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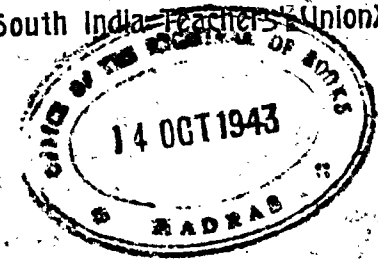
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The South Indian Teacher

(The Official Journal of The South India Teachers' Union)



SEPTEMBER 1943

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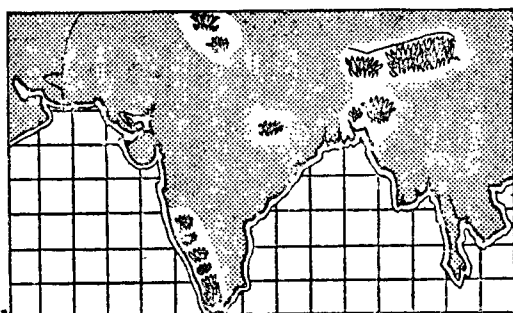
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THE SOUTH INDIAN TEACHER

Vol. XVI

September, 1943

No. 9

EMOTIONAL MALADJUSTMENT.

Its Diagnosis and Treatment.

BY

PROF. M. S. SRINIVASA SARMA, M.A.,

National College, Trichinopoly.

The physically unfit and the intellectually deficient children in schools have received special consideration, because they are easily identified. But there are great difficulties in recognising emotional disorders and in treating them after they have been recognised. A list of undesirable childhood behaviour owing to emotional maladjustment compiled by Prof. E. K. Wickman ("Children's Behaviour and Teachers' Attitudes") includes untruthfulness, stealing, truancy, cheating, profanity, laziness, lack of interest in work, inattention, quarrelsomeness, disobedience, slovenliness in appearance, tardiness, destruction of school materials, fearfulness, sullenness and disorderliness in class.

Emotional Tension—Its Causes

Theories regarding the origin of emotional disorders vary, and place emphasis on different factors. Dr. McCormach in a study of 250 "problem children" points out the following influences: improper method of training and discipline, 62 percent; bad companions, 13 percent; antagonism to teachers, 3 percent; lack of proper recreational facilities 8 per cent; loss of one or both parents, 10 per cent, etc. The Freudian Psychology lays great stress on the unconscious and the basic importance of the early years of childhood. All of us begin life with a certain equipment of aggressive impulses. If we are frightened or frustrated or repressed when young, these impulses are either suppressed or form a "Complex" or else they find vent in the desire to win power, to dominate, to inflict pain, and in general to revenge oneself on the world. Some children seek relief from emotional tension through aggressive conduct,

others retire more and more into themselves, losing contact with reality as a result of their sense of insecurity. But this shutting oneself off from the outside world is more dangerous to the integrity of personality than aggressive conduct.

When we deeply consider the vital importance which feelings and emotions play in human life, we would realise how necessary it is to educate the young in the control of the emotions; for, emotional adjustment is the secret of a quiet, peaceful and harmonious life. Emotion is the external manifestation of the energy generated by the internal organic changes. There are biological, physiological and psychological reasons for the control of emotion. The common experience of sad news which suddenly robs one of appetite for food is enough to show what emotional excitement does to our "insides." The man who cannot engage in a discussion without getting excited unless things go his own way is shunned in the councils of men. Emotional outbursts result in personal disaster and unfitness rather than in effective work. It is possible to distinguish two types of emotion: one is the more violent but usually of short duration; and the other which is usually of slighter intensity and greater duration is conditioned by the thwarting or furthering of the system of purposes developed by the individual.

Delinquency

The three chief emotions present from birth are anger, love and fear. Though these are inherited, they are profoundly influenced by the child's experiences. The training he receives at home and school supplemented by other forms of social pressure has much to do with the degree to which he restrains the tendency to become angry, afraid, disgusted etc. Fear, self-assertion, sex curiosity, gregariousness, anger, possessiveness, etc., all play their part in the child's reaction to school and home life. Emotional tension is the main source of delinquency. This tension is brought about by the defective or excessive development of some instinct or some defect in the capacity to judge or discriminate, or as a result of internal conflict caused by bad language, discord, or cruelty at home. The want of peace, love and fairplay at home creates in the boy a sense of injustice, feeling of indignity, wretchedness and apprehension that almost compel him to seek relief or distraction by some vehement deed. He may lose all self-command, and blindly strike an offending or unoffending person.

Environmental influences during childhood make an indelible impression on the whole after-life of the individual. Many of our fears and our difficulties in working harmoniously with others and living happily with our families have their origin in some environmental defect of our childhood. Environment includes everything that influences us from without—our homes and schools, our food, our education, our friends, our interests, and our work. The petty fault-finding habit of the father, his constant nagging, the adverse comparison of his son with other people's children—these make the child sulky, diffident and unsocial. A

slighted child has a different environment and a different problem of adjustment from that of the favoured child in the same home.

The Duty of the Parents

Psychology calls attention to the significance of emotions for happy and successful living; and the problem of maladjustment in life is ultimately the problem of education. The first duty therefore of the parent and the teacher is to bring about by happy comradeship greater and more harmonious adjustment between the child and his environment. The problem of living to the full in an environment which presents difficulties as well as opportunities is a serious one for all. Dr. Blauler points out (in his "*Text-book of Psychiatry*") that what causes mental maladies and nervous debility is not over-work but emotional difficulties. Students who are inclined towards anger and fear are less successful in academic work. The misfit is one who is dissatisfied with himself and his work, and whose relations with his fellows are strained; he thus becomes a social menace, a source of endless unhappiness to himself and to others. Parents and teachers should therefore strive to make the environment as pleasant as possible for the child and minimise the chances of any serious conflict between the instincts and the demands of the environment. This does not mean a wholesale surrender to the instincts of the child. The child has everything to learn. Sweetness of temper and pleasant manners originate from strength of will. The way to emotional control is direct and simple, requiring nothing but decision and persistence. To practise maintaining a calm attitude in a situation that arouses one to a pitch of excitement is to get a training in self-control. A depressed mood can be got rid of by enacting a cheerful one, and hatred disappears when actions of friendliness are engaged in.

Need for Self-control

All good things in life must be cultivated; they do not grow like weeds; and be it noted that nothing that is of any value can be obtained in a hurry. We have to work for it and wait in patience. The education of the child consists not simply in the drawing out of his intellectual abilities, but—what is more important—in training him in self-control. For this he must have, in the first place, congenial work, work suited to his talents, work in which he feels at home, work in which he can express himself and of which he can be proud, work which is comfortable to him and which is getting him somewhere. Next he must have recognition from others. His distinctness must be recognised and respected by the group. He cannot respect himself unless he commands the respect of others.

Then he must have the fullest, freest and widest scope for growth and development, for self-realisation. It has been found that work is one of the best means of keeping mental balance. A man who is beset with worries finds welcome relief in some occupation that is of interest to him. Games and sports and music and drama and other amusements are wonder-

ful healers of the disturbed emotional states, and are the channels for the pleasurable release of the energy that persistently strives for expression. Making things, writing, drawing, and creating something for one's own taste alone are among the commonly accepted aids to satisfactory living. Happiness seems to come not with static achievement, but in the very process of moving from worry towards security, from being ignored towards being admired.

Unsteadiness in dealing with children is an evil that parents have to guard against. A father who is tender on one day and harsh and nagging on another day keeps sensitive children always nervous; and nervous children are not infrequently ill-behaved too. Cyril Burt refers in "*The Young Delinquent*" to "crime, brawling, bad language, irregular unions contracted by the parents, immorality on the part of other inmates of the house, sexual molestation of the child by its own relatives, heartless or brutal usage in countless forms and varying degrees" as causative of emotional unbalance from which "he seeks to escape by refusing to live with the family, perhaps supporting himself by theft or other immoral means."

Fear—Its Evil Effects.

The worst mistake in the education of children is for the parent or the teacher to prophesy a bad ending for the child who has strayed on the wrong path. When a child is robbed of his faith in the future, the result is that he withdraws from reality and builds up a compensatory striving in the useless and harmful ways of life.

The presence or absence of fear in a child's life makes a tremendous difference to his happiness and mental development. Stammering, undue shyness, bookishness, nervousness and even cruelty are the result of fear. As fear saps energy, it is of great importance for that reason alone to let children grow up fearless. But there are other reasons. Absence of fear means presence of self-confidence and a willingness to experiment both in imitation and creative work that lead to surprising results. These excellent results are obtained when formal training gives place to self-imposed training and in work voluntarily undertaken, not only because the child is interested, but also because the fearless child has much more energy for creation and adaptive imitation. If a child is doing badly at school and his IQ (Intelligence Quotient) shows him to be normal, the question to ask is—Is he afraid of anyone or anything? The greatest preventive of fear is physical activity; and if from the earliest days we train children to do things carefully and make no undue fuss about misadventures, they will probably acquire caution and escape fear. As fear is extremely contagious, parents should be very careful, if they suffer from any fear obsessions themselves, not to display them before their children.

Develop Self-respect.

