

189.

The South Indian Teacher

1955 - November

VOL. 28. NO. 11.

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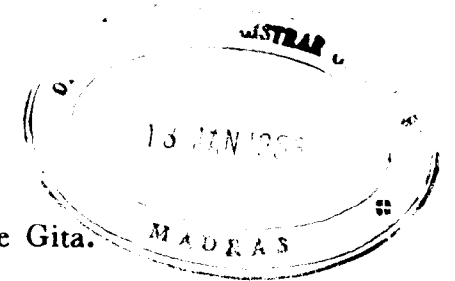
The South Indian Teacher

THE OFFICIAL JOURNAL OF THE S. I. T. U.

Vol. XXVIII

NOVEMBER 1955

No. 11



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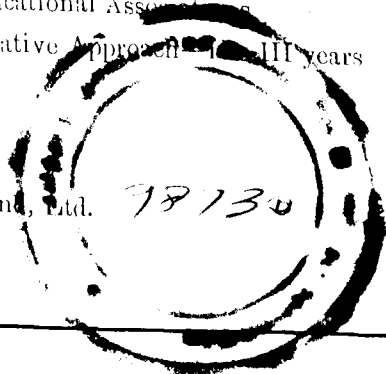
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RAJA ANNAMALAIPURAM, MADRAS—28.

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THE SOUTH INDIAN TEACHER

Vol. XXVIII

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THE MADRAS SYLLABUS IN ENGLISH FOR SECONDARY SCHOOLS

By

S. ANNAJI RAO, M.A., L.T.,

Sri Ramakrishna Mission High School, T.Nagar, Madras.

Teachers and writers of text-books as well as parents ought to feel grateful to Mr. J. C. Rollo for his out-spoken criticism of the new syllabus. But I wonder how many will agree with his conclusion that it must be scrapped altogether. After all, most of the defects or flaws he has presented relate to details in the scheme and can be eliminated in an amended one. His plea for rejection is that fundamentally 'the point of view' is wrong. I cannot bring myself to believe that the scheme suffers from a loyalty to a 'pre-fabricated syllabus'. Much exploratory work was done, it would appear, before the scheme was finalised. Comments and suggestions too were invited, so I remember, on the Draft Syllabus. Where there are shortcomings, the judgment of the framers has been at fault—not their cussedness.

I agree unreservedly with three of the criticisms offered. (1) Questions and commands ought to have signal priority. We need waste no sympathy over the child for having to learn a sentence without a subject or one in which there is an inversion of the subject and the predicate, so long as he enjoys learning these and learns these all right unconsciously. His learning ability is not so fragile either. (2) The 'deference'

shown to 'can' is preposterous. The 'can' pattern of sentence is a crying need right from the start and cannot be deferred without driving the teacher to tortuous shifts. (3) The present tense need not be made more distant than the past or the future.

I must now quote one of Mr. Rollo's beautiful sentences against him. It is such a pity, but the temptation is too strong to resist. "The necessities of language which arise from the very nature of thought and its utterance must condition and guide the process of learning." Wiser words it is hard to find. What, pray, is the nature of thought which gives rise to the compelling necessity of learning the grammar for the sake of the language? Is the study of formal grammar indispensable to the acquisition of language? Is it at least helpful to its easy acquisition? Does a child 'naturally' learn its language with the help of grammar? Is not a knowledge of the language a pre-condition of an intellectual and scientific study of its mechanics?

Apart from what we think about it, give grammar an independent status and you unleash the wildest and most recondite elements of the theory of

language—its orthography, etymology, syntax—into the domain of language teaching. If traverse we must, we shall not rest content unless we traverse the whole gamut! Much precious time will thus be taken away from the already short period available for the communication of living language, which, if it is not a series of structures, is not, either, 'a series of rules set forth in due order and relation,' however coherent. Again, the pupil to whom 'constant reference' to grammar rules is necessary can gather just the anatomy of the language—not its life. Moreover, I have never known a pupil 'refer' to a grammar text-book, even in the hey-day of grammar teaching, to clear a point of doubt or confirm what he has learnt. I don't mind if it sounds vain but I do write and speak good idiomatic Tamil fluently though its grammar is quite beyond me—and my mother-tongue is *not* Tamil.

The fact is that a way of thinking gets hardened into conviction and its tyranny seeks and devises specious arguments to justify itself. Of all tyrannies, the least suspected is that of the logical mind. I have heard scores of very intelligent, highly educated people deplore the wide prevalence in modern schools of the method of teaching children to read before they have mastered the alphabet! That in 1912 some people mourned the fall in standard due to the dropping of grammar teaching proves nothing. I would rather blindly accept the testimony of eminent authorities like Harold E. Palmer and Prof. Gatenby who speak out of their ripe experience.

Doing is different from saying. Trite, no doubt, but apt to be over-looked. Once you agree on the principles of framing the syllabus, there are the details to go into. These 'brass tacks' are indeed an ordeal. There are the conflicting claims of definiteness, flexibility, fool-proof rules, provision for healthy or productive departures and a host of incompatible requirements to be met. The deeper you go into details the

more numerous the embarrassing problems of reconciliation. Judging is a difficult matter. The syllabus must, therefore, be assessed, considerably and in its entirety, by what it seeks to secure. That is not to say, however, that a felt difficulty ought not to dictate a necessary alteration or re-arrangement.

A word-list or a structure-sequence is an attempt at systematisation in a field where no one knew—neither the teacher nor the text-book writer—what exactly had been presented and what remained to be taught. The danger of such aimlessness is something very real. Without a measure, however imperfect, of what precisely ought to be done from year to year, there can be no possible basis for judging the suitability of text-books. When all kinds of readers flood the field and poorly gifted teachers like me devote ourselves religiously to teaching the text-books instead of the language and conscientiously train pupils to answer possible questions on the subject-matter of the lessons, the results may be disastrous, the saving grace being that it can be blamed on nobody in particular. All of which goes to show how essential it is for some one to do something concrete, and cheerfully await enlightened criticism in the hope of doing better next time.

