

The South Indian Teacher

DECEMBER 1946

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LANGUAGE PROBLEMS IN INDIAN EDUCATION*

M. S. EKAMBARA RAU, B.A., L.T.,

Headmaster, Ganapathi High School, Mangalore.

The most glaring problem is the unnatural and irrational place that the English language occupies in our educational system. The effect of this has been more disastrous than otherwise. The languages of the soil have been woefully neglected and impoverished. The spell of glamour cast by the language of the foreign rulers has led the educated classes not only to disregard but even to look down upon their own tongues. At the same time, in trying to grapple with the difficulties of a foreign and strange language much precious time and energy have been wasted, to the detriment of clear and sound thinking. Education has reduced itself mostly to unintelligent and laborious cramming for securing a pass in the examinations which dominate the educational system. Lacking originality and initiative, our educated youth turn into sorry imitators of foreign modes of life and thought, and are strangers in the midst of their own countrymen who have been untouched by English education.

No doubt with the awakening of national consciousness since the beginning of the present century, there has been an earnest and patriotic attempt at the revival of our Indian languages. In schools and colleges they have been accorded greater recognition and importance. But English retains its dominant place and hypnotising glamour. The

result has been a sad confusion in our educational aims and method by the overburdening of the curriculum with linguistic studies. A false and misleading rivalry has sprung up not only between English and the Indian languages but among the latter themselves. Narrow parochialism, vested interests, and communal rivalries and jealousies have contributed to this unfortunate state of affairs.

The only sound solution for this unhappy chaos lies in the dispassionate recognition of fundamental educational principles and in their firm, though sympathetic, application by the state authorities. For convenience of understanding how these may be worked out in practice, we may adopt the generally accepted stages in education, viz., the Primary, the Secondary [subdivided into Lower & Upper] and collegiate or University.

The foremost principle of educational practice which is supported both by psychological theory and sound common sense is the inalienable right of a child to be taught its Mother-Tongue in the primary stage, and to get this early education through the mother tongue. Taking our Madras Province, we have the four recognised languages spoken by distinct groups of people occupying distinct areas or regions. In each such area the native language will be widely prevalent and will be studied by all

* A paper read at the Academy of General Education, Munipal, Udupi.

whose mother tongue it happens to be. If children whose mother tongue is different, happen to reside in the area, they should be provided with necessary facilities for instruction in their own mother tongue, provided there is a sufficient number of them in the locality. This is a primary duty of the state. Where the mother tongue is not a recognised language with script and literature, as in the case of Tulu and Konkani in our district, the only reasonable course is for such children to adopt the regional language.

When we come to the Lower Secondary stage, there need be no change in the arrangement obtaining in the primary stage except that the small minority in an area with a different mother-tongue should be compelled to learn the regional language in addition. The reasonableness of such a provision will become apparent when we remember that there will have to be a redistribution of provinces on a linguistic basis. The present regional language will then become the provincial language in which all the affairs of the provincial Government will be conducted, and education in the Upper Secondary and University stages will also be imparted. If the number of children with a different mother tongue justifies it, they should continue to learn in their own mother-tongue to the end of the Secondary stage, but should be prepared to change over to the regional language in the University stage, unless separate colleges for them are found feasible. Otherwise they should either fall into line with the majority or transfer themselves to centres where they will have the facility.

At this point it is convenient to deal with the question of a *lingua franca* for the whole of India. That a language of an all-India character will be necessary for all inter-provincial dealings as also as an expression of the fundamental unity and solidarity of India will not be seriously disputed. That English could become such a *lingua franca* is a vain hope, which the experience of a century and more has amply proved. It is estimated that

despite all the English education during the last century, only about 1.25% of the Indian people are literate in English. And the sort of English which these have learnt has drawn forth ever-increasing lament from our educational authorities. So without wasting more thought on an impossible proposition, we may turn our attention to the Indian languages themselves for a choice of the *lingua franca*. There has been practical unanimity about the fitness of Hindustani being adopted as the *lingua franca*. It is needless for us to go into the irrelevant and unfruitful controversy which protagonists of Urdu and Hindi have raised in the matter. The study of this *lingua franca* may conveniently be taken up at the start of the Secondary stage as a Second Language, the mother tongue or provincial language continuing its rightful place as the first.

We now get on to the Upper Secondary stage. It seems to be that this is the point at which some sort of a diversion or bifurcation of studies will have to be made. At this stage, therefore, the study of the mother tongue (or provincial language) as a language may be discontinued, though it will still remain the medium of instruction for non-language subjects. So far no mention has been made of English and the place to be given to it. Lest the opening remarks of this paper should mislead any of my hearers into thinking that English might be banished altogether from our studies out of a prejudiced antipathy, let me say at once that the importance of Modern English for political, commercial and international use cannot be gainsaid by the bitterest critic of our educational system. And the proper period for the study of English is the Upper Secondary or High School stage. During this period the study of the provincial language as a language should be suspended, to be taken up later by the comparatively few who would want to specialise in its literature. The study of Hindustani as a second language may be kept up during the period. English will then become a compulsory Third Language for students at this stage.

Right through all the above stages the mother-tongue (or provincial language) should be the medium of instruction. In fact, it will continue to be so in the Collegiate (University) stage as well. A sweeping proposition this, which may seem startling. But already signs are clearly visible of its being accepted as a desirable change long overdue. No doubt a number of objections are usually advanced against change in general. One stock objection is the dearth of suitable text-books in the Indian languages. How could it be otherwise when our languages have been given a back place and been sadly neglected? A language is a living expression and is developed by use. If the demand for its use is given free scope and not suppressed, the supply of text-books ought to follow in the natural course. Another objection that is put forward is the difficulty about technical terms. The solution for this is the principle of all-inclusiveness. While each provincial language will draw its own list based largely on simple and familiar indigenous terms, the list should be developed by the inclusion of suitable terms which will have an all-India value based either on Sanskrit or Persian-Arabic and even of foreign technical words which have become current coin not only in many parts of the world but in our country as well. In fact, such bold bodily inclusion of international terms will be necessary in the interests of uniformity and precision which are of prime importance in the study of technical sciences. It would also prevent the use of pedantic and absurd translations. The pioneering work of the Osmania University is an encouraging signpost to follow. Although the imposition of Urdu as the medium of instruction in Hyderabad is not quite fair in principle to the large number whose mother tongues are different, still an Indian language is to be preferred to a foreign language like English. The recent decision of the Nagpur University to make Marati, Urdu and Hindi as the media of instruction in its colleges is a commendable step. In our own province as now constituted, there will have to be provision

for the four regional languages to be made the media in the Colleges. If the scheme for the redistribution of provinces on a linguistic basis materialises, the problem will become simpler. For institutions of an All-India character like the Indian Research Institute at Bangalore or the Imperial Institute of Agricultural Research, English may for some time to come continue, but in due course make way for Hindustani. This will bring the fruits of research and higher training into closer kinship with the work in the Colleges.

The apparently inferior place accorded to English may strike many people as a deplorable and retrogressive step. But a little calm consideration will convince them that it need not be so. Fears are expressed that the standard of English, poor even as it is, will go down further. The fact of the matter is that the present-day poor standard is due to the faulty approach to its study. In the first place, the too early an attempt made is psychologically unsound. By commencing the study of English at the High School stage as proposed, a surer and sounder foundation will be laid as the children will by then have had a complete grounding in their own mother-tongue, and will have reached a mental stage when they will better appreciate and grasp the grammatical and syntactical needs of the foreign language. As things are, a confident command of the language can be got only by an artificial and blighting atmosphere in the early years of education. Further, the aim of the study of English for the large majority should be made practical and not for the appreciation and imitation of the beauties of English literature. Only the few who have a distinctly linguistic, scholarly and literary bent of mind may go in for such study in the University, which should indeed have provision for the learning of the world's languages and literatures. But to thrust on the average boy or girl the senseless burden of having to study Shakespeare and Milton, Burke and Macaulay, Shelley and Swinburne is to give a most disastrous twist to their growing minds and cripple their intellectual powers.

The adoption of the system known as Basic English will not only shorten the period of study required for a good working knowledge of the language but will have laid a good foundation for a wider study of it based on the student's self-effort. A three years' study on basic principles should go a long way to lighten the burden and equip the student with an effective tool for the gleaning of world knowledge and thought by giving confident access to books written in English. In his most thoughtful and well-reasoned essay on the 'Question of Language' Pandit Jawaharlal Nehru has the following remarks to make—"I think that where we teach English as a foreign tongue—and we shall have to do this on an extensive scale—Basic English should be taught. Only those who wish to make a special study of the language should proceed to standard English." Not the least of the advantages of postponing the study of English to a late stage is that its teaching may be done by a smaller number of specially trained teachers. It is no wonder that the present teaching by a host of poorly-equipped teachers is in a large measure responsible for the low standard now obtaining in our schools.

Talking of Basic, it is pertinent to point out that the teaching of our Indian languages in the early stages on the excellent Basic plan of selection of vocabulary will go a long way to make all language study simpler and more effective. In Pandit Nehru's essay referred to already the learned author pleads for a simplification of Hindustani on the lines of Basic English.

The question of scripts is to some extent deserving of consideration when dealing with language problems. The presence of a large number and variety of languages in India, each with its own separate script, is often put forth as an argument for making no change in the existing state of affairs. But this betrays our unwillingness and laziness to tackle our problems. The number of languages cannot be said to

be overwhelmingly large for a vast country like ours. Considering the close affinity of most of them and their indebtedness to the great storehouse of Indian culture, viz., Sanskrit, the problem assumes a less serious aspect than may appear on the surface. It seems to me that the problem will be much simplified by the adoption of a common script, but I confess that I feel incompetent to suggest a practical solution. The use of the Roman script for the *lingua franca*, i. e. Hindustani seems to point to one such. But I feel rather out of my depths in this matter, and would leave it to be thrashed out in the coming discussion.

The question of language reform is naturally linked up with other problems in our educational system, and should therefore be dealt with in its proper perspective. I have dealt with the main lines along which the reform will have to be worked out.

To sum up—

The main problem is the rehabilitation of the Indian Languages by giving them the foremost place in our educational plan, and making them the media of instruction in all stages.

Secondly, Hindustani is to be the *lingua franca* and hence a compulsory Second Language in the basic stages.

Thirdly, English, which at present by its dominant position is sapping away the precious energies of our children and youth, will have to take its natural and rational place as a foreign language of international value.

All language studies in the preliminary stages will be rationalised on the principles of Basic English.

The evolution of a common script will be of immense benefit in lightening the burden of language learning.

Along these lines there is a hopeful chance of a fuller national existence when the promised political emancipation of the country becomes a realised fact.

THE XXII ALL INDIA EDUCATIONAL CONFERENCE, TRIVANDRUM*

DEWAN CHAND SHARMA,
D. A. V. College, Lahore.

