing the education of India on Indian culture has ended in what has been aptly described by Mrs. Sorojini Naidee:

We are today no more than futile puppets of an artificial and imitative system of education which is unsuited entirely to the special trend of our national genius. It has robbed us of our proper values and perspective and deprived us of all true initiative and originality in seeking authentic modes of self expression.37

Neglecting to grasp this fundamental basis of true education in setting up the system of education in India is root cause of its defects.

Articulation with Other Educational Levels

An Appendage to the University

The establishment of the high school to impart a higher form of instruction, through English, to the upper classes in contrast to the primary school giving an inferior type of instruction through the local "dialect" to the masses, helped to widen the cleavage between primary and secondary education. Further, the secondary schools did not grow out of the primary schools but were established as an appendage to, tied to the tail of, the university. The functional relationship of the studies in secondary schools were more toward the colleges than to the primary schools. Thus secondary education instead of being planned for preparing for life the vast majority of students who did not go to college, became a preparation for the university.

This resulted in a twofold disadvantage. The universities were filled with students unfit to benefit by higher studies and the schools failed in their proper function in the educational system.

**Poor Articulation with Elementary Schools**

It has just been mentioned that secondary education did not grow out of elementary education but developed as an appendage to university education. Moreover, the greater governmental support and the enhanced utility of English taught in these schools were being treated apart from the secondary schools. Because of the importance of secondary schools in leading to jobs, they flourished at the expense of elementary education. A survey made by the Indian education commission revealed the progress of secondary education in the period between 1856-1882. Therefore, it recommended that the government should, in the future, make strenuous efforts to spread primary education and leave the expansion of secondary education mainly to private enterprise. But as events turned out, secondary education again spread very rapidly between 1882 and 1902 and the cause of primary education continued to be neglected as before.\(^{38}\)

**Inadequate Development of Secondary Schools in Rural Areas**

Little attention was paid to a proper distribution of secondary schools among the urban and rural areas. In spite of efforts made by the Indian Education Commission of 1882 to extend secondary edu-

\(^{38}\)Nurullah and Naik, p. 318.
cation to villages, little progress was made. The Report made by the Central Advisory Board of Education on Post-War Educational Development in India, published in 1946, gives this evidence:

The distribution of high schools between rural and urban areas is a question which needs careful consideration. The figures for 1940-46 show that out of a total of 3,861 high schools in British India, 2,310 are located in urban areas, by which is meant towns with a population of over 5,000 persons, although the total population of these areas only amounts to one-tenth of the whole.39

Recent Reforms--The Scheme of 1948--and Prospects

Basic Philosophy and Purpose

Thus on the eve of independence a great deal of dissatisfaction was in evidence regarding the existing system of education. That the purpose of true education resulting in the full development of the student was seldom achieved was the common complaint. The demand for an all-inclusive program on progressive lines received widespread recognition and has, so far as secondary education in the state of Madras is concerned, resulted in the Reorganization Scheme of 1948.

By ways of characterizing the new scheme, the Department of Education, Madras, makes the following statement in regard to objectives:

.....mere giving of knowledge is not sufficient and mere development of the intellect at the expense of character and social sense may lead to undesirable consequences. And so education to be true and of lasting value should, in addition to giving knowledge and sharpening the intellect, also develop character

and social sense. Our boys and girls must be made to feel that higher life consists not in their personal satisfaction and aggrandisement, but in serving the community and the State. Education in free India should possess the characteristics of education of a free people in which men and women are trained to think freely, live and act with discipline and have ideals of service and devotion towards their country. The present reorganization of education has been effected with these ideals in view.40

In an explanatory statement of the scheme of Reorganization of Secondary Education, 1948, the aims are stated thus:

The chief aim of the reorganization of secondary education was not only the general one of making the course more useful and practical but also one of preparing students for life by integrating character training through activities with the imparting of knowledge in schools. Its objective was, therefore, not merely one of passing a qualifying examination to test the knowledge of the students but of imparting qualities of honesty, self-reliance and self-respect, to give them a desire for social service and in general, to fulfill all the requirements of good citizenship.

The second aim of the reorganization was to provide suitable courses for students whose talents and aptitudes required other than academic studies for their full development. At the end of the III Form course provision is therefore, made in the new scheme for diversified courses. Of these one course provides the establishment of trade schools, and the others for such diversified courses as (a) pre-technical, (b) secretarial, and (c) domestic and aesthetic high school courses, in addition to the existing academic courses.41

In a helpful booklet, General Introduction to the New Syllabuses, issued in 1949 by the Department of Public Instruction, Madras, this further clarification of purposes is made:

The new curriculums and syllabuses seek to do two things: (1)

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41 Ibid., p. 2.
to illuminate this environment in all its aspects to the child, and (2) to train him to act responsibly to it.

The aims of the syllabuses will be that the child should learn:

- to think effectively and to communicate his thoughts clearly;
- to understand and appreciate his cultural heritage;
- to experience the joy of creative activity and expression;
- to deal competently with quantitative aspects of experience;
- to respect and husband natural resources and realize his dependence on them;
- to appreciate the contributions to modern life of science, technology and invention;
- to understand the social order of which he is a part so that he may be able to criticize constructively and share in social reform and advance;
- to participate in a democratic way of life, accepting responsibility and learning cooperation;
- to look beyond the bounds of his own country and realize something of the interdependence of nations and the necessity for some means of communication between them;
- to share in and appreciate the worth of manual labor on which we depend for the satisfaction of our basic needs;
- to understand the elementary principles of physical and mental health;
- to know something of the principles of good life.\(^42\)

Moreover it says:

These aims enumerated above cannot be achieved by class-room instruction alone. The pupils need opportunities for translating them into action. School organization as well as syllabuses must be adapted to these aims. Curriculum and organization are intimately related.\(^43\)

Underlying the pursuit of all this activity is the belief that the child learns as much, if not more, from his own activities than from the words which drop from the lips of his teacher, or which he reads in his textbooks. The teacher's part is to guide and stimulate the child in his learning, to direct him to suitable materials, activities, and to illuminate his experiences from his own wider knowledge and experience. The syllabus lays down the direction in which the child should be guided. Where the emphasis is on the pupil activity and learning

\(^42\) General Introduction to the New Syllabuses, pp. 3-4, Department of Public Instruction, Madras: Government Press, 1949.

\(^43\) Ibid., p. 4.
in learning, rather than teaching, the teacher has more opportunities of catering for individual differences. He will direct the child toward tasks suited to his capacity, not expecting the slow to produce as much, either in quantity or quality as the bright. The intelligent will have their capacities exercised to the full, but the less able will also feel that they have a part to play in the common task. It should be the aim of every teacher so to arrange class-room activities that no child need feel a failure.44

Madras English Syllabus

The secondary school in the State of Madras as well as in other parts of India is organized over a period of six years, beginning with standard VI to VIII, or Forms I to III as it was known formerly, and ending with Standard IX to XI, or Forms IV to VI. The former section is known as the middle or lower secondary school, and the latter the high school or upper secondary school.

Till independence was attained, English was the first language, and the regional language was the second language. Till the scheme of 1929 the medium of instruction was English. In 1929 they began to discuss the changing of the medium of instruction and the rule (Rule 21 of Madras Educational Regulations) was amended on November 18, 1938, and the amendment read as follows: "the medium of instruction shall be either the mother tongue of the pupils or the principal language of the district, as the case may be."45 As soon as this amendment was introduced, the district educational officers were informed that all schools should use the mother tongue as the

44 Ibid., p. 5.
medium of instruction in Forms I-III. It did not stop with the middle school. Soon Rule Sixty of the Madras Educational Regulations was amended, and the rule was passed that instruction in all classes of secondary schools should ordinarily be given through the regional language. Numerous applications were immediately received for exemption from introducing the mother tongue as the medium of instruction in subjects like algebra, geometry, physics, chemistry, botany and other science subjects. The grounds generally urged for exemption are lack of appropriate technical terms and want of suitable text books in the local languages. The directors of public instruction considered that it should be possible to teach these subjects through the mother tongue of the pupils, retaining the true use of the established scientific vocabulary. The position of various languages was modified as follows:

The Provincial Advisory Board agreed by a majority:

1. that English should be taught compulsorily from Forms II to VI instead of from Forms I to VI as recommended by the Board of Secondary Education,

2. that provision should be made for the teaching of Hindustani in Forms I to III, and

3. that the pupils may choose between Hindustani or a foreign or classical language in Forms IV to VI in addition to the

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The Madras Government after reviewing the recommendations of the Provincial Advisory Board decided as follows:

1. The regional language should be the first language,
2. Hindi should be the second language,
3. English should be the third language and six periods of forty-five minutes each have to be allotted for the teaching of English in high schools.

As a result the standard of English teaching went very low. Suitable text books were not yet ready in the regional languages. Schools were permitted to use the old text books in conjunction with the new syllabus. The teachers were asked to supplement and correlate the language with the activities of the school. The vocabulary of the textbook may be supplemented by the vocabulary relating to the craft provided in the school and general activities of the locality. The vocabulary may include the names of the tools and materials used, and the names of processes employed in the craft. The activities of the school like the school assembly, the designation of the office bearers, the names of the articles of equipment, and of the place of the assembly, and the commands used for ordinary movements should be introduced. This introduction should be attended with the teaching of the correct pronunciation and spelling of the terms introduced.

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In 1948 at the recommendation of the Board of Secondary Education and that of Madras and Andhra universities, and as a new language, Hindustani was to be taught from Form I, the Government ordered that English should be taught from Forms II to VI, but within a year it saw its own mistake, reconsidered the question and decided that English should be taught from Form I to VI in secondary schools, so as to enable pupils to acquire sufficient knowledge of the language in the secondary school stage. It ordered that in Form I six periods must be allotted for English, and the syllabus in English for Form II might be followed in Form I in 1949-50. This change and counter-change was necessitated by a steady and sure deterioration in the standard of English, as seen from the proceedings of the Director of Public Instruction, Madras. To quote his very words:

The Director regrets to observe that there has been a steady deterioration in the standard of English in case of pupils appearing for the Secondary School Leaving Certificate Examinations. The following remedies are suggested for the immediate consideration and adoption by the management of all the secondary schools in the province:

(a) The teaching of English should be done only by teachers specially qualified or trained to teach English. English in the lower Forms also should be entrusted only to Graduates of the staff.