No one in his senses looks upon language as a series of structures. The language itself cannot be presented as the syllabus. The structures are a convenient skeleton to fill out into vital language. I have seen some delightful lessons based on structures which do not seem at all to be laboured or artificial while providing excellent material for language work. The structural approach is indeed a better one than the haphazard happy-go-lucky wild dab at language teaching that has been extant till recently.

I cannot appreciate, Mr. Rollo's shying at pedagogic terms. After all, you need words to express your ideas and one symbol is no worse than another.

There is nothing forbidding or fantastic about the word 'drill'. It is just a word signifying deliberate repetition to fix something in memory—a necessary expedient to substitute the ample practice a child gets in life to express himself. I was amused at Mr. Rollo's allergy to the words 'diagnostic', 'graded structures' and 'integration'. It has betrayed him into phrases like 'in the pedagogue's way', 'jargon of the tribe' and 'undue reverence'. They are as near to a sneer as any that an eminent person has allowed himself but I am sure Mr. Rollo means no offence. I appreciate his sincere compliment to those who worked hard at the new syllabus—for all that it looks left-handed. I wish, however, he had stopped short of the plea for giving priority to the question and command forms, the 'can' structure and the present tense.

Mr. Rollo suggests devising a new syllabus with the help of the best teachers. Who are the best teachers and who is competent to appraise their wisdom? And these best teachers are not to be given a free hand! Whose then is to be the deciding or prevailing voice? Ideal conditions are easy to enunciate but impossible to fulfil.

There is, indeed, a strong case for revision. The specific points raised by Mr. Rollo will find more or less universal support. Let us make these necessary changes and work the new syllabus for all it is worth. With some imagination, let us apply the structures to teach the living language in a natural way. This can be done and is being done. But for Heaven's sake let us not switch back to the old uncertainty in the name of freedom or naturalness.

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OUR APPROACH TO EDUCATION

Some thoughts on Indian Ideal of Education

By

DR. V. N. SHARMA, PH.D.,
(Heidelberg.)

"Whatever sphere of the human mind you may select for your social study, whether it be language, or religion, or mythology, or philosophy, whether it be laws or customs, primitive art or progressive science, everywhere you have to go to India, whether you like it or not, because of some of the most valuable and instructive materials in the history of man are treasured up in India and in India alone."

—MAX MUELLER.

What can it teach us? India—P. 15.

When we plan an educational edifice for our children, for our youth, yes, even for our adults, under any modern scheme we should not miss to take note of the atmosphere under which India as a Nation has been nurtured since the beginning of the world history. Indian Nation has the universal outlook on all problems affecting life and has fathomless potentialities. God is one, however we behold Him, by whatever name we call Him or in whatever form we worship Him. We, all living beings, movable and immovable, visible and invisible, emanate from Him, and merge ourselves in Him, when our life's mission on this earth is completed. This divine wisdom is our heritage and on this stands our culture and our genius.

One who strives to understand this truth can comprehend what our culture means to us—and how the different aspects of Indian culture can help us to realise what we are, why we are such and how we can fulfil our life's mission, not only for our own enrichment but for the happiness and peace of all who are far and near on this earth. Our educationists have a great responsibility in this connection

and if they would only realise this and act they would make our Indian Nation a great dynamic power that would guide the destinies of mankind itself.

Many factors have influenced the development of our Indian Culture. The Indian Nation, is not a nation of one race, one language and of one prescribed religion or confession. Many races and many types of men during the ages have made India their homeland and their centre of culture. According to the anthropological conclusions which are not final in themselves, for every day a new relic or a new monument comes into light and modifies all earlier conclusions and researches, we see that India from time immemorial welcomed into her bosom four definite types of human races, viz., the Dravidian, Aryan, Scythian and Mongolian; and diffusion among these races went on from time to time on a large scale. But the Aryans in the North and the Dravidians in the South had the lion's share in controlling the destiny of the land. The Aryan was a master of pure knowledge; precise and dynamic was his mind. Life to him was nothing but the embodiment of theology with its precise rules and injunctions for daily life. The Dravidian, on the other hand, was far from theology and from all things that bound either the mind or body. However, they were noble and virtuous. A master of imagination was he; music and fine arts are even to-day at his finger tips. In architecture he was a master with no equal, for such are his creative faculties in all subtle and aesthetic things. Nature was his beloved friend and life's mate; he was prepared to abandon all his mundane pleasures and joys so as to amuse himself with the eternal music

of Nature. The combination of these two types of human mind gave a new form and a norm to the whole Indian social organisation. Out of these two racial characteristics came into existence a marvellous civilisation and a new culture, which is neither Aryan nor Dravidian, but typically Indian. Hence the spiritual and moral ideals of Indian education are the products of the Aryan and the Dravidian mind, the vocational and the aesthetic aspects having been inspired mainly by the emotional and aesthetic nature of the Dravidian mind.

In the region of Ethnology as well these two types have together created a new life, and played a heroic part in reshaping the character of the people. We see in the historical and mythological traditions of India how the Aryans came to India with their martial spirit and how they broke the power of the original inhabitants and ruled everywhere as the undisputed monarchs of their new empire. However, this phase was only a passing thing, for it never lasted for more than a few centuries. The beauty of the forests and the silence of Mother Nature changed entirely their values of life, moral and material, thus drawing them to the eternal secrets of Life Universal. The tropical sun played its part on the bodies of these children of the temperate climate and captivated their minds with brilliant pictures of nature. The instinct for self preservation, the enterprising, active and combative nature which they possessed under the influence of the Nordic long winters, the barrenness of the soil and conflict of interests were no more predominant in them and they became more passive, meditative and philosophical. A new society and a new world thus came into existence. In this new world the struggle for existence became very conspicuous by its absolute absence; there was plenty to eat and drink, there was immeasurable wealth in the spiritual sphere beyond the physical regions. This brought into life a special class of people, a thinking class that made light of worldly concerns and devoted itself almost entirely to philo-

sophical and meditative contemplation. This new class brought about a renaissance in all spheres of daily life of the community; they inspired the new institutions, arts and science, poetry and literature of the people at large with whom they lived and worked. The Aryans in their Nordic homes had developed to meet the material needs of their community; but in their land of adoption, which they called "Arya-vartha"—"The Home of Aryans"—they directed all their might and power to enrich the spiritual treasures of society. The lofty mountains and the mighty lakes and seas of their new homeland shut them for thousands of years from the outer world; yes, this was a blessing in disguise. There was plenty of time for them to give their unique character to their institutions—educational, social and political. They became deep-rooted in the soil of the new homeland, and in a great measure, they withstood the dynamic influences of later invaders and the material and spiritual treasures of India remained unimpaired.