From Lahore to Trivandrum is a far cry and when one thinks of the different territories one has passed through and the various climates one has been through, one really feels that it has been a kind of adventure.

It may be thought that if I dwelt longer on this I would be speaking more like a tourist who goes to strange places and is touched by new scenes and sights. But the tourist who is speaking here had also an ulterior motive in braving the inconvenience and discomforts of such a long journey from the North to the South. I went to Trivandrum to attend the Twenty-second All India Educational Conference and though I represented the University of the Punjab I went there more to educate myself than to give other people an account of any educational experiment that I had carried out. I must admit that I was fully rewarded in this respect. To an outsider a conference in India appears to be like a forum where different points of view are expressed and many kinds of minds are rubbed against each other. This is, in some ways, true. At the All India Educational Conference all the different stages of education are covered. We begin with the nursery school and come right up to a University. We talk about the new trends in educational opinion all along the line and we profit by the experiences of people who come from all the different parts of India. This happened at the Trivandrum Conference also.

The shape of nursery schools was very clearly defined and the future of free and universal education was very definitely envisaged. The objectives which the syllabus for secondary schools should place before itself were thoroughly discussed and there was a discussion

about the question whether a student's mother-tongue should be the medium of instruction at the university stage for all subjects. The part that we should play in evolving new pedagogic methods was boldly set forth and it was clearly understood that the present system of examinations should be overhauled. The written test should stand as it is; but it should not be everything. It should be supplemented by intelligence tests, a *viva voce* test and other kinds of tests. All these should bring out not only a student's capacity for expression but also his skill, aptitudes and traits of personality. Physical education which is an essential thing for building up a healthier India, and vocational education which is required for giving students the right kinds of careers, received proper attention. In fact some people thought that physical education was imperceptibly passing into military education and that the stress on vocational training was unhealthy because it was being done at the expense of the study of humanities. To give people the right kind of perspective about women's education a separate gathering was called. There women discussed their problems of education and came to the definite conclusion that all nursery schools should be staffed exclusively by women teachers while at primary schools there should be as many of them as possible. There were some who thought that our primary education should pass entirely into the hands of women teachers; but since these were not available in an adequate number men teachers may be permitted to continue as long as it was necessary. Since the study of classical languages is, in a way the foundation of our Indian culture it has always been the practice of the organisers of these

By kind courtesy of the A. I. R. Madras—a talk broadcast on 5th January 1947.

conferences to give orientalist a chance to speak on behalf of the classical languages of India. This year, as before, the students of Persian and Sanskrit had their share in the deliberations of the conference and it was very refreshing to find how they thought that for the real building up of India's culture the study of the classical languages such as Sanskrit, Arabic and Persian should be made more popular and easily available. Since the conference caters for all kinds of educational interests the cause of the aborigines was not neglected. A special section has been given to this kind of education and it was very interesting to see how the education of these aboriginal inhabitants of India is receiving encouragement at the hands of educationalists. It should be remembered that the instruction of these persons is carried on through the medium of their own mother-tongues.

To think that these deliberations exhausted the activities of the conference would be to do it scant justice. Allied to it was the Adult Education Conference. Here it was definitely brought out that adult education does not mean merely adult literacy. It was thought that this was a huge task for any educational organization or any state to take up. India has about 350 millions of adults who are not literate. It should, however, be understood that adult education is not to be carried on only by school teachers but also by the journalist, the broadcaster and the film-producer. It was believed, and rightly so, that adult education should on the one hand make the population more politically conscious and on the other it should invest their day to day lives with greater significance. For this purpose it was not merely enough if a person should be able to read and write. That was only the first step in the educational process. More important than class teaching was the influence of the Press, the radio and films. That the radio can do a great deal for enriching the knowledge of the millions of inhabitants of India was considered by every one—that the Press should become an instrument of education in general was admitted by

all; that we should have such films as can promote our physical efficiency, social uplift and political awareness was acknowledged by every one. They felt that India should not wait indefinitely for the day when illiteracy will be eradicated. A four-pronged attack should be launched against mass illiteracy but at the same time all the media of mass communication and mass education should be brought fully into play.

This was a lesson especially driven home to our minds by the recent UNESCO Conference. It was very interesting to note the solemn and far-reaching statement made by its Director-General that UNESCO would undertake the abolition of illiteracy all over the world and that it would be as big a step in the history of human progress as the eradication of slavery. One need not say that the spirit of UNESCO seemed to animate, as it were unconsciously, the deliberations of the Adult Education Conference. It may also be mentioned that UNESCO loomed large in the discussions at the Internationalism and Peace section of the Conference. It need not be said that India needs as much of the spirit of co-operation in the fields of education, science and culture released by UNESCO as any other country in the world. So UNESCO was not far away from the thoughts of several speakers.

Perhaps it may be said that these sections are only the side activities of a big deliberative body. This is not, however, so. All the proceedings and resolutions of these sections come to the open session of the Conference and are there read out and voted upon. I still remember the lively discussion we had about some of the resolutions passed at the sections. One of these resolutions was on the introduction of compulsory religious and moral education in all schools and colleges. This brought the discussion to a very high level. Some of the leading figures of the Conference took part in it. There were some who thought that secular elements should be done away with immediately, for it had done much harm to this country. There were others who be-

lieved that religious education should be kept out of educational institutions and should be committed entirely to the care of parents and religious endowments. Since it was a question of a far-reaching significance and it was not possible to take any decision on it, there and then, it was postponed for consideration at the next conference. The Council of the Federation was asked to prepare a detailed syllabus of religious education for approval at the next meeting. There was also a heated discussion about the military training to boys and girls. It was urged that such a step would not be in keeping with the traditions of India and that it would jeopardise the building up of that peaceful society of nations, which countries the world over were aiming at. Some of those present believed that military education need not necessarily be of a type that would teach one to be aggressive but it would prepare one for self-defence and contribute to the development of physical well-being. After an interesting discussion the resolution was passed. It is not to be understood that all the resolutions raised such a storm of controversy as this one. There were at least four resolutions which were passed without engendering any heat and all of them were of a very momentous nature. There was one that was related to the charter for Teachers. This was not merely to be a charter of teachers' rights, but also of their duties and obligations, and its possibilities. The Conference had already adopted a charter at its Nagpur session but it was thought necessary to bring it to the notice of the public again. This also arose out of the observations of the President of the Conference, Sir Lakshmanaswami Mudaliar. A graphic picture of those days when the teacher was something like a guru was presented by him and he bewailed the tendency of the present day to deny the teacher their legitimate status in life. He was however balanced in his observations on this point. While he asked the public to honour the teacher, he asked the teacher to understand

fully his responsibility to the public and the country. He wanted that teachers should keep away from partisan politics as these disfigured the noble traditions of their profession. In one way, the Teachers' Charter was formulated very clearly. In an omnibus resolution it was stated how teachers' salaries, status and conditions of service should be improved. The resolution was passed with a view to make the teachers contented. It was contentment alone which could make possible good, efficient and responsible work by teachers. To promote inter-provincial contacts and international harmony it was decided that students and teachers should be exchanged. It was also laid down in a resolution that in every Province an Education Week should be celebrated every year where teachers, parents, students and members of the public should come to formulate their opinions on matters educational and to voice their needs and desires.

It may be said that all this was talk, perhaps idle, futile talk. This will be a very cynical observation. It cannot be said that talk which leads to definite conclusions and specific results can be barren and unfruitful. Talk gains in potency and influence when it is backed by the experience and reflections of those persons who have devoted their entire lives to the study of education and to the implementing of educational policies. The Trivandrum Conference was rich in such personalities and it was refreshing to hear persons like Sir C. P. Ramaswami Iyer, Sir Lakshmanaswami Mudaliar, Dr. Amarnath Jha and others. They spoke often words of warning but very often their words gave faith and hope. One therefore benefited from this conference in many ways. Not only one got new ideas about education in this country but one's faith in this nation-building activity came also to be reaffirmed. The Trivandrum Conference gave one faith in India's future and about the teachers' share in building up a happier and better India.

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THE XXII ALL-INDIA EDUCATIONAL CONFERENCE TRIVANDRUM

C. RANGANATHA IYENGAR

The XXII All-India Educational Conference held at Trivandrum from the 28th to the 31st December 1946 may well be called a great success. It beat all previous record in numerical strength. About 1,000 delegates from all over India were present besides about 500 members of the Reception Committee. The South India Teachers' Union was represented by four Council Members and the Secretary of the Protection Fund.

Almost all the districts in the Madras Presidency sent delegates to the Conference, among which Malabar, Madras, Tinnevely, Tanjore, Ramnad and Coimbatore need special mention for the numbers.

The Conference and the Exhibition pandals were beautifully and artistically decorated and illuminated with coloured electric lights during nights. The water fountain and the electrically controlled moving platform showing in pictures the Harijan entry into the Sri Anantha-Padmanabhaswami Temple provided special attractions.

His Highness the Elaya Raja opened the Educational Exhibition in which the arts and crafts of Travancore Educational Institutions were largely represented. The entire Royal Party was present when His Highness the Maharajah opened the Conference in the afternoon.

As usual the work of the Conference was mainly conducted in sections which were as many as 13. Among those from Madras that participated in the proceedings of the Conference were the following:—

1. Mr. M. S. Sabhesan presided over the Moral and Religious Education section and also moved the resolution on the Status and Service Conditions of Teachers.

2. Mr. T. P. Srinivasavaradan spoke in the Secondary Education section

on the 'Training of the Mind' and moved the resolution on the 'Representation of Teachers in academic and educational bodies'.

3. Mr. S. Natarajan, the Federation Secretary of the Secondary Education section initiated the discussion on 'Re-orientation of the content of the Secondary School curriculum' and also participated in the discussions on Teacher-Training and Oriental Studies.

4. Mr. C. Ranganatha Iyengar participated in the discussions in the sections of Secondary Education, Teacher-Training, Moral and Religious Education and Internationalism and Peace and also in the discussion in the open conference on the resolution for the Introduction of Moral and Religious Instruction in schools. His resolution that the S. I. T. U. Protection Fund be accepted as suitable as an All-India Insurance scheme for Teachers, was agreed to by the House without any division.

5. Mr. V. Bhuvaramurthy Rao spoke on 'Vocational efficiency' in the Secondary Education section.

6. Mr. E. N. Subramanyam moved the resolution on the 'Teachers' Charter'.

7. Messrs. Kuruvila Jacob, Purushothama Iyengar and S. R. Balasubramanya Iyer, Mr. Numbiar and Mr. Krishnamoorthy contributed to the discussions.

8. Mr. N. Kuppuswami Aivangar was the Federation Secretary of the Teacher Training section.

The delegates were entertained by the Reception Committee on the 30th on the Nandavanam grounds, and by H. H. the Maharajah on the 31st in the Kaudiar Palace. The latter function was followed by dance performances.

