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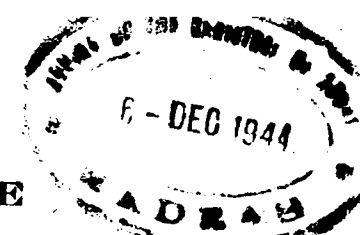
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THE SOUTH INDIAN TEACHER

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No. 10

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

By

S. BALAKRISHNA AIYAR,

Retired Vice-Principal, Teachers' College, Saidapet.

A. INTRODUCTION

Teachers agree that the study of errors represents an important aspect of educational effort, both in theory and in practice. In so far as this applies to mathematics, the existence of errors and misconceptions, defects and deficiencies deprives the subject of value in practical life and of any disciplinary and cultural outcome that it may be possible to claim for it under certain circumstances and conditions.

I have been endeavouring to utilize opportunities to bring home to my fellow-teachers of the subject the importance of the above observations. The issues of the *Teaching* of December 1941 and March 1942 (Oxford University Press, Bombay) contain an article of mine on the study of "Errors, Defects and Deficiencies in the Study of High School Geometry." A somewhat similar and extensive analysis of the "Errors, Defects and Deficiencies in the Study of High School Algebra" appeared in the *South Indian Teacher* (Madras)—issues of February, April, May, August, September and November, 1943.

At the instance of a few friends who seem to have found something to think about in the above two contributions, I am attempting to put together the results—subject to many limitations—

of my observations and scrutiny of the work of the pupils of our Schools in Arithmetic and Mensuration in the classroom as well as in tests and examinations. The analysis does not pretend to be exhaustive, but it may form the basis for further investigations by teachers who are in current touch with teaching and examining in the subject.

The earlier sections dealing with the fundamentals may be of particular interest to teachers of the primary and elementary grades.

B. NUMBER

B I. Fundamental Number Notions

B I—1. ERRORS

1. Possession of number-names divorced from their content value.
2. Wrong association between the number of elements in a group and the corresponding number-name.
3. Non-correspondence between number-name and number-symbol.
4. (i) Wrong estimates of number of objects in seen groups (even if small).
(ii) Erroneous notions about sizes of groups, especially if large, e.g. the number of fruits in a heap, the number of persons in a gathering, the population of a village.

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2	255	Nil	255	Nil	255	Nil	255	Nil	255	Nil	Nil
3	260	50	260	35	260	25	260	20	260	20	30
4	265	60	265	45	265	35	265	30	265	30	40
5	270	75	270	55	270	45	270	40	270	40	50
6	275	100	275	70	275	55	275	50	275	50	60
7	280	135	280	85	280	65	280	60	280	60	70
8	285	180	285	105	285	80	285	70	285	70	80
9	290	235	290	125	290	95	290	80	290	80	90
10	295	300	295	150	295	110	295	90	295	90	100
11			300	175	300	125	300	100	300	100	115
12			305	205	305	145	305	115	305	115	130
13			310	285	310	165	310	130	310	130	145
14			315	275	315	185	315	145	315	145	160
15			320	325	320	205	320	160	320	160	175
16					325	230	325	175	325	175	190
17					330	255	330	190	330	190	205
18					335	280	335	205	335	205	220
19					340	310	340	220	340	220	240
20					345	350	345	240	345	240	260
21							350	260	350	260	280
22							355	280	355	280	305
23							360	305	360	305	330
24							365	330	365	330	375
25							370	375	370	375	

Note—(i) Benefits payable will be proportionate to the number of units subscribed for.
(Maximum No. of units 4).

(ii) The bonus declared on the basis of actuarial valuation will be added to the benefit amount payable.

1-10-44.



V. SRINIVASAN, Hon. Secretary.

5. Errors in recalling unseen classes (of objects or elements) corresponding to any given number, e.g., to illustrate from memory the number six, say.

6. Confusion between the notions of number and symbol (எண், இலக்கம்)

7. Wrong shapes for the numerals. e.g. lateral inversion; writing them upside down.

8. *Language error*
e.g. calling 6 a numerical number by way of contrast to literal or algebraic number [from a text-book].

B I—2. DEFECTS AND DEFICIENCIES

1. Inability
(i) to group or classify objects on bases of common characteristics or qualities to form groups or classes for counting.
e.g. on the basis of colour, shades of colour, shape, size, number.

(ii) to give number of a group (a) if the elements are very much alike; (b) if the elements differ widely.

2. (i) Defects (low limits) of simultaneous apprehension.