Self-abasement is an inherent feeling of inferiority. When the child is born into the world he is entirely dependent on others care. His

earliest recollections are those of being lifted, fed, consoled, and made comfortable. The feeling of helplessness is the strongest emotional experience of his early life. As he grows older, he tries to gain the approval of elders by practising truthfulness and kindly consideration for others. But if for some reason he cannot gain approval in social ways, his love of power or the need for self-assertion is such that he will try unsocial ways of making himself felt by the community. Our earnest endeavour should be to foster self-confidence and self-respect, a sense of happy importance arising out of playing a respected part in the life of the family and the school. This self-respect the child experiences when he does something useful, when he is able to express himself in the making of something beautiful, and when he contributes his quota to a common cause. Thereby he wins the approval of his companions and adults; and when he gets praise he becomes still more anxious to do praiseworthy things, and to be praiseworthy himself. Hence the importance of Social Service Leagues, Youth Guilds and Scout Troops. As a member of such an organisation, the boy tries to keep up the reputation of the society he represents; and this communal self-respect enables him to maintain even in the face of powerful temptations a high standard of personal self-respect.

Mental Health.

The scope of mental hygiene is the prevention of all the conditions which bring about maladjustment. It has for its purpose the development of wholesome hygienic habits, attitudes and interests that constitute a normal integrated personality. Mental health implies both the free play of the individual's characteristic energies, and the capacity for friendly co-operation with others. An individual is considered to be normal and mentally healthy when he is able to adjust himself to his environment, when he is capable of performing significant tasks, when he possesses the ability to get on peacefully in the social group of which he is a member, and when he observes the moral law. Miriam Van Waters ("*Youth in Conflict*") gives the secret of training in Mental Health in these words: "Succeeding in home tasks, school work, gardening, sports, arts, crafts, doing well in employment—all tend to enrich personality by giving it power to expand and to control new fields. There need be no special talent or ability discovered: all that is essential is for the child to feel satisfaction in doing some new thing well from which he derives fresh mastery, courage and tokens of adult approval."

THE VALUE OF THE SUBSTITUTION METHOD

BY

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The principle of the method is to have a series of 'model' sentences and to improve the pupils' English by their attempts to follow the models. For instance, let us take the sentence 'India is a large country.' On this model, how many sentences can we not form about the other countries of the world—e.g., Portugal is a small country. Switzerland is a hilly country. The U. S. A. is the richest country in the world. And so on.

Take another instance. 'The Elephant is the biggest animal on the earth.' The boys may be asked to form similar sentences about the whale (the biggest animal in the Sea), the tiger (a fierce animal), the lion (a majestic animal), the ant (the smallest animal), the fox (a cunning animal), the cow (a gentle animal), the horse (a noble animal) etc.

Let us now slightly change the model. 'What a pretty little animal the squirrel is!' The Teacher changes it into the assertive form, 'The Squirrel is a very pretty little animal.' With the ingenuity of the teacher, how many sentences cannot be got from the boys about various birds and beasts familiar to them? 'What a useful animal the cow is!' 'How lovely is the rabbit!' etc.

Nelson's words on the eve of the Battle of Trafalgar are a source of inspiration to all Englishmen. 'England expects every man to do his duty.' In a similar strain, we may tell our students, 'India expects every man to do his duty!'

The Substitution method may appear to be mechanical at first. The critics may hold it in little regard, because it is but the substitution of one adjective for another—one noun for another or one verb or adverb for another (verb or adverb). Let us have the example 'Be kind.' We can substitute other adjectives for 'kind,' such as 'generous,' 'strict,' 'liberal,' 'patient,' 'impartial' or adjectival phrases like—'thorough in your work'—'slow but steady,' etc.

But as we proceed higher and higher, the model is more or less forgotten and the pupils' sentences themselves are well shaped. A shapely sentence is like a lovely maiden. It has an inexhaustible beauty. Take as instances the following brief sentences:—

(Indicative Mood). 1. God is (or exists). 2. Motives mingle. 3. It rains. 4. It thunders. 5. Cocks crow. 6. Asses bray. 7. Lions roar. 8. Kindness pays.

(Imperative Mood). 1. Meditate deeply. 2. Pray fervently. 3. Stand erect. 4. Sit down. 5. Start at once. 6. Read attentively. 7. Write legibly. 8. Answer your paper intelligently.

We can, if we study them with one, find out a common formula. Such sentences are formed with a subject and a predicate or with a verb and an appropriate adverb.

Once the formula is given out to the class, every boy will vie with his neighbour to coin fresh sentences:—'Swim carefully,' 'Run quickly' etc. or, in the Indicative mood, 'Reptiles creep,' 'Birds fly,' 'Strictness pays,' etc.

Let us now turn our attention to exclamatory sentences. These may be formed as isolated words or phrases or full-blown sentences such as:—'Well done!' 'Bravo!' 'All right!' 'Splendid!' 'Excellent!' 'Alas!' 'Hurrah!' 'Glorious!' 'Serve him right!' 'How beautiful!' 'What a marvel of energy is Churchill!' 'How tactful is Roosevelt!' etc.

In answer to a common question like, 'What is this?' We can have a variety of answers, all depending on the object pointed at. 'It is a table' or a chair; a bench or a stool; a book or a picture; a pen or a pencil; a cat or a dog; a flower or a leaf; a coat or a cap—covering the range of all the concrete nouns known to the boys.

Similarly, take the sentence 'Rama plays with Govind.' We can put in other names for 'Rama' and 'Govind'; we can change the tense of the verb or put in other verbs; and thus evolve (or rather get the boys to evolve) dozens of sentences:—'John plays with Jane,' 'Lakshmi plays with Sita,' 'Aslam played with Mahomed yesterday,' 'He will read with me tomorrow,' 'She will go with me on a walk this evening' etc.

If teachers handle their classes in this way there need be no divorce between the 'text' and 'grammar' classes. Every sentence occurring in the detailed text may be thought of as a model and the boys' vocabulary will ever be on the increase. 'Free composition' will be a joy to them; for what is an Essay but a series of sentences on the same topic?

Let us look at the same thing from another point of view. 'The farmer works in the field.' If the boys are unable at once to give out similar sentences, we can help them by putting questions like, 'Who works in the school, in the law-court, in the house? etc. There will then be no difficulty in the class as a whole arriving at sentences like:—'The Teacher works in the school'. The Judge (or the Lawyer) works in the law-court. The servant works in the house. This will incidentally increase the 'general knowledge' of our boys and make them observe things carefully.

Art lies in concealing art. In the higher forms then, the substitution method may be employed with very fine results. The Teacher

gives out the model—'As is the king, so are his subjects.' As applied to various objects and institutions, look at the variety of sentences that can be got.—

1. As is the father, so is the son. Or in countries where the matriarchal law prevails, 2. As is the uncle, so is the nephew.

3. As is the mother, so is the daughter.

4. As is the teacher, so is the pupil.

5. As is the master, so is the servant.

6. As is the Government, so are the people—applying it to political life.

The great moralist, Ruskin, says:—We must not only be virtuous but love virtue. What an excellent model has he given us for imitation!

1. We must not only be good but love goodness. 2. We must not only be kind but love kindness. 3. We must not only be honest but love honesty. We can slightly change the model. We should not only love goodness but be good ourselves. 2. We should not only love virtue but be virtuous ourselves. 3. We should not only love gentleness but be gentle ourselves. etc.

It is said in the Bible—'Sabbath is made for man and not man for Sabbath.' How easy is the design to follow! Applying it to modern life, can we not say, 'Money is made for man and not man for money.' Or 'The machine is made for the convenience of man and not man for keeping the machine going.' These are fundamental truths which bear repetition.

Our great authors, essayists and poets are those who have given us the best 'models' to follow. Burke says in his famous Reflections on the French Revolution, 'The age of chivalry is gone.' Cannot the moralist and the preacher adopt it for his own purpose? 'The age of sincerity is gone!' 'The age of magnanimity is gone!' 'The age of religion is fast disappearing!' Or, slightly varying it, how many times have we heard it said, 'We are living in an age of cunning and deceit. Sincerity is no more valued. Hypocrisy reigns supreme everywhere.' The intelligent reader traces the whole of it to Burke and derives an additional thrill of joy from it.

By adopting the Substitution Method, we reveal the affinity (which is not easily seen) between Literature and Mathematics. Just as we can work problems in Algebra and Geometry with the help of formulae, so we can learn to write good English by having great writers as our models.

ERRORS ETC. IN THE STUDY OF ALGEBRA

By

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(Continued from page 278)

S. EQUATIONS

S I. Simple Equations

N.B.—Many of the remarks given in this sub-section are of wide scope and will be found relevant in connection with simultaneous and quadratic equations that follow.

S I—1. ERRORS

(1) *Meanings and notions*

e.g. confusion of meanings of equation and formula, equation and identity, known quantities and constants, unknown quantities and variables, equation and expression.

(2) *Reduction to standard form*

e.g. Pupils forget to set down " $=0$ " at the end, when a given equation is reduced to the standard form, especially when the number of terms is large.

(3) *Solution procedure*

(i) *Beginning the solution with the sign of equality.*

e.g. Pupils do not bring down to the notebook the equation proposed in the textbook or question paper, but simply start the solution with the sign of equality.

(ii) *Beginning each step of the solution with the sign of equality.*

(iii) *Absence of connecting links between successive steps.*

e.g. Omission of *because, therefore, then, so that*, etc.

(iv) *Failure to indicate the procedure adopted or to be followed.*

e.g. Omission to use terms like *transferring, transposing, substituting, squaring both sides*, etc.