(b) More careful preparations of lessons should be insisted upon and more oral and written work should be done in English paying individual attention to pupils.

51 Government Order 1394 Education dated 29/5/1948.
52 Proceedings of the Director of Public Instruction, Madras R.C. No. 1166 EI/49.
(c) Schools should be equipped with adequate Libraries containing sufficient suitable English books for pupils' use and there should be a systematic organization of Library classes under proper supervision.

(d) Promotions should be stricter with the prescribed minimum in English.53

**Teachers of English**

Graduates generally were considered qualified to teach English in high school forms besides the subject in which they were competent to teach by the virtue of their having taken these subjects in their Bachelor of Arts Degree courses. A fair amount of English is learned by all Bachelors of Arts and they may therefore be considered qualified to teach English provided they have been trained in the methods of teaching English. But wherever there was scarcity of teachers, graduates were permitted to teach even though they had not been trained in the methods of teaching English. Graduates with science degrees were not allowed to handle English classes in Forms IV to VI. The simple reason was that they did not have sufficient courses in English Language Arts, and they were not trained in the methods of teaching English. So the minimum requirement for a teacher of English in the Secondary schools is that he should have both a Bachelor of Arts Degree in English Language Arts and a Bachelor of Teaching methods in English.

With the scarcity of proper English teachers, and with the opening of numerous secondary schools, and with the slow but steady

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53Proceedings of the Director of Public Instruction, Madras R.C. No. 2350 E. 43 dated 27/8/44.
deterioration of the standard of English, the government had to act
fast, and decide about the position of English. So in 1950 the Di­
rector of Public Instruction made it clear by the proceedings that
the government has decided that the first language should be the
mother tongue of the pupil, the second language should be English,
which should be offered as a compulsory subject, and the third lan­
guage, Hindustani, to be considered as optional. 54 This scheme was
introduced in 1950-51. Before it was in full swing, another scheme
was contemplated. In pursuance of the recommendations of the legis­
lature on education, and the reorganization of the school course
committees, new syllabuses were drafted for the various subjects of
the curriculum and they came into effect during 1958-59. The educa­
tional ladder starts with the elementary school from Standard I to
IV. The lower secondary consists of Standards V to VII, and English
is introduced at the fifth Standard, a year earlier than the pre­
vious syllabus. The upper secondary comprises standards VIII to
XI. 55 The aim of the syllabus is to enable the student to compre­
hend and to use simple idiomatic English in both speech and writing.
The study of the principles of grammar and composition should,
therefore, be definitely practical; and should be designed to enable
the pupil to recognize and use current forms, and it should be con­

54 Proceedings of the Director of Public Instruction, Madras:
R.C. No. 2323 EI/49, dated 31/7/50.

55 Draft Revised Syllabus, Office of the Director of Public In­
stantly applied to the study of the reading texts. There will be two kinds of readers, general readers for language study, and supplementary readers for extensive reading.56

The teacher of English should make use of much general knowledge and the linguistic experience already gained by the pupil in the earlier Standards by the new realistic education. The teacher has to see to it that the pupils put in greater and more persistent effort than ever before to develop fresh speech habits involved in the learning of English. He has to teach them right pronunciation, proper articulation, correct spelling, thorough mastery of structure, and complete comprehension. In general, the necessity of improving methods of teaching English and of employing thoroughly qualified teachers from the earliest stage should receive the most earnest attention of every secondary school.

It should be emphasized that in the learning of a foreign language mastery of structure is more important than the acquisition of vocabulary. The limitations inherent in the study of English due to lack of natural incentive, restricted number of periods for teaching, and grammatical difficulties can be overcome only by intensive drilling in structure patterns.

The General Reader

The primary purpose of the general reader used for detailed study should be to provide material arranged and planned for lan-

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guage study. It ought to be specially written, to give scope for teaching of structures and grammatical forms. It must not be merely a collection of extracts from standard authors. Some of the exercises should provide revision of structures previously learned, while other exercises should provide room for the introduction of new principles. Every lesson has exercises prepared and planned for language study. These lessons are written in such a way that two or three principles of grammar and composition are adequately illustrated in each lesson. Exercises after each lesson provide pupils with ample revision, adequate practice in the principles illustrated in the lesson and in the use of common idioms and sentence patterns used in the lesson. Usually there are composition exercises suggested which arise out of the lesson. Although greater emphasis is put on the language study, it must be carefully noted that the subject-matter must be made very interesting and suitable to the age level of the pupils. The suggested material by the Proceedings of the Director of Public Instruction are "stories and incidents with an Indian background, simplified extracts from standard authors, accounts of travel and discovery, descriptive writing, dialogue, different kinds of letters, instructions for games, directions to places, simple expositions of scientific themes." The syllabus does not see the need of a separate grammar book, because according to the syllabus all the essential principles of grammar are expected

to be covered by the general reader. The general reader is the detailed text-book. The text-book committee approves a certain number of general readers put out by private agencies, out of which the school authorities are to select their own. The Secondary School Leaving Certificate text-book is usually prepared by the government, based on a 2,000-2,500 word vocabulary in English, and is written on lines mentioned previously by the Director. Prose as well as poetry should be simple and there should not be too many words outside the vocabulary.

As regards the teaching methods, no specific mention is made about the teaching of prose, but in the teaching of poetry the following methods are suggested by the Proceedings of the Director, as useful:

(a) Introductory explanation of the situation, relating it, where possible, to the experience of the pupil.
(b) Sympathetic reading by the teacher.
(c) Helping pupils to enjoy word-pictures.
(d) Helping pupils to enjoy sound effects.
(e) Helping pupils to notice and appreciate rhymes.
(f) Verse-speaking by pupils to bring out the beauty of words and rhythm.
(g) Giving headings to different verses so as to bring out the central idea in each.
(h) Asking pupils to find lines which describe certain topics.
(i) Memorization. Committing to memory is considered very useful to master the vocabulary and the different structures.

**Extensive Reading**

The main function of the extensive reading provides practice in

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58 Ibid., p. 226.

59 Ibid.
rapid reading and in general comprehension. The books for extensive reading ought to be written and selected with two ends in view:

1. It has to provide the children with interesting reading material such as will stimulate in them a desire to read English; such will stories with an Indian background; books of information, travel, discovery, biographies. These stories should not be overloaded with facts. Biographies should not merely be a catalogue of achievements; on the other hand they should relate to incidents in the lives of men, who have left their "footprints in the sands of time."

2. It has to serve as an introduction to English literature; simplified versions of the classics, incidents from great stories, stories of great poems, tales from Shakespeare, stories from Greek mythology may be used for this introduction to a better knowledge of English literature.60

The Director of Public Instruction recommends that books for extensive reading should be written mostly within the 2,000--2,500 word vocabulary, additional words being noted and explained. From Standard VIII to X at least two books covering between 200 and 250 pages should be prescribed. Authors may use in these supplementary readers structures not given among the graded structures but care should be taken to see that these are neither too difficult nor too numerous.

**Library Reading**

Secondary schools should be equipped with books for every grade and pupils should be expected and encouraged to read books in addition to their general and supplementary readers. The vocabulary of these books may be more than 2,000 words. Pupils of ability ought

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to be especially encouraged to read widely.

**Composition**

Many exercises will naturally arise out of the material of the lessons in the general reader. In addition to these exercises, some of the following exercises are suggested: simple narrations and descriptions of things and events with the pupil's experience, reproduction of stories either from prose or poetry, filling out a story outline, friendly letters and notes of invitation, descriptions of pictures. They should attempt simple precise writing. They should also know how to write letters of application, business letters and polite letters of complaint.

**Audio-visual Aids**

In teaching right pronunciation and correct articulation, the use of linguaphone records and the broadcasts of All India Radio and British Broadcasting Corporation are recommended. The Director has stressed the importance of the preparation of visual aids by teachers and the pupils, as there cannot be proper impression without expression.61

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CHAPTER IV

SUGGESTIONS AND RECOMMENDATIONS FOR A COURSE
IN ENGLISH IN MADRAS' SECONDARY SCHOOLS

Review of English Courses in Selected American Secondary Schools

As a further basis for securing criteria upon which suggestions and recommendations in the teaching of English could be made for Madras secondary schools, a review of English courses in selected American secondary schools is in order. In the search for a good course of study in English language for Madras secondary schools, the author surveyed and reviewed programs in ten selected secondary schools in the United States of America. This review lists some of the more recent materials that have been prepared for specific school situations. Some offer definite suggestions, while others are quite general. Some represent fusion programs, others are more conventional. Among them there should be some suggestions that will be helpful to all teachers of English and administrators of English programs. No claim is made for comprehensiveness. The following are the criteria which guided the selection of this review of the English courses:

1. For the most part, only materials prepared by teachers and administrators and issued by school systems have been included.
2. Evidence of conscientious workmanship and effort was considered more important than adherence to a specific philosophy or type; an effort was made to include a cross section of good materials of all types and points of view.

3. Most of the courses included have been prepared since 1950.

4. All of these courses have been recommended by curriculum specialists.

5. The selection is limited somewhat by the availability inasmuch as some schools systems are not willing to release their materials outside their own school systems.

Courses of Study


This course emphasizes research on functional grammar and simple basic grammar in improving expression. It shows that grammar should be taught when it is needed by the pupil and not artificially introduced. There are good principles laid out for objectives, contents consistent with these objectives and many useful materials for planning and carrying out a good curriculum.


This guide makes many suggestions and recommendations which may be found very useful for an English teacher who is a beginner. This leads him to the syllabus in English for secondary schools used in the State of New York published by the Albany State Education Department, and printed by the University of New York press. This syllabus discusses a flexible sequence of language arts for the different grades of the school system prevailing in the state. Its contents are consistent with the assumption that language not only
functions in the home and community as well as in the school, but it is a powerful tool in the hands of democracy.


Supplement to the above for grades 7-8, Chicago Public Schools, 1958, 107 pages.