(ii) Low attention span.

(iii) Inability to hold together a set of given out numbers.

3. (i) Slowness of reaction in flash-card drills and exercises.

(ii) Sluggishness—poor response in number games and other allied activities.

4. (i) Too much dependence upon (adherence to) concrete helps, imagery, patterns, etc.

(ii) Inability to produce variety of patterns, or recall classes, to illustrate specified numbers.

(iii) Lack of originality and inventiveness.

5. Writing down numerals starting at their wrong ends.

6. Calling natural numbers whole numbers before the introduction of fractions.

B II. Number Series: Counting

B II—1. ERRORS

1. (i) Gaps in reciting and writing out the number series.
(ii) Errors in sequence
e.g. 1, 2, 3, 5, 4, 7, 6, ...

2. (i) Nonadherence to one-to-one correspondence between the objects counted and the elements of the number series: Too fast or too slow in pointing out the objects as the series is repeated.

(ii) Errors in counting taps, flashes, etc.

3. Errors in counting consecutive segments of a line (counting the dividing points instead of the intervals).

4. Confusion when obliged to count mentally (in silent counting).

5. Errors in arranging a set of given numbers in ascending or descending order.

B II—2. DEFECTS AND DEFICIENCIES

1. Inability to count by sight, i.e., without actually handling the objects.

2. Limitations to attention span. Getting confused or disheartened in counting large collections.

3. *Crutches*: Need for objective helps to remember sets already counted.

B III. Numeration and Notation

B III—1. ERRORS

1. *Notation*:
(i) Following the names literally.
e.g. writing three hundred and five as 3005.

(ii) Inversion of digits.
e.g. ninety five as 59.

(iii) Errors in writing down numbers in symbols especially (a) if the numbers are large, (b) if gaps are present.

2. *Numeration*:
Errors in reading out numbers given in symbols especially (a) if the numbers are large, (b) if zeros are present.

3. Confusion between rank and place-value of a digit.
e.g. The place value of 3 in 36 is ten times that of 6.

4. Errors in writing down
(i) equivalents in the same system, e.g. thousand and lakh, lakh and crore.

(ii) equivalents in different systems, (Indian and English), e.g. lakh and million, million and crore.

*5. *Number names* (Tamil)

(i) Wrong notions regarding தொன்னூறு and தொள்ளாயிரம்.

(ii) Confusion between relative values of எண்ணூறு and தொண்ணூறு.

(iii) Wrong spelling: e.g. அம்பது, ஏரதாறு.

B III—2. Defects and Deficiencies

1. Ignorance of the relations between units in the Indian and English Systems, e.g. between lakh and million, million and crore.

2. Vague inadequate notions about the content value of the higher units.

3. Inability (failure) to mark off numbers into convenient periods to facilitate numeration.

4. Ignorance of
(i) the use of zeros prefixed to integers, as in currency notes.

(ii) the different ways of reading out numbers, as practised in different circumstances (e.g. telephone numbers, numbers of years).

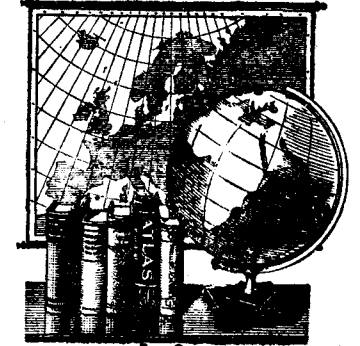
5. Inability to form all the numbers with given digits, especially if zero also is included.

6. Defects in writing out numbers.
e.g. Digits not of the same size; digits not uniformly spread out spaced.

(to be continued)

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RESEARCH AND RECONSTRUCTION (V)*

BY

PROFESSOR H. R. HAMLEY, M.A., M.Sc., Ph. D.

(Professor of Education at the University of London Institute of Education.)

In this article I am venturing to present, for the consideration of teachers, a form of record card for use in primary schools. I should be glad of constructive suggestions for the improvement of the card. Would teachers interested kindly write to me at the address given below?*

This record card is admittedly a compromise, it is to be hoped a workable compromise, between the single all-embracing mark or formula recommended by some and the far more detailed "personality psychograph" advocated by others. The entries are comparatively few and the scale of assessment uniform and simple. No graphs are asked for but these could be added with advantage by a teacher who can discern trends of development more easily through a graph than through the number or letters of the alphabet from which the graph is derived.† Incidentally this record card is a compromise between the highly elaborate card I devised, and used, just over 30 years ago and the comparatively simple mathematical formula which would satisfy me to-day.