(Continued on Page 303)

THE TEACHING OF TAMIL GRAMMAR

T. P. MEENAKSHI SUNDARAM PILLAI, M.A., M.O.L., B.L.

எண்ணென்ப ஏனை எழுத்தென்ப
மற்றிரண்டும்
கண்ணென்ப வாழும் உயிர்க்கு.

To me it has been given as a student and teacher, as a parent and a correspondent to observe and experience subjectively and objectively, from inside and outside, the teaching of Tamil. The general impression of a Tamil Class left in my mind except in those rare cases coming into contact with mighty personalities, is that of a dull unimportant and ununderstandable gathering full of potential mischief. It does not require any very elaborate analysis to find out the root cause of this calamity. The teachers of Tamil count for nothing, and Tamil Grammar has driven the students who are compelled by the S. S. L. C. syllabus to memorise the mantras of Pavanandi Mamuni, to the point of despair.

It is very often presumed that this objection to the study of what just now goes by the name of grammar is born of ignorance of that subject. The trouble is really otherwise. It is eminent scholars of Comparative Grammar like Skeat, Jespersen and Whitney, that sounded the death knell of the old school of teaching grammar. I can have no prejudice against Tamil Grammar which has ever been my hobby. Nor has the teaching of the real grammar apart from spurious grammar, created any problem for me. That is because I was taught by my Master to consider the ancient Tamil Grammar as the true science of language and not as the framers of the S. S. L. C. syllabus mistook it as a handbook on correct writing. On account of this wrong approach, even the students of Oriental Colleges fail to get inspired in the subject and nourish in their heart of hearts a hatred towards grammar thus reaping no benefit from a course in Tolkappiyam.

Tolkappiyam and Nannul are monuments of scientific descriptive grammar.

The chapter on sandhis deals with phonology, a subject completely forgotten by the subsequent generations; the chapter on words deals with morphology, semantics, and ergonomics; and the chapter on subject matter or literary theme deals with the art of literary composition and poetic appreciation. The commentaries studied in their proper perspective reveal to us the historical progress of the Tamil language but it must be confessed it is a kind of an esoteric teaching. Even as the judge in the guise of interpreting the statute actually legislates for the changed conditions, so does the Indian commentator frame his rules and evolve his philosophy in the guise of interpreting the ancient texts. This is the well known legal fiction, without knowing his role of an original contributor when one goes to him for any light as an annotator, one meets with the saddest disappointment. Tolkappiyam codified, so to say, the rules obtaining in its age. The living language has been ever living and growing as he himself expected (kati col illai kalattuppattinae) discarding many old rules and evolving many new rules. But still the commentators by their magical interpretations keep up the show of an unchanging and unchangeable grammar for all times and for all contingencies. Once the legal fiction is understood, the commentaries become so many historical grammars reviewing the whole march of the language from epoch to epoch.

When the question of the confusing grammatical terminology was hotly discussed in the early twenties of this century, an interesting suggestion was thrown out by a member of the English Association that the principles of Universal Grammar could be usefully taught to the children with great profit and that nothing more was needed. Such an universal grammar is fortunately found only in Tolkappiyam which our teachers here have made so

unpopular. Tolkappiyam begins long before the times of Wundt with the sentence as the unit of thought. After explaining certain interesting problems of concordance and agreement, he continues his study of words with an analysis of the various complements of the verb which are elsewhere known as the declensions of the noun. It is true that the genitive is really a complement of the noun; but if the locative was the source of the genitive as some will have it, even the genitive might be interpreted as a complement of the verb. The sutram which ends "Ayettenpatolin mutanilaiye" emphasises this concept of complement of the verb. After this study, the sentence is analysed into a subject or name word and a predicate or the action word, both of which may take complements. Jespersen's theory of rank, arranging the words into primaries, secondaries and tertiaries receives an unexpected support from one of the sutrams and from the general arrangement of nouns peyarecham and vinai echam. Tamil is an agglutinative language and its words appear to be compounds or pakupatam. Even a child can resolve some of them into roots or urichol and inflexions or idachol. This is all the morphology that need be taught to anyone. The important distinction between nouns and verbs on the one hand and urichol and idaichol or the semantemes and morphemes on the other had not been fully grasped by the teachers of the old school, in spite of the explanations offered by the ancient commentaries of Teyvaccilaiyar and Cenavaraiyar and these self-luminous terms gave no light to these blind leaders of our youths.

The teachers of grammar, in the dark ages, began to assume the role of dictators and constituted themselves into final courts of appeal in the province of correct linguistic usage. Even Manu, they forget, never legislated but only codified the usage. Tolkappiyar by a process of inductive and objective study has classified the laws of linguistic usage prevalent in his days. A language reaches its perfection when reduced to writing and blessed with a grammar; but unfortunately this kind

of perfection stems the further flow of the linguistic current, leading sometimes to stagnation and putrefactions. There is always here as everywhere that eternal struggle between freedom and order where failure to adjust spell death. A language lives sometimes in spite of the grammarians. The progress which Jespersen has traced in the history of the English language is not possible after the codification of a grammar. The legal attitude of the grammarians has developed a wrong view of grammar. It is fundamentally wrong to look upon grammar as a normative science; it is only an objective science of the linguistic phenomena, still in the stage of description, analysis, and classification without any power of forecast and control of the phenomena. When that is the true picture of the grammar, the grammarians cannot but become the laughing stock of the modern writers when the former give the authority of the old grammatical texts as sufficient explanation of any usage which they deem as correct.

The mind of the student is thus led away from the scientific quest of the fundamental principles of grammar and language to the dictatorial rule of their paltry jargons. This attitude of the grammarians had robbed the study of grammar of all its inspiration and interest. Every rule of grammar is social in origin demanded by the exigencies of time and usage. It is not a logical proposition but a conventional formula. It is a solution of a linguistic problem, and looked in that way the dry bones of grammar appear full of life clothed in flesh and blood. Presented that way the rules of valu, amaiti or exceptional idiomatic usage, for instance, will be as interesting as the solution of riddles. A human form appears at a distance but it is not clear whether the person is a man or a woman. In the absence of a word common to both man and woman in Tamil, how to express this doubt becomes an interesting problem. The language has solved this riddle of the usage of the word form. The usages "Is he a man or woman" and "Is she a man or woman" being

admittedly incorrect, the usage "Is that form masculine or feminine" which goes against no established rules of grammar, has come to be accepted by the convention of the people who are after all the real builders of the language. It is in this spirit that the ancient grammarians laid cryptic notes for their lectures to the students who thronged to their gurukulas. Again, the punarchi or sandhi rules are solutions of interesting and important phonetic problems. These solutions suggested, reveal the working of many curious laws of phonetics. The conceptions of glides, assimilation, dissimilation, economy of energy—all these and more can be embedded in these rules which unfortunately remain unexplained in this way to the modern students thirsting for real knowledge.

There is a great and incessant demand for replacing the heart-aching grammar by a soul-stirring art or science of composition. The word "ceyyul" used by Tolkappiyar fortunately denotes a literary composition whether in prose or in poetry; and thus in this world ever arguing about the reality of the distinction between prose and poetry he has cut the gordian knot. He relies more upon the rhythm than upon the rules of scanning. Unfortunately our grammarians coming to teach, have not as yet realised this great truth. When sufficient ear training and practice in voice production are given the various shades of pronunciation, intonation and musical pattern come to be appreciated by the child. I have known children of the First Form composing verses on varied subjects in the tunes with which, thanks to the Talkies, they had become familiar. Can it be honestly stated that we are cultivating this creative art in our schools? There was a time when poetic compositions were condemned by many as futile. That was the result of the teaching of the pseudo grammar.

Tolkappiyar divides literary compositions into poetry of subjective experience and poetry of objective experience (Akam and puram), a distinction more subtle than that of subjective and objective poetry. The various aspects of

these are elaborated only for the purpose of illustration and forgetting this underlying purpose, the latter day Tamilians have slavishly codified these free illustrations as the only form of poetry denying any freedom for new usages or illustrations to grow and thrive. Living poetry has thus been conventionalised into a mummy.

Sentiment (meyppatu or rasa) as opposed to sentimentality in the sort of poetry, and Tolkappiyar enumerates eight sentiments, a study of which would unlock the emotion recollected in tranquillity and looked up in poetry. Figures of speech are not looked upon by Tolkappiyar as external appendages or ornaments but as something intrinsic in poetry. They are the modes of expression—the very form of poetic thought. Tolkappiyar refuses to enumerate the various figures of speech, for no enumeration can either reveal the inner truth or exhaust the perennial flow of the poetic forms. He anticipates Appayya Dikshita in considering the varied figures as variations of simile. Again, suggestion (iraicci) giving full play to imagination is the very breath of poetry. Even this valuable conception had been allowed to be forgotten by the subsequent generations. It is really therefore very surprising that Tolkappiyar should have grasped the fundamentals of literary composition and appreciation and portrayed them forth with the help of the very truths which have to be by proper method instilled into the hearts of our children. Tolkappiyar by the use of the term "Patu tirai vaiyam", true to his universal outlook, makes these principles applicable to the whole word, though attempts have been made to interpret to the term to refer only to the Tamil country to which alone the Tolkappiyam was considered to have any application by the short-sighted Tamilians of the latter days. It is not possible to sufficiently bemoan the loss sustained by this country by its neglect of these salient truths. One cannot but despair of the future of this Tamil country, when, in her seats of learning, the students are refused the firm grasp of these essentials of literary composition. When is the gulf yawning wider and

wider between the writers of Tamil and the teachers of Tamil to be bridged if not here and now?

There is a new idea in the air ever since the days of the Russian Revolution. The conception of planning has taken deep roots in every country. It is no longer looked upon as interfering with natural evolution of things. Planning weeds out the unnecessary growths and safeguards the natural development. This conception of planning has unconsciously come to play its part in the arena of language. Linguists have always been planning for a universal language. The Basic English reveals the working of the principle of planning in this new sphere. Are not even our text books such attempts at planning as these? Unfortunately this has not yet been realised by many. If the Tamil newspapers read by the man in the street contain more than 5000 words, of what use can these text books be, which even if systematically studied from the infant standard to the highest class in an elementary school could give only a command over 1000 or 2000 words? Are not years spent in such institutions without equipping oneself for life, at least to the extent of reading the newspapers—a criminal waste of time? Is there not then room for planning?