(v) *Errors and confusion due to failure to number the original as well as derived equations for subsequent references.*

(vi) *Referring to equations by wrong numbers.*

(4) *Use of axioms:—*

(i) *Failure to add the same quantity to both sides of an equation,*

- (ii) *Failure to subtract* the same quantity from *both* sides of an equation.
- (iii) *Forgetting to change sign* when terms are transposed from one side of an equation to the other.
- (iv) *Failure to multiply both sides* of an equation by the same quantity.
- (v) *In clearing of fractions*, pupils forget to multiply *every term* on either side by the chosen multiplier.
- (vi) *Failure to divide both sides* of an equation by the same quantity.
- (vii) *Failure to change the signs* of both sides *through all the terms*, corresponding to multiplying or dividing by -1 .
- (viii) *Employment (quoting) of wrong axioms*.
- (ix) *Omission to give reasons* for equating to zero numerators common to both sides.
- (x) *Equating to zero common denominators*, thus admitting division by zero.

(5) *Incomplete solutions*

e.g. Owing to confusion or getting held up by errors, pupils give up in the middle.

(6) *Adoption of devices* (e.g. convenient substitutions) in the course of the solution, and *failure to restore the original values*.

(7) *Errors due to want of correct understanding of conventional meanings*

e.g. $212^{\circ}F = 100^{\circ}C$, $\therefore 1^{\circ}F = \frac{100^{\circ}C}{212}$.

N.B.—Here the sign of equality in the first statement stands for “corresponds to,” and is quite different from that in $7 = 4 + 3$.

(8) *Miscellaneous errors*

e.g. $\frac{x}{4} + \frac{x}{12} = 2$ hours, whence $x = 6$ miles. If $x - a = x - b$, then

$x = 0$. $\frac{385}{x} = \frac{77}{6}$, whence $x = \frac{77}{6} \times 385$. $-5a = 20$ gives $a = 4$.

$\frac{x-2}{2} = \frac{x+1}{7}$, $\therefore \frac{7(x-2) = 2(x+1)}{14}$. $\log a = b$ gives $a = \frac{b}{\log}$.

$f(x) = a$ yields $x = \frac{a}{f}$. From a textbook: “If both sides of an equation are divided by nothing, the result obtained is not necessarily true.”

S I—2. DEFECTS AND DEFICIENCIES

(1) *Mechanical use of axioms*

e.g. $x - 5 = 8$, $\therefore x - 5 + 5 = 8 + 5$, $\therefore x = 13$. Such unnecessary details are found even in later stages of work.

(2) *Inability—*

- (i) *to connect the device of changing the signs of transposed terms* with the effect of the application of the axioms of addition and subtraction;
- (ii) *to connect the changing of signs of both sides* with the effect of multiplying or dividing both sides by -1 ;
- (iii) *to understand cross-multiplication* as a working rule to indicate multiplying both sides by the product of the denominators.

(3) *Want of skill and facility* in managing equations with fractional (common and decimal), and literal coefficients, and equations with the unknown quantity in the denominators of the terms.

(4) *Inability to reduce labour and save time* by the adoption of convenient devices.

e.g. Pupils fail to see that the solution of the type $\frac{\sqrt{x} - \sqrt{5x+2a}}{\sqrt{x} + \sqrt{5x+2a}} = \frac{\sqrt{x} + \sqrt{a+b}}{\sqrt{x} - \sqrt{a+b}}$ will be very much simplified by adopting the ‘componendo et dividendo’ device.

(5) *Omission to write out the answers separately*

(6) *Poor control over processes*

e.g. Too much of formalism is also to be noted. Pupils find it necessary to adopt such puerile sequences as $-a = -x$, $\therefore -x = -a$, $\therefore x = a$.

(7) *Not writing separate steps in separate lines*

(8) *Adoption of complex roundabout methods*

e.g. By not removing common factors at convenient stages, or effecting reductions, pupils swell their work with uncouth figures, and consequently run into avoidable confusion and error.

(9) *Checking*

e.g. The checking habit is not firmly established. A vast majority of errors are due to the nonexistence of the practice of verifying the correctness of results.

The following irregularities are to be noted:—

- (i) *Checking by substituting the result in both sides at the same time* and continuing the statements of equality in the pious hope that all will be well.
- (ii) *Failure to check with reference to the original equation*. Checking by substitution in a derived equation is no good, since this equation itself may happen to be wrong.

S II. Simultaneous Equations

S II-1. ERRORS

(1) Meanings

e.g. Pupils have but a poor appreciation of the term *simultaneous*. They find one of the unknowns and leave out the other or others.

(2) Errors in respect of fundamentals

e.g. x and y have final values in terms of each other or even in terms of xy . For example, $x = \frac{1}{2}xy$, $y = \frac{1}{2}xy$ are offered as solutions for $\frac{4}{x} - \frac{9}{y} = 5$, $\frac{12}{x} - \frac{6}{y} = 4$.

(3) Incomplete solutions

e.g. Preliminary assumptions are made, but pupils omit to come back to the unknowns of the question itself. For example, having assumed $\frac{1}{x} = a$, $\frac{1}{y} = b$, and found a and b , pupils fail to obtain x and y .

(4) Errors in proportion

e.g. $\frac{x}{y} = \frac{11}{9}$, $\therefore x = 11$, $y = 9$.

(5) Errors in respect of signs

e.g. In writing down the proportion $\frac{x}{\dots} = \frac{y}{\dots} = \frac{z}{\dots}$ by 'cross-multiplication', denominators reveal mismanagement of signs.

S II-2. DEFECTS AND DEFICIENCIES

(1) Ignorance of meanings

e.g. Of 'simultaneous', 'necessary and sufficient conditions.'

(2) Ignorance of alternative methods

A knowledge of alternative methods enables pupils to exercise judgment in the choice of the easiest under the circumstances, or to succeed by one of them if the others give trouble or fail.

Note.—Among the alternative methods may be mentioned substitution, equalising coefficients, equating two values of the same variable.

(3) Cross-multiplication

Ignorance of this working device. Failure to apply it to $ax + by = c$, $a'x + b'y = c'$, which is a particular case ($z = -1$).

(4) Not employing convenient substitutions

e.g. Taking a for $x+y$, b for $x-y$ to solve $\frac{57}{x+y} + \frac{6}{x-y} = 5$, $\frac{38}{x+y} + \frac{21}{x-y} = 9$. a for $\frac{1}{x+y}$, b for $\frac{1}{x-y}$ would have been better.

(5) Inability to obtain roots by inspection

e.g. The equation $x + y + z = a + b + c$, $ax + by + cz = a^2 + b^2 + c^2$, $\frac{x}{a} + \frac{y}{b} + \frac{z}{c} = 3$ affords an instance.

(6) Independence and consistency

(i) Ignorance of meanings of these terms.

(ii) Inability to apply tests for same.

(iii) Inability to represent and interpret graphically.

(7) Inability to manage linked equations

e.g. $x - 2 = y - 1 = x + y$.

S III. Quadratic Equations

S III-1. ERRORS

(1) Confusion of meaning

e.g. Regarding $3 - 4x - 4x^2$ and $4x^2 + 4x - 3$ as the same, because the corresponding equations would be the same.

From a text book: "One of the equations can be resolved into two linear factors."

(2) Solutions

(i) Errors in principle

e.g. If $xy = 0$, $x = 0$ and $y = 0$. The correct position is "either $x = 0$ or $y = 0$; both may be zero."

$x^2 = 25$, $\therefore \pm x = \pm 5$. This is regarded as equivalent to (yielding) 4 distinct solutions.

(ii) Failure to give all the solutions

e.g. $4x^2 = 26$, $\therefore x = \sqrt{\frac{13}{2}}$. Giving only one root for $x^2 - 4x + 4 = 0$. Giving only two roots for a cubic equation without the constant term, i.e., of the form $ax^3 + bx^2 + cx = 0$.

(iii) Solutions involving the variable itself

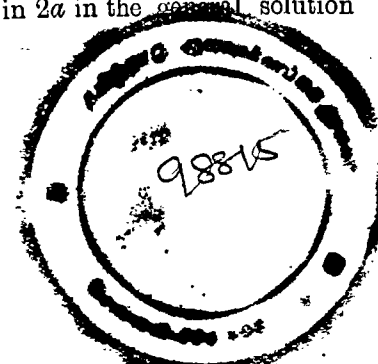
e.g. $5x^2 = 9$, $\therefore 5x = \frac{9}{x}$, $\therefore x = \frac{9}{5x}$. $x^2 - bx + c = 0$, $\therefore x^2 = bx - c$, $\therefore x = \pm \sqrt{bx - c}$.

(iv) Omissions

e.g. of 4 in $\sqrt{b^2 - 4ac}$, of 2 in $2a$ in the general solution $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$.

(v) Wrong 'formula.'

e.g. $x = -b \pm \frac{\sqrt{b^2 - 4ac}}{2a}$.



(vi) *Computational errors*

e.g. Not obtaining solutions correct to the required number of digits. $9 \pm 4.3 = 13.3$ or 5.3 .

(vii) *Wrong interpretation*

e.g. Taking two solutions to mean two methods.

(viii) *Failure to recognize existence of extraneous solutions.*

(ix) *Failure to reject or eliminate extraneous solutions* introduced by multiplying both sides by a factor involving the variable; by rationalization; by squaring both sides.