The form of the card is that of a folder of four pages. The first page contains I. Family History and II. Personal History. The second page includes III. Personal Qualities—Intellectual and Temperamental, and the third, IV. Dominant Interests and V. School

* The war-time address of the Institute of Education is 42, Portman Square, London, W. 1.

† Many Education Authorities in this country already use record cards but do not ask for "graphs"; in America, the variety of cards and graphs is legion. Dr. Charlotte Buhler, in her book *From Birth to Maturity*, makes free use of graphs to show general trends. A form of graph more suited to the scheme of assessment suggested in this article is given in an unpublished thesis presented by Mr. W. Emrys Davies to the University of Manchester.

Attainments. The fourth is left blank for "General Remarks."

Page 1 explains itself. The "Position of child in family" is important and is recorded as a fraction; thus 1/1 means "only child"; 2/3 means "second in a family of three." The item "Parents' ambition" is also important, not only for educational guidance later, but also as an indication of the influence of the home in shaping the child's ambition.

Page 2, Personal Qualities—Intellectual and Temperamental, will need a few words of explanation:—

(a) The intellectual abilities have been selected in general conformity with our present knowledge of human abilities.† They include "General Intelligence" (sometimes called "Spearman's *g*"), two abilities "verbal facility" and "power of reasoning" often found together, two of a more general character, "speed of work" and "power of observation," again, frequently found together and two others, rather more specific, "practical ability" and "artistic ability." These abilities, carefully assessed, would give a fairly accurate picture of the child's mental quality. I have not added "space perception," although this is probably a special ability, but have included it under "observation" with which it is fairly highly correlated, nor have I included "ability with numbers," since it will appear inevitably under "attainments." These six abilities could be symbolised by letters (*v, r, s, k, f, a*) as

† I am of opinion that we should not be dogmatic about the "special abilities" to insert in a scheme of this kind. Psychologists are by no means unanimous in the matter. This selection of abilities has been made from a larger number of abilities said to have been "identified" or "isolated" in recent studies by factorial methods. We hope to devote an article to this subject in the near future.

is commonly done with "general intelligence" (*g*), but little is gained thereby. Indeed, I would strongly deprecate the use of such letters. Much of the confusion that is to be found in the minds of teachers and, indeed, of some research workers with regard to "factors of the mind" is due to the unscientific reification of letters *g, v, k, f* about which we know so little but assert so much.* It is difficult enough to use words like "intelligence," "reasoning," "artistic ability" with singleness of meaning; it is far more difficult to use letters as symbols of the same words. Even applied mathematicians who are accustomed to the use of symbolic language have to be constantly on their guard lest the symbols change meaning in their hands.†

(b) The *Five-point Scale* (A, B, C, D, E) is suggested for use throughout. This could be expanded into a fifteen-point scale (A+, A, A-, B+, etc.) if desired. Many teachers prefer it.‡ The letters A, B, C, D, E do not, of course, necessarily mean the same thing to different people. There's the snag and we must do something about it. We can get over the difficulty fairly satisfactorily by giving the letters both *quantitative* (or statistical) and *qualitative* (or verbal) meanings. The statistical meaning rests upon an assumption which may or may not be justified, that in a large population of children, abilities are "normally" distributed; in other words, they are distributed in accordance with the "normal frequency distribution." We need not enter into

* This remark implies a warning against the acceptance of these letters in certain popular books on education.

† I have recently been in conference with teachers who used the symbol "*g*" very freely. I discovered that they identified the symbol with *intelligence* which they defined in various ways. One making it synonymous with "intellect," another with "power of reasoning," another with "verbal facility," and still another with "brightness" judged by "alertness" and so-called "glibness." One strongly denied that "intelligence" as she understood it, could be measured by non-verbal tests.

‡ It has been objected that this takes away from the simplicity of the 5-point scale and also introduces an element of uncertainty. Actually I find that teachers work more quickly and more consistently when using the fifteen-point scale. They do not hesitate so long over border-line cases (between, for example, A and B).

a discussion of this subject here, but may illustrate it by stating that when the intelligence of a large group of children is measured and the whole range of ability is divided into five equal classes (A, B, C, D, E), it will be found that roughly, 50 per cent. of the children come into the central (C) or "average" class, about 2 per cent. in the A (the highest) and the E (the lowest) and 23 per cent. in the B and D classes.§

The next question is: Since we are assessing ability and not measuring it, are we to base our assessments on our own experience or on what we conceive the distribution of that ability to be in the country as a whole? There are advocates of both methods, but in my opinion the only safe method for the teacher is to make his assessment *in the light of his own experience of children*. To assist him the letters A, B, C, D, E have been given qualitative meanings. These will be found for convenience at the right-hand side of the ability or quality to be assessed. Take, as an example, *perseverance*. At the upper end of the scale we have: "very persevering and tenacious." A child who could be described in such terms would be marked A; one who could be described more mildly as "persistent and hardworking" would be marked B, and so on.