No word-frequency list as the one prepared by Thorndike for English has yet been prepared for Tamil. Nor has any one systematically and scientifically analysed according to the varying physical ages of the children, the linguistic difficulties of the child and the common errors of the age. If that has been done and quantitatively arranged in the order of frequency, it will not be difficult to plan a course of study for avoiding the usual pitfalls of language, in spite of Mr. Palmer having emphasised the necessity for preparing a microcosm of words in a language—minimum number of words that ought to be taught—based on the principles of frequency.—The principle of concreteness, the principle of ergonomic combination according to which words with the power of unlimited combination should be given preference over

others, the principle of proportion according to which words should be chosen in consideration of their importance, and the principle of general expediency according to which least frequent words might be chosen for completing and rounding off a category. Once it is admitted as is usually done nowadays, that grammar is not to be taught directly but the rules ought to take a shape and form in the unconscious mind thus giving rise to a steady habit of speech and writing, as a result of the extensive reading and speaking in which students become gladly interested in the course of their supervised studies, the linguistic planning here referred to assumes a great importance in the teaching of grammar.

The verbal microcosm varies from age to age, period to period in the history of a language and even among individuals it grows with their age. This truth needs no emphasis in this age of mental tests. Blessed with real insight, Tolkappiyar in his chapter on Semantemes or urichol throws out a few valuable suggestions. He explains that there will be no end to the process of explaining a word by another and that by a third and so on. (Porutkuppurul teriyin atu varampinre). One however need not always rely on this futile method. Palmer when he describes that semanticising or converging a meaning, may be by natural association by translation, by definition and by context, reminds us of Tolkappiyar who states that the meaning does not change if it can be explained in other ways (porutkuttiripillai unartta vallin). But there is a limit to such teaching and explanation, a limit prescribed by the receptive capacity of the students: (Unarcci vayil unarvor valitte). The mental tests have shown to the world that there is an age for understanding certain conceptions and stories. It is foolish if not dangerous to quicken the pace of the mental development of the child. It is impossible to make a child of four understand the conception of subject or object. Have our textbooks taken this important truth into consideration?

Nobody has attempted to study the development of the grammatical sens

in the child of the Tamil country. But the other countries can show the way. The Iowa Child Welfare Research Station gives an outline of the progressive stages in language development (Little N.F. and Williams H.M. - An Analytical Scale of Language Achievement. University of Iowa Studies in Child Welfare 1937 — 13 No.2, 88-94)

The child

- (1) vocalises spontaneously—babbles
- (2) Definitely attends to vocal stimulation by turning head toward or watching person vocalising.
- (3) Uses syllables consisting of consonant and vowel in spontaneous vocal activity.
- (4) Vocalises in response to being talked to.
- (5) Shows comprehension by some specific and consistent response to verbal stimulation waving "bye - bye" on demand, etc.
- (6) Uses final consonant in syllables.
- (7) Uses vocal symbol to express meaning.
- (8) Imitates sound in pitch or inflexion.
- (9) Uses five symbols to express meaning.
- (10) Uses ten symbols to express meaning.
- (11) Combines two words or symbols to express meaning such as "bye - bye car" or "here daddy"
- (12) Uses six conventional words accurately. Pronunciation need not be perfect but words must be intelligible to one unfamiliar with child.
- (13) Uses agent—action or action—object structure such as "ride car" or "hurt baby".
- (14) Definitely uses noun verb or verb object structure. Must have more than one instance.
- (15) Substitutes more than once a pronoun for other person's name.
- (16) Uses preposition more than once. Usually appears as the substitution of such a phrase as "go to town" go town or "ride in car" for "ride car".
- (17) Qualifies noun with adjective.

- (18) Qualifies verb with adverb.
- (19) Uses auxiliary in verbs.
- (20) Uses regular plural in noun more than once.
- (21) Uses any tense of verb other than the present.
- (22) Uses conjunction.
- (23) Uses past tense correctly.
- (24) Uses compound sentence.
- (25) Uses complex sentence giving correct instance of dependent clause.
- (26) Uses future tense correctly more than once.
- (27) Uses correct regular comparative in adjectives.
- (28) Uses correct regular superlatives in adjectives.
- (29) Uses irregular plural nouns correctly.
- (30) Uses compound-complex sentence.
- (31) Uses correct regular superlative in verbs.
- (32) Uses past perfect tense correctly.
- (33) Uses future perfect tense correctly."

With the help of this, we have to observe the Tamil child and prepare an outline of the progressive stages of the development of the linguistic sense in the Tamil child and correlate it with the age before utilising that valuable information in preparing a scheme of study or a scheme of speech training for our children. The necessity for such planning need no further plea. Unfortunately in our country nothing has been done in this way and therefore when the teacher goes to teach grammar on the basis of sutras he lectures above the head of the children who begin to hate the teacher and the subject.

The verbal microcosm of the modern age, thanks to our material progress assumes vast proportions. The claims of our scientific and mechanical age can be satisfactorily met by any one of the ancient languages like our Tamil only after proper linguistic planning. A blue print has to be prepared of the file of studies to be covered, of the technical terms to be used and of the principles to be followed in coining new techni-

cal words. More than a decade, the mother tongue has been the medium of instruction in our High Schools and yet no uniformity has been secured in the use of technical terms. That in the midst of mutual recriminations between the Sanskritists and the Tamil purists, the students should suffer is indeed a sad reflection on the present condition of our educational efforts. The principles of coining technical terms are ultimately in one sense of the word, grammatical rules. The perspicuous morphology of the Tamil language is so self-explanatory that any diligent student of Tamil can straightway coin successfully the popular scientific terms. The studies therefore have to be planned in such a way as to familiarise the students with the various methods of expression, a familiarity with which will help them to understand and appreciate any current coin issued from the linguistic mint of accepted usage.

Viewed within the background of linguistic progress the Tolkappiyam sutram.

“kati col illai kalattuppatine”

that no new word which has gained currency in course of time can be condemned and the sutrams of Pavananti,

பழையன கழிதலும், புதியன புதுதலும்
வழுவல கால வகையினுன.

palayana kalitalum putiyana pukutalum
valuvala kala vakiyanane

that the old usage disappears and the new gains currency; this is the play of time; there is nothing wrong about it” and

பகுதி விகுதி இடைநிலை சாரியை
சந்தி விகாரம் ஆறினும் ஏற்பவை
முன்னிப் புணர்ப்ப முடியும் எப்பதங்க

பகுதி விகுதி இடைநிலை சாரியை
canti vikaram arinum erpavai
munippunarppa mutiyum eppatan-
kalum

“that all the words can be successfully analysed if only done with care into the six categories: theme, suffix, inflexions, assimilatory stages and euphonic changes” cease to be dry bones splitting

and creating in the grammarian's Golgotha but become human dynamos charging the whole world with its electricity producing millions of Kilowatts of mental energy for driving the social engine on its way to progress. In this age of atomic bomb one must not forget the explosive power of affective and active words. An innocuous monosyllable like the word “ass” generates and releases on the spur of the moment any amount of energy, feeling and action both in the speaker and the auditor when uttered as a term of abuse. Appreciated in this light the mysteries of language present a panorama of miracles all through the course of its history and a deeper study will compel language to yield its inner truths, explaining these mysteries on a rational basis. We hope we have seen the end of the age of the dictators. Mighty forces of destruction were let loose on this earth by the power of the tongue. The whole world resounded with the roaring of the puny little mannikin of a Hitler, for well-nigh a decade and a half which shook the whole world, mankind and all its culture to their very foundations. Even from a pragmatic point of view the study of speech is a necessity in an age of democracy. Grammar stands arraigned before the world that it has done all it can to stifle the development of speech, though the ancient grammars like Tolkappiyam with their phonetic rules of pronunciation thus emphasising the speech aspect of language.

Unfortunately the study of these ancient works of grammar so full of life and light have been metamorphosed into a heroic pilgrimage through a dreary desert of meaningless learning, possible only for the chosen few, all but dead to the world. No wonder Sampson exclaims “It is the sorry fate of literature to fall into the hands of school masters and examiners who care for her dowry more than for her charms. Communication of enjoyment indeed may be called the immediate purpose of the lesson on literature. Deeper communications may follow but they must travel in the path of love and liking. Literature may become a subject for study but it

must be first of all the object of love”. Miss E.T. Rajeswari of the Queen Mary's College in an interesting paper contributed to the Commemoration Volume presented to the late lamented Tamil Scholar T.V. Loganatha Mudaliar brings home to us the humour enshrined in Tolkappiyam. This human aspect of the ancient grammar has rarely been emphasised. Our grammarians of the latter days have been really the precursors of the mechanical age and they have been successfully grinding down human minds into an uniform paste. Their dictatorial attitude demands slavish acceptance of their word by the students. The ghosts of the commentators and the witchery of the grammar teacher haunt the class rooms. Is there any wonder that India lies enslaved? If there is no freedom of thought within the sacred precincts of a class room how can freedom thrive elsewhere? “Education with inert ideas is not only useless, it is above all things harmful”. There is even now too much of cramming and too much of spoon-feeding even in our Honours Courses, too much to be assimilated by any healthy mind. Even if digested the amount of adipose tissue which will result will be so much dead weight distorting the symmetrical beauty of the human mind, arresting all its free movement and leading on ultimately to disease and decay. After reading Graham Wallis's Art of Thought, one loses faith in the First Class Graduates of this ancient regime. Democracy thrives only in an age of creative thinking. Independent research alone can vivify our studies. Freedom of thought is the foundation and the crown of all cultural edifice. The rule of the dead letter should be overruled and the reign of the divine spirit should be worshipfully restored.

(To be continued)

(Continued from Page 296)

Members of the union will be glad to know that Sri M. S. Sabhesan has been elected a Vice-President of the Federation. Sri M. S. Kotiswaran, now in Secunderabad as Secretary, Sri T. P. S. Varadan, Assistant Secretary, C. C. Nair of Malabar, as Secretary of the Primary and Rural Education section and S. Natarajan as Secretary of the Secondary Education section.

The delegates were all accommodated in the hostels very near to the place of the Conference and well looked after. Two buses were placed at their disposal both in the forenoon and in the afternoon for visits to places of interest in the City.

On the 1st January 1947 a party of about 120 delegates, both men and women, went on an excursion to Cape Comorin, visiting on the way the Padmanabhapuram Palace and the Rural Reconstruction Centre at Marthandam.

The delegates enjoyed the Conference thoroughly. They carry with them memories of many pleasant things and persons. Of the latter mention must be made of Messrs. Rama Iyer in charge of the Hospitality committee, Jeevanayagam of the Accommodation Committee and Padmanabha Pillai, the General Secretary, who were responsible for the success of the Conference.

Above all, H. H. the Maharajah and H. H. the Maharani, supported by the talented and capable Dewan, Sir C. P. Ramaswamy Iyer, gave freely of their generosity placing the resources of the State at the disposal of the Conference.

May Travancore Flourish!

ERRORS, DEFECTS AND DEFICIENCIES IN THE STUDY OF SCHOOL ARITHMETIC AND MENSURATION

S. BALAKRISHNA AIYAR,

Retired Vice-Principal, Teachers' College, Saidapet.