Thus the social solidarity of India had taken deep root and this played its part in the social stability (lokasthithi) and in the social continuity (mahajanamasampradaya). Each one followed the course prescribed by the elders of the community. The King was the protector of the social continuity and at the same time a loyal subject submitting himself to be governed by the laws and customs of the society even like any other member of a particular sect or community. A King, it is said, who misguided the society ignoring the sociological rules laid down by the elders brought lawlessness in the country and ruin both to himself and his community. (Kautilya, Arthashastra, p. 324). From time immemorial, the Indian Society followed to a great extent the path of its elders, and made its social life congenial for the development of the individual internally and externally. Through such an atmosphere all round, they fulfilled the ancient law of life that "man reacheth perfection by each being intent on his own duty" (Bhagavad Gita, XVIII, 45).

Our life's path is all embracing, and hence, there is a hope and there is an encouragement from all sides. If one is ready and capable enough by his inner development to take up some other place, congenial now by his knowledge and understanding through experience, he could do so and the tradition and precedents are always in his favour in this connection. "If one, a Brahmana by birth acts like a Sudra, he can be designated as a Sudra, and if one, though a Sudra by birth lives the regulated life of a Brahmana, he can be designated as a Brahmana." (Mahabharata, Vana Parva, 189). If a man who is born in a lower class, possesses qualities characteristic of a superior class, he is admitted to that class. It is said "that actions, i.e., mode of life and methods of work that one adopts in this respect, and not lineage, perusal of sacred books and vedic learning are the determining factors of Brahmanhood. He is called a Brahmana in whom such characteristics of a Brahmanic nature are to be found and such a person in whom they are lacking is designated as Sudra. (Ibid. 311). The scope for such a natural development of mankind has been plenty, for all possible opportunities were given to the individual so that he could develop on lines that are more suitable and natural to him.

It is always, therefore, the function of the teaching class to determine the innate bent each one possesses and thus develop that for the service of the society taking into consideration the physical, emotional and spiritual capacities.

All education, all training one receives both at home and in school, and later in public life are meant for gaining the right and pure knowledge. The sacraments prescribed in the ancient law books only create a thirst for such pure knowledge the attainment of which unites the individual with the society and ultimately with the Almighty. Hence, religion as understood in the true Indian approach is a supplement to the social and political aspect of life. In India religion has never been separated

from body-politic, and one could feel this in all spheres of social life. Religion here, however, is not of that type that is theological and dogmatic. Religion for us is that live instrument that can make us behold our true and inner relationship with the Infinite, the Eternal. The world is one, all who use it in this life as their abode are kith and kin belonging to one family irrespective of religious affiliations. Religion is meant for the spiritual enrichment of the individual and all religions lead, in the end, to the ocean of Eternity for which every one longs.

Our educationists when they plan and devise methods for gaining knowledge should aim at this Eternal Truth that the world is one and that the barriers which men made, out of their ignorance, should be broken down. From time immemorial India lived for upholding this truth and in our educational plans it is imperative that we should aim at this for the sake of peace and solidarity of not only our land but for the humanity at large which looks to us for guidance and inspiration at this psychological moment.

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MY CONCEPTION OF A GOOD TEACHER

By

T. K. KRISHNA PANICKER, B.Sc.,
Teacher, S. D. V. High School, Alleppey.
(Student, Training College, Trichur).

A good teacher is a master spirit of remarkable individuality and dynamic personality. He is one capable of imprinting his individuality on the minds of his pupils, of inspiring them to thought, word and action. He is at once marked out by his depth of knowledge and breadth of vision. He is distinguished from others by his serene look, collected stature, measured movements, thoughtful and thought provoking words. Humble he seems, but dignified he looks, open hearted he is, but reserved he behaves. He is full of the milk of human kindness and he easily draws his pupils to his heart. He freely mingles with them, but always keeps a reasonable distance. He feels quite at home in their midst. He talks little, but there is enough in him for the pupils to read. He is sincere to his creed. He is always conscious of the supreme responsibility, he is charged with. His is a life dedicated to the well-being of his pupils. He is gifted with a sense of humour. He enlists the attention of the pupils with a pleasing and attractive smile. He is well versed in the subject matter he teaches. He instils life into his descriptions with the breath of experience. He is so imaginative that every word of his is a picture and every sentence a world before his pupils. Stories and illustrations he has a good lot, to add flesh and blood to the skeleton of precepts. He dissolves hard theories with life experiences so that they may be easily converted into digestible and assimilable form of intellectual food. He asserts facts with confidence, but leaves a margin to his pupils for their own interpretation. An observing eye and an inquir-

ing mind are his distinguishing features. He is so child-natured that he easily reads his pupils. He is capable of feeling the pulse of their interests and inclinations, their aptitudes and attitudes. He is above all a man of remarkable originality and common-sense, of independent views and indomitable will-power. He is an arch-revolutionary in the realm of theory and practice.

Like the mighty Himalayas, overlooking the plains below, he stands before the class, calm and collected, clad in the snow of cleanliness and purity, with the treasures of thought deep buried, the wisdom of ages reflected on his face, ever a source of incessant inspiration, pouring down the Ganges of racial experience, making the plains—pupils—fertile and fit for cultivation, the cultivation of healthy habits and attitudes and preventing the cold winds of dead habits from coming in. The world is his laboratory, nature his book, observation his study, curiosity his mother, interest his brother, experience his guide, application his learning and revision his judgement.

Like the Buddha he quests for truth, like Christ he weeps for man, like Mohammed he thirsts for society, like Krishna he fights for dharma, like Lincoln for human rights and like Gandhi for emancipation. He is all of them in one and he is the teacher of my conception. I have seen glimpses of these traits in my own teachers but am striving to see all of them together in one person. He is the 'Good Teacher'. Oh my good teacher come to me so that I shall feel you in my own being.