It may be asked why these descriptions are not put into a "book of instructions" rather than on the card itself. The answer is that teachers find it much easier to work with the "key" at the side of them, and a book of instructions is apt to be mislaid just when it is wanted.* We must of course, have our book of words but it will contain more detailed instructions on the whole procedure. Once again, I commend to

§ More accurate figures are 1.9, 22.4, 51.4, 22.4, 1.9. When dealing with school examinations which have to be combined (e.g., a computation test with a problem test in arithmetic) it is better to use the 5, 25, 40, 25, 5 distribution than the 2, 23, 50, 23, 2 suggested here. There is a statistical reason for this. When two distributions are combined the result tends to concentrate towards the average.

* I find that teachers (including myself) are less liable to trust to memory when the key is printed at the side of the column for the assessments.

Note : For the sake of economy Page-1 has been much compressed.

PAGE 1

Date of issue of card ;
Christian Names :
SURNAMES :
School :
Registration number :

I. FAMILY HISTORY

Occupation of parents—Father :
Mother :
Position of child in family (expressed as a fraction) :
Date :
Parents' ambition for child's vocation :
Note on cultural condition of home :
Note on any special home circumstance :
Co-operation of parents (very good, good, etc.):

II. PERSONAL HISTORY

Age on September 1, 19 :
Summary of School Medical Officer's Report

Years, Months, Teacher's Remarks
Physical vigour :
Minor ailments (with dates):
Defects :
School attendance :
Condition of teeth :

Remarks on child's vocational ambition (if any):

PAGE 2

III. PERSONAL QUALITIES
INTELLECTUAL ABILITIES

General Intelligence

Test used	Date	Mental age	I.Q.	Remarks

NOTE : "Standard measure" may be inserted-instead of I.Q.

teachers the simple device suggested in the last article, of writing the names of all pupils in the class on stout cards and sorting them in order of merit (see reference in the footnote to the last article).

The list of temperamental qualities will need a few words of explanation and, perhaps, of justification. Some will object to the term, and the concept, of "general emotional temperament." This concept has been included in recognition of the fact that in all researches on so-called "personality," a *general factor* appears which seems to be an emotional factor of some kind. As long ago as 1915 Professor Burt postulated a quality of personality which he called "general emotionality" analogous to "general intelligence" in the realm of the intellect.† The description of "general emotional temperament" given here is not quite the same as Burt's "general emotionality," since it includes Jung's contrast of *extraversion-introversion*. The six special temperamental qualities have been selected from a very large number of qualities in accordance with three main kinds of adjustment which every individual has to make—to himself, to society, and to his work (self, folk, work). Of the first

† See C. L. Burt, *British Association Annual Report*, 1915, also the *Measurement of Mental Capacities*, 1927, and for a general discussion of the term see *The Subnormal Mind*, 1933, p. 50.

Special Abilities

	Year		
	19	19	19
Verbal facility			
Reasoning			
Speed of work			
Observation			
Practical ability			
Artistic ability			

Percentages

2	23	50	23	2
E	D	C	B	A
finds speech difficult. sometimes incoherent	lacks fluency, often hesitant	normally fluent, occasionally halts	clear and easy in speech	very fluent, uses well-chosen words
very weak reasoner, often muddled.	weak reasoner, has to rely on concrete	normal, sometimes needs the help of the concrete	clear reasoner, quick to detect fallacies	logically accurate, facile with abstract ideas
very slow in action, ponderous	rather slow and deliberate	normal, moderately quick, shows occasional spurts	generally quick, sometimes leisurely	very rapid and effective worker
unobservant, seems to miss the obvious	poor observer, inaccurate	normal, usually accurate, sometimes needs stimulus	good observer, accurate, alert	very accurate observer, present minded
extremely clumsy, lacks practical sense	rather awkward, not very practical	normal, moderately good with hands	dexterous, sometimes shows great skill	highly gifted in practical things
lacks sensibility, shows little interest or ability	rather insensitive, mediocre former	normal, moderate performer	very artistic, performs well	shows great sensibility, good performer (art, music or dance)