(Continued from Page 274, Vol. XIX)

G. IV. Multiplication of Fractions.

G. IV-1. Errors.

1. Fundamental Notions.

(i) Wrong notion that multiplication by a fraction, as in the case of integers, always increases the value of the multiplicand.

(ii) Misconception of the nature of mixed number.

e.g. $4\frac{1}{2} = 4 \times \frac{1}{2} = 2$. [Due to interference from Algebra.]

2. Obscure definitions.

e.g. From a text book: To multiply by a fraction is to take the multiplicand certain parts of a time. Thus, to multiply by $\frac{3}{4}$ is to take the given number $\frac{3}{4}$ of a time.

"To multiply one number by another is to repeat the multiplicand as many times or parts of a time as there are units in the multiplier."

N.B. The italics are by the author himself.

3. Errors of Technique.

(i) Adding numerators and multiplying denominators.

(ii) Multiplying numerators and adding denominators.

(iii) Multiplying both numerator and denominator by the (integral) multiplier.

e.g. $\frac{1}{2} \times 3 = \frac{3}{2}$.

(iv) Inverting the multiplier before operating. (Due to interference from division technique.)

4. Forgetting to change mixed numbers into improper fractions before operating (as a general rule).

5. Partial multiplication.

e.g. $8\frac{1}{2} \times 4 = 32\frac{1}{2}$.

6. Illogical and faulty arrangements.

e.g.

$$\begin{array}{r} 65\frac{3}{4} \\ 4 \\ \hline 4 \overline{) 195} \\ \underline{48} \\ 260 \\ \underline{308} \end{array}$$

7. Multiplying the integral and fractional parts separately.

e.g. $6\frac{1}{2} \times 4\frac{3}{4} = 24\frac{3}{4}$.

8. Forgetting to set down denominator of the product.

e.g. $\frac{1}{2} \times 3 = 21$.

9. Neglecting (due to carelessness or oversight) factors in numerators and denominators in "cancellation" and building up the final answer.

10. (i) Errors in reduction (by "cancellation").

e.g. $3\frac{2}{3} \times 2\frac{1}{2} = \frac{18}{5} \times \frac{12}{7} = \frac{30}{35}$.

(ii) "Cancelling out" and giving the product as zero.

11. Errors

(i) in copying down figures.

(ii) in computation (referable to insecure foundations in operations with integers.)

12. Obscure and unidentifiable errors.

G. IV-2. Defects and deficiencies.

1. Lack of understanding and control of the fundamental principles involved in the technique of multiplication of fractions.

2. Vague notions regarding the size of the product as compared with the multiplicand when the multiplying fraction is greater than, equal to, or less than, unity.

3. Ignorance about the change in the meaning and significance of multiplication by fractions, as different from multiplication by integers.

e.g. the meaning of times in $4\frac{3}{4}$ times 8 and $\frac{3}{4}$ times 8.

4. Want of knowledge and appreciation of certain fundamental ideas.

e.g. The products $7 \times \frac{3}{8}$ and $\frac{3}{8} \times 7$ lead to the same result, but they are not equivalent operations.

5. Mechanical attitude towards the operation indicated by "of" (= $\times$)

6. Ignorance of certain basic multiplication tables.

e.g. Tables of $\times \frac{1}{2}$, $\times \frac{1}{4}$, $\times \frac{3}{4}$

7. Routine conversion of mixed number multipliers into improper fractions, when they lend themselves to a simpler treatment.

e.g. $124 \times 4\frac{1}{2} = 124 \times 4 + 124 \times \frac{1}{2}$

8. Absence of orderliness and system in reducing continued products of fractions to their lowest terms.

9. (i) Failure to reduce products to their lowest terms.

(ii) Leaving products at some intermediate stage of simplification.

10. Inability to illustrate diagrammatically or otherwise (e.g. with significant problems) the operations:

(i) Fraction $\times$ integer, (ii) integer $\times$ fraction, (iii) fraction $\times$ fraction. Lack of originality and inventiveness.

11. Failure to check results of multiplication using suitable methods and devices.

12. Inability to do even very simple multiplications orally or mentally.

13. Use of crutches.

e.g. Writing down the integral multiplier with unity for denominator.

e.g. $\frac{1}{2} \times 5 = \frac{1}{2} \times \frac{5}{1} = \frac{7 \times 5}{8 \times 1} = \frac{35}{8}$

G V. Division of Fractions.

G V-1. Errors.

1. Fundamental notions.

e.g. Wrong notion that division by a fraction, as in the case of integers, diminishes value.

(ii) Incomplete definitions.

e.g. From a text-book: "Dividing by a fraction increases the dividend just as multiplying by a fraction diminishes the multiplicand."

(iii) Obscure definitions.

e.g. From a text-book: "To divide one number by another is to find how many times or parts of a time the divisor is contained in the dividend."

2. Errors of technique (preliminary).

(i) Failure to invert divisor.

(ii) Inverting dividend.

(iii) Inverting both divisor and dividend.

3. Integral divisor.

(i) Partial division.

e.g. $12\frac{3}{4} \div 3 = 4\frac{3}{4}$.

(ii) Dividing both numerator and denominator by divisor.

Dividing by a fraction.

(i) Dividing numerator by numerator and denominator by denominator.

(ii) Dividing by integral and fractional parts separately.

e.g. $12 \div 4\frac{1}{2} = (12 \div 4) + (12 \div \frac{1}{2})$.

(iii) Dividing integral part by integral part, and fractional part by fractional part.

5. Neglecting denominator of quotient (in the final answer).

6. Overlooking factors in numerator and denominator in "cancellation" and in building up the final answer.

7. Complete "cancellation". Answer 0.

8. Errors.

(i) in copying down figures.

(ii) in computation (referable to insecure foundations in the operations with integers).

9. Obscure and unidentifiable errors.

G V-2. Defects and deficiencies.

1. Lack of understanding and control of the fundamental principles involved in the technique of division of fractions.

2. Vague notions regarding the size of the quotient when the divisor is greater than, equal to, or less than unity.

JL (Continued on Page 308)

Tm 21, 030
N46-19-12

REFORM OF THE EXAMINATION SYSTEM*

SIR CYRIL NORWOOD, M.A., HON. D. LITT.

*President of St. John's College, Oxford, Headmaster of Harrow School 1926-1934,**Chairman of Britain's Secondary Schools Examination Council**His (Joint) Publications include "English Educational System" and**"The English Tradition in Education"*

As the educational system of any one country is bound to be obscure to the citizens of any other, it may be as well to begin by stating a few facts about the position of secondary education in England as it was in 1939 when World War II began. It is roughly true to say that of every hundred children in the primary schools at that time not more than five were fated to enjoy a full secondary course, and only one would proceed to a University.

This would seem to be a startling state of affairs, but education was thought of in England as a highly selective weeding process. The business of secondary education was to pick the really bright boys and girls out from the mass by tests and scholarship examinations, and again through similar tests to choose the few fit to go on to a University; it can be fairly claimed that few of those, who by academic standards were really able, missed their chance.

School Certificate:

But in the 20 years between World Wars I and II two unintended but unfortunate results of this system became increasingly manifest. It was decided that secondary education, conceived of as a five-year course extending to 16 or 17, should be tested by an external examination called the School Certificate, and it was thought to be a great educational advance when it was ruled that the possession of this Certificate should exempt its holder from all matriculation examinations and other tests of that type if a higher standard than a mere pass was attained.

The result was that all children in secondary schools were set to the tasks of reaching this standard, since employers in business and industry

naturally asked for a certificate of this level in selecting candidates for their offices. It became painfully obvious to those who could take an objective view from outside the machine that the examination was cramping the free development of secondary education through its inevitable domination of the curriculum, and also that it was imposing a type of education which was not suited to a considerable number even of the selected pupils to be found in the schools; since a third of the number who began the course never got so far as the examination room, and a third of those who did, failed to pass.

Steadily Raised

At the same time to the children who were really gifted academically, the standard was not high but low. The average child was expected to pass at 16½, but the clever child would pass at 14½ or 15½, and was then qualified to enter any University. But his date for competing for the Scholarship which would carry him to the University did not come till he was 18, so that there was a period of three or even four years during which a student might, and frequently did, specialise between very narrow limits; particularly, perhaps, was this the case in the natural sciences.

Standards were steadily raised; the pressure of cramming became more and more severe: the schools in their Sixth Forms began as a regular thing to tackle a part of the Honours Courses of the University. Regularly on platforms and public occasions lip service was paid to the great value of a broad education and the dangers of early specialisation: as regularly in the class-

room boys or girls were driven on to the attainment of very high competitive standards within very restricted limits. Such a result was bound to follow inevitably from the system.

Butler Act

Upon secondary education in this condition broke the Butler Act, passed in a spirit of high faith and idealism during the war, which laid down that not one in 10 of the nation's children, but in future 10 in 10 should enjoy a school course which should eventually extend up to the age of 16. It was surely unthinkable that all these children should be set working along academic grooves, or be thought of as future candidates for University matriculation, although it has to be admitted that there are to be found teachers of both sexes in existing secondary schools who are so set in their ways that they think such a course to be both reasonable and practicable.

But the great majority realise that the secondary education of the future must be a system of very great variety, and that the curriculum and type of school must more and more be fitted to the individual child. Hence the division of secondary education into three broad types, to which the names of grammar (or academic), technical, and modern, have been given. The same need for variety is realised by those who write in praise of the multilateral school, and tend to defeat their own cause by not recognising that, if every school is to offer every course, schools must become undesirably large.

The Problem

It is quite clear that many children, and indeed probably the majority learn through the use of their hands, eyes, and ears, more surely and quickly than through reading the printed page, and it is very hard indeed to devise any form of external examination which can test the acquisition of such skills, certainly no written test like that which has been hitherto known as the School Certificate. It is equally clear that there is a danger, when this flood of new entrants pours into the secondary schools, that old standards, which in

English schools have been high, maybe inevitably lowered, and the grammar school be sacrificed to the modern.

That is the problem which has been set to Britain's Ministry of Education—how to preserve the old achievement and at the same time to meet the vast and varied new needs of the fresh types of boys and girls now staying on at school. It has to do this, when standards are shaken by the war conditions through which the schools have passed, when large numbers of additional teachers have to be trained, when many new schools have to be built, and old ones repaired. Critics are unreasonable who expect immediate and obvious progress.

Proposed Tests

The decision which has been taken is that the grammar school, or academic, course shall be thought of as extending from 11 to 18, when national service will begin, and shall culminate in two examinations designed to satisfy two separate needs. One will be a test of general education through papers set on four subjects suitable to candidates not younger than 16½. It will be a qualifying test, and will, it is hoped, admit those who pass to all Universities and all learned and semi-learned professions.