By

G. SRINIVASACHARI,

P. S. High School, Mylapore, Madras.

Sri G. Srinivasachari in the course of his address* said that when he joined the Madras Teachers' Guild in about the year 1917-18, Mr. Mark Hunter was the President. He had an impression that only the elite of the profession attended the meetings of the Guild. Rao Bahadur Mr. A. C. Pranatharthihara Iyer succeeded Mr. Mark Hunter. Mr. V. Subbiah and Mr. V. Sitapathi Naidu were the Joint Secretaries. Mr. Pranatharthihara Iyer was one of those great men who did yeoman service to the Guild, particularly in the matter of preparing the ground for provident fund to teachers. In 1920-21 Mr. M. S. Sabhesan became the Joint Secretary. From that time the speaker had intimate acquaintance with him.

The next outstanding president of the Guild was Rao Bahadur Mr. K. B. Ramanatha Iyer (1926-27). Kulapathi Mr. P. A. Subramania Iyer succeeded Mr. K. B. Ramanathan as President of the Guild. He was caution-incarnate. He never ventured to speak without thorough preparation. Mr. P. Subramania Iyah succeeded Mr. P. A. Subramania Iyer.

Then came A. K. Krishnaswami Iyer, Kulapathi Munuswamy Iyer, M. S. Sabhesan, Mr. K. K. Jacob, Rev. D. Tham-busamy, Mr. Vedanta Desikan, Mr. K. Rangaswamy Iyengar, Mr. R. Krishnamurthi and Mr. P. Doraikannu Mudaliar. In 1937-38 M. S. Sabhesan retired from the Secretaryship of the Guild. Mr. T. P. Srinivasavaradan and I were elected Joint Secretaries that year.

The history of the past decade was well known to all. The admiration and gratitude of the teachers for the services of Mr. S. Natarajan and Mr. T. P. Srinivasavaradan found expression in the continued support of the profession for their retention in office.

The Achievements of the Guild

The Guild had completed the sixtieth year of its existence. To have been a

living organisation for sixty years was no small achievement. All these years it had spared no pains to disseminate educational thought and inculcate professional consciousness among the rank and file of teachers. The list of reports of committees and commissions (from the Sadler Commission to the A. L. Mudaliar Committee's Report on Secondary Education), critically evaluated by the Guild was formidable. The recent Dr. Alagappa Chettiar Committee's Report would before long be submitted to a careful study. From time to time the Guild expressed its considered opinion on specific matters referred to it by the government and the Department of Public Instruction. To put in a nutshell the discerning public were habituated to look forward to the pronouncements of the Guild on all matters relating to various stages of education as something coming from experts.

More than all, the Guild was a forum for free and frank expression of the views of all grades and cadres of teachers from the elementary to the university. Now more than ever, there was need for a band of selfless workers to consolidate the strength of the Guild and expand its activities. There was no doubt that the occasion of the Diamond Jubilee would be availed of for this purpose.

Salary Status

Men of power and prestige learnt that teachers refused to be beguiled by the dull platitude that theirs was a noble profession. They now felt that the use of such an expression roused the resentment of teachers. The fashion was to refer to the poor salaries of teachers and put forward a plea for higher salaries. However sincere those good men might be in their sympathy with them, the time had come when they had to tell them that they would

be unwelcome remembrancers if they did so.

In one of the meetings over which the speaker happened to preside, Mr. T. Suryanarayana Rao of revered memory suggested that an enquiry into the economic conditions of teachers should be conducted and facts and figures should be placed before the members of the Legislature so that the case for higher emoluments might gain force. The speaker said "Let me say with all the force I can command that a society which compels teachers to parade their poverty and go on bended knees to secure emoluments that would satisfy their creature comforts, cannot fare well in the long run." Teachers should do something consistent with their dignity to enlist their active support.

Professional Status

The way in which teachers were recruited from the ranks of the unemployed, disabled soldiers and refugees and the provision of short term courses for them were clear indications of the scant respect given to the calling. Such things often made one ask "Can teaching claim to be a profession?" Unless the teacher's professional technique was demonstrably increased and an understandable code of ethics was evolved, the professional status could not compare either with that of the legal or of the medical profession.

Social Status

In these days economic status very largely determined the respect accorded to a person. However, a man of character and worth was still held in high esteem. With regard to teachers, the attitude of the educated section of the community towards them influenced the masses. They did not find the teacher's job suitable for themselves. For their children they would recommend anything but that. What was there so repelling in the teacher's work? Invariably the answer was low salary, lack of prospects, etc. If it were possible to elevate the teaching profession to the rank of judicial or adminis-

trative or medical service, would a bright young man who aspired to be an I.A.S., ordinarily choose teaching? Nine to ten he would excuse himself saying that he lacked flair for it. In fact there was something in teaching which scared away many a bright ambitious young man. It was easier to be parent of a child than be parent to a child. When by accident or by force of circumstances people were drawn to this profession without any chance of escape from it what should they do? The wisest course was to make virtue out of necessity and do their dharma with all their heart and take pride in teaching. A teacher's economic salvation lay in the moral earnestness that he evinced in the day-to-day work at school.

One thing that detracts our calling was the pitifully low educational qualifications fixed for teacher-training in the lower rungs of the ladder. The recommendations of Dr. Alagappa Chettiar Committee Report make a meagre beginning for improvement in this respect. Unless the secondary grade teachers were elevated to the rank of university diploma holders, the educated public would not have due regard for the profession as a whole. One would wonder why a profession that should naturally win the respect and love of the public should fail to do so adequately. In the case of teachers the link between them and the parent is the child which is the pride, joy and hope of the parent. This aspect of our relationship had not been fully exploited to the advantage of the teachers.