The Chicago course is one of the best courses and it is the constant evaluation which seems to have made it very good. "It aims to provide a flexible plan of instruction adapted to the total range of student abilities in reading, writing, speaking, and listening."¹ The second supplement includes course outlines for the able, the academically less able, the academically able, and the very gifted pupils. After the teachers have the opportunity to use this material experimentally, they hope to incorporate their suggestions and recommendations in a future revision. As Arno Jewett has pointed out, it is "a guide which offers a broad sequential outline of essential skills as well as life experiences".² It is also divided into sections conforming to stages of pupil growth.³ Through the pooling of ideas and practices which have proved successful in the classroom throughout the city, they aim to satisfy the ever-increasing demands

¹Teaching Guide for the Language Arts, Chicago Public Schools, 1956, pp. 16, 24, 40, 52, 82.


³Ibid., pp. 43-44.
of society for the development of competencies in language arts skills.


The Cincinnati Public School system is concerned both with personal works and the dignity of the individual and in strengthening and improving the American way of life. It aims to achieve the fullest development among all youth and adults of the knowledge, skills, habits, understandings, attitudes and character traits essential for rich personal living, for sound choice of, and effective participation in a vocation for satisfying human relationship, and for responsible contributing citizenship. Many suggestions are made to make English teaching more meaningful. New approaches and more mature enrichment at each level of the teaching are maintained. A guide to the use of the curriculum bulletin and provision for individual differences are the specialities of the Cincinnati English Curriculum Bulletin.


A steering committee formed of teacher representatives from kindergarten through the 12th grade coordinated the efforts of the curriculum committee for each level of instruction, as well as the efforts of special committees on spelling and use of the library. After making an investigation of modern theory, research and promising practices in the field of English throughout the country, the committee developed a tentative statement of philosophy, got the re-
action of the English teachers, and after several revisions, have arrived at a fine statement of philosophy for the teaching of English. The committee screened hundreds of suggestions for units which had been submitted by teachers in the field throughout the city and country, grouping and consolidating whenever possible. After the committees had decided upon the titles and the general contents of units for each particular grade level, a single unit was chosen for each grade to be fully developed as an illustrative example, so that teachers might create other units in a similar manner. Writers were then chosen to prepare the units and teachers with specialized training were selected to write the chapters on spelling, handwriting, appraisal, and library services. The Denver curriculum is the outcome of much laborious work and critics have pointed out that it is one which is very useful for consultation and further study.

The Denver program presents sample units and lessons for various grade levels and bibliographies for each section provides lists for children and for teachers. It includes a list of films, filmstrips, recordings, and reading charts which indicate direction of growth in processes and skills of language in reading, writing, speaking and listening.

5 Jewett, p. 13.
The Detroit Handbook is regarded as a guide rather than a course of study. As a guide it should be of most help to beginning teachers, for it has a wealth of material that would be of help to all teachers. Throughout this manual even a casual reader can find countless suggestions that reflect the point of view and philosophy of the Language Education Department and of the Curriculum Committee of the National Council of Teachers of English. At the same time certain principles which are emphasized in this guide must be brought to the readers' attention. They are the following:

1. Pupils benefit most when their study of English and literature occurs in a meaningful situation. They should be motivated by incentives, materials, and activities that meet their interests, needs and abilities.

2. Pupils learn the skills of communication through frequent practice in life-like situations. If teachers accept this point of view, they will keep to a minimum lessons involving the mere filling out of blanks, the analyzing of sentences, and learning of rules about speaking and writing. In place of these activities they will substitute meaningful creative activities.

3. Pupils learn most effectively when the language arts are presented in a well-integrated program. This implies that reading, writing, speaking, and listening can be often organized around units or centers of interest and developed over an extended period of time.6

Besides this, the course of study indicates the work to be covered by average and above-the-average pupils. A few suggestions are

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made on how to adjust this material to the slow learners. A Section on the teaching of remedial reading is a special feature of this guide.7


Indianapolis Public Schools--Outline Course of Study in English--Grades 7, 8, and 9, Indianapolis Board of Commissioners, 1934, p. 192.

A statement of characteristics, needs, and interests of pupils is listed first. The physical, psychological, and social characteristics of youth are identified. In the same way their physical needs, mental, emotional and social needs are pointed out. Interests of high school seniors are grouped under physical, psychological, and social.8 A scope and sequence chart is found in the appendix. This chart indicates the sequence of abilities and skills to be acquired from kindergarten through grade 12. Skills to be introduced, emphasized, and maintained at various grade levels are listed under the headings: "Reading", "Writing", "Speaking", and "Listening".9 This guide suggests many useful unit titles related to development needs. For example, for grade 9, it suggests the following unit titles: "Orientation", "Recognizing Duties of Citizenship", "Family Relationships", "Personal Problems", "Foundations for the

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9 Jewett, p. 48.
The specific outcomes desired in oral communication at the senior high school level are beautifully summarized in this course under personal, social and civic, and vocational values. Panel discussions, symposiums, choral speaking, dramatizing, taking part in an interview, practicing social amenities, and introducing speakers are suggested as useful activities for oral communication.

Los Angeles Board of Education: Outline Course of Study in English, Publication No. 416, Office of Superintendent, 1945, page 32.


Instructional Program, Grade Charts, Los Angeles Public Schools, Publication No. 375, 1957, page 73.

English–Social Studies, Los Angeles, 1951.

The Los Angeles Course is designed to serve as a common framework for teaching English. Through the indication of the goals, units of study, activities and their supporting skills, and the text-books and materials available, provision is made for a variety of rich learning experiences which will lead to language improvement. Opportunity is afforded to modify or expand instruction to meet special local needs. Directive teaching of all the language skills of speaking, listening, reading and writing is integrated in each unit. Spelling, punctuation, grammar, correct usage, outlin—

10 Ibid., pp. 60, 73.
ing, using references and the library, discussion techniques, and all reading techniques are learned functionally—that is, for the purpose of making communication effective. Drills, where needed, are used to make the lesson unit more meaningful when the skills taught are used at once to communicate ideas. They use the unit method, for the Curriculum Committee thinks that the unit method of teaching has proved most successful in developing individual abilities in their wide variety. Units of instruction are organized around a social situation, or center of interest important to students of a certain age group. For example, a tentative course for the seventh grade (junior-high school) pupils is attempted for integrating language arts and social studies, as part of the required educational program in basic language skills and citizenship. A special feature of this program is the inclusion of appropriate guidance procedures, for it is thought that over-all planning of the curriculum requires that the English course include educational, vocational, and personal guidance. Evaluation is made a continuous process with criteria in terms of the goals set, teacher and students are able to plan what steps to take next and find out an incentive to progress. Curriculum consultants are sent to assist the individual schools which ask for such assistance in expanding and organizing the course.


12English-Social Studies, Los Angeles, Cal., Bulletin B7, 1951.
The work outlined in this course is based upon the best that experimentation and expert opinion have produced. Just like the other guides it is a tentative guide which is to be used thoughtfully and on an experimental basis. It adapts the subject matter and methods to the needs and abilities of all the students, and it is planned to raise the comprehension and expression of the pupils. It allows the study of the English language arts and literature in close correlation and integration with all other school and life experiences. There are directions found in the course which might be of help to encourage and develop the gifted students so that they aim to become the potential leaders who can think for and express themselves.

San Antonio Board of Education: Course of Study in English in Elementary and High School, 1950.

This course of study is designed to guide teachers in planning activities and directing drill exercises through which their pupils can acquire ever-increasing efficiency in thinking, speaking and writing. It provides for the development in each child of the appreciation of important moral and spiritual values to such an extent that build worthy ideals, good study habits and right attitudes. It contains modifications over a previously used course to ensure encouragement of greater attention to the teaching of language structure and mechanics. It has also a brief outline of suggestions for the teaching of English which the teachers can easily adapt to the
specific needs and interests of their particular classes.

In each of these programs there are similarities and differences as to the objectives, the organization of the syllabi, the plan for individual differences, the specific programs for teacher-student planning, and evaluation. Hence there is necessity for evaluation.

**Evaluation of Objectives in Area of English Language Arts**

The above mentioned ten large city schools have set out definite goals or objectives in the area of communication. It is most important to determine the types and sources of these objectives for they are the basis of the whole educational program. They provide the direction toward which the learner should strive. These goals also determine the selection of materials of instruction, the outlining of the course, the teaching techniques and the examinations given. The objectives of the course of study represent the particular reason for which these English courses exist. Objectives represent value premises which the school systems attempt to realize either in knowledge, skills, attitudes, or appreciation.\(^\text{13}\) Table II represents these objectives and their frequencies as found in each of the ten courses under study. Fifteen goals in the area of language arts are chosen. The items which appear most frequently are the enriching of vocabulary and the training in writing clear compositions. Each of the ten cities in this study considers these

\(^{13}\text{Ralph W. Tyler, Basic Principles of Curriculum and Instruction, Chicago: University of Chicago Press, 1950, pp. 3, 33.}\)
objectives. The less frequent objectives are the development of speed and comprehension in reading and the development of audience sense. Boston, Detroit, Los Angeles, and Philadelphia fail to specify the development of speed and comprehension in reading. Since listening is an important aspect of language arts, available evidence from Table II seems to indicate that this objective should be given more emphasis by some American city systems. Seven of the ten cities give definite attention to reading effectively for information. Training for critical thinking, which is an important aspect of everyday living, is considered by eight cities only. Findings from this Table reveal that the following objectives are considered more important by more than half of the selected school systems:

1. Development of skill in observing and communicating thought
2. Development of power to speak
3. Development of skills and habits for correct spelling
4. Effective use of the dictionary
5. Training in note taking
6. Development of speech habits
7. Development of skill in use of reference aids
8. Training in writing of summaries
9. Learning how to select books

Again this finding reveals that schools should give more attention to other aspects of language arts than the enriching of vocab-

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14 Denver Board of Education, Words with Wings, Denver: Board of Education, 1950, p. 34.
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<tr>
<td>To enrich Vocabulary</td>
<td>X X X</td>
<td>X</td>
<td>X</td>
<td>X X X X X X</td>
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<tr>
<td>To train in Clearness of</td>
<td>X X X</td>
<td>X</td>
<td>X</td>
<td>X X X X X X</td>
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<td>Composition</td>
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<tr>
<td>To train in Note Taking</td>
<td>X X X</td>
<td>X</td>
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<td>X X X X X X</td>
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<tr>
<td>To train in writing Summaries</td>
<td>X X X</td>
<td>X</td>
<td></td>
<td>X X X X X X</td>
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<td></td>
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<tr>
<td>To learn how to select Books</td>
<td>X X X</td>
<td>X</td>
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<td>X X X X X X</td>
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<tr>
<td>To develop Speed and Comprehension in Reading</td>
<td>X X X</td>
<td>X</td>
<td></td>
<td>X X X X X X</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>To read effectively for information</td>
<td>X X X</td>
<td>X</td>
<td></td>
<td>X X X X X X</td>
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<td></td>
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<tr>
<td>To develop Speech Habits</td>
<td>X X X</td>
<td>X</td>
<td></td>
<td>X X X X X X</td>
<td></td>
<td></td>
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<tr>
<td>To develop Audience Sense</td>
<td>X X X</td>
<td>X</td>
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<td>X X X X X X</td>
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</tr>
<tr>
<td>To develop Skills and Habits for Correct Spelling</td>
<td>X X X X X X</td>
<td>X X X X X X</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>To train for Critical Thinking</td>
<td>X X X</td>
<td>X</td>
<td></td>
<td>X X X X X X</td>
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<td></td>
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</tbody>
</table>
ulary and the writing of clear compositions.