The other will be a competitive test by which scholarships will be awarded in various subjects, much as they are now, but it will only be taken by those who have passed the previous test, and are thereby debarred from devoting more than one year to close specialisation. One of the blunders in English education has been to try to make one examination serve a double purpose, with the result too frequently of making a double failure, and this blunder is not to be repeated.

More Informative

The fate of the School Certificate, hitherto taken at 16, hangs in the balance. It will be of no use to those who take the full academic course, and it is thought that business men and employers will be much more satisfied by a competent and objective school record such as it is proposed to keep for each pupil, since such a record will be

* By courtesy of the United Kingdom Publicity Office—New Delhi.

much more informative than any examination certificate. Freedom from external examination will render variety and adaptation to individual needs much more practicable, and such experiment is needed in technical, and above all in modern curricula. Many hold, not without good reason, that there are subjects which will never be properly taught so long as they are under the shadow of the conventional examination room: some even think that the use of the English language is one such subject.

New System

But there are others who have grown up with the School Certificate and are unwilling to part with what they know so well. The Ministry of Education is

doubtless showing wisdom in letting it continue for the present, though the official opinion is hardly concealed that this examination of the 16-year-old has done its work and is ripe for supersession.

The new system is not yet fully worked out, but these are its ideals, the maintenance of all that is good from the past, the setting and keeping of a high intellectual standard, and the provision of courses in great variety to meet new needs, even though these courses may seem unconventional and unprecedented. In a spirit of hope and of freedom Britain is moving on to its great endeavour to create in the next quarter-of-a-century something worthy to be called an educated democracy.

(Continued from Page 305)

3. Ignorance about the change in the meaning and significance of division by fractions, as different from division by integers.

4. Inability to understand, or explain, the reason for inverting the divisor, or at least to appreciate the "reasonableness" of the process.

5. Lack of confidence in the procedure for division, especially with fractions involving large figures.

6. Absence of orderliness and system in reducing quotients to their lowest terms.

7. (i) Failure to reduce quotients to their lowest terms.

(ii) Leaving quotients at some intermediate stages of simplification.

8. Inability to illustrate diagrammatically or otherwise (e.g. with significant problems) the operations: (i) Fraction $\div$ integer, (ii) integer $\div$ fraction, (iii) fraction $\div$ fraction.

Lack of originality and inventiveness.

9. Failure to check results of division using suitable methods and devices.

10. Inability to do even very simple divisions orally or mentally.

11. Use of crutches.

e.g., In $\frac{3}{4} \div \frac{1}{2}$, writing down 4 as $\frac{1}{2}$, as an explicit intermediate step, before commencing operation.

GLEANINGS

Should Teachers Strike?

[We give below some of the arguments for and against the use of the strike technique by the teachers. These arguments were gleaned in the "American Teacher" from various statements made by AFT members when the question of re-examining the AFT bob-strike policy was considered. In the next issue we shall allot a page for discussion of the question **Should the S. I. T. U. be registered as a Trade Union.** We invite our readers to write short notes giving their arguments either for or against the proposal.

—Editor, S. I. Teacher.]

For

1. *Teachers have the right to strike.*

(a) The right of employees to strike in order to obtain redress of grievances and to improve salaries and working conditions is well established in American tradition and law. For organized teachers to give up such a fundamental right might weaken their position even in routine negotiations where the actual use of the strike would be but a dim possibility.

Teachers, like other workers, have a right to a decent standard of living. They are having a desperate time trying to make their small salaries stretch to provide a decent standard of living for themselves and their families. As members of a fixed income group, they have always suffered in a period of inflation. Adjustment of fixed salaries to a rising cost of living has always been too slow.

(b) As for the argument that teachers have no *ethical* right to strike because a teachers' strike deprives the children of their educational opportunities, it may well be that the great improvement brought to the educational system as a result of the strike would far outweigh the comparatively small loss.

2. *The strike may well be a desperate but indispensable means of rescuing American children from an intolerable and crucial situation.*

(a) Thousands of schools have been closed for lack of teachers.

Against

1. *Teachers do not have the right to strike.*

(a) It is illegal, in some states, for public employees to strike. Besides in many cases a teachers' strike would involve a breach of contract, since salaries, duties and relation to the employer are frequently defined in contracts.

A strike involving a breach of contract might lead to dire consequences such as the refusal of the school board to retire teachers involved in a strike, curtailment of seniority rights, and, in some states, even to the suspension of their teaching certificates. Such consequences might seriously jeopardise the future usefulness of the teachers. Furthermore, it is doubtful if a strike involving a breach of contract would be supported by other union groups. Without such support a teachers' strike could not be successful.

(b) It is not ethical for teachers to strike. An industrial strike is used as a weapon to curtail the employer's activity, reduce his profits, and thus compel him to give consideration to the human values involved in employer-employee relationships. The rights of the public are only indirectly involved. Boards of education however, have no profits that can be cut. A teachers' strike would be a weapon aimed directly at the public interest and would weaken the teachers' position of leadership in the community.

2. *A teachers' strike is an invasion of the students' recognized right to receive an education in a democracy.* A teachers' strike is a strike against the best interests of the students who are but innocent bystanders in any dispute

(b) Millions of American children are being taught by teachers who are unable to meet the minimum requirements for teaching in their respective localities.

(c) Teacher training institutions report a sharp decrease in the number of students planning to enter the teaching profession.

(d) The alarming teacher shortage is caused primarily by the failure to pay adequate salaries and to provide satisfactory working conditions. Yet America, as the wealthiest nation in the world, can well afford to spend for education a much larger proportion of its wealth than the 2% to 3% which it is now spending for this purpose.

(e) The educational opportunities offered to American children are seriously limited by overcrowded classes and lack of equipment and supplies. These limitations could be removed if the American public would be willing to spend for education an amount somewhere near that spent for tobacco or liquor or movies or cosmetics.

Educational needs are *immediate*. A strike may well be the only effective tool to expedite the meeting of these needs and alleviate the present crisis in education.

3. *In many communities the citizens are so apathetic that only drastic action, such as a teachers' strike, will rouse them to take necessary steps to improve their schools.* Teachers may try every other means of letting the public know that the schools are in a desperate plight, but until parents find their children actually without teachers, they will not realise that something must be done. A new technique for awakening the public to its responsibility may be necessary.

between teachers and employers. The loss of even a single day's schooling is a serious infringement of the student's right. Since most of the students are children of workers who depend on the public schools to educate their sons and daughters, a teachers' strike is in effect a strike by one group of workers against another group of workers.

3. *Teachers should not strike because their aims can be attained more effectively by the use of other methods.* Organized teachers have more effective weapons to use than the strike. It should be noted, moreover, that only where the teacher group involved represents a preponderant majority of the full teaching staff has a strike any possibility of succeeding.

In matters which are within the jurisdiction of boards of education, teachers unions often can by skilful, direct negotiation and discussion come to an agreement acceptable to both teachers and boards. Innumerable teachers' locals have made substantial gains without resorting to the strike and stand higher in the confidence and respect of their communities because of their willingness to forego the strike weapon in the interest of the welfare of the youth.

In matters which are outside the jurisdiction of the boards of education—such as increasing school revenues to make possible higher salaries and better working conditions—co-operation of the teachers with the boards and with parent and labour groups in appealing to public opinion and making their desires known to legislative bodies will have favourable results which could not be attained in an environment of antagonism stirred up by a strike.

(From *American Teacher*, Nov., 1946, page 7.)

Great Teachers—the need for 1947.

Bernice Macnaughton, Moncton. President of the New Brunswick Teachers' Association in a message to the association writes:—

Teachers must dedicate their lives to the teaching profession. We must develop a code of ethics for ourselves in our profession. We must stand together. We must realize that the teaching profession ranks second to none. The economic condition of a nation depends on the education of its people. The moral condition of a race depends on the kind of teaching the youth receive. A race of people must either learn to think accurately and wisely or it will vanish. Education is the cure rather than the cause for social unrest. Education is often the child of revolt, but revolt against what? Against the influence of evil which will exist for ever unless man's brain can develop that counteracting agency which will bring universal understanding among all races of people.

To accomplish such a state we need great teachers—those teachers: (1) who never stop studying; (2) those who have the power to establish a personal as well as a professional understanding with their pupils; (3) those who look upon every lesson taught as a mirror in which the results of those lessons are reflected on the whole universe; (4) those who can inspire the pupils to want to learn how to think clearly, how to reason, how to weigh evidence, how to be just in criticism.

We want those teachers who are willing to say, as Winston Churchill said, "Give us the tools and we'll finish the job," or who like George Washington, "listened at a time of conflict, and gave the nation freedom;" or, like Abraham Lincoln, who "listened at a

time of crisis and preserved a nation's unity."

We need those teachers who are willing to say, "A Life Membership, please."

To obtain and retain such men and women we say as Ellen Wilkinson said: We want the cooperation of all parties in education; we want the continued support of public opinion. We want and must have adequate salaries, proper living conditions, school boards consisting of members who are vitally interested in the welfare of the teachers as well as of the pupils, school boards and educational officials with whom the teachers feel free to consult and solve their common problems. For confidence in one another gives strength and produces loyalty.

The public is looking for teachers to lead the way. The world's great work is done by people who have faith in their work. If we can develop that indefinable quality which infuses a new spirit into those whom we teach and with whom we associate, then, we, as teachers, can turn our schools into new institutions with a new purpose. We can make them institutions from which a host of young people will go forth, inspired as never before, to be messengers of higher standards of living—moral, mental and spiritual—as well as messengers of international good-will and co-operation.

May the year 1946-47 be not the easiest year for teachers but the year of greatest satisfaction we have ever experienced. Let us remember that strength grows with use. Let Efficiency and Co-operation be our motto.

(From the *Educational Review*,
October 1946, pages 2 & 3.)

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FROM OUR ASSOCIATIONS

The Tinnevely District Teachers' Guild.

The half-yearly Conference of the Guild was held at Kallidaikurichi on the 30th November 1946.

The Executive Committee met at 9-30 a.m. Rev. Fr. T. N. Sequiera, S.J., M.A., presiding. The memorandum submitted by the Headmaster and the staff of the S. A. V. High School, Tuticorin, to their management and the latter's reply were considered and a committee of five members was empowered to meet the management of the school and adopt any appropriate action to vindicate the self-respect and honour of the teachers and the headmaster in question.

The following amendment to the S. I. T. U. Rule 8 was adopted and forwarded to the S. I. T. U. for consideration at the next Provincial Educational Conference:

"After 'president' add a 'vice-president' or vice-presidents from the moffusil."

The Conference began at 10-30 a.m. in the George High School. Mr. K. M. Sundaram, Headmaster, welcomed the delegates numbering about 300. He pleaded for the opening of relief fund under the auspices of the Guild in aid of the victims of the riots of Bengal and Bihar. Mr. A. Ranjitham, M.A., Principal, American College, Madura, then declared the conference open. He exhorted teachers to shed their inferiority complex and devise means to give a practical turn to education.