Some Criticisms

One often heard of deterioration in standards of attainments of the pupils. The criticism should be carefully evaluated. The fall was chiefly due to literary aptitudes of pupils being corrupted by agencies over which teachers had no control. I heartily welcome the emphasis laid on intellectual pursuits in Dr. Alagappa Chettiar Committee Report. I warn people against decrying the present generation of pupils. The cause of deterioration

* On the occasion of the Teachers' Day in connection with the Education Week celebrations in the city this year.

should be investigated and means should be found to remove them. It serves no useful purpose to pass sweeping remarks based on reason *apriori*. They only chill the enthusiasm of teachers and damp the spirit of the rising generation. For over a decade now, secondary schools had been drawing in increasing measure pupils from homes that, for generations past, had no kind of formal instructions in schools. Most of the secondary schools were ill-equipped for any kind of practical or manual training. Integrated instruction through some craft was being more talked about than practised anywhere. Purely literary education without provision for helpful educative activities was bound to be boring to such children. As for children coming from educationally advanced homes there was no adequate provision of good supplementary books in the regional languages. In fact there was a dearth of good books. These children were disinclined to take to any kind of manual training. What was boring to them was the slowness of the pace of instruction in the class, which had necessarily to be so in the interest of the backward pupils. Such conditions adversely affected the process of learning and gave room for behaviour problems. To put things right great patience and sympathetic understanding were needed on the part of the teacher.

Another criticism was that there was growing indiscipline among school pupils. It must be admitted that the restraining influence of the home had, in recent times, been considerably weakened. Indiscipline was but a symptom of a psychological and social disease. Most of the causes of indiscipline were traceable to sources outside the compound walls of the schools.

The Guild could do a lot to check indiscipline. It could appoint a committee to investigate the kind of literature to which children had access and its possible effects on young minds and suggest ways and means of preventing children having access to harmful literature. It could study the effect of the cinema on pupils and say to what

extent it promoted involuntary seeing to the detriment of looking at things. It could study and report to what extent the habit of listening to what was said was being corrupted by involuntarily hearing the radio and finally assessing the educational and disciplinary value of audio-visual aids and of instruction in schools in general.

The speaker in conclusion said, "All reports on education emphasise the tragic inadequacy of the present schools to meet the needs of educational reforms. And all reforms have so far been wrecked on the rock of finance. History will repeat itself in the case of educational proposals adumbrated in the Second Five Year Plan. The callous cuts in the sums originally contemplated for expenditure in the second plan is an instance."

"There are certain questions which the organised teaching profession has to ask the authorities and get to know their answers. Here are some of them :

1. Will you give us adequate salaries, security of tenure, old age pension and house rent allowance without putting us to the necessity of praying to you for them?
2. We badly need apparatus, appliances, maps and charts (in regional languages) and tools for effective instruction. Will you give schools liberal grants?
3. Will you revise your views on the size of classes?
4. Will you stop encroaching on our academic freedom and help us to show the initiative we are capable of?
5. We are now in a maze about educational ideals to be pursued. Will you make your experts tell us precisely how to link new educational proposals to that part of Indian tradition which you seek to preserve?

I strongly believe that for the well-being of our new democratic set up we, as teachers should instil in the minds of pupils the idea that excellence was for the few, not for the many. The pupil had to be taught not to set his eye upon the prize but upon the struggle."

Dr. ALAGAPPA CHETTIAR COMMITTEE REPORT ON

ELEMENTARY EDUCATION

SUMMARY OF RECOMMENDATIONS

PATTERN

1. The elementary school course should be an integrated one of eight years' duration. The age of admission should be five plus (paragraph 60).

2. No change in the nomenclature of the three types of schools, viz., the higher elementary, senior basic and middle is considered necessary till all these three types of schools ultimately conform to the Senior Basic pattern (paragraph 61).

3. Till the higher elementary schools and the middle school forms of Secondary schools are converted into the Basic pattern, the syllabus of the Higher Elementary standards may be brought as near to that of the Middle School forms as possible and the teaching of English to all pupils of Standards VI to VIII may be made compulsory. Any other new language like Hindi need not be introduced in higher elementary schools (paragraph 62).

4. An extra teacher may be permitted immediately for every complete higher elementary school. This teacher may be a pandit in the regional language, or a secondary grade teacher or a senior Basic trained teacher, if a pandit is not available (paragraph 62).

5. The Eighth Standard Public Examination and the issue of a certificate which makes the pupil eligible for admission into Form IV without further test by the school may continue (paragraph 63).

CURRICULUM

6. An *ad hoc* committee may go into the question of the revision of the existing syllabus of the elementary schools which was introduced in 1939 (paragraph 65).

7. The features of Basic Education like practice of healthy living, practice of self-reliance and practice of cultural and recreational activities may be incor-

porated in the curriculum of all elementary schools (paragraph 66).

ORGANISATION

8. There is no case for reduction in the number of working days of the elementary school from 220 in a year (paragraph 67).

9. A general reduction in the number of working hours of the school day is not necessary (paragraph 70).

BASIC EDUCATION

10. The middle school forms and the primary sections of secondary schools in compact areas should be converted into Basic pattern progressively. A beginning may be made with primary classes (paragraph 87).

11. Systematic productive craft work may be begun only from grade III of Basic schools. In grades I and II the programme may be so arranged as to provide for activities in general without the present emphasis on productive craft (paragraph 74).

12. Gardening may be introduced as the main craft in most of the Basic schools. Crafts like pottery, mat-weaving, etc., may also be tried wherever possible (paragraph 79).

13. Suitable printed teaching materials for pupils, guide books for teachers and charts, pictures and other teaching aids may be made available in an adequate measure for Basic schools and elementary schools too (paragraph 81).

14. Pupils in basic schools should be allowed to utilize all produce after paying a portion of the cost of raw materials as this will enhance the educational value (paragraph 82 and 83).

MANAGEMENT

15. Every individual-managed institution should have within a date to be

should be investigated and means should be found to remove them. It serves no useful purpose to pass sweeping remarks based on reason *apriori*. They only chill the enthusiasm of teachers and damp the spirit of the rising generation. For over a decade now, secondary schools had been drawing in increasing measure pupils from homes that, for generations past, had no kind of formal instructions in schools. Most of the secondary schools were ill-equipped for any kind of practical or manual training. Integrated instruction through some craft was being more talked about than practised anywhere. Purely literary education without provision for helpful educative activities was bound to be boring to such children. As for children coming from educationally advanced homes there was no adequate provision of good supplementary books in the regional languages. In fact there was a dearth of good books. These children were disinclined to take to any kind of manual training. What was boring to them was the slowness of the pace of instruction in the class, which had necessarily to be so in the interest of the backward pupils. Such conditions adversely affected the process of learning and gave room for behaviour problems. To put things right great patience and sympathetic understanding were needed on the part of the teacher.