Next to the objectives is placed the category of items expressed in terms of technical grammar. Twelve items appear in this category. The most frequently occurring items include the following:

1. Recognition of the sentence and its parts
2. Knowledge of the parts of speech
3. Correct capitalization and punctuation
4. Presentation of criteria for deciding correct or incorrect grammatical expression
5. Creation of habitual avoidance of common errors

Almost all the courses strive toward the appreciation of the structure of the English language and the provision of mechanical skills for effective oral expression. Seven cities emphasize also the following goals:

1. The ability to write clear, correct sentences
2. The varying of sentence structure to avoid monotony in composition, an item which is considered by six schools as training in the proper expression of thought to keep pace with increasing maturity.

From the findings in Table III, it is seen that ten school systems give much importance to objectives which deal with grammatical construction. They are concerned with the technical mechanics of capitalization, punctuation, and sentence structure. Not enough consideration is given to proper expression of thought in relation to the increasing maturity of the individual, who requires skill in expression to face his more challenging problems.

Another factor often discussed is the appreciation of litera-
<table>
<thead>
<tr>
<th>Purposes</th>
<th>Boston</th>
<th>Buffalo</th>
<th>Chicago</th>
<th>Cincinnati</th>
<th>Denver</th>
<th>Detroit</th>
<th>Indianapolis</th>
<th>Los Angeles</th>
<th>Philadelphia</th>
<th>San Antonio</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognize sentences and their Parts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>To know Parts of Speech</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ability to write Clear Correct Sentences</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To correct Capitalization and Punctuation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Varied Sentence Structure to avoid Monotony</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>To present Criteria for deciding correct or incorrect Grammatical Expression</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>To make possible future Mastery of the English Language</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>To create Habitual Avoidance of Common Errors</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>To develop Appreciation of the Structure of our Language</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>To develop Skill in use of Sentence and Paragraph as Units of Thought</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>To provide Mechanical Skills for Effective Oral Expression</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>To develop proper Expression of Thought to keep pace with increasing Maturity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>

TABLE III
FREQUENCY OF OBJECTIVES IN TERMS OF TECHNICAL GRAMMAR FOUND IN ENGLISH COURSES IN TEN CITY SCHOOLS IN U.S.A.
Table IV reveals the frequency of items appearing in this category. This table consists of seventeen items. The most prevalent objective of this category is the provision for wholesome enjoyment of leisure. More than half of the city systems stress training in drawing conclusions, in arousing and directing emotional reaction, in finding pleasure in writing accounts of one's experiences, in orienting the pupil to the world around him, in explaining the present through an appreciation of the contributions of the past and in inculcating an attitude of democracy. Four of the ten school systems include the following objectives:

1. To quicken observation and imagination

2. To encourage reading within the pupil's range

3. To develop greater power of comprehension

4. To use profitably the story resources of one-act plays, radio programs, and newspapers

Three of the ten school systems list the following worthwhile purposes:

(a) To afford pupils more worthwhile topics of conversation

(b) To increase vocabulary, to improve speaking, writing and thinking

(c) To understand form and function of the short story

(d) To develop high ideals, worthy purposes, and true standards of conduct

In general American school systems do provide considerable emphasis on enjoyment in reading. The emphasis on leisure-time reading is a wholesome aspect since motivation to read for leisure-time may be accelerated. Again goals like good citizenship, high ideals,
TABLE IV

FREQUENCY OF OBJECTIVES RELATIVE TO APPRECIATION OF LITERATURE FOUND IN ENGLISH COURSES OF STUDY IN TEN CITY SCHOOLS IN U.S.A.

<table>
<thead>
<tr>
<th>Purposes</th>
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<th>Cincinnati</th>
<th>Denver</th>
<th>Detroit</th>
<th>Indianapolis</th>
<th>Los Angeles</th>
<th>Philadelphia</th>
<th>San Antonio</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>To encourage wide Reading Experience</td>
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<td>7</td>
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<tr>
<td>To arouse and direct emotional Reaction</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>5</td>
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<tr>
<td>To quicken Observation and Imagination</td>
<td></td>
<td>X</td>
<td>X</td>
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<td>4</td>
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<tr>
<td>To encourage Reading within Pupil's Range</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>4</td>
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<tr>
<td>To develop greater Power of Comprehension</td>
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<td>4</td>
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<tr>
<td>To train in drawing conclusions and making judgments</td>
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<td>8</td>
</tr>
<tr>
<td>To afford Pupils more worthwhile Topics of Conversation</td>
<td>X</td>
<td></td>
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<tr>
<td>To increase Vocabulary to improve Speaking, Writing, and Thinking</td>
<td>X</td>
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<tr>
<td>To understand Form and Function of the Short Story</td>
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<td>3</td>
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<tr>
<td>To find Pleasure in writing Accounts of Experiences</td>
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<td>5</td>
</tr>
<tr>
<td>To enjoy Stories in Verse through understanding the Meaning, Structure and Purpose</td>
<td>X</td>
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<td>2</td>
</tr>
<tr>
<td>To orient the Child with the World around Him</td>
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TABLE IV—Continued

<table>
<thead>
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<th>Purposes</th>
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<th>Los Angeles</th>
<th>Philadelphia</th>
<th>San Antonio</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explain the Present through an Appreciation of the Contributions of the Past</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>To use profitably the Story Resources of one-act Plays, Radio Programs and Newspapers</td>
<td>X X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>To provide wholesome Enjoyment for Leisure</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>To inculcate Attitude of Democracy</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>To develop high Ideals, worthy Purposes, and true Standards of Conduct</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
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<td>3</td>
</tr>
</tbody>
</table>
worthy purposes, true standards of conduct, noble attitudes of democracy, a broader outlook on life, and appreciation of other cultures are advocated.

Makers of courses of study recognize certain problems which bring conflicts and blocks to learning. They plan certain objectives in terms of personal adjustment. Douglass explains personal adjustment in the following statement:

> We believe that the growing individual needs to have experiences which enable him to solve the problems which arise as he grows in ability to handle his own adjustment.\(^\text{15}\)

Table V itemizes the objectives in terms of personal adjustment. The most frequently appearing items are the following:

1. To develop appreciation for American ideals
2. To develop understanding of international relationships
3. To develop habit of reflective thinking in specific situations

A thoughtful consideration of principles underlying success and popularity is given by four school systems. Orienting the pupil to the school is noticed in the courses of Chicago, Indianapolis and Philadelphia. Attaining balanced living through work and play activities, developing capacity for successful human relations, and developing desirable habits towards the making of a life as well as making a living are included as objectives by Chicago and Indianapolis. Only Buffalo and Chicago specify an approach to self-realization, steady growth, and creative action. Items in Table V reveal

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TABLE V

FREQUENCY OF OBJECTIVES IN TERMS OF PERSONAL ADJUSTMENT FOUND IN ENGLISH COURSES IN TEN CITY SCHOOLS IN U.S.A.

<table>
<thead>
<tr>
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<th>Chicago</th>
<th>Cincinnati</th>
<th>Denver</th>
<th>Detroit</th>
<th>Indianapolis</th>
<th>Los Angeles</th>
<th>Philadelphia</th>
<th>San Antonio</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>To approach self-realization, steady Growth, and creative Action</td>
<td>x x</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<td>2</td>
</tr>
<tr>
<td>To attain balanced Living through Work and Play Activities</td>
<td>x</td>
<td></td>
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<td></td>
<td></td>
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<td>2</td>
</tr>
<tr>
<td>To develop Capacity for successful Human Relations</td>
<td></td>
<td>x</td>
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<td>2</td>
</tr>
<tr>
<td>To develop Appreciation for American Ideals</td>
<td>x x</td>
<td></td>
<td>x x x</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>6</td>
</tr>
<tr>
<td>To develop an Understanding of International Relationships</td>
<td></td>
<td>x x x</td>
<td>x x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>To develop Habit of reflective Thinking in specific Situations</td>
<td></td>
<td>x x x</td>
<td>x x</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>6</td>
</tr>
<tr>
<td>To consider thoughtfully the Principles underlying Success and Popularity</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
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<td>4</td>
</tr>
<tr>
<td>To develop desirable Habits toward the making of a Life as well as making a Living</td>
<td>x</td>
<td></td>
<td>x</td>
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<td></td>
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<td></td>
<td>2</td>
</tr>
<tr>
<td>To orientate the Pupil to the School</td>
<td>x</td>
<td></td>
<td>x x</td>
<td></td>
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</table>
that some of the school systems are giving thought to the development of personal adjustment and realize that experiences in English classes can assist the individual to alleviate some of his personal problems. It seems, therefore, that the school systems should make more of a conscious effort to include objectives in terms of personal adjustment in their English programs. According to Douglass, personal adjustment is one of the foremost aims of education and "has become a big concept in educational thinking." In this view school systems should, therefore, emphasize to a greater degree goals which will assist the individual to cope with his problems.