(x) *Loss of solution by removing (cancelling), or dividing out by, a factor* involving the unknown quantity.

(3) *Procedure*

(i) *Mistakes in completing squares.*

(ii) If the analytical process is followed, *pupils fail to reverse the process* or indicate reversibility in an adequate manner.

(4) *Relation between roots and coefficients*

(i) *Forgetting to reduce the equation to the standard form* before writing down the relations.

(ii) *Equating the sum of the roots to the coefficient of the middle term* without its sign changed.

(5) *Mistakes in signs* in factoring an expression with the help of the roots of the corresponding equation.

e.g. If p and q are the roots of $x^2 + bx + c = 0$, then $x^2 + bx + c = (x + p)(x + q)$.

S III—2. DEFECTS AND DEFICIENCIES

(1) *Meanings*

e.g. Ignorance of the meanings of reversibility, analysis-synthesis, rationalization, standard form.

(2) *Inability—*

(i) *to complete squares;*

(ii) *to obtain roots by inspection* even in simple cases;

(iii) *to use roots of an equation to factorize corresponding expression.*

(3) *Ignorance of facts*

e.g. of the relation between roots and coefficients.

(4) *Mechanical employment of the general 'formula'*

e.g. $x^2 - 5x + 6 = 0$, $\therefore x = \frac{5 \pm \sqrt{25 - 24}}{2}$.

(5) *Failure to perceive resemblance to standard form*

e.g. of $(x^2 + 6x)^2 - (x^2 + 6x) - 2 = 0$.

(6) *Failure to solve equation due to inability to reduce to standard form*

e.g. $4\left(x^2 + \frac{1}{x^2}\right) - 12\left(x - \frac{1}{x}\right) + 1 = 0$.

(7) *Inability to adopt suitable devices*

e.g. to take $y = \frac{3x-2}{2x-5}$ for solving $\frac{3x-2}{2x-5} - \frac{2x-5}{3x-2} = \frac{8}{3}$.

(8) *Inability to investigate algebraically the turning values of quadratic expressions and to relate them to the solutions of corresponding equations*

Also to represent and interpret such values graphically.

(To be Continued)

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OUR ASSOCIATION

The Coimbatore and Nilgris Districts Educational Conference

The 18th Annual Conference of the Coimbatore and Nilgris District Teachers' Guild was held on 31st July '43 in the spacious hall of the R. S. Puram Municipal High School, Coimbatore, with Mr. T. S. Krishnamoorthi Ayyar, M.A. L.T., the Principal of the Government College in the chair. The function was very largely attended by more than 200 delegates from the various parts of the district, and by an equal number of visitors.

The Conference commenced after prayer at 2-30 P.M. Mr. A. T. Lakshmanaswami Mudaliar, Chairman, Municipal Council, Coimbatore, and the chairman of the reception committee referred to the growth of the city in various spheres of activity and welcomed the delegates in felicitous terms. Sri C. Raghunathan B.A. L.T., T.D. (Lon). M.R.S.T., Deputy Controller, A. R. P. Coimbatore opened the conference and Mr. T. S. Krishnamoorthi, M.A. L.T., delivered the presidential address.

A symposium on post war education was held soon after. In opening the symposium Mr. S. Rajam, B.A. L.T., Personal Assistant to the D.E.O. said that in post war reconstruction more emphasis must be laid on the right education of the individual. No institution political or economic, however well planned, can achieve its purpose if the individuals who work them do not have the proper outlook. If the school is to play its part, it must become an integral part of its social environment. Education was the moral equivalent of war. As in war so in education, all the agencies in society such as industry, agriculture, literature, art etc., should be mobilised for educational effort. Education should spread from infancy to old age and should not be confined to school alone. All the centres of social life should contribute to the education of the individual. The teacher's work could be supplemented from every side. Then the teacher will come into his rightful place in society. It is only when the school develops a social purpose transcending all distinctions, that the post war world will be able to abolish the root causes of future wars. The attempts made in Soviet Russia to relate education to life was a good lead.

Mr. R. Srinivasa Iyengar, Head Master, Sarvajana High School, Peelamedu, after referring to the formation of the United Nations Educational Bureau, in England and America for dealing with Post war problems, pointed out that Post war education in any country is to become a matter of world concern, and certain principles of Educational reconstruction will operate as a common factor in all the countries of the world. Education in future India will depend on the political status that India will assume after the war. Its structure will have to fulfil the requirements of a people, who, instead of playing the role of subordinates in the administration of the country as in the past, will be the rulers with the initiative and driving force to formulate their policies in all fields of National Progress. It should aim at the training of the elites, the specialists in several crafts in professions, and the residual mass. The establishment of free and universal elementary education is the first problem to be faced by National Leaders and its aim must be not the production of literates but the development of a cultured people, and fit efficient citizens of a modern democratic state. There is an urgent need for the introduction for the diversified courses in the field of secondary education to suit the different aptitudes and a wider curricula which would cater to an all-round educational development. "No vocation without culture, and no culture without vocation" must be the guiding factor in any future programme. The future schools must lay the foundation of the faith in human values, and religion must form the very basis of any education worth having. He concluded by saying that if the post war education of India is inspired by the idealism of Dr. Rabindranath, the realism of Mahatma Gandhi, and the progressivism of Pandit Nehru, Indian National Education will pave the way for the establishment of a healthy and efficient democracy.

Mr. Narayanaswamy Ayyar, M.A. L.T., of the Government College pleaded for the abolition of the school final examination altogether in as much as separate examinations are held by the Government for the recruitment into their services. A secondary education board consisting of experienced headmasters may take the place of the present inspectorate to look after the academic side of whole secondary education.

Mr. Arunachalam, B.A. L.T., of the Ramakrishna Vidyalaya desired that the reforms must be fundamental and thorough so as to suit the educational needs of our country instead of being piecemeal. Education must not be made a matter of party policy in democratic institutions but should be vested in an All India Board of Education.

Sri M. S. Sundareswara Ayyar of Vedapatti Ashramam was of opinion that our country must not depend upon either England, or America, for post-war reforms in Education but should be self sufficient. We have outgrown the old system of educational policy enunciated for us and it is up to the leaders of thought to take immediate measures to evolve a new scheme and policy for the whole of India. The success of any economic, industrial or other reforms in the country, is entirely dependent on the educational reconstruction which should afford opportunity for every citizen of the country, irrespective of creed or colour to have his or her share. Concluding he expressed his dissatisfaction with the progress of education in our country in the past 100 years when compared with the immense strides taken by other countries like Russia, and Japan.

Mr. Vairavanathan of Mettupalayam desired that our ideals in education must be broad based and international as propounded by Tagore.

Mr. N. Chinnaswamy of Udumalpet opined that the future teacher must be assigned his rightful place in society with economic security and intellectual freedom.

Mr. Raman Menon, the District Educational Officer of Coimbatore and Nilgris then delivered the concluding address.

The guests were entertained with the musical orchestra and Baratha Natyam by Mr. P. Venkatachalam and party.

The teachers' associations of the two Municipal High Schools, Coimbatore were at home to the delegates and guests of the conference.

The Conference reassembled at 8-30 P.M. to conduct the Business Meeting, when the following resolutions were passed (copy attached). The following office bearers were elected for the year '43.

President

Mr. R. Srinivasa Iyengar, B.A. L.T., Peelamedu.

Vice-Presidents

Mr. S. Vairavanathan and Mr. K. T. Madhavan Nambiar of Ooty.

Secretary

Sri S. Venkataraman, B.A. L.T.

Joint Secretary

Mr. Soundappa Chettiar, B.A. L.T.

Members of the Working Committee

Mr. K. R. Subramaniam, Mr. Madhava Rao, Mr. Thiruvengadaswami Naidu; and Miss N. Padmavathi.

S. VENKATARAMAN,

Secretary.

Proceedings of the business meeting :—

The annual report and the audited financial statement as presented by the secretary were approved.

Rule 25 of the Guild Rules relating to the delegation fees be, amended as follows:—

Delete the clause 'The amount so collected shall be credited to the Guild funds' and substitute instead, 'Half the amount so collected shall be credited to the Guild Funds and the other half be handed over to the Reception Committee of the year.'

Rule 7 of the Guild Rules to be amended as follows:—

(a) Subscription for affiliated association to a College or High School Rs. 7/8 instead Rs. 6.

(c) Subscription for affiliated Elementary School unions Rs. 5/ instead of Rs. 2/8

The general body meeting places on record its deep sense of appreciation of the services rendered by the members of the Working Committee of the outgoing year.

The delegates of the eighteenth annual conference place on record their thanks to the reception committee for the arrangements made for their stay and comfort.

Resolutions Passed at the Annual Conference of the District Teachers' Guild, Coimbatore and Nilgris.

on 31—7—1943, under the Presidentship of

SRI K. M. RAMASWAMY GOUNDER, B.A., L.T.,

President for 1942—43.

1. This Guild is of opinion that Elementary Education should be the same in Quantity, Content, and Quality in the First Five Standards of the Elementary Classes and in the First Five Classes of the Secondary Schools and that English might be commenced in the First Form of the Secondary School.

2. This Guild is of opinion that, as many pupils, who pass the E. S. L. C. Examination, offer themselves for admission in the Secondary Schools, without good grounding in English, the E. S. L. C. Examination be abolished.