TEMPERAMENTAL QUALITIES

General Emotional Temperament

	Year		
	19	19	19
Emotional temperament			

Percentages

2	23	50	23	2
E	D	C	B	A
absorbed in self, unresponsive	rather self-centred, emotions turned inwards.	balanced, moderate in emotional reaction	actively interested in world, expresses emotion outwards	lives in a world of emotion and action

Special Temperamental Qualities

	Percentages				
	2	23	50	23	2
Year	19	19	19	19	19
Self-confidence	E				
	diffident, nervous, lacks self-confidence	confident when prepared, otherwise timid	normally confident in familiar circumstances	very self-confident, trusts his own powers	extremely self-confident, inclined to be reckless
Self-feeling	uncritical of self, highly subjective, little humour	poor judge of self, subjective, unwilling to face self	normal, moderately good estimate of self	good judge of self, unpretentious, objective	self-critical, very objective, keen sense of humour
	self-centred, solitary, unfriendly	unsociable, retiring, sometimes dislikes company	normally sociable occasionally with draws	socially active, happy and easy in company	very sociable and companionable, enjoys company
Sociability	churlish, sullen, not co-operative, evasive	reluctant to co-operate, needs stimulus	normally co-operative, helps when called upon	ready to co-operate, chooses his own occasions	invariably co-operative and helpful
	easily distracted, lacking in persistence	lacks persistence, easily discouraged	normal, persists until real difficulty arises	persistent and hardworking	very persevering and tenacious
Co-operation	irresponsible, low standard of work	careless, in pride work	normal, generally conscientious, occasionally slack	careful, conscientious, pride in work	very high standard of work, scrupulous
Perseverance					
Conscientiousness					

two, "self-confidence" and "self-feeling," the second may need explanation. It is almost synonymous with "self-criticism," but it includes the child's objective-subjective attitude in general, his ability to see himself, as it were, from outside. The third and fourth qualities have to do with the child's relation to his community, whether or not he finds pleasure in the company of his fellows and whether he is willing to co-operate with them. One of these qualities has to do with his *feeling* towards society and the other with his *activity* in society. The fifth and sixth qualities

are important as showing the child's attitude to work, whether he has perseverance and whether he is conscientious in his standards; in the one case we have his *will* to work and in the other his *moral attitude* towards it. It will be noted that no mention has been made of other moral qualities, important as they are. Moral character depends so much on home and school education that it can hardly be placed in a section devoted to personal qualities so strongly individual as the six that have been given. Remarks on "Moral Character" and "Emotional

PAGE 3

IV. DOMINANT INTERESTS

	Year			
	19	19	19	19
Intellectual ..				
Practical ..				
Aesthetic ..				
Social ..				
Physical ..				

E	D	C	B	A
almost entirely disinterested	shows little interest	normal, moderately interested	shows great interest	very keenly interested

Remarks :

as the percentage scale will be found too fine. A reasonable compromise is the fifteenpoint scale discussed above. In the space reserved for "Remarks" special notes should be added, such as

"first in class," "second in class" and short descriptions of some of the examinations, e.g., "Arithmetic (c) = computations; arithmetic (p) = problems."

V. SCHOOL ATTAINMENTS

(including Scores on Standard Tests)

Subject	Year			
	19	19	19	19

E	D	C	B	A
very weak	weak	moderate	very good	excellent

Remarks :

Physical Activities (Games and Athletics)

Branch	Year			
	19	19	19	19

Maladjustment" would come on Page 4 of the card headed "General Remarks." Page 4 has been omitted in the specimen card. It will also be noted that no place has been found for "leadership," for the simple reason that not all schools treat their potential leaders alike. Some schools exercise, indeed, over-exercise the leaders who emerge naturally as the so-called "born leaders"; others find occasions for leadership for all. It is hardly fair to judge leadership if we are partial in our attitude to the leaders who emerge, who may (or may not) be compensating for a lack of some other ability or for some vague feeling of inferiority.

(c) The rest of the card requires little explanation. The section called "School attainments" has been left to be filled in in accordance with the work actually done in school. Here the five-point scale will be found too coarse,

FROM OUR ASSOCIATIONS

The Malabar District Teachers' Guild (Report)

The strength of the guild is now nearly 10,000. All grades of teachers, from elementary grade teacher to the professor in a College, are members of the guild.