In planning a course of study, deciding upon the objectives is most essential for they are the values toward which the learners strive. However, without the proper activities, the goals cannot be attained. "Unless activities are selected which will realize the purposes, obviously the purposes will not be realized." Activities are experiences and in turn they are the basis of learning. Experiencing and activity do not necessarily mean physical motion only. Lee and Lee list these additional possibilities in their studies: "Exploring, experimentation, creating, co-operating, discussing, judging, summarizing, consuming, re-creating, recording, obeying, and controlling." Those activities that arise as a re-

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16 Ibid., p. 68.
18 Ibid., p. 238.
suit of pupil needs and life adjustment, and those experiences which are planned by both the pupils and teacher are most valuable. The following questions can aid in determining the most helpful experiences.

Criteria for Evaluating Learning Experiences

1. In what ways do the experiences contribute to the expected outcomes?

2. Are the experiences varied as to type?

3. Are the experiences presented in a sufficiently clear manner so that pupils may carry them to a successful conclusion?

4. Are the experiences within the range of accomplishment of the pupils?

5. Do the experiences involve an extension of the present insights and abilities of the learners?

6. Are the experiences challenging and interesting to the pupils?

7. Do the experiences provide for the adaptation to the individual needs and abilities?

8. Do the experiences provide opportunity for children to work together co-operatively?

9. Are some of the activities drawn from the resources of the community, resulting in relating the material to life needs?

These activities include language arts experiences, activities found in the study of literature, activities involving the study of grammar, and experiences which contribute to personal adjustment. As language arts are fundamental in conveying ideas, thoughts, and feelings, language arts experiences should be carefully planned.

19 Ibid.
The four important phases of language arts, speaking, reading, writing and listening, include at least forty-seven learning experiences as shown in Table VI.

The most frequently appearing items include summarizing, creating original stories, letter writing, spelling, vocabulary building, oral reports, interviews, informal discussions, oral reading, taking directions, student reports, teacher lectures, class discussions, using the dictionary, using reference books, study of the newspaper and periodicals, reading to locate material, pronunciation of words, and word study. The least frequently appearing items include keeping records, handwriting, using the telephone, and parliamentary procedure. The foregoing Table indicates that in reading the emphasis is on reading to obtain ideas and on the training for critical thinking. Secondary in importance is reading for facts. Research in the area of reading for the years 1955 through 1957 centered on the general reading status of school population and problems related to reading, developmental programs, improvement programs, word meaning, word recognition, comprehension and materials. 20 In American high schools significant progress has been made in some areas of reading in these three years under review. 21 Evidence shows from the Table that most of the school systems recognize the importance of remedial reading. This program aids the freshmen.

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21 Ibid., p. 103.
in their reading problems. Vocabulary development is an integral part of learning to read, and from the Table, it is seen that all school systems provide in their programs direct teaching of word building. Social conversation is the type of speaking in which pupils most frequently participate in everyday life activities. Nine school systems consider this kind of conversation worthy of special note in the English course of study.

The teaching of technical grammar is still a vital part of many English courses of study. All the ten school systems engage in activities involving technical grammar which include analysis of sentence structure, capitalization, punctuation, paragraph building, study of varied sentence structure, the correct usage of words, and the study of common errors. It is to be noted that the teachers should use their own discretion in the teaching of grammar. Two methods are suggested, either the formal approach or the teaching of grammar as the need arises in the speaking or writing of the learners.

Analysis of New Approaches to Grammar

The results of a study of grammar in American schools today are summed up as follows:

One is impressed.....by the extent to which this formal learning and formal drill still dominate the classroom activity, and still supplant the true exercise of self-expression to which they are supposed to contribute.22

The study shows that a great number of formal grammatical con-

# TABLE VI

PUPIL-TEACHER ACTIVITIES BASED ON LANGUAGE ARTS FOUND IN ENGLISH COURSES OF STUDY IN TEN CITY SCHOOLS IN U.S.A.

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cepts are taught to elementary school children, again in the junior high school, and repeated year after year in the senior high school. "The results do not in any way justify the time and effort apparently put forth in this endless repetition." 23

Fries challenges the traditional scheme of English grammar on the theory that grammar, as it is now taught, is invalid and unsound for the true analysis of English. From the standpoint of structural framework, English is made up of only four parts of speech (nouns, verbs, adjectives, adverbs), which are used with the greatest frequency in English. Fries cites the confusion which results from identifying words by definition rather than function. Robert C. Pooley's Patterns of English attempts to bridge the gap existing between the structural linguists and the traditionally trained high school teacher. Generally he follows Fries, particularly in his use of four basic parts of speech, but he designates them traditionally as nouns, verbs, adjectives, and adverbs, and not as class 1, 2, 3, 4.

Pooley explains the position he adopts in his book in relation to the newer approach and the traditional approach to grammar. "The point of view is obviously sympathetic to the work of the structural linguists, yet the grammar is presented in traditional patterns." 24

In the elementary grades the major emphasis should be on the actual use of the language and the improvement of skills through use.

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23 Ibid., p. 71.
24 Ibid., p. 71.
rather than on the knowledge about the language itself and attention to restrictive rules. In curriculum terms the foregoing generalization would indicate that grammar of the analytical and structural sort will have little or no place in the elementary grades, but that the oral and written conventions of English, those which function in actual speaking and writing, will be of chief concern.  

Pooley explains his reasons, based upon research and background for omitting formal instruction in the terminology of grammar:

1. Evidence seems to indicate that time is used to greater advantage in use and practice of skills rather than in the learning of grammar.

2. All the evidence of research shows that formal grammar has very slight influence on the usage habits of children.

3. All the evidence shows that formal grammar has little or no effect upon skills of composition.

4. Various studies which have been conducted over the years indicate that grammatical terminology, when not particularly connected with a skill regularly used by the child, is easily confused and forgotten. Pooley concludes, "It is wasteful of student and teacher time to attempt the mastery of grammatical terms at least until the beginning of the seventh year."  

As a way of evaluating grammar teaching, the teacher at all levels is advised to make his own tests to measure two basic outcomes of his teaching. These are (1) the student understands the grammatical fact or relationship that has been taught so that he sees it as a part of the language he uses; and (2) he can utilize this fact or relationship himself to build a better, clearer, more

26 Ibid., p. 128.
interesting sentence than he might have done before.\textsuperscript{27}

A \textbf{Summary on the Teaching of Grammar}

The following are suggested as helpful notes on the teaching of grammar:

1. The reason for teaching grammar is to improve written sentence structure. Therefore every portion of grammar instruction must be directly related to the process of writing. Each new element should be applied immediately in the actual writing of the student and in an analysis of his writing to discover how he has used the grammatical concept.

2. A limited number of new concepts should be introduced each year and taught in a slow, clear manner to develop understanding and use.

3. Each grade should maintain the concepts taught in previous grades and add new concepts in a cumulative manner. Class time should be carefully planned to avoid wasteful procedures.

4. Students who already understand the concept being taught should be separated from those who need additional instruction.

5. Begin instruction for each grade with the first composition written by the class. After the papers have been returned ask the pupils to underline (or write on the blackboard) a simple (complex, or compound) sentence from his theme. Next ask each pupil to indicate the structure of the sentence, either by diagram or other means of indicating main elements and modifiers. This is a functional means of determining which pupils need further instruction.

6. Teachers should remember that concepts of grammar are mature concepts, calling for stages of mental growth at which generalizations may be formed by the observation of a large number of specific instances.

7. Use the inductive method in teaching grammatical concepts; that is, help the student derive his definitions and rules

\textsuperscript{27}Ibid., p. 184.
from the observation of what happens when he uses English for communication. This type of teaching leads to understand and application much more readily than does the memorization of rules.

Study of Literature

An important phase of English work is the study of literature. Fifteen items based on literature are revealed by Table VII. All the ten school systems realize the importance of reading for enjoyment. The last three years have witnessed an intensified realism in the teaching of literature, a realism expressed in a more personalized identification of literature and life than hitherto thought possible. The teacher of literature, whether he teaches a single poem, or a novel or a play, should endeavor to link the main meanings with the thoughts, problems, and daily experiences of his students. Book reports, oral and written, also show a high frequency. Pupils of almost all these schools engage in experiences involving the study of the novel, short story, biography, poetry, and figures of speech. Data from Table VII show that little emphasis is placed on activities that are not meaningful to the pupil. For example, only three out of ten courses of study include memorization of passages from reading. Only four courses include the subject of mythology. Almost all the courses provide reading units on the learner's level. This results in a true appreciation of literature and a desire on the part of the pupil to read during

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29 Ibid., p. 145.
## TABLE VII

PUPIL-TEACHER ACTIVITIES BASED ON APPRECIATION OF LITERATURE IN TEN CITY SCHOOLS IN U.S.A.

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his leisure time. Reading for enjoyment and supplying pupils with interesting material on their own level are in complete harmony with Lee and Lee in their study. 30

Appreciation of literature is fostered by reading good literature under conditions such that there is the greatest amount of enjoyment in it for the child. What are these conditions? The material must be well within his understanding both as to mechanics, and meaning. It must suit his interests and tastes. 31

From Table VII it is evident that all the ten school systems are making an honest effort to give the pupils worthwhile experiences in literature, which can assure them success and happiness in the present and offer a source of wholesome enjoyable leisure in the future.

**Personal Adjustment**

Since development of the whole child is the purpose of the schools, activities which aid in personal adjustment are worthy of note. Table VIII lists these activities. Although there are twenty-three items, there are only five in which the entire ten school systems in this study participate. They include creative writing, class discussions, effective oral expression, giving reports, and taking directions. Nine schools are interested in remedial reading, study of the newspapers, reading for leisure, and provision of reading materials on the learner's level. Much emphasis is given to social conversation. Only four school systems consider such every-

31 Ibid., p. 621.
day American activity as the use of the telephone. If the items in this Table are compared with the statements of Lee and Lee,\(^3\) it is apparent that there is much agreement, for according to these authorities, in the field of language arts, social conversation and effective oral expression are most vital in personal adjustment.

Real communication in a free atmosphere is one of the essentials for good emotional development. If a child can and may express his thoughts and feelings so that his classmates and his teacher truly understand, if in return he can truly understand the things they are trying to tell him, he is well along the road to emotional health. He will be able better to share others' experiences vicariously. He will gain confidence, and clarify his own thinking by expressing his own ideas. He can learn self-control and thoughtfulness of others by not monopolizing the conversation.