Another criticism was that there was growing indiscipline among school pupils. It must be admitted that the restraining influence of the home had, in recent times, been considerably weakened. Indiscipline was but a symptom of a psychological and social disease. Most of the causes of indiscipline were traceable to sources outside the compound walls of the schools.

The Guild could do a lot to check indiscipline. It could appoint a committee to investigate the kind of literature to which children had access and its possible effects on young minds and suggest ways and means of preventing children having access to harmful literature. It could study the effect of the cinema on pupils and say to what

extent it promoted involuntary seeing to the detriment of looking at things. It could study and report to what extent the habit of listening to what was said was being corrupted by involuntarily hearing the radio and finally assessing the educational and disciplinary value of audio-visual aids and of instruction in schools in general.

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14. Pupils in basic schools should be allowed to utilize all produce after paying a portion of the cost of raw materials as this will enhance the educational value (paragraph 82 and 83).

MANAGEMENT

15. Every individual-managed institution should have within a date to be

specified by Government, a properly constituted and registered managing committee, in whose hands the management will thereafter vest. This will apply to teacher-manager institutions as well (paragraph 92).

16. Government should nominate one or two representatives to each of these reconstituted managing committees (paragraph 92).

17. If any institution fails to reconstitute the management as suggested above, Government should take over that institution and entrust it to the regional board proposed (paragraph 92).

18. Government should nominate one or two of its representatives on the existing managements of elementary schools (paragraph 93).

19. Organisations managing a number of institutions should have a separate governing council for elementary schools alone. The constitution of such governing councils should be acceptable to the department. Government should nominate one or two of its representatives on these councils (paragraph 94).

20. Municipalities may continue to manage elementary schools (paragraph 96).

21. Government should render adequate assistance to ensure the efficient working of the municipal schools (paragraph 96).

22. Schools under the management of district boards and panchayats should be transferred to the proposed regional boards (paragraph 97).

23. In future only municipalities and regional boards should be permitted to open elementary schools (paragraph 105).

24. The rules relating to public-managed schools should be liberalised and more funds made available to them (paragraph 105).

FREE EDUCATION

25. No elementary school, under public or private management should be allowed to levy fees (paragraph 106).

TEACHERS

26. Admission to elementary grade training should be restricted to candidates who have failed in the S.S.L.C. Public Examination, and have obtained the minimum marks to be prescribed, and those who have passed the Eighth Standard Public Examination, preference being given to the former (paragraph 107).

27. The training course for the Secondary and Elementary grades may continue to be of two years' duration (paragraph 109).

28. Arrangement should be made in training schools for teaching practice in Physical Education as in other academic subjects (paragraph 110).

29. Women teachers should as far as possible be appointed for Standards I to III (paragraph 111).

30. It may be possible to employ part-time married women teachers. They should be preferred to untrained full-time teachers. When part-time teachers are employed they may be in units of two. They should be appointed only for higher elementary standards and not for the lower elementary as children of tender age need the continuous care of the same teachers (paragraph 112).

31. Refresher courses and Seminars should be arranged periodically. It should be so planned that every teacher will be able to undergo refresher courses at least once in five years (paragraph 113).

32. The decision of the Government to give the benefit of Provident Fund-cum-Pension may be followed by Compulsory Insurance Scheme for the teachers (paragraph 115).

33. The scales of pay of teachers should definitely be better than those given in other fields of employment to persons possessing the corresponding general educational qualifications only, without the professional qualifications. Even if acceptable scales of pay cannot

straightaway be given, at least a beginning should be made without delay (paragraph 116).

34. Provision of living quarters for the teachers in the school village itself deserves serious consideration and when a new school is started in future, care should be taken to provide for teachers' quarters even at the commencement (paragraph 118).

35. Steps should be taken to simplify the procedure for closure of Provident Fund Accounts so as to ensure the timely closure of the accounts (paragraph 120).

COMPULSION

36. As a first step towards the introduction of Compulsory Elementary Education Scheme, the State should see to it, that every village of a population of 300 and above has a school either in the village or within a reasonable distance (paragraph 125).

37. Provision should be made for the supply of midday meals to school-children in places where the public are prepared to meet at least 50 per cent of the cost (paragraph 127).

38. The possibility of partial compulsion, like compulsion of attendance of pupils, already enrolled, till they complete a particular stage, in selected areas may be considered (paragraph 129).

BUILDINGS, LAND AND EQUIPMENT

39. A building drive should be launched immediately in order to provide suitable structures for schools. The assistance offered by the development departments should be fully utilised (paragraph 130).

40. Immediate steps should be taken to provide urinals and latrines for schools. Provision of sanitary convenience should be part of the Building Programme (paragraph 132).

41. Wherever Government lands are available, they should be alienated without undue delay in favour of schools to

serve as playgrounds and garden space (paragraph 134).

42. A suitable library should be built up for each school (paragraph 135).

43. Every higher elementary school should have adequate apparatus and materials (paragraph 136).

TEXT-BOOKS

44. The starting of a research section in one of the teachers' training colleges, to conduct research and offer advice to the department and the publishers in the matter of preparation and prescription of books may be considered (paragraph 137).

45. Change of text-books within three years from the date of prescription should not be permitted except under the conditions specified (paragraph 138).

PRE-PRIMARY EDUCATION

46. As the State cannot take the responsibility of providing on a full scale for the education of children under 5 years of age, increasing provision may be made for assisting pre-primary schools, run by aided agencies (paragraph 148).

SINGLE-TEACHER SCHOOLS

47. Provision of residential accommodation for the teacher in charge of a single-teacher school near-about the school will be an incentive for the teacher to serve in such schools (paragraph 155).

48. The special technique to be adopted in single-teacher schools should form an integral part of the curriculum of the training schools and the trainees may be given practice in plural-class teaching (paragraph 157).

49. Only secondary-grade trained teachers should be appointed in single-teacher schools. Untrained teachers should not be appointed in them (paragraph 158).