Mr. Thomas Srinivasan, M.A., L.T., Professor, St. Joseph's College, Trichinopoly, then delivered his presidential address. He criticised the questionnaire issued by the Education Minister as too ambitious revealing signs of hurry and loose thinking. Fundamental and trivials were lumped together and no serious attempt has been made by the Minister to define the aim and scope of education in different stages. He said that mere eradication of illiteracy was not education and stressed the

need for only two types of education, one free and compulsory up to the secondary stage aiming at citizenship and the other the liberal education in arts and classics of the university stage, aiming at leadership.

Mr. T. P. Srinivasavaradan, B.A., L.T., Secretary of the S. I. T. U. spoke on 'Educational Finance' and stated that only the State should and could run schools in the age of democracy.

After dinner provided by the Reception Committee, the conference re-assembled at 2-30 p.m. Mr. T. P. Srinivasavaradan gave another talk on what the S. I. T. U. has done so far to promote the lot of teachers in this presidency and said that the profession as a whole was not yet ripe for direct action.

Mr. Yegneswara Sarma, M.A., in a short speech vehemently urged the immediate raising of the status of teachers particularly in private schools.

After passing the resolutions the President delivered his concluding address and made an eloquent plea for rights of parents and the need for the existence of well-conducted schools managed by private agencies.

The Tanjore District Teachers' Guild.

A meeting of the Guild was held at the Sir Sivaswami Aiyar High School, Tirukattupalli, on the 21st December 1946. Sri V. Guruswami Sastri, president of the Guild, presided. 81 delegates representing 22 affiliated associations attended, 51 coming from outside. The Teachers' Association of the local High School played the hosts and entertained the guests to a sumptuous supper.

Resolutions were passed condoling at the passing away of Sir P. S. Sivaswami Iyer and of Madan Mohan Malaviya, requesting the government to treat the teachers in Local Board, Municipal and aided schools on a par with those in government service for the purpose of salaries, dearness allowance and bonus, asking for more liberal grant-in-

aid to aided schools, pleading for the State Agency in managing elementary schools, and requesting the Director of Public Instruction to clarify certain doubts in the matter of bifurcated courses of studies in high schools.

Municipal High School Teachers' Association, Kurnool.

In reply to a memorandum submitted to the Hon'ble Mr. Daniel Thomas, Minister for Local Self Government, Madras, by the Municipal High School Teachers' Association, Kurnool, the Hon'ble Minister is reported to have replied that the scales of salaries of Local Board and Municipal School Teachers will be considerably better than what they are now, though they may not be the same as for government servants.

Board Secondary School Teachers' Association, Lalgudi.

At a meeting of the above association held on 21-12-46, the following resolutions were passed:

1. This association regrets that in G.O. No. 29431 of 46-3-G, L.A., dated 7-11-46, the government should have thought it not necessary to grant interim relief to Local Board Servants in view of their intention to raise the scale of pay of the latter and is of opinion that such discrimination in the treatment of Local Board servants who are in receipt of far lower scales of pay than similar government servants though they are doing identical work and possess the same qualifications as the government servants has caused deep discontent among the Local Board servants; and therefore, requests that the government may be pleased to pass immediate orders sanctioning the same

interim relief to Local Board servants as for government servants.

2. This association requests that the government may be pleased to pass immediate orders sanctioning the same bonus to Local Board servants as has been granted to government servants.

3. This association requests that in the matter of pay and all allowances all orders applicable to government servants be made applicable to Local Board servants also doing similar work and having the requisite qualifications.

Teachers' Association, B. H. S., Punadipadu

At a meeting of the association held on 20-12-46, the following resolutions were passed:—

1. This association views with grave concern the step-motherly affection shown by the government to the employees of Local Boards and Municipalities, in as much as the government have refused to grant the interim relief of Rs. 3 and Rs. 4 a month to the Local Board and Municipal employees also.

2. This association strongly asserts that Local Board and Municipal employees are as much broken economically as the N. G. O's. who have received preferential treatment at the hands of the government and that the reasons which prompted the government to grant the interim relief apply with equal force to Local Board and Municipal employees also.

3. This association therefore requests the government to pass immediate orders sanctioning the interim relief of Rs. 3 and Rs. 4 to Local Board and Municipal employees also, and to grant them also the bonus of a month's salary which is proposed to be paid to the N. G. O's before the X-mas vacations.

EDUCATION AND THE MADRAS CABINET DECISION*

M. S. SABHESAN.

People are aware of the serious discontent among teachers in non-Government schools owing to the unsatisfactory conditions of service in schools and the indifference of the Government to do the right thing at the right moment. The Director of Public Instruction and the inspecting officers who have frequently to deal with teachers are convinced of the justness of their demands for improvement in their status and salaries. There is, however, no change in the indifferent attitude of the Ministry and the increasing discontent and distrust create a feeling of tension prejudicial to sound and efficient work in schools.

Earnest appeals were made to the Government on behalf of teachers by the South India Teachers' Union and the Press for the adoption of suitable measures. There were assurances from responsible men including the Minister for Education, and teachers were told that the question would be examined by the Cabinet Committee and solution would be found. The Executive of the Union thought it proper to wait and see and chose to exercise its wholesome influence on the thousands of its members throughout the Province. During my tour in Coimbatore district, I was constantly heckled by teachers and called upon to indicate what line of effective action the Union would suggest if the Minister should fail to rise to the occasion. Rightly or wrongly there was a general feeling that the authorities would not be inclined to give due and proper consideration to the needs of teachers and that no worthwhile improvement could be expected in the service conditions.

The Report of the Cabinet Committee is now before us and the fears of teachers seem to be well-founded. The Government may perhaps take credit to itself that it has succeeded in adopt-

ing a consistently illiberal policy in regard to education. But any one who is sincerely interested in education will be as sorry for the Government as for the large number of teachers in non-Government schools. To use the oft-quoted expression with which the ministerial party should be familiar, the recommendations relating to teachers in schools under local bodies and private managements are disappointing, inadequate and unsatisfactory.

The South India Teachers' Union has time and again been pressing upon the attention of the Government the following important measures for the improvement of education: 1. Uniform scales of salaries for the different categories of teachers irrespective of the management under which they happen to work; 2. Parity of conditions of service; 3. Adequate provision for old age through provident fund and compulsory insurance; 4. Security of tenure of service; 5. Recruitment of teachers of approved service to the inspectorate and 6. Representation of teachers in official boards and committees dealing with educational questions. It may appear strange to teachers outside India that we should still be agitating for these elementary needs in 1947. The Department and the Minister have no doubt begun to move with regard to some of the items but the movement is clumsy and slow.

Along with the large body of the non-gazetted services, the teachers in schools under local-bodies and private managements have received with mixed feelings the Report of the Cabinet Committee. It may be said in general that the Committee has been profuse in platitudes and high sounding sentiments where the substance is negligible. Pious sentiments cannot be a substitute for material improvement and education has not received the support

* With Acknowledgment to the Swatantra,

it deserves. History has repeated itself and the real sufferers are the lakhs of school-going children whose welfare is supposed to be uppermost in the minds of the Ministers. The recommendations of the Committee regarding the salaries of teachers of different grades in schools under Government, local bodies and the private managements should by now be familiar to all.

In the first place the most objectionable feature of the recommendations of the Committee is the utter disregard of the demand of the Union that the scales of salary for teachers of similar grades should be uniform in all schools whether under Government or other management. For years we have been protesting against inequality but the Committee sees no harm in perpetuating this invidious distinction. This is not in accord with the following sentiment expressed elsewhere in the Report. "For raising the standard of efficiency of the municipal and local board services, the Committee suggested that in future only persons who possessed the qualifications and came up to the standard which Government would fix for their own services should be selected for the municipal and local board services and that the scale of pay to be allowed to such servants should be the same as that fixed for Government servants of the similar class". The extension and application of this principle in respect of all nation-building services are what one may expect from a Ministry which is keen on removing the anomalies. Considering that similar qualifications are demanded in regard to a particular category of teacher in all schools regardless of the agency, is it not reasonable and just that the scale of salary should be uniform? It is difficult to think of a different principle since the education of children in every school should be a matter of equal concern to the Ministry.

This distinction in salary is indefensible especially when the same standard of work is expected in all cases. The scales prescribed for teachers in Government schools, though not generous, are certainly better than those prescribed for schools under local

bodies. As for aided secondary schools the Committee is content with merely recommending the scales prescribed for schools under local bodies but leaves the adoption of the scale to the option of the management. The existing anomalies will therefore continue as before and the quality of instruction cannot but suffer. The scales now prescribed for teachers under local bodies compare very unfavourably with those for teachers in Government schools. There are two grades for L. T. in Government schools—Grade II with 80-5-120-10-170 and grade I with 160-5-200-10-240. Only one grade is provided for L. T. in schools under local bodies and this is the scale 70-5-140. This grade is not even as good as the L. T. II Grade in Government schools. The perpetuation of the invidious distinction is a serious blow to the cause of sound education in our Province. A valuable opportunity to set things right has been lost by the Ministry in spite of its loud profession that it is opposed to any objectionable distinction. Unless this injustice is removed it may be futile to expect enthusiastic co-operation from teachers. We appeal to the Government to act justly and wisely and recommend the Government scales of pay for adoption in all schools.

Equally serious is the short-sighted recommendation relating to the salaries of teachers in aided elementary schools. We wish the Government had acted in the spirit in which the preamble regarding the condition of teachers in aided schools is worded. It is stated "that the teachers were extremely poorly paid and that if their services were to be maintained at that level which the importance of the subject demanded it was necessary to see that they are put on better pay scales." Good sentiment indeed if it be followed up in action! But the Government is suddenly reminded of the state of Provincial finances and is ready to overlook the importance of the subject. A lower scale of salary which can never attract competent teachers is recommended. Why should not the Government adopt Government scales for all and approach the Central

Government for adequate help? It is only through a satisfactory and promising programme, the Ministry can enlist the support of the Central Government for the expansion of elementary education. The Ministry has not shown the grit to face up the situation but has stooped to find arguments to justify the introduction of a lower scale. We are afraid that the Government has not judged aright the temper and mind of thousands of teachers who have been eagerly expecting it to assume direct responsibility for elementary education. A uniform scale is necessary to induce teachers in all elementary schools to pull together and act with one mind.

The spirit in which the salary problem in regard to education has been approached by the Committee is narrow and it reminds us of the idea expressed by a former Minister of Education some years back that Government schools are their own children, the board schools their step-children and aided schools nobody's children. The time has come to knock out this irrational and pernicious notion and treat all schools as the Nation's schools entitled to equal and generous consideration. It will be good if the Ministry reads the signs of the times and understands the unwillingness on the part of qualified persons to join training schools in spite of the wide official publicity. One may not be surprised if a counter propaganda that school service means starvation and forms a death trap should become common in the coming months.