Social competence is aided by being able to speak with facility, to command the attention of the group, or of an individual, to have an awareness of the feelings of others as you speak, to be sensitive to their reactions to your way of expressing yourself. In fact, the social sense of an individual is judged by his fitness to say the right thing at the right time, to put others at ease, to make his points without arousing undue antagonism and to control speech when necessary.\(^3\)

It is evident that the courses of study do provide as the Table VIII shows, for the concepts mentioned in the paragraphs above. Further, the schools are giving some attention to personal adjustment. However, this is directed to the group as a whole, and little is done on an individual basis.

**Special Features in the Courses of Study**

Under special features in the ten courses of study, twenty-


\(^3\) Ibid., p. 354.
TABLE VIII
PUPIL-TEACHER ACTIVITIES BASED ON PERSONAL ADJUSTMENT IN TEN CITY SCHOOLS IN U.S.A.

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three items can be listed. From the data in Table IX, it is seen that such progressive features as teacher-pupil planning, integration of subjects, use of audio-visual materials in instruction, and planning for individual needs are in keeping with some of the most recent accepted theories regarding curriculum construction.\textsuperscript{34} Very few cities provide only for individual conferences. Even though there is a trend toward having classroom libraries, only one city suggests books suitable for a classroom library.

An overall examination of the ten courses of study reveals that the same items are not included in each. Some English programs include more progressive features than others. Some of these features are the preface, some plan for individual differences, remedial reading, developmental reading, individual conferences, evaluation, and the use of radio, linguaphone and motion pictures as an instrument of language arts. The preface in the course of study sets forth the purpose of the syllabus, and introduces the English program. A decided weakness in some of the courses is the suggestion of various activities which are not carried out in the body of the course of study. Provision for individual differences is found mostly in connection with reading. Although recognition of need for remedial reading and developmental reading are worthwhile features, specific programs are not offered by all the school systems. Most of the school systems include some form of evaluation. Evaluation

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is not synonymous with testing. Curriculums need constant study.\textsuperscript{35} The Denver course gives the difference between evaluation and testing:

\begin{quote}
Evaluation is a means for class and teachers to discover cooperatively the pupils' present levels of development and to measure growth of pupils toward achievement of objectives for which the group has been working....Evaluation is concerned with changes in pupils' behavior. Testing usually is concerned with retention of knowledges, understandings, and concepts, all of which play only a part in behavior changes. Thus, evaluation is a broader term than testing.\textsuperscript{36}
\end{quote}

The Denver English program provides various procedures to be used in evaluating speaking, reading, writing, and listening. Also it includes pupil evaluation about which the following suggestions are made:

Pupils should be encouraged to judge their own work in the light of the unit objectives for communication skills..... Pupils working together may serve as critics for each other. The purpose is twofold: the pupil whose work is being evaluated receives the benefit of criticism, and the pupil who is evaluating uses the knowledge he has previously gained. Pupils are prone to question suggestions made by other pupils, so they often verify a point to see which pupil's opinion is correct.\textsuperscript{37}

Summary

The general plan of the ten courses of study in this survey is similar. They include the essential items that make up a course of study, namely objectives and the activities which will achieve these objectives. Here the similarity of the courses ceases. They vary


\textsuperscript{37}Ibid., pp. 31-32.
somewhat in the aims set forth and in the presentation of activities and the extent to which they present modern trends in curriculum construction. Experiences in speaking, reading, writing and listening are included. Activities based on technical grammar are strongly stressed for every program, and a functional approach rather than the traditional one is attempted. In the activities concerning appreciation of literature, reading for enjoyment and book reports are mentioned most frequently. Creative writing, discussion, oral expression, giving reports and reading on the individual's level are frequently appearing activities which aid personal adjustment. Although the experiences in the courses are found to be varied, each provides a wide opportunity for pupils. In short, this survey offers suggestions, comments, and ideas on the organization, content, techniques, and evaluation of English language instruction for any school in any part of the globe. The following principles, worked out and explained by Dawson, may be considered basic to language teaching:

1. The language program should be developed from the interests and experiences of children and should incorporate all the modes of language expression necessary to the interchange of thoughts and ideas in the course of normal school living.

2. Language arts are most readily learned in connection with interests and occasions that demand their use.

3. Language teaching is a day-long activity.

4. The language program should take account of language needs

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in other subjects.

5. The program should provide a few definite standards each year.

6. Grade placement of skills should take account of child maturation as well as of demands for the use of these skills.

7. In language teaching, the positive approach is desirable.

8. The tendency of children to imitate is an asset in the teaching of language.

9. Oral language should be stressed.

10. The child should acquire the tendency and ability to appraise his own work.

General Objectives in the Teaching of English

Before launching into specific recommendation for Madras schools, a brief distillation of the relevant criteria seems to be necessary. The basis of the language arts program in the secondary school is found in the concept that gaining communication skills to the highest extent of individual ability is an integral part of total growth and development of the pupil. "To think clearly and honestly, to read thoughtfully, to communicate effectively, and to listen intelligently"\textsuperscript{39} is an unmistakable indication of that growth and development. The language program should be developed from the interests and experiences of children and should incorporate all the modes of language expression necessary to the interchange of

thoughts and ideas in the course of normal school living. \(^{40}\) And this is communication, which is "a word that crops up with increasing frequency"\(^{41}\) in the teaching of English language, almost as it were a magic key to wisdom.

**The Chicago Plan As A Model**

Research assistants in the Chicago Division of Curriculum Development and psychologists of The Bureau of Child Study have worked together with curriculum committees in order to develop resource lists of objectives in the teaching of the English language arts. They have classified these objectives under three main categories, namely, "broad social," "achievement," and "pupil-personality" objectives. \(^{42}\) To each one of these must be added the important objective of developing critical thinking at the child's developmental level.

**Social Objectives of the Teaching of English**

In any teaching situation we have to relate the instruction part to the total program. It is all the more so in a society which is "of the people, for the people, and by the people." The English program has to see to the personal growth of the student as an individual and as a member of the group to the highest degree.

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\(^{42}\) Teaching Guide for the Language Arts, Chicago Public Schools, 1955, p. 4.
curriculum committee has to give early consideration to broad social objectives. In the order of their greatest relevance to the English program, the Chicago Board of Education Curriculum Committee has listed them as follows:

Using the tools of communication effectively  
Satisfying spiritual and aesthetic needs  
Practicing citizenship  
Building human relationships  
Enjoying wholesome leisure  
Meeting vocational responsibilities  
Improving family living  
Protecting life and health  
Developing economic competence<sup>43</sup>

Language arts are most readily learned in connection with interests and occasions that demand their use.<sup>44</sup> Next to the social objectives, the National Council of Teachers of English studied the problem of achievement objects, consisting chiefly of subject-field goals. Language teaching is a day-long activity. Scientific studies, materials of English courses of study, and content of textbooks have drawn the following list of achievement objectives on major functions of reading, writing, speaking and listening:

**Reading**

To master the mechanics of reading with steady progress in speed and comprehension  
To adapt reading techniques to the type of material to be read  
To assimilate facts and ideas  
To develop critical thinking through drawing inferences, making deductions, and evaluating what is read  
To locate information with facility by using index, table of contents, dictionary, reference books, library resources

<sup>43</sup>Teaching Guide for Language Arts, Chicago, 1958, p. 5.  
To obtain and use information from books, magazines, interviews, selected for a particular speaking or writing purpose
To increase reading and functional vocabulary
To appreciate great writing through interpretation of author's point of view, connotation of words, structure of work, and relation to one's own experience
To develop an understanding of the use of literature as a source of spiritual and aesthetic satisfaction and social insight
To understand and appreciate the basic values of a democratic society through the study of American and English literature
To gain a wide acquaintance with the reading field
To develop discrimination in the choice of reading material
To form a permanent reading habit based upon a love of reading

Writing

To master the mechanics of correct expression through the observance of accepted forms of usage, structure, punctuation, spelling, pronunciation
To develop effective expression through the use of logical arrangement of varied patterns in sentence and paragraph structure, of interesting beginnings and significant conclusions, and of discrimination in the choice of words
To acquire skill in writing business and social letters correctly, courteously, and effectively
To master the techniques of clear expository writing
To develop self-expression through creative writing and speech
To employ such tools as outlines, notes, minutes, reviews, reports and summaries for a variety of purposes
To present arguments, either in writing or speaking, with authority, clarity and decision
To proofread and edit one's daily written work

Speaking

To make constant improvement in the mechanical phases of speaking, such as noting and correcting one's errors in speech, and improving enunciation, pronunciation, voice control, and posture
To master the art of carrying on intelligent, interesting and courteous conversation, discussions, and interviews
To increase efficiency in the communication of ideas for business purposes
To speak persuasively before an audience
To develop proficiency in various types of group discussions: committee meetings, panels, round tables, and debates
To master the techniques of parliamentary procedure
Listening

To listen courteously and responsively to speakers in discussion, conversation, and lecture situations
To listen in terms of purpose—for information, entertainment, or inspiration
To enjoy and appreciate vocal forms of expression, such as drama and choral reading
To understand, appreciate, and use intelligently the various means of mass communication—press, radio, films
To comprehend the nature of propaganda

Pupil Personality Objectives Developed Through Language Arts In The Chicago Plan

The program of the school, if it is to functional, must be activated not only by the demand of society but by a recognition of the learner's nature and needs. The characteristics of the child's nature and his successive stages of development, and his attitudes and other aspects form the pupil's individual personality. Curriculum and instructional materials must be based on such characteristics. Since language is so intimately connected with human thinking, it permeates very extensively the human activities. Psychologists who made an exhaustive study of inventories of life activities, and of the data on the nature of children and youth, have arrived at certain developmental goals and have made use of these goals as the course list of pupil personality objectives for the language arts. They are the following:

To develop and maintain good mental health
To develop critical thinking at child's developmental level

To develop a sense of security
To develop self-direction
To develop an acceptance of realistic standards
To develop sensitivity to others--their feelings and their problems
To develop cooperative attitudes
To develop a sense of responsibility
To develop social effectiveness
To develop creative satisfaction
To develop reasonable acceptance of authority at child's developmental level

The Curriculum Council Committee on High School English of the Chicago Public Schools System has analysed the prevailing English programs outlined in the City's Teaching Guide for the Language Arts, surveyed similar programs in other cities in the states, and studied significant professional literature in the field of language arts. After these specially selected experts have examined and evaluated the objectives for teaching language arts, they assert that they can not but "endorse these objectives." This approach seems very advantageous for teaching English in secondary schools in India where, too, democracy is the way of life. As it is a flexible plan of instruction, it can be adapted to the total range of student abilities in reading, writing, speaking, and listening.