3. This Guild is of opinion that in Madras Province the value of Adult Education as a necessary concomitant to the spread of Mass Education is not realised, and the Government be requested to initiate measures for launching on schemes of Adult literacy and Adult Education.

4. This Guild is of opinion that the Provident Fund Rules be so amended as to sanction loans to teachers for incurring expenditure for the higher education of their children.

5. This Guild appeals to the Government that the Provident Fund Rules be so amended as to enable adjustments to be made by teachers of aided schools for payment of Insurance premiums as is being done in the case of teachers under local boards.

6. This Guild resolves that the Government be requested to amend the Government Provident Fund rules for teachers in non-pensionable service regarding the Government contribution as follows:—Half instead of 1/3 of the amount to the credit of the subscriber in the Provident Fund Account.

7. This Guild resolves that the Government be requested to take immediate steps to give effect to the recommendations of the Sargent Committee regarding scales of salaries to different grades of teachers in all recognised schools.

8. This Guild resolves that the Government be pleased to grant to teachers of all grades in all recognized schools the same rates of dearness allowance as are applicable to Government servants, and to provide funds in advance, if necessary, to managements, the Government meeting the entire cost.

9. This Guild resolves that the Government be requested to frame a suitable grade of salaries to the Hindi Pandits and give immediate effect to the same.

10. Resolved that the Government be pleased to grant City allowance to teachers of different grades residing in the municipal limit of Coimbatore.

11. This Guild resolves that, as the leave rules now applicable to teachers employed in local board and municipal schools are working hardship to teachers employed after 1933, the Government be requested to make necessary modifications in the rules to ensure equality of treatment in this regard, and to enforce the same set of rules for aided institutions also.

12. This Guild is of opinion that the remarks columns on 'Habits' in the Physical Education pages of the S. S. L. C. and T. S. L. C. books be abolished.

13. Resolved that all teachers including Pandits, Munshis and instructors employed in non-Government and Training schools be made eligible for serving as assistant superintendents at the S. S. L. C. Public Examination irrespective of their grade.

14. Resolved that 'Drawing' may be made as one of the subjects of study up to the completion of the S. S. L. C. Course.

15. This Guild is of opinion that (a) the question paper in the mother tongue for the S. S. L. C. Public Examination may be bifurcated and (b) the composition part of it be attached to the Text Paper and (c) Translation part forms a separate part of itself the marks for the Translation being entered separately in conjunction with the Text and composition marks in the S. S. L. C. book.

16. Resolved that the teachers' children be given the benefit of free education up to the completion of the S. S. L. C. course.

17. This Guild resolves that the possession of Higher Elementary Grade Trained Teachers' Certificate need not be insisted upon as an essential qualification for Music Instructors in schools, provided such teachers have passed the Higher Grade examination in Indian Music.

18. The District Teachers' Guild, Coimbatore and Nilgiris requests the Coimbatore Municipal Council to allot a site free of cost for the construction of a Guild House in the city.

19. This conference places on record its deep sense of sorrow at the demise of Mr. K. A. Samuel, Mr. H. C. Buck, Mr. N. Subramaniam, Mr. S. Satyamurthi, Mr. J. S. Lakshmana Iyer, Mr. K. S. Nanjunda Ayyar, and Mr. P. Seshadri.

S. VENKATARAMAN.

Bellary District Teachers' Guild.

Conference, August 14th 1943.

MR. T. P. SRINIVASA VARADAN, Secretary, S. I. T. U., Addressed the Conference.

He first outlined the history of the S. I. T. U. which now represents 340 Teachers' Associations organised in Guilds and 10 Independent Associations. He emphasised the need for steady and systematic pressure upon the Government and instanced the help which the S. I. T. U. had been able to obtain for the Madras Schools at the time of the evacuation. He also urged the usefulness of getting the Managements of Aided Schools together to make common representations to the government.

Discussing the Professional aspect of the Union's work he described its connection with the Provident Fund, started at the instance of the Madras Guild in 1908-'09 and how the Union is still pressing for better conditions for the Fund. The Union had already made it possible to secure the Teachers' and Managements' contributions with the minimum of delay. He suggested that the Provident Fund should be made compulsory for Elementary School teachers also, drawing less than Rs. 20 per month. Aided Schools should press for the extension to them of the more favourable conditions accorded to teachers in Municipal and Board Schools who may if they wish contribute up to 2½ annas

and can use part of their Provident Fund contributions for paying Insurance premia. He next referred to the S. I. T. U. Protection Fund and exhorted the members who have not so far joined to join the Fund. He made a special appeal to elementary school teachers to join the fund as it afforded them provision for old age and their dependents.

In connection with *Security of Tenure* and conditions of service, he said that the Union is pressing for a minimum scale for all schools and for leave rules for aided schools. The Union had pointed out to the Government, that the enforcement of a minimum scale would not involve the Government in much additional expense. The Union is also urging that as a check on terminating the services of teachers the permission of the D. P. I. shall be required before a teacher's services are terminated. The Union has prevented the sending away of 93 teachers in the Kistna District. The Union is also pressing for the improvement in the salaries of Secondary grade teachers.

Mr. Srinivasavaradan, then dealt with the *Academic* aspect of the Union's work, stating how the Union pointed out the defects of the 1937 Post-Middle School Course and the limitations of the 1940 Bifurcation Scheme. He then dealt with the Union's recommendations of *Post-War Education* stressing the equality of educational opportunity and the necessity for fully recognising education as a function of the state. The Scheme suggested the provision of Nursery schools (3-6), Basic Education (6-13), Secondary Education (13-17), with Technical Education (Junior 13 Senior 17) and collegiate education (17 and above). The Union also recommended the setting up of Regional Boards for 2 or 3 Districts to scrutinise the budgets of the schools and recommend to the Government to make up deficits. Since the flexible heads of taxation are almost entirely in the hands of the Central Government, the Union urged that Elementary Education should be the responsibility of the Central Government, Secondary Education being financed by fees plus local and provincial funds.

Bellary District Teachers' Guild

Annual General Body Meeting, August 14th 1943

MINUTES

The Minutes of the last meeting were read and approved.

Secretary's Report and Statement of Accounts.

The Secretary reported that during the year 4 new T. As. had affiliated to the guild;

1. St. John's High School, T. A.
2. U. J. High School T. A.
3. Pupil teachers' Association of the Government Secondary grade training school, Bellary.
4. St. Joseph's Higher Elementary School, T. A. Bellary.

Mr. C. Doraiswamy of the Junior Certified School had conducted a series of meetings during the year for teachers of the various schools on the detection and treatment of backward and handicapped children. Resolutions concerning dearness allowances had been received from the S. I. T. U. and forwarded to the various T. As. as well as to Government in the name of the Guild.

The guild end the year with a small deficit of Rs. 4-14-3 due to the non-payment by the Adoni T. A. of its affiliation fees.

Auditor:—Mr. Sundaravaradan of the M. H. S. Bellary was appointed auditor.

Resolutions:—The following resolutions were passed for submission to the Departmental Authorities and the S. I. T. U.

1. **Dearness Allowances:**—This meeting of the Bellary District teachers' guild requests the Government to place at the disposal of all managements of Recognised schools adequate funds to grant dearness allowances to teachers of all grades. They request,

(i) that in all schools the same scale of dearness allowance be adopted as that adopted for Government employee.

(ii) that where dearness allowance has not hitherto been paid, payment be paid retrospectively from June 1st '43.

2. **Fee Concessions to children of teachers:**—This meeting of the Bellary District Teachers' Guild requests the Director of Public Instruction to grant full fee concessions to the children of teachers studying in all recognised schools and colleges.

3. **Sargent Committee:**—This meeting of the Bellary District Teachers' Guild requests the Government to take immediate steps to give effect to the Sargent Committee's recommendations in respect of salaries of teachers.

4. **Higher grade trained teachers to be allowed to convert their certificates to Secondary grade:**—The meeting of the Bellary District Teachers' Guild requests the Government to permit the Higher grade trained teachers to convert their certificates to Secondary grade certificates on passing the matriculation examination.

5. Higher grade teachers who have completed their S. S. L. C. or equivalent course to be treated as Secondary Grade teachers.

In view of the fact that pupils who have failed S. S. L. C. are now being admitted into Secondary grade training schools, this meeting of the Bellary District Teachers' Guild asks that all Higher Elementary trained teachers who have completed their S. S. L. C. or some equivalent course by sitting for the examination may be treated as Secondary grade teachers.

F. H. BROWN,
Secretary.

The Kurnool District Teachers' Guild

The 19th Annual Conference of the Guild was held in the Coles High School, Kurnool, on 31-7-43, Sri A. Varadan, Headmaster, Board High School, Koilkuntla, presiding. 110 members of whom 50 were ladies, attended. Sri P. Raju, Guild President, welcoming the gathering, deplored the inadequacy of facilities for the inrush of pupils for admission into schools and pointed out that the Government should open more schools to meet the legitimate demand of the public. He also drew the attention of the guild to the fact that the instruction given under B. group subjects such as Moral Instruction and Physical Education should be better suited to shape the character and body of the pupils so that they may be worthy citizens of future India. Sri Y. Guru Reddi, Commissioner, Kurnool Municipality, opening the conference, pleaded for cent per cent literacy without which peace could not be saved in the future of the world. Sri Varadan developed a thought-provoking thesis on what true education is, in the course of his presidential address. To him, the present educational system seemed a complete failure. It was not indigenous to the land; it was too materialistic in its outlook aiming merely at the production of clerks. It took no account of the fundamental nature of the school child, his innate aptitudes and interests, but mercilessly ground him through a uniform mill. True education was the drawing out of the culture and qualities already implanted in the child by God and not the thrusting into his head all kinds of information much of which was useless lumber. The President, in conclusion, exhorted the teachers present, to conceive and pursue their avocation in terms of service to the young entrusted to their care. The house adjourned for tea.