At the general body meeting held on 4-3-44, the following office-bearers were elected:

President: Mr. R. Ravi Varma, M.A. (Lond.).
Vice-Presidents: Mr. C. S. Seshu Iyer, B.A., C.T., Mr. M. Narayana Kini, B.A., L.T., Mr. S. E. Selvam, B.A., L.T., Mrs. E. P. Chandran B.A., L.T., and Mr. T. M. Radhakrishna Nambiar, **Secretary:** Mr. P. R. Subramanya Iyer, M.A., L.T. **Joint Secretary:** Mr. V. Kumara Menon. **Treasurer:** Mr. K. H. Balasubramanian, B.A., L.T. **S-I.T.U. Representative:** Mr. K. P. Varid, B.A., L.T.

At the general body meeting held on 26-8-44, a subcommittee was formed to formulate the wartime demands of aided elementary school teachers and to wait in deputation on the Director of Public Instruction to submit a memorandum of their grievances.

Eleven delegates attended the Madras Provincial Educational Conference at Annamalainagar. The Executive Board has ratified the invitation of the next Provincial Educational Conference to Malabar. With pride and enthusiasm the teachers are planning for a grand session of the conference.

Every effect is being made to give relief to rural elementary school teachers who are suffering from food shortage.

The financial position of the guild is sound and satisfactory.

The Tenth Annual Conference

The tenth annual conference of the Malabar District Teachers' Guild was celebrated on the 26th August 1944 at the Malabar Christian College, Calicut. Mrs. P. J. Varghese, M.A., L.T., Retired Inspectress of Schools, presided. Mr. M. N. Kini, B.A., L.T., Chairman of the Reced-tion Committee, welcomed the delegates. Rao Bahadur K. V. Suryanarayana Iyer, B.A., B.L., Municipal Chairman, Calicut, inaugurated the conference. Mr. S. E. Selvam, B.A., L.T., Headmaster, B.E.M. High School, Tellicherry, then read the messages received. In her address, the President laid stress on the responsibility the teachers owed to the state and the society in training the boys and girls to take up their proper place in society as men and women worthy of their tradition, civilization and culture. Mr. Vallathol Kumara Menon, Joint Secretary, then read out the annual report of the Guild. Mr. C. C. Nair proposed a vote of thanks.

Mr. V. Ramunni gave an account of what he had seen and experienced at the Provincial Conference at Chidambaram, and appealed to all the teachers to give their whole-hearted support in conducting the next provincial confer-

ence with credit. Mr. K. P. Varid, Headmaster, Christian College High School, Calicut, outlined some of the salient features of the Sargent Scheme.

Forty-three resolutions were passed of which some are given below:

The conference welcomed whole-heartedly the scheme of Post-war Educational Development in India popularly known as the Sargent Scheme, and requests the Government of India to bring into effect immediately those items therein which can be easily introduced now.

The conference placed on record its gratitude to the Friends Ambulance Society for the free distribution of milk, and to the Servants of India Society and the public for their help in providing free noon meal to school children.

The conference recommended to the government for its consideration and immediate introduction of standardised scales of salaries of teachers of different cadres, (L. T., Secondary Grade, Pandits and Munshis, Drill, Drawing and Manual Training Instructors) working in aided institutions at the rate now in force in government institutions or in those under Local Bodies whichever is higher. It also requested the government to revise the grant-in-aid code in such a way that not less than 7/8 of the deficit incurred by management of aided schools is made good to them instead of half of the deficit as is done at present.

The conference requested the government to make the provident fund scheme compulsory in the case of all teachers working in aided elementary schools.

In view of the very inadequate provision afforded at present by the provident fund scheme for teachers in non-pensionable service, the conference recommended to the government for their favourable consideration:—(1) that the rate of interest on the remittances made by managements on behalf of subscribers month by month be appreciably enhanced, (2) the teachers be given the option of contributions to the fund up to a limit of 2½ annas in the rupee, as provided for by provident fund rules for government servants, without affecting the present rate at which the contributions are made by the managements; (3) that the government be pleased to enhance their contribution from the present rate of 33-1/3 per cent to 50 per cent.

The District Teachers' Guild Coimbatore and the Nilgris

The Nineteenth Annual Conference of the District Teachers' Guild, Coimbatore and the Nilgris was held on 19th August '44, in the Union High School Hall, under the distinguished presidency of Rev. H. A. Popley, London Mission, Erode.