English Language Teaching and Learning

The aim of any English teaching course should be to develop in the learner the four basic aspects of a communication arts program-

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48 Supplement to the above, A Tentative Program, 1959, p. 4.
Listening, speaking, reading and writing—to the best of the pupil's ability. Innumerable studies have been made as to which has to be the first. For years most authorities favored the reading objective as the ultimate goal. The newer courses and literature have stressed the attainment of aural-oral facility as the "summum bonum" of language study. Exponents of this method, which was used extensively in the United States Army Training Program, insist that it is not only stimulating to the learner and more useful in the world of today but, also, that it contributes to, and facilitates, reading and writing knowledge.\footnote{Mary Finocchiaro, Teaching English as a Second Language, New York: Harper and Brothers, 1958, p. 4.} Research studies to date have been inconclusive with regard to interdependence or the correlation of language skills, and with regard to effects of varied presentations on attainment or mastery of language skills. Another question which has remained well-nigh unanswered, is: "When can one say that a person has mastered a language or when does a person know a foreign language?" Various answers have been given by professional authorities in the field. Most are in agreement about the sound system of the language, of being able to read with facility, and of using appropriate words and correct grammatical structures habitually in speaking and in writing. Charles C. Fries says:

A person has 'learned' a foreign language when he has thus first, within a limited vocabulary, mastered the sound system (that is, when he can understand the stream of speech and achieve an understandable production of it) and has, second, made the structural devices (that is, the basic arrangement of
utterances) matters of automatic habit. 50

In similar strain, asserts Peter Hagboldt:

We have a mastery of language when our comprehension by ear is spontaneous, our reading effortless and fluent, our use of words, idioms, and sentences in speech and writing habitual and skillful. 51

First and foremost a reasonable level of achievement must be reached in all aspects of communication. Then only the attainment of mastery in any one aspect of the language arts involving intensive concentration and practice should be sought. In other words, the four basic aspects of listening, speaking, reading and writing of the English language program should be developed concurrently. In this the English teacher has a great work to perform and his objectives, according to Mary Finocchiaro, 52 should be:

a. to develop in the pupil the ever increasing ability to understand a native speaker of English in any situation

b. to develop the progressive ability to sustain an idiomatic conversation with native English speakers in an English speaking environment

c. To develop the progressive ability to read any material in English with comprehension, ease, and enjoyment

d. To develop the progressive ability to write correctly, idiomatically, and creatively in English

In summary, Dr. Jewett, a specialist for Language Arts, U. S.


52 Mary Finocchiaro, Teaching English as a Second Language, op. cit., p. 6.
Office of Education, lists these current trends in the teaching of English:

1. The true nature and function of the English language
2. More writing—many short compositions during class period
3. Development of good speech habits in oral work
4. Resource units based upon reading interests and the developmental needs of youth
5. Emphasis upon ethical, moral, and spiritual values through literature and language
6. Interest in determining which titles in our heritage of literature should be taught to all pupils from Grades 7-12. "The concern here is to teach literature which ought to be a part of everyone's experience, which will serve as a unifying, binding course in our democratic society."
7. Thematic units featuring literature about young people in other lands featured in many curriculums, Grades 7-12
8. Strong trend to improve the quality of reading through developmental reading programs. More schools are requiring a common core of reading experiences through use of anthologies with individualized reading following the core
9. Pupils encouraged to develop home libraries composed of inexpensive paperback and hard-cover books of literary quality
10. Trend toward homogeneous grouping in large city schools; enrichment and acceleration within the class in schools where there is no ability grouping
11. Core program of English and social studies being attempted in a number of cities
12. Extra compensation being given to advisors of extra-curricular activities (i.e. dramatics, debating clubs)
13. Nation-wide effort to determine scope and sequence in language skills; tendency to call activities "Grade Expectan-

Specific Suggestions for a Six Year Course of Studies in English in Madras Secondary Schools Beginning from 11+

The Principles of the Syllabus

English is to be treated mainly as a skill subject and not as a content subject. The aim should be confined to teaching pupils simple, straightforward English. The guiding principles should, therefore, be:

1. The establishment of an oral foundation before reading is started;

2. Vocabulary control;

3. An approach through structures as opposed to an approach through vocabulary items only;

4. Selection and gradation of structures on the basis of their productivity, simplicity and teachability;

5. Stress on teaching only one item at a time and moving on to the next item only when the first has been thoroughly established;

6. Use of the learner’s mother-tongue to be reduced to a minimum, resort being had to it only for comparison of structures with English or for clarifying (incidentally) the meaning of a word that can best be made clear through the use of the mother tongue.

The implications of the above for purposes of teaching the English Language in India are given below:

1. The whole syllabus covering a period of six years (11+ to 17+) should aim at a complete mastery (understanding,
speaking, reading and writing) of a 2,000 word vocabulary, and of the phrases and idioms commonly associated with these words.

Such lists are available (vide the Madras and Andhra syllabi.)

2. In the learning of a foreign language, mastery of structure is more important than acquisition of a vocabulary. The limitation inherent in the study of English due to lack of natural incentive, restricted number of periods for teaching and grammatical difficulties can be overcome only by intensive drilling in a structure pattern.

Lists of such structure patterns (prepared by Prof. Getenby) and others are available.

3. Suitable Text Books, Supplementary Readers and Teachers' Guide Books need to be prepared along these lines. It will be an advantage if Readers of a set are prescribed for use in successive classes for both intensive and extensive reading.

4. It is assumed that at least six periods per week will be given to the teaching of English at this stage.

Outline of the Syllabus—First Year

I. Teaching Speaking:

The oral work shall consist of simple commands, description of objects, persons and places, within the immediate environment and be based on the specified structure. The use of about 250 words will be acquired in patterns of simple, direct sentences in living contexts. Care should be taken to ensure that habits of correct punctuation are instilled even from the very beginning.

II. Teaching Reading:

Reading shall be taught only after some of the elementary structures are mastered orally. This should be based on the first primer of a series of simple texts planned with graded structures in view. (See, for example, Deepak Readers by J. F. Forrester.)
II. Teaching Speaking:

Oral work will continue to play an important part in the course as a means of learning and practising new words and structures found in the reader and also as preparation for written work.

Simple dialogues between teacher and pupil and between pupils based on familiar experiences might be attempted.

Oral composition based on pictures may be given, keeping in view both the vocabulary load and the basic structures taught so far.

II. Teaching Reading:

The text shall be the backbone for reading experiences and for language study. In addition to the above, supplementary reading material must be provided to enhance speed in rapid silent reading.

Questions and answers that the pupils use in their oral work could form a good part of their exercises in reading.

III. Teaching Writing:

Speed in writing without sacrificing legibility and neatness should be emphasized.

Dictation exercises might commence at this stage and may be
prepared either from the reader or the supplementary reader. A spelling chart should be maintained in the class-room by the pupils for reference.

Note. No formal grammar is necessary, but attention should be paid to it incidentally in speaking, reading and writing. The pupil should be able to divide the sentences into subject and predicate. Analysis of easy types of simple sentences may be attempted with a view to teaching correct formation of sentences and not as an end in itself. The pupils should be able to recognize the following parts of speech—nouns, pronouns, verbs and adjectives.

Third Year

I. Teaching Speaking:

Oral work in the form of descriptions, dialogues, and narrations may be continued. Listening to simple stories may form part of the program, followed by a narration of the same by the pupils. More advanced work in picture composition (e.g., illustrating sequence of events and stories) ought to be attempted. Recitation of simple poems (poems from R. L. Stevenson, A. A. Milne, Christina Rossetti) should also be encouraged.

II. Teaching Reading:

Provision should be made for giving facilities to pupils to read during the year at least 3 to 4 books. Pupils may be encouraged to read standard books specially simplified for children.

The language work will center round the graded structures specified in the text.

Silent reading for comprehension with questions set to stimu-
late thinking needs to be emphasized.

III. **Teaching Writing:**

Simple letter-writing might be attempted as also simple questions on easy passages set for silent reading. Exercises in the use of punctuation should be emphasized.

**Note.** There must be correlation between the teaching of grammar, reading and composition. Pupils must be taught to recognize prepositions and adverbs. The analysis of the simple sentence should be taught, but no parsing should be attempted at this stage.

**Fourth Year**

English teaching at this stage aims at a complete mastery (understanding, speaking, reading, writing) of the 2,000 word vocabulary and simple idioms and phrases.

(Ref. Michael West: General Service Word List.)

Emphasis will be on (1) ability to understand the language, (2) ability to use the language. It is possible in teaching at one time to emphasize the one, at another time to emphasize the other.

The language work in this class presupposes, firstly, a knowledge of the structures drilled in the previous three years, and secondly, an introduction to the next set of structures. There will be two kinds of readers, general readers for language study and supplementary readers for extensive reading.

**Teaching Speaking:**

Practice in speech relating to incidents in the pupils' own lives and experiences, keeping in view the different forms of ex-
pression, the different tenses and various idiomatic phrases need to be given.

Recitation of longer poems might be attempted.

**Teaching Reading:**

A deliberate attempt has to be made to increase the range of vocabulary at their active command. More detailed study of the text is called for than before. Oral reading also should be encouraged. The main function of supplementary readers should be to provide practice in rapid reading and in general comprehension and, secondly, to stimulate a desire for reading English.

**Teaching Writing:**

Exercises might center round the text in the form of substitution tables, matching, multiple choice, and dictation of simple passages. In addition to these, simple summaries and precis writing (from general books and not the text) might be attempted.

The pupils should also learn how to write letters—personal and business—letters of complaint, of acceptance, of rejection, which have practical utility.

Composition exercises on simple themes and filling in story outlines may also be attempted.