Next, a business meeting was held. Mr. K. N. Pasupathi, Secretary, read the Annual Report for the year ending July 1943. There were 12 associations on the rolls as against 13 of the previous year. The financial position continued to be poor, the total income including the opening balance being only Rs. 100. After meeting the expenses for the year, a balance of Rs. 17 was left. The report pointed out the need for bringing more associations into the fold of the Guild and improving its finances. The Office-bearers for 1943-44 were then elected.

(a) **President;** Rev. W. D. Sutton, Principal, Coles High School, Kurnool.

(b) *Vice-President*: Messrs G. I. Abraham, Nandyal, and A. Varadan, Kollkuntla.

(c) *Secretary*: Sri K. N. Pasupathi, Kurnool.

(d) *Joint Secretary*: Mr. N. Sundaresa Iyer, 1st Assistant, Coles High School, Kurnool.

(e) Guild's representative on the S. I. T. U. Executive Board: Sri K. N. Pasupathi.

(f) *Extra members of the Managing Council*: Messrs. P. Raju, K. Nilakanta Rao, Mahaboob Ali Sahib, Y. Krishniah, Mrs. Balasundaram and Mrs. Raju.

The Guild placed on record the valuable services of Mr. P. Raju, the retiring President.

Mr. K. N. Pasupathi then read the letter of ex-President, Rev. B. J. Rockwood, received from Florida, U. S. A. He also read messages wishing the Conference success, received from Sri T. P. Srinivasa Varadan of Madras, and Mr. E. N. Subrahmanyam of Madanapalle.

After discussion, the following resolutions were adopted:—

1. Condolence touching the demise of Messrs S. Satyamurthi, N. Subrahmanyam of the Geographical Society, H. C. Buck, and J. Viswanatham.

2. Request to Government to increase the rate of contribution from 1/3 to 1/2 of the fund to the credit of the subscriber when closing his Provident Fund Account, in Aided schools.

3. Request to Government to modify the scales of pay of Pandits and Munshis in Municipal and Board Schools from 45-2/2-75 to 45-5/2-75, and that of Secondary Grade Teachers from 30-2/2-50 to 30-4/2-70.

4. That the power of prescribing text books should be vested in the Heads of all Secondary schools.

5. Requesting Government to place adequate funds at the disposal of all managements to grant dearness allowance to all teachers.

6. That the President, Kurnool District Board, be requested to take necessary steps to grant dearness allowance to teachers in the service of the Board.

7. That the private Managements be requested to sanction dearness allowance and then apply to Government for half grant.

8. Requesting the President, Kurnool District Board, not to award censure or Black-mark to High school teachers when the average mark in the subjects taught by them falls below Presidency average at the S. S. L. C. Examination.

9. That the posts of all teachers and Head Masters in Public Secondary schools be provincialised.

10. Requesting Government to reserve a certain percentage of posts of D. E. Os. and Deputy Inspectors to experienced High School Head Masters and Assistant Masters of all schools.

11. That the Grant-in-Aid Code be suitably revised so as to improve the equipment and service conditions of teachers and ensure security of tenure.

12. That Hindi Pandits be confirmed in their posts and paid the scale of salaries fixed for pandits handling vernacular or classical languages.

13. That the employees in Public schools who joined service after September 1933 be given medical leave on full pay.

14. Requesting Government to introduce soon after the War, Free and compulsory Elementary Education to all children of School-going age, irrespective of caste or community.

With a vote of thanks proposed by Sri K. N. Pasupathi, the conference terminated.

Kurnool,
D./3-8-1943.

K. N. PASUPATHY,
Secretary.

Trichinapolly District Teachers' Guild, 53rd Annual Meeting

The annual meeting of the Guild was held on 31-7-43 in the Guild House with Professor A. Rama Iyer, President of the Guild, in the chair.

(1) The President opened the proceedings by regretting the poor attendance and appealing to the members to take greater interest in the affairs of the Guild.

(2) Then the Secretary read out the Annual report and the audited statement of accounts for 1942-'43 and they were adopted.

(3) The following office-bearers were declared duly elected:

President:

Rev. Fr. Devial, S. J.

Vice-Presidents:

(Mission) Sri M. P. H. Albert.

(Non-Mission) Sri S. Ganapati Pillai.

(Board) Sri M. S. Ramaswamy Iyer.

(Municipal) Sri Albert Gnanamuthu.

Secretaries:

Sri K. Doraiswamy Iyengar. (Town Secretary and Treasurer).

„ K. N. Sambasiva Sastrigal. (Rural Secretary).

„ S. S. Srinivasa Iyengar. (Elementary Exe. Secretary).

Mrs. Grace Dorairaj. (Woman Secretary).

and Sri S. S. Narayanaswamier. (Guild representative on S.I.T.U.)

Sri V. Saranatha Iyengar.

„ Rangaraja Iyer.

and „ A. Rama Iyer.

Members Elected to the Trust Board

Sri A. M. Krishnamurti Iyer was re-elected Auditor for the year.

(4) The following resolutions were unanimously passed:

(a) The Guild places on record its deep sense of sorrow at the demise of Sri E. S. Radhakrishna Iyer and Sri V. Arunachalam Pillai (former members of the Guild) and Mr. H. C. Buck (Principal, Y.M.C.A. College of Phy. Education, Saidapet).

(b) Resolved to request the Government to accord the necessary sanction for the Trichy District Board's resolution to pay the arrears due to the teachers for the period 1-7-'34 to 31-12-'39 and to request the President, District Board to make the necessary provision in the budget for the same.

(c) Resolved that the children of men teachers employed in Board and Municipal Schools be granted the same school fee concessions as those enjoyed by the children of school mistresses employed in such schools.

(d) Resolved that this Guild requests the Government to grant full fee concession in respect of students who are children of teachers in recognised schools and colleges of any denomination.

(5) The Guild places on record its appreciation of the services rendered to the Guild by last year's Executive.

With a vote of thanks to the President and the members present the meeting came to a close.

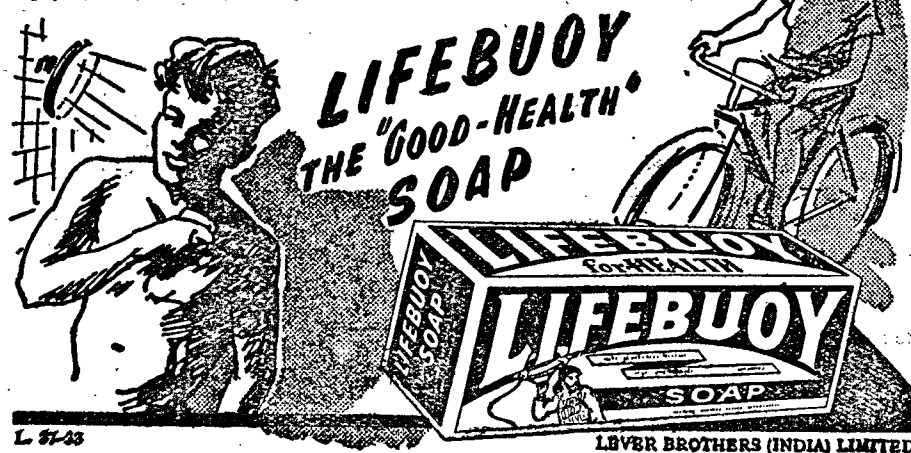
S. S. SUBRAHMANYAM AIYAH,
Town Secy. and Treasurer.

31-7-'43.



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OUR ASSOCIATIONS

The Madras Teachers Guild

The 49th annual meeting of the Madras Teachers Guild was held on Saturday the 14th August at the Madras Christian College High School with Rev. D. Thambuswami in the chair. After tea, the annual report was presented and adopted. The following office-bearers for the new year were then elected :—

President :

Sri K. Rangaswami Iyengar, B.A., B.L., L.T., Head Master, Hindu Theological High School.

Vice-Presidents :

1. Miss S. Chellam, Principal, National Girls' High School.
2. Prof. R. Krishnamurthi,
3. Sri V. A. Ramachandra Iyer, Headmaster, P. S. High School.

Secretaries :

Sri S. Natarajan and Sri N. Rajaratnam.

Treasurer :

Sri S. Swaminathan, B.A., L.T., Hindu High School, Triplicane.

Sri K. Rangaswami Iyer, appealed to the teachers of Madras to become members of the Guild and said that it should be the endeavour of all members to secure a cent per cent enrolment in the course of the year so that in its Golden Jubilee Year the Guild may have the unique honor of having all teachers in the city as its members. Dr. Eddy Asirvatham then delivered an interesting address on Teachers and Leadership of the Indian Youths. With the usual vote of thanks the meeting terminated.