50. A single-teacher school which is not likely to develop into a plural-teacher one should be recognised only as a feeder school with Standards I to III (paragraph 158).

EDUCATION FOR THE HANDICAPPED

51. A survey for determining as accurately as possible the number of defective children in the State should be undertaken and more special schools for such children opened (paragraph 159).

EXPERIMENTAL SCHOOLS

52. Recognition may be accorded to experimental schools, started with the approval of the department and if finances permit, aid also may be given (paragraph 164).

CO-CURRICULAR ACTIVITIES

53. Teachers of primary schools should be given adequate training in organising co-curricular activities (paragraph 166).

PARENTAL CO-OPERATION

54. Every school should have a parents' association (paragraph 167).

AUDIO-VISUAL AIDS

55. The community radio sets supplied to villages may be located in schools, as far as possible, so that the pupils may have the benefit of educational broadcast (paragraphs 168 and 169).

56. Every school should have a museum. The possibility of starting a children's museum at every district headquarters may be considered (paragraphs 170 and 171).

RELIGIOUS AND MORAL INSTRUCTION

57. Religious instruction should not be imparted within school hours. But, moral instruction should form part of the curriculum (paragraph 172).

RESEARCH

58. A research section may be established in the office of the Director of

Public Instruction. The possibility of encouraging private institutions to undertake experimental and research programmes may be considered (paragraphs 174 and 175).

INSPECTION

59. The inspectorate should be strengthened considerably so as to reduce the present work load of Deputy Inspectors (paragraph 178).

60. The proposed regional boards may be allowed to appoint supervisors of elementary schools (paragraph 179).

61. Recruitment of secondary grade teachers for the inspectorate should be stopped (paragraph 180).

62. The appointment of separate basic education officers is not favoured (paragraph 181).

63. More District Educational Officers may be appointed for ensuring effective supervision, control and guidance (paragraph 182).

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A Memorandum on behalf of the All India Federation of Educational Associations

TO

DR. J. C. GHOSH, D. SC., F. N. I.

Member, Planning Commission, India.

1. On behalf of the A.I.F.E.A., we beg to submit the following representation before the Planning Commission on matters regarding the educational part of the Second Five-Year Plan.

As the only representative body of teachers of all categories and of other educationists of an all-India character, the A.I.F.E.A. would take this opportunity of emphasising that education should be given a high priority in any national planning. We regret to note that the recommendations of the Central Ministry of Education regarding financial allocation for the Second Five-Year Plan have been considerably scaled down because of financial exigencies. This has created great discontent and a deep sense of frustration among the teachers all over India.

The improvement of the standards of education as also the living conditions of teachers is basic to the success of any scheme for education and the Federation pleads strongly for the restoration of the sum recommended by the Ministry of Education.

2. The Council of the All India Federation at its meeting at Nagpur under the presidentship of late Dr. Amarnath Jha, considered the scales proposed by the Ministry of Education with regard to secondary school teachers and primary school teachers and also the pay scales proposed by the University Grants Commission for University and affiliated college teachers. Though the scales were far short of what the Federation had recommended, the Council resolved to press upon the Planning Commission the need for making adequate financial provision enabling States and the Universities to give effect to the scales from the commencement of the Second Five-Year Plan.

In this connection, the Federation suggests the setting up of a Grants Commission for secondary education on the lines of the U.G.C. with statutory authority to regulate Central Government grants to different States with a view to ensuring the adoption of the scales in the States.

The Federation further urges that the Planning Commission should place enough funds with the States to ensure the implementation of pay scales recommended by the U.G.C.

3. This Council further urges upon the Planning Council to make sufficient financial allotments in order to implement the recommendations of the Mudaliar and Radhakrishnan Commissions in respect of the provision of adequate retirement benefit in the form of Insurance-cum-Provident Fund-cum-Pension, free medical treatment, free education for the children of teachers, Railway travel at concession rates to individual teachers. We urge that these concessions should be made available to all categories of teachers.

The Federation further recommends expansion of training facilities for teachers so that those in active service may find it convenient to receive training in their own areas.

The Federation urges the Planning Commission to make provision for subsidized housing scheme for teachers.

4. The Federation urges that the target proposed for quantitative expansion should be matched by measures to be taken to step up the quality of education in our institutions. We suggest that steps be taken to improve accommodation, equipment, library, laboratory and other co-curricular and extra-curricular activities.

5. The Federation is aware of the mighty efforts of our national leaders to build up a happy and prosperous India and the members of the Federation are anxious to contribute their best towards the objective. Our purpose in submitting this memorandum is to create the appropriate climate to enable the teachers to fulfil their aspirations in ensuring a higher quality of education.

All India Federation of Educational Associations

Camp :
30, Faiz Bazar,
DELHI.
Dt. 16-10-'55.

A meeting of the Executive Committee and the Council of A.I.F.E.A. was held at 9 a.m. on Sunday, the 16th October, 1955, at the office of the Indian Adult Education Association, 30, Faiz Bazar, Delhi. Prof. Diwan Chand Sharma, the Vice-President, was voted to the Chair.

The members paid their tribute to the late Dr. Amarnath Jha and the following resolution was adopted unanimously :

"The Council of the A.I.F.E.A. records its deep sense of sorrow at the sad demise, suddenly and unexpectedly of its President, Dr. Amarnath Jha.

His death has created a void very difficult to fill. As President of the Federation since 1942, he has rendered great service in strengthening the Federation and extending its usefulness. As President of the Adult Education Association, as member of the Inter-University Board, as President of the Hindi Sahitya Sammelan and by his association with various national bodies he has rendered great service to the cause of education. In his death at this critical juncture the country has sustained an irreparable loss.

The Council desires to convey to his brothers and members of the family their condolences in their sad bereavement.

The Council resolves to perpetuate his memory in a fitting manner, and appeals to all members to contribute liberally to Dr. Amarnath Jha Memorial Fund."

The Council then elected Prof. Diwan Chand Sharma, M.P., as President of the Federation.