**Fifth Year**

**Teaching Speaking:**

More advanced dialogue, simple dramatic readings, short talks on interesting themes, narration of daily incidents need to be encouraged. Simple debates that can help group expression and group
activity in the class should be encouraged.

Teaching Reading:

The study of text and supplementary readers will continue. More difficult structures will now need to be practiced.

Library reading (magazines, simple extracts from prose and poetry) might be introduced at this stage.

Teaching Writing:

Translation as an exercise from the mother tongue into English and vice versa might form part of the written work. Composition exercises of the previous year may be continued in a more advanced form.

Sixth Year

At this stage every attempt should be made to round off the learning of the language. Special care should be taken to train pupils in acquiring skill by making use of dictionaries, encyclopedias, references, and current newspapers. Making English useful for everyday life will be the aim.

The language work will continue as before, equal emphasis being given to the four aspects of understanding, speaking, reading and writing. Attempts will be made to introduce the pupils to beautiful but simple pieces of prose and poetry for appreciation.

Regarding grammar, stress should be laid throughout on correct usage, and this should be taught in close connection with text and composition work. If this is done, there will be no need for formal teaching of grammatical rules at any stage.

Note. 1. For implementing this syllabus use will have to be
made of a scheme of graded structures of the English language such as those recommended by the Madras Syllabus, or the one drawn up by Prof. Gatenby for Andhra. Accordingly, a series of new-type textbooks on this pattern will have to be written. (Example: Deepak Readers by J. P. Forrester.)

2. In order to teach correct speech habits related to the English language, it is suggested that teachers, wherever possible, may use Linguaphone records, e.g. B.B.C. Records, and "English by Radio."
CHAPTER V

CONCLUSION

The following conclusions and recommendations summarize the findings of this study. In the light of historical experience and present fact, the Indian child should be educated at the elementary stage through either his mother-tongue or the regional language. English may be taught as a subject in the last two years of elementary school, for early years are the best years for learning a foreign language. English must be compulsory throughout the secondary course. Generally Indians are convinced that the English language has a world force capable of defending itself in spite of the many controversies, a force which should not only be retained in India but given an important place in its national life, for the simple reason that the Indians need it—as much as they need Western machinery and science. As Mahatma Gandhi pointed out:

English is a language of international commerce, it is the language of diplomacy and it contains many a rich literary treasure, it gives us an introduction to Western thought, science and culture. For a few of us, therefore, a knowledge of English is necessary. They can carry on the departments of national commerce and international diplomacy, and for giving to the nation the best of Western literature, thought and science.¹

But even the great leader did not foresee that in a democratic republic, equal opportunities and equal rights must be given to all regardless of caste, color, or creed. So the teaching of English language arts in all India's secondary schools should be a must.

As it was pointed out, the teaching of English in Madras secondary schools does not have proper statements of objectives. Even to this day there is only the traditional way of teaching grammar for grammar's sake. There is virtually no attempt to justify the contents of the curriculum to the pupils and objectives relative to appreciation of literature or personal adjustment in the Madras syllabus. Evaluation of the pupils was solely by examination. It was uniform because the teaching was bookish and superficial. There was no correlation between the English language arts and the Indian culture and its needs. Since this approach makes the teaching of English an appendage to the university, it articulates poorly with the elementary schools. In an effort to find out an effective way by which pupils in Madras State could attain a working knowledge of the English language by the end of the secondary school stage, a review was made of the courses of study in ten large cities in the United States, for as Leavitt says, "Our teaching will improve if we share our ideas and experiences with one another."² The statements of objectives of English instruction studied and tabled in the secondary school systems and in research materials have led the writer to the

following conclusions. The Madras secondary schools should try to
develop in each pupil to the maximum of his individual ability these
cfive aims, as they have been developed by the National Council of
Teachers of English:

1. Clear and logical thinking

2. Communication of thought with clarity and with a degree of
correctness acceptable to those with whom he is communicat­
ing

3. Sensitivity to beauty and sensibility for the feelings of
others by responding to imaginative literature

4. Independence in finding, using and evaluating books and
other mass media of communication

5. Awareness of the significance of the language and one's
responsibility in using it.3

In determining the curriculum material, the major tasks must be
those of purposing, selecting, organizing, evaluating and relating.4
Purposing should decide on the particular changes in the use of En­
glish that should be sought in particular groups of children. Se­
lecting should determine which activities and instructional materi­
als will bring about the desired changes. Organizing is the bring­
ing together of learners, ideas, and materials most effectively
within the physical limitations and time available in a particular
classroom. Evaluating is the developing and using of tools designed
to find out what changes have taken place in learners and making

3 The National Council of Teachers of English, The English

4 The Elementary School Journal, Vol. 59, No. 6, University of
Chicago, p. 314.
judgments as to whether these changes are sufficient in degree and quality for each learner involved. Finally, relating is concerned with tying in particular classroom experiences to life problems. The teaching of English in Madras secondary schools exists in splendid isolation from the dynamics and problems of Indian life. It had neither received the stimulus of Indian life and culture nor helped learners relate to the intense problems of living that surround them. So the curriculum content must be related to the social ideals and must orient the learner to Indian life, culture, literature and history.

The methods of giving English instruction in Madras secondary schools have tended to stifle individuality. Memoriter learning, loaded by an examination system which removed all evaluation responsibility from the teachers, fostered a narrowness rather than a release of individual creativity. Uniformity, rigidity, and bookishness had rather completely stifled meaning and purpose--both of which are central to sound education. Interest, curiosity, creativity and joyous enthusiasm in teaching became rare indeed. The teacher is the most important single element in any teaching situation. Very often it is said: "There are no good or bad methods, there are only good or bad teachers." Any combination with which a good English teacher can produce the best results with his student population for the community is the right method.

An English teacher should be able to recognize the individual

\[5\] Finocchiaro, p. 10.
differences among pupils and to provide for the individual's success through an adjustment of subject matter and methods. He should not follow inflexible criteria for all. The materials must be within the range of the different pupils' talents. All possible sources of motivation or approaches must be adopted to make the daily class an experience in living. He should create in the pupils a thirst for knowledge through the medium of the subject. He should encourage pride in achievements and independence in approaching and solving problems. As pointed out in this study, he should develop in the pupils the power to read intelligently, to speak purposefully, to write effectively and to listen carefully. English teaching must not be textbook-centered but people centered. Through the various techniques and methods he must instill an enjoyment of the subject. In short, the English teacher should strive to be an example, a guide, a salesman, a fellow worker, and frequently an energetic drill master.

An evaluation of English education must not be done solely by examination. A true evaluation program should employ techniques which are sufficiently comprehensive and varied to measure the objectives of English instruction. Teachers should consider oral and written reports, participation in class, library reading reports and the various activities that lend themselves to evaluation. Neuman has clearly pointed out:

Real evaluation includes the written comment, the praise for the smoothly related sentences, the nicely turned phrase, the clear organization—even just the unusually neat paper, it also includes the suggestions for improvement, specific enough to be
of real help, but not flatly discouraging. 6

The Task Ahead

Madras secondary schools face a large and very difficult problem of teaching effectively the English language in a manner in keeping with objectives based as well on Indian life, culture and civilization. A final suggestion and strong recommendation concerns the text-books which are used at present. The present text-books are mostly written by incompetent people, some of whom according to critics 7 get out of breath if they have to speak English for five minutes. The Indian Government should realize that this is a work which should be entrusted to people of highest imagination and understanding who are experts in the field. Therefore, the central government should get competent English authors to come to India, pay them well, show them how Indians live, sleep and talk, make them study their interests, attitudes, aspirations and achievements, and ask them to weave English around these things to find contacts between the English language and the Indian way of life. A writer whose business is to study and paint life in words will know how to paint an Indian scene, putting in that something which will hold the piece together as a living interesting whole, and capture the attention and interest of the Indian children and motivate them to learn

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6 Margaret E. Neuman, "Evaluating Written Composition", Illinois Written Composition, October, 1956, p. 16.

more and more. This suggestion should prove even economically a
sound investment, for prescribed through the secondary schools all
over India, the English text-books would pay back their cost many
times over within a year. This would give the Indian youth the ad-
vantage of growing up with the proper use of the English language,
even if the authorities are not able to give at this stage the other
facilities offered by richer countries.

There is a considerable measure of excitement about educational
development and reorganization in India. Promising innovations of
many types are emerging. Relations between education and the vast
community development program are carefully being fostered. Exten-
sive in-service programs are being set up by the All India Council
for Secondary Education through the secondary teacher training col-
leges. In this great task of reorganization of teaching, the author
sincerely hopes that this study will serve not only Madras secondary
schools but make a contribution to the teaching of English in India.

Rise, India, Thy children sing thy praise.
Oh, Thou Dispenser of India's destiny,
Victory, victory, victory to Thee!
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B. PAMPHLETS


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D. UNPUBLISHED MATERIALS

The Director
Curriculum Department

Sir:

I am planning a Course of Study in English for the Madras Secondary Schools in India. India is like a laboratory where many systems of education have been tried. The general consensus of the people is that English should stay, and I sincerely hope that my doctoral dissertation on "The Teaching of English in Madras Secondary Schools" may be a small contribution in planning secondary education in the democratic republic of India.

At the very outset I must tell you that English is only a second language in India, and in the State of Madras the students do not hear, or speak, or have any opportunity to write except in the classroom.

This general plan of "what should be the curriculum in English in the Madras Secondary Schools?" may be broken down into such subordinate problems as the following:

"What should be the objectives of English instruction in the Madras Secondary Schools?"
"What methods of instruction should be used in English instruction?"

"What devices will best motivate the learning of English...?"

"What methods of evaluating aptitude for English instruction and the attainment of English objectives should be used in the Madras Secondary School?"

In seeking for an answer to the above problems, I think a copy of study in English both on the Elementary and on the Secondary level may be of some positive help. May I please request you to send me copies of the following:

1) Course of Study in English on the Secondary level
2) Course of Study in English on the Elementary level

If there is any charge for the above copies, I will be happy to reimburse you. Thank you for your kind co-operation.

Sincerely yours,

(Signed) Rev. Singarayer Fernando
The dissertation submitted by Reverend Singarayer Fernando has been read and approved by five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

[Signature]

[Date: June 1, 1960]