OUR LETTER BOX

Annamalai University Amending Bill

In the Year Book for Education for 1940, Prof. Schairer stresses the fact that, in the comprehensive strategies of the United Nations, namely of Military and Political diplomacy of World Trade and Commerce, a new strategy, the strategy of the Educator will play a decisive part in the future of World affairs. The proposed appointment of a Commissioner for Education in Germany and the occupied countries and the establishment of the United Nations Education Bureau for the planning and betterment of Education are significant of the trend of importance that Education and educators have to occupy, in the interests of world-peace, after the war. Yet, in the year of grace 1943, it is proposed to disfranchise the Professors and Lecturers—it is unfortunate that the bill calls them teachers—from membership on the Senate and on the Syndicate. The world does not know what the teacher members of the University bodies did to invite this punishment on themselves and on their successors. The Amending Bill blatantly and unabashedly proclaims that the predominant position acquired by the teacher members in the Syndicate by their regular attendance is a very undesirable state of affairs, instead of being a matter for congratulation. The Rt. Hon. V. S. Srinivasa Sastri vehemently condemned the Congress Ministry for prohibiting teachers from contesting the elections to local bodies. According to him, the teacher is to be a model citizen in the manner of competing in an election to a public body and in his conduct as a member thereof. I have no doubt that his very soul will cry out from every fibre of his being against the proposal to disqualify teachers from being members of the Senate and the Syndicate in the very University of which he had been the presiding head. The analogy with the Andhra and the Madras Universities stated in the bill is misleading; for to compensate for a handful of University Professors who are disqualified, there are dozens of professors belonging to the several colleges who are actually on the Senate and the Syndicate.

The battle royal for assignment to teachers' seats on the University bodies may be said to have been started by the late Mr. Gokhale who as early as in 1904 pleaded in the Imperial Legislative Council for a minimum of one-third of the strength of the Senate to be drawn from colleges. The functions of the Senate being what they are, the courses of study and the methods of examination which so vitally affect their teaching are deter-

mined by regulations which can only be altered by the Senate. Hence Sir C. V. Raman, in his note to the Sadler Commission, observed that "It is a matter of elementary justice and in the best interests of education that at least 50 per cent of the members of the Senate should be Indian teachers and the Sadler Commission recommended that "A University needs, just because it is a corporation of learning, the authoritative direction of a body of scholars. Here is the real heart of the University. The other elements may be dispensed with; this cannot be dispensed with without sacrificing the essential character of a University." Accordingly the teaching body in the Universities of Benares, Mysore, Patna and etc., enjoys a larger voice in the direction of the academic policy.

Criticising the Madras University Act, the late Dr. Swaminathan humorously remarked in 1926, that no-where in the world except in Madras University he saw 50 per cent of the members being cotton brokers and persons who have never entered the portals of a University, nay, nor even gone to a higher elementary school. It is too late in the day to shut out non-Educationists from educational bodies. The move is now to shut out Educationists from Educational Councils and to penalise regular attendance and enthusiastic interest in the affairs of the University. We know the fate of the District Educational Councils in the field of elementary education which consisting of non-educationists, were declared to be incompetent to discharge their duties, considered to be the fifth wheel of a coach, and after two decades of experimentation had to be abolished, unwept, unhonoured and unsung.

The proposed ban on teachers is a humiliation to the entire teaching profession, and an affront to the enlightened public life of the Province. The teachers, instead of being looked upon as paid employees, should be regarded as paid trustees and guardians of the academic status and prestige of the University.

As regards the abolition of the Academic Council, I would request the framers of the Bill to study with care the speech of Dr. C. R. Reddi at the inauguration of the Senate of the Andhra University in 1926 by H. E. The Viscount Goschen. Mr. Reddi observed that the successful working of the constitutions of the several Universities, Leeds, Birmingham, Manchester, Madras etc is due to the convention of allowing educational matters to be dealt with in the first instance by the Academic Council, the Senate acting with the reserve of an appellate authority. The senate should have the benefit of the independent judgement of the Academic Council before coming to its ultimate decisions on educational questions. The 'HINDU' has cogently argued that the Faculties are no substitute for the Academic Council. I hope that Dr. Reddi will uphold the same views now.

Regarding the powers to be vested in the Vice-Chancellor, provided a proper person is chosen, he must be the dominating personality moulding the minds of the adolescent youths. The teaching profession should not grudge the powers proposed being vested in the Vice-Chancellor, barring the one to refuse admission; for his must be the directing voice in the affairs of the unitary residential University, during the period of his office.

As regards amendments relating the security of tenure, it is fair and reasonable that foreign professors are recruited on the basis of a five year term contract, with the option of renewing or terminating the contract. But, as regards the entertainment of teachers recruited locally, they should be made permanent, if satisfaction is noted during the period of probation which should not exceed two or in some cases three years. Again, the scale of salaries fixed for Lecturers in the Annamalai University is so low as to affect the prospects and the morals of the teaching profession in the grades of Secondary and Elementary Education. A brilliant First Class Honours man is to rot on Rs. 75-100 for life. The Annamalai University should revise the scale of salaries for their lecturers in the light of the recommendations of the Sargent Committee for Primary and High School Teachers. Finance Committee should not plead inability.

As the legislature and the Ministry are not functioning, the Amending Bill may be referred to the Vice-Chancellors of the several Universities in India for opinion, before the Government propose to place on the statute-book by a fiat; and the opinion of the Inter-University Board should be invited, as the changes affecting the status, the prestige, and the morals of the teaching body in the University are revolutionary and reactionary.

R. SRINIVASA IYENGAR,

Peelamedu.

22-8-43.

OUR BOOK-SHELF

'Sir V. Bashyam Iyengar' by Mr. K. Sundararaghavan, B.A., Sub-Editor, *Swadesimitran*.

This biography in Tamil is a companion volume to lives of Dr. U. Swaminatha Iyer and Sir S. Subramania Iyer by the same author. No one will have any doubt that there is real need for books of this kind. The author has taken great pains to dispel many wrong notions which many people of the present generation, have of the late Sir V. Bashyam on matters political and educational. All that the present generation knows of him is that he was a great lawyer and that his views on politics and education were not advanced. By extensively quoting from the speeches and writings of Sir V. Bashyam Iyengar, the author has shown that the great lawyer was aware of the ideas and sentiments of his people and was alive to their needs and aspirations. As a member of the legislative council he worked for the common good of the people. He used strong language when he spoke of our University as a body of Examiners, encouraging students only to cram. On subjects like Elementary Education and Higher Education he held and expressed views which remain valuable even to-day. Both Sir P. S. Sivaswamy Iyer, and Sir S. Varadachariar have stated in their prefaces that the author has stated nothing in the book which is not true. The former knows well Sir V. Bashyam Iyengar and the latter was an apprentice under him. Sir V. Bashyam Iyengar rose to the highest position open to an Indian in those days and it was he who proved to the public and to the Government of those days that Vakils are in no way inferior to Barristers. The author has brought out clearly in this book the spirit of confident self-assertion and independence which characterised Sir V. Bashyam Iyengar's life.

The author has shown in this book what a true biographical approach should be. The book is not a mere chronology of events. It is a model biography, written in simple, attractive, unpedantic Tamil with knowledge, sympathy and insight and a due sense of proportion.

Lives of great men really help us and inspire us to make our lives sublime. It is in the fitness of things that books of this kind should be placed in the hands of students both in high schools and colleges so that they may be inspired with high ideals of life. This is a book which should adorn every High School and College Library.

T. P. S.

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EDITORIAL

The Thirteenth South Indian Education Week

The Executive of the S.I.T.U. has resolved to request local teachers' associations all over the province to observe Education Week between October 18th and 23rd. The central theme round which the programme is to be drawn is *Post-War Education*. The Union, in co-operation with many organisations interested in the spread of education has been organising Education Week every year since 1931. The chief aim of these observances is to give wide publicity to the needs and achievements of our schools. At the same time it gives the unique opportunity to rouse the public mind to think of *Education*. There is a great deal of discussion nowadays on problems of post-war replanning of education. The united nations not only think of reform in their countries, but they even think of planning the education of the future Germany and Japan as the only means of undoing the diabolical work of Hitler and Tojo in poisoning the minds of the young. We also hear that in the countries occupied by the Germans and the Japanese the schools have been attacked in the most ruthless manner possible.

A country stands or falls by the culture of its peoples and the foundations of that culture can be laid only by some form of schooling. Is our school system adequate for that purpose? Is it fit to face the new situation which will surely arise as soon as the war ends? Can our schools take on the great task of training a new and better generation after the war? We see signs of great changes even now. When the war ends many new and difficult problems will arise. We may also hope that the British Government would make good their pledges regarding a more generous transfer of power to the people. When the war is over, there must be no return to an era where want, poverty and unemployment would be accepted as inevitable. To secure such an end we must have better schools with a wider outlook, a deeper insight and a more generous administration. What they are to be, have now to be thought of and planned for. If we wait for the war to end before we think of educational replanning, education is bound to be relegated to the background by the compelling nature of serious and grave social problems that would suddenly burst upon this world weary of war. Hence it is very necessary that those interested in the wellbeing of the future turn their attention now to this problem of *Post-War Education*.

The Provincial Educational Conference which met in May last has formulated the broad lines along which our education system may have to be planned. It will be good if teachers could take steps to acquaint the public with the nature of these proposals and secure public interest in this vital problem.