Mr. R. Srinivasa Iyengar, President of the Guild reviewed the activities of the guild for the year.

Mr. V. K. Raman Menon, District Educational Officer, in opening the conference declared that freedom from ignorance should be their first aim before thinking of other freedoms and that the World's problems could be solved only by true and sound education.

Mr. M. J. Sargunam, Headmaster, Union High School and the Chairman of the Reception Committee welcomed the President and the delegates to the conference. He stressed the need for sound organisations and suggested the idea of the guild running a model school to educate their children.

Mr. S. Venkataramanan, the Secretary of the Guild read a message from Sir Mervel Statham, Director of Public Instruction wishing the conference success. He announced that a building and library fund had been started for the Guild and that the C. S. & W. Mills, had donated Rs. 501 towards it.

The Rev. H. A. Popley in the course of his address surveyed the Indian Educational developments in the last 40 years, making reference to Gokhale's Bill, the Poet Tagore's creation of the Shanti Niketan University, the Fraser Commission and the modern developments of missionary education to lines of creative activity, the Wardha Scheme and last the Sargent Report.

Mr. M. J. Sargunam, taking part in the symposium on the Sargent Scheme spoke with reference to the Adult education. The three factors operating against the progress of Adult Education were (a) a government not entirely national (b) an educational policy based on theory and logic and (c) an economic outlook not Indian. Yet, strangely enough, the stressed that the government was content to leave the present generation of adults in illiteracy and considered the expenditure over it entirely unnecessary.

Mr. G. R. Dhamodaran B.Sc., (Elec. & Mech., Durham) Director of the Industrial Institute, Peelamedu, gave a talk on Technical Education in India and pleaded for a well planned and co-ordinated effort on the part of Educational authorities, Industrialists and the State for the progress of Technical and Industrial Education on sound lines.

Mr. N. Srinivasachariar speaking on the religious aspect of education pointed out how the report has safely avoided the thorny problem and shifted the burden over to a committee.

Mr. R. Srinivasa Iyengar, said that on the phrase "equality of opportunity" was now explained to mean opportunities for obtaining an education for which the person was best fitted. That enunciation of the principle was a landmark in educational revolution. Another important revolutionary principle strongly asserted was that religious instruction efficiently given was an essential element in any balanced curriculum.

After the concluding remarks of the President, the Secretary of the guild offered his thanks to one and all who contributed to the success of the conference.

The delegates and the visitors were entertained by the musical choir of the Union High School. The master's association of the Union High School was at home to the guests.

Proceedings of the General Body Meeting

The annual general body meeting of the guild was held at 6 P.M. in the Union High School hall with Mr. R. Srinivasa Iyengar, the President of the guild in the chair.

Sri S. Venkataramanan, the Secretary read the Annual Report for 1943-44 and presented the audited financial statement. They were approved.

The proposal of the working committee to amend the Rules of the Guild so as to allow 25 per cent of the balance of each year's audited accounts to be carried over to the Reserve Fund of the Guild, was placed before the general body and approved.

It was resolved to a point a committee to suggest revisions in its rules and to consider the question of registration of the association.

The following office bearers were elected for the year 1944-45:—

President:

Rev. H. A. Popley, London Mission, Erode.

Vice-Presidents:

Messrs. K. Parthasarathi Iyengar, (Coimbatore) and N. Chinnaswamy Naidu (Mettupalayam).

Secretary:

Sri S. Venkataramanan, Sarva Jana High School, Peelamedu.

Joint Secretary:

Sri N. K. Savandappa Chettiar (Dharampuram).

Members of the Working Committee:

Sri K. Arunachalam, (Vidyalaya).
K. T. Vedhamuthu (Erode).
R. Madhava Rao (Mettupalayam).
K. Raghothama Rao (Ootacamund).

Resolutions:—

This conference urges on the Government, the extreme urgency of taking their decisions on the Report of the Central Advisory Board of Education and implementing them at an early date.