There are over 350 aided secondary schools and it is natural that the Committee should pay some attention to these poor relations. The existing scales in these schools vary widely but some well intentioned and far-sighted managements appreciate the value of paying even higher salaries. Recently a deputation of the managers of aided secondary schools waited on the Minister for Education, discussed with him the desirability of meeting the reasonable demands of teachers in respect of the salary revision and appealed to him to revise the grant-in-aid code so as to enable them to pay their teachers well. But a large number are indifferent and

the Government which is itself slow to move knows that they will never move of their own accord in the matter of enhancing the salaries. Why the Committee has not chosen to recommend the Government scale in view of the large size and high standard of aided schools is not known. We shall perhaps be told that the proposed scales in non-Government schools are somewhat better than the existing ones. Can this ever be a satisfaction to those who have been complaining bitterly about the deplorably low salaries all these years and expecting a radical change? The Committee should have also taken into consideration the fact that G. O. 4619 effected in a sudden and arbitrary manner a serious reduction in the then decent scales in board schools twelve years back and that the existing scales are still there to remind us of the gross injustice done to teachers. On a consideration of all the facts of the case and in view of the general opinion of the public and educational committees that a substantial all round improvement of the salary scale is essential, the adoption of the Government scale uniformly in all schools is very necessary. Otherwise the teaching profession may have to act in the principle "Equal pay: Equal work: Less pay: Less work."

More irritating than the salary recommendation is the difference in the procedure suggested for giving effect to it. There is no recognition of the principle that service in any recognised school is national service and that teachers should not suffer whatever may be the type of management. The Government which has its own doubts about the earnestness of local bodies insists on the adoption of the scales immediately and even offers financial accommodation to them. But in the case of aided secondary schools the Ministry which cannot be ignorant of the attitude and resources of private managements, wants to be courteous at the expense of teachers and can only think of advising managements to adopt the Government scales. It also expresses its desire to help them on the lines of its pet and fanciful formula associated

with the dearness allowance. So far as aided secondary schools are concerned even the unattractive new scale will remain a paper scale owing to the non-intervention theory of the Government and this is well-known to the Minister for Education who is officially in possession of information about the managers. What should one think of the complacent attitude of the Cabinet when with the full knowledge of the attitude of managers it becomes a party to the following statement in the Report: The Government expect that with the help of the enhanced grants the management will be able to contribute from their own funds amounts sufficiently to bring the scales of pay of their teachers up to the level of those recommended for the local fund services." Should this roundabout method continue even at this critical moment? What national purpose is served by leaving the adoption of the scale to the sweet will and pleasure of the management? Does the Government think that there is no urgency in regard to the revision of the salary scale of teachers in aided schools? Apart from the great disparity in the scales of salaries the difference in procedure holds out no immediate hope for teachers in aided schools and a conflict between the staff and the management is inevitable. This mode of approach is a measure of the incapacity or disinclination or both on the part of our public men to do what is right and necessary at the right moment. Salary revision will not be undertaken frequently and it is essential that a uniform principle is followed now to allay discontent among teachers. The Ministry has not the foresight and imagination to look at the problem from the broader national standpoint.

The recommendations of the Committee on which the Government orders are based do not take into consideration the essential needs of education. The Committee attempted to do some patchwork and the anomalies which they profess to abolish continue as before in the field of education. This is clearly seen in their eagerness to fix the salary scales of aided schools not in relation to the qualifications, cost of living and

standard as stated in the preamble but with an eye to the existing system of private management and the official non-intervention theory. Their imperfect appreciation of educational services is clear not only from the scant consideration to the salary of college lecturer, but also from a comparison of the salary prescribed for an S. S. L. C., as a lower division clerk with that of a teacher. The former is placed in the scale 45-3-60-2-90 against 40-3-55-2-85 for the S. S. L. C. teacher in Government schools who has undergone training for two years. Perhaps the Committee imagines that the S. S. L. C. loses some of his ability by undergoing training for school service. The contrast will be more striking if we take the S. S. L. C. teacher in a board or aided school.

What possible reaction may be expected from the teaching profession is a natural question. The All-India Educational Conference held in Trivandrum in December 1946 was really an occasion for observing the intensity of feeling and the spirit of revolt among teachers when the omnibus resolution on "Service Conditions" in aided schools was discussed. The Madras delegates along with those from other provinces opened their minds and would have pressed for a radical alteration of the official resolution but for the touching appeal of the president of the Conference to the delegates to give their trusted friends a chance to negotiate for them. C. Rajagopalachari speaking on the strike of Delhi teachers complained that teachers precipitated the crisis just because of a few grievances and appealed to them to have trust in Maulana Abul Kalam Azad. Here in our province, the Cabinet has not gone into the merits of the salary question and has failed to consider education as a national service with all its implications. It is not perhaps for the Cabinet to bother itself with complex questions. It has perpetuated the old serious anomalies and has thus precipitated a crisis. It is for the public to judge how national education

(Continued on Page 820)

EDITORIAL

Ourselves.

With this issue we complete the XIX Volume. We are deeply conscious of our many shortcomings particularly in the past year. Due to circumstances beyond control, the journal could not make its appearance regularly. We are quite aware of the many directions in which the journal needs improvement. Without making any elaborate or attractive promise, we assure our readers that every effort is being made to give a more satisfactory and efficient service in the New Year. We request teachers to make more free use of the columns of our journal. We thank all our subscribers for their generous support in the past and trust that with their co-operation and good wishes, the journal will be able to serve effectively the cause of Education and of Teachers.

The Great Betrayal.

The Government Order accepting the recommendations of the Sub-Committee of the Cabinet in regard to salaries, must come as a great disappointment to teachers. The salary scales recommended for teachers are very inadequate and do not seem to have any relation with either the nature of the work done by teachers or their academic and professional qualifications nor do they satisfy the bare living needs of a large majority of teachers. Though the Government claim to have had certain well defined scientific principles in arriving at these scales, it is evident as pointed out by Mr. M. S. Sabhesan in his analysis of the proposals, published elsewhere, that these principles were not applied in the case of the educational services. Otherwise how can we justify the big differences between the salary scales of persons in the educational services and those of others with similar or equal qualifications working in other departments? Even in regard to the Educational services, the recommendations perpetuate the existing differences of agencies. Their recommendations of lower salary scales

to teachers in local body schools and their tolerating still lower salaries in aided institutions are not in accord with their own dictum that when a local body appoints a person it should pay him the same salary as is paid by Government to one with similar qualification and doing similar work. The case of the teachers in Elementary Schools has not been considered properly at all. The scales recommended for Higher Grade and Secondary Grade teachers working in Elementary Schools under local bodies are inadequate and show a feeling of reluctance on the part of the Government to improve them. The Aided institutions have been treated with utter disregard. The Higher Grade teachers in these institutes will get only Rs. 20-25 and the Secondary Grades will get only Rs. 25-30 while even the lascars of the Electricity Department are given a much higher salary.

The Secondary Schools have been dealt with even more unfairly. The Secondary Grade teacher is the worst sufferer. There are again many omissions—like Pandits, Instructors etc. One cannot resist the temptation that both the Sub-committee and the whole Cabinet must have tackled these problems with the utmost unconcern or reluctance. Teachers have reason to feel that they have been betrayed. They were hoping that a Government composed of representatives of the people would do them justice and awaited patiently the good time. Their trust has been in vain. They cannot help feeling that in making the recommendations the Government have sacrificed justice and equity to appeasing those sections which have impressed them with their ability to make administration difficult. The teachers are convinced that in their Education Department and in the Hon'ble Mr. T. S. Avanashilingham Chettiar they have strong champions of their case for justice. Probably the Government have been influenced by such thoughts as are

indulged in by teacher-baiters—that teaching is a cushy job with holidays and private tuitions and that teachers may remain content with lower salaries. If this be true, then it is time that the teachers of South India should wake up. We hope that the executive of the South India Teachers' Union which meets on the 1st February will make known to the authorities the strong feeling of disappointment and resentment among teachers and impress upon them the need for accepting the modest recommendations of the Union and giving immediate effect to the same ensuring parity of conditions in all schools.

The executive should also make known to the authorities how the plea of private tuitions and holidays is all beside the point. Is not the Judge having his long vacation and is his salary on that account lowered? Is not the Medical Officer allowed private practice and is he allowed a lower salary on that account? Then why is it that the teacher alone should be asked to sacrifice? The executive should call upon the teachers to show in an effective manner their sense of resentment. While we

would not go so far as going on strike for reasons so well enunciated by our President, we would suggest that the Commissioner for Government Examinations be informed that in their present state of mind, teachers would not be available for supervision work in connection with the coming examinations.

The Union should also inform the authorities that teachers will be most reluctant to render such extraneous duties as taking Census of children of school going age, supervision of mid-day feeding, taking out pupils on excursions to places in and around the locality and rendering assistance in games and other activities. The teachers will do well to impress upon the public, the managements and the authorities the maxim

Equal Pay—Equal Work

Less Pay—Less Work

The Executive should also plan a programme of action which may be put into effect if Government should continue to remain indifferent.

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is being tackled by the Ministry. It is surprising that a broader and more forward policy has not been formulated by the Ministry especially when the Central Government is expected to meet a fair percentage of the cost of the post-war education plan. Teachers will have certainly their own say and plan to meet the situation. Much will depend upon the intelligent attitude of the public which should no longer remain silent when a national service like education is not approached in the proper spirit by the Ministry. Teachers expect the public to come to definite and independent conclusions. If it should convince them that the policy of the Ministry is sound and they can have no reason to complain, they will be prepared to accept its verdict. If it feels otherwise, it should discountenance the habit of the Minis-

ters indulge in platitudes like sacrifice and discipline and add insult to injury. It should make the Ministry realise that if education be bad it can be improved only by the adoption of those methods which have proved successful in other countries or in other spheres. Whatever may be the line of action which teachers may be ultimately constrained to adopt to maintain their self-respect and the ideals of the profession, I am confident that under no circumstances will they ever subordinate the call of the country for education to their self-interest and forget their duty to the children entrusted to their care. Nor will they even in the midst of their struggle allow the healthy and natural relationship between the teacher and the taught to be spoiled. What the future of education should be in our province is to be decided now by the public and the Ministry.

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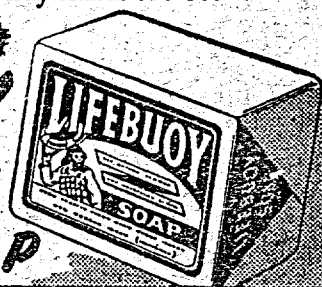
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