The Education Week affords a unique opportunity for such publicity. We appeal to all schools to take steps for the effective observance of Education Week. There is great need for this activity in our province. How woefully apathetic the general public is towards education is well known and that apathy is the greatest obstacle to educational progress. It can be removed only by inducing them to realise the benefits of *Education*.

A Night High School for Adults

It is unfortunate that in our country with its evergrowing number of illiterates, so little attention should be paid to the problems of *Adult Education*. In England where conditions are decidedly better, this problem is always kept in the forefront and seems to secure as much attention as the education of school-going children. In March last a deputation from the Education Settlement Association led by Sir Richard Livingstone was received by Mr. R. A. Butler, President, Board of Education when a plea that Resident Adult Education should be a regular part of the educational provisions of the country was made. In the memorandum submitted by the deputation it was urged that residential adult education develops a sense of solidarity and fellowship, fosters a habit of intelligent co-operation that is indispensable to good citizenship and enables many men and women to fit themselves for effective work.

A very novel experiment was inaugurated on the 19th August when under the auspices of the South Indian Adult Education Society, Sir N. Gopalaswamy Iyengar, retired Dewan of Kashmir, declared open a Night High School for the benefit of workmen in and around Perambur. We understand that the object of this school is to afford facilities for a secondary school education to the workmen. The response seems to be very encouraging as nearly 80 pupils are reported to have registered themselves. We congratulate the S.I.A. Education Society on its bold venture and wish them all success.

The experiment of the S.I.A. Education Society is well worth public support. We are glad that the first night school for adult workmen has secured the support of such a distinguished advocate of Adult Education as Sir N. Gopalaswamy Iyengar and we hope that under his watchful care, this institution will be the fore-runner of many similar institutions.

The Annamalai University Act Amending Bill

No official bill has received such adverse criticism as the Annamalai University Act amending bill. Far-reaching changes are sought to be effected by this amending bill.

The academic council is to be abolished. The representation to Registered graduates in the Senate is to be restricted while University teachers will have no place in the Syndicate. The composition of the

Syndicate is such that academic interests will have no adequate representation. The founder's power to nominate has been increased. The Vice-Chancellor's powers too seem to be curtailed to a considerable extent. These changes cannot be considered minor changes necessary for the orderly progress of the University. The appointment of a Finance Committee will only be a fifth wheel in the unwieldy coach. Public opinion has already expressed itself in very strong terms against these changes. It will be wise if the Government pay due regard to the various objections raised and postpone legislation to a later date when the bill may have a chance of being considered in detail by the legislatures. In the period immediately following the War, Universities have a great part to play. Before enacting legislation of the nature contemplated, it will be of advantage to consider what the Annamalai University may be called upon to undertake in the post-war world and then prepare a comprehensive legislation.

A Flag for the Union

"It is high time that we devised a Flag as well as a Uniform and a Badge for our profession and held periodical Flag Salutation function in the places where we serve"

thus observed Sri Gurukula Dharmacharya K. Rangaswami Iyengar in his Presidential address to the 33rd Provincial Educational Conference held at Vellore in May last. Conformity in externals will help to remind us constantly that we belong to a fraternity. There is great need for organising our profession. Not all teachers have become members of the Union. A flag is a symbol that may serve to promote a sense of unity and thus help in strengthening the profession. We understand that the Secretary of the Union has circularised all affiliated associations inviting their attention to these suggestions and we hope that members will consider carefully the question and send him their views.

A Teachers' Day

The all-Bengal Teachers' Day was observed on Sunday, 1st August, all over the Province of Bengal in over 500 centres. A resolution urging on the Government of Bengal to take immediate steps to support the non-government Schools and Colleges recognising teachers as members of essential services by granting to them dearness allowance and supplying them with foodstuffs and also by granting adequate subventions to these institutions for their continued existence and proper maintenance was passed. Bengal is passing through terrible times. We are told that 'many of the teachers have been turned to poor derelict human beings and they are struggling actually with half or quarter meal and sometimes with no meal.' We offer our most sincere sympathies to our comrades, the teachers of Bengal and we hope that as a result of their province-wide observance of the Teachers' Day, something more tangible than 'sweet words, heavy files and long memoranda' will emerge and that the Government would take bold and speedy action.

34th Provincial Educational Conference to be held at Annamalai University, Annamalai Nagar

BULLETIN No. 1

Proceedings of the Executive Committee held on 24-7-1943 in the Municipal High School, Cuddalore, T.T.

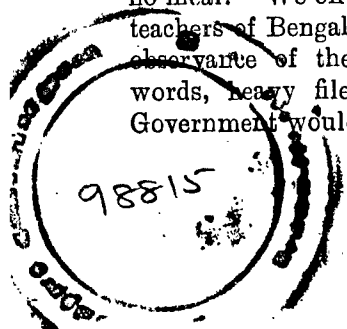
Present:—Rao Bahadur C. S. Srinivasachariar, President. Sri A. Nagaraja Ayyar, B.A., L.T., Vice-President. Sri R. Swaminatha Ayyar, B.A., L.T., Vice-President. Sri V. Jayarama Ayyar, B.A., L.T. Sri P. S. Lakshmanaswami, Sri C. Thirunavukkarasu Pillai. Rao Saheb J. Bagyanathan, B.A., L.T., was present by special invitation.

RESOLVED

- (1) that Sri C. S. Ranganada Ayyangar, B.A., L.T., be the Secretary of the Guild in the place of Sri S. R. Balasubrahmanya Ayyar resigned and the Guild places on record its high appreciation of the services rendered to it by Sri S. R. Balasubrahmanya Ayyar;
- (2) that the Executive Committee of the Guild and Rao Saheb J. Bagyanathan do constitute themselves into a Provisional Reception Committee for the ensuing Provincial Educational Conference;
- (3) that the venue of the Conference be Annamalai University, Annamalai Nagar;
- (4) that the Secretary be authorised to request the Annamalai University authorities to give the necessary help by way of accommodation, lighting, etc.,
- (5) that the minimum fee for Reception Committee membership be fixed at Rs. 3;
- (6) that the Rajah Saheb of Chettinad, the Kumararajah of Chettinad and Sri M. Rutnaswami, M.A., C.I.E., Vice-Chancellor, Annamalai University be requested to be the Patrons of the Conference;
- (7) that Sri M. Ruthnaswami, M.A., C.I.E., Vice-Chancellor, be requested to open the Conference;
- (8) that the President of the Guild, Sri Rao Bahadur C. S. Srinivasachariar be requested to be the Chairman of the Reception Committee;
- (9) that the following gentlemen be requested to be the Vice-Presidents of the Reception Committee of the Provincial Educational Conference:
Dr. A. Narasinga Rao; Sri A. Nagaraja Ayyar, Janab Abdul Rawoof Sahib, Sri R. Swaminatha Ayyar, Rao Saheb J. Bagyanathan, Sri N. Viswanatha Ayyar, M.A., L.T., Registrar, and Rev. Fr. A. Gnanaprakasam;
- (10) to request Prof. J. P. Manickam, Dr. A. Narasinga Rao, Mr. N. S. Subba Rao, Mr. C. Thirunavukkarasu Pillai and Mr. C. S. Ranganada Ayyangar to form a Committee to arrange for an educational exhibition at the time of the Conference;
- (11) that Messrs. V. Jayarama Ayyar and C. S. Ranganada Ayyangar be the joint Secretaries of the Conference and that Mr. C. Thirunavukkarasu Pillai be the Treasurer;
- (12) to appeal to all the Headmasters of Schools and Secretaries of Teachers' Associations to get every teacher in every institution enrolled as a Reception Committee member;
- (13) to enrol the District Educational Officer, Mr. S. Krishnaswami Ayyangar, B.A., L.T., as an Honorary Member of the Guild;
- (14) to accept with thanks the sum of Rs. 20 offered by the President Rao Bahadur C. S. Srinivasachariar, as his donation for the Provincial Educational Conference fund;
- (15) to open a separate account for the Conference and that Mr. C. Thirunavukkarasu Pillai be authorised to operate on it as the Treasurer;
- (16) to authorise the Secretary to withdraw Rs. 25 and pay it to the Conference Treasurer as advance;
- (17) that Messrs. V. Jayarama Ayyar; R. Swaminatha Ayyar; P. S. Lakshmanaswami, C. S. Ranganada Ayyangar and C. Thirunavukkarasu Pillai, be authorised to tour the district to enrol members for the Reception Committee and collect donations;
- (18) that Mr. V. Jayarama Ayyar be requested to ascertain details from the South India Teachers' Union regarding the needs to be met by the Reception Committee of the Conference, particularly the amount of financial commitment;
- (19) Read letter dated 2-7-1943 from the Secretary, South India Teachers' Union. The aided Managements be requested to let the Guild know whether they have been pleased to grant Dearness Allowance in kind compliance with the request made herefor by the Guild.
- (20) to request the Secretary, South India Teachers' Union to meet the Director of Public Instruction and press on him the necessity for circularising the Managements to grant Dearness Allowance to teachers in aided institutions on the basis of Government scales;
- (21) to thank Rao Saheb Mr. J. Bagyanathan and Mr. R. Swaminatha Ayyar for their hospitality.

(True Copy)

C. S. RANGANADAN,
Honorary Secretary.



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