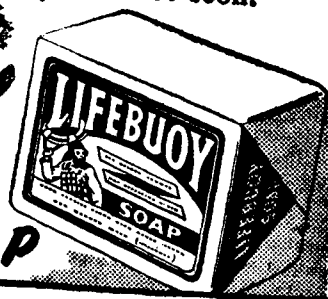
Resolved that Teachers in all kinds of Service (i.e., the Government, Local bodies and Aided schools shall ordinarily continue in service until they attain the age of Sixty,



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EDITORIAL

Callous Indifference

We have repeatedly invited the attention of the authorities and of the managements of all aided educational institutions to the urgent necessity of giving adequate relief to the members of the teaching and other staff of these institutions in order to enable them to meet the phenomenal increase in the cost of living, but we are constrained to observe that our appeals have not evoked the right response. There seems to be an unwillingness to undertake the responsibility and a tendency to shift the blame on others. The managements rightly point out that under these abnormal conditions they should be given special help in order to enable them to help their employees. Many of them are finding it hard to run their institutions by finding the other half, nay more than half of their net cost. They look to government for help. The government order that dearness allowance paid to employees of aided institutions at half the government rates would be admitted for aid does not go far. In fact it is of precious little help. These facts were represented in very clear terms by the deputation of the South India Teachers' Union which waited on the Secretary to Government, Education Department so early as June 1944. The deputation of managements led by the Rt. Hon'ble V. G. Srinivasa Sastri gal pressed upon the Director of Public Instruction the need for the immediate grant of relief to the teachers and others employed in aided educational institutions and requested the Department to guarantee that where a management was unable to meet the cost from its own funds, the loss would be made good from provincial funds. They further wanted that government should forthwith issue an order directing managements to pay dearness allowance at least at government rates and giving the assurance aforesaid. That was in August. We are now in November and so far no order seems to have been issued. The cost of living index has already exceeded 200 points. It is

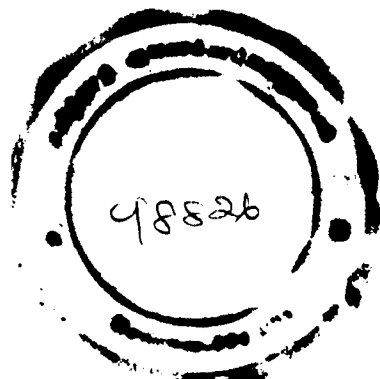
unfortunate that government should fail to perceive its obligation towards the employees of aided educational institutions. The old statement that they are to be treated as 'worse than step children' seems to fill the minds of the authorities. Employees in aided educational institutions are subject to all the control to which direct government employees are subject but they are deprived of all the privileges, such as leave, promotion, salary scale and security of tenure which the latter enjoy. In the matter of their obligation they are as much civil servants as any of those under direct government employ. We hold that it is the primary duty of the government to look to their relief in these abnormal times. Government may not be unaware of the ridiculously low salaries that are paid in most institutions. Elementary grade teachers get Rs. 12, secondary grade teachers about Rs. 20, graduate trained teachers in not a few schools are paid Rs. 40 while first class M.A's are appointed in colleges on the paltry salary of Rs. 75 a month.

It is only when teachers in aided educational institutions ask for increased pay that government appear to feel the lack of funds. There seems to be no such deficiency when it is either a question of revising the scales of salaries of government employees or a question of increased war allowance to them. The recent government order sanctioning war allowance at 10% of the salary even to officers drawing a salary of Rs. 1000 is a case in point.

Too long have the teachers suffered in patience. The callous indifference of the authorities is driving them to the wall and they are growing desperate. Signs are not wanting of the growing unrest among different sections of teachers. It is indeed a difficult task for the Union to be holding out to teachers goaded to despair, hopes of early relief. It is evident that government and public men are not unaware of this unrest as at every gathering of teachers it has become the fashion of our public men and of government officials to preach a

homily on the nobility of the teaching profession and of its being a vocation of the need for a missionary zeal and condemning in the strongest language possible any tendency on the part of teachers to adopt trade union methods. But advice, caution and praise cannot keep the teacher from hunger and enable him to discharge his obligation to his dependents. The members of the teaching profession in South India are quite

alive to their responsibilities and of the dignity of their calling. What they need is bread. We urge upon the authorities to pass early orders directing all managements to grant dearness allowance or war allowance atleast at government rates with effect from the beginning of the financial year. Any further delay may well prove to be the last straw on the camel's back.



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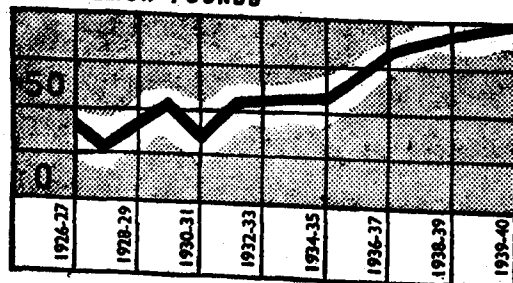
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