The resolutions to be placed before the Conference and the programme of the Conference were considered. The Council heard a statement from Prof. Sen regarding holding an All India Convention of College and University teachers and decided to hold the conference in the early part of 1956. The Council also decided to have two symposia on (1) Discipline in Educational Institutions and (2) Standard of Achievements. It was decided to arrange for a follow up work by undertaking a study of those problems.

The Council set up a small committee to meet the Planning Commission and urge adequate provision for improving the salary scales of teachers and providing them with other amenities such as provident fund, insurance, medical benefit and free education of their children and also to make adequate provision for improving the quality of education by better facilities for training of teachers by inservice training methods, improvement in equipment like library, laboratory, etc.

D. H. SAHASRABUDDHE,
Secretary.

ORDER OF STRUCTURES—ALTERNATIVE APPROACH

Mr. F. L. BILLOWS

FIRST YEAR — PART I

1. A book, a pencil, a box, a bag, a table, a chair, a window, a door.
2. a. This is a book, this is a pencil, etc.
b. That is a book (*in contrast to 'this'*).
3. a. Is this a book ?
4. a. Yes, it is.
3. b. Is that a book ?
4. b. Yes, it is.
5. No, it is not.
6. Colours : red, blue, yellow, green, white, black, brown
This book is blue.
Is this (that) book blue ?
Yes, it is.
No, it is not.
7. a. A piece of paper, a piece of chalk, a piece of wood. (*to be learnt as a complete expression and not analysed.*)
This is a piece of chalk, it is blue.
Is this piece of chalk blue ? Yes, it is.
8. What is this ? It is a book, a piece of chalk, etc. (*after a series of negative answers.*)
7. b. Is this book blue ?
Is it green ? etc.
9. Is this piece of chalk white or black ? It is white.
10. What colour is it ? It is brown.
11. What colour is it ? It is red and blue. (*no explanations are to be given and no time for reflection allowed.*)
12. My shirt is white, what colour is your shirt ?
Is it blue ? (his, her)
What colour is Govind's shirt ?
It is blue.
13. Come here. Go and sit down. (*Expressions such as 'Come here' 'sit down' etc., should be used as they are needed, but not formally taught yet.*)
14. This is a boy, this is a girl.
That is a man, that is a woman. (*pointing to a picture.*)
Is this a boy ? Yes, it is.
Is he a boy ? Yes, he is. (*pointing to a boy*)
Is this a girl ? Yes, it is.
Is she a girl ? Yes, she is.
Is she a woman ? Yes, she is.
Is he a woman ? No, he is not.
What is he ? He is a man.
15. The yellow pencil is long, the black one is short. (*'one' after practice with pencil etc.*)
16. a. Which pencil is long ? The yellow one is.
16. a. Which pencil is long ? The one or that one ? That one is.
17. The red pencil is very long and the match is very short.
This line is very short, that one is very long.
18. My name is A.
What is your name ? It is B.
his name ? It is C.
her name ? It is D.
my name ? It is A.
19. Whose shirt is blue ? Govind's shirt is.
Whose shirt is white ? Your shirt is.
20. Govind is a boy and you are a boy. She is a girl and you are a girl. He is a man and I am a man. I am a man and I am also a teacher. You are a boy and you are also a pupil. (*Continuous Present*)
21. I am opening my book. Open your book, Govind ; shut it. Shut the door, Gopal.
22. I am writing my name on the blackboard.
Come here and write your name on the blackboard.

23. Who is writing his name on the blackboard? Govind is. (*repeated if necessary for every pupil in the class.*)
Who is that boy? He is Govind.
Gopal, read this name: Gopal is reading Govind's name.
Now he's reading my name.
24. Who is a man? You are.
Who is a girl? She is.
Who is a boy? He is.
Who is Govind? He is.
25. This book is on the table.
My name is on the blackboard.
The match is in the box.
The piece of wood is under the table.
26. I am going to the door.
We are going to the door.
27. Gopal, come to us. Now, where are we? We are at the door.
Govind, go back to your place; Gopal, stay here.
Raja, come to me.
Who is coming to me? Raja is.
Where are we? We are at the door. (*after negative answers.*)
Where is that book? It is on the table.
28. 1. 2. 3. 4. 5
One boy, two boys, three boys etc.
What are they?
They are boys.
One book, two books, three books etc. What are you?
We are girls.
29. There is, there are.
There is one book on the floor.
There are two books on the chair.
There are three books on the table.
There are two boys on this bench.
There are three boys on that one, etc.
Are there three books on the table?
Yes, there are.
Are there three books on the chair?
No, there are not.
30. How many are there? There are two.
How many boys are there standing? There are two.
How many girls are there standing? There is one.
31. I have two hands, how many hands have you?
How many eyes has he? He has two eyes.
How many noses have you? I have only one.
How many pencils have I in my hand? You have two.
Govind and Sita, how many noses have we?
We have three noses.
How many noses have Gopal and Krishna? They have two.
How many brothers have you? etc. (*family: mother, father, sister, brother.*)
Who has a brown bag? You have.
Who has a white one? Sita has.
32. Who has hands? We all have.
33. These are books and those are boys.
What are these? They are books.
And what are those? They are boys.
These are our names on the blackboard. Those are their names.
How many noses have those boys? They have three.
How many books have these boys? They have five.
Open your books, shut them.
Open the door, shut it.
34. 6. 7. 8. 9. 10.
Seven is between 6 and 8. Govind is between Gopal and Hamid.
Who is sitting between Gopal and Hamid? Govind is.
How many boys are there between Gopal and Hamid? There is only one.
How many boys are there sitting between Gopal and Krishna? There are seven.
35. Chingleput is south of Madras. (*with a map.*)
Nagpur is between Madras and Delhi.
The Bay of Bengal is east of India, etc.
Is Chingleput north or south of Madras? It is south of Madras.
Numbers to twenty.

FIRST YEAR—PART 2

36. In the middle of, at the top of, at the bottom of (*with a map*), at the front of, at the back of, at the side of, by.
Where is Nagpur? It is in the middle of India etc.
Where is Bombay? It is in the west of India, etc.
Where is my hand? It is at the side of the blackboard.
Where is it now? It is in the middle of the blackboard.
Who is sitting in the middle of the room? Raja is.
Raja, stand by the blackboard, where is Raja standing?
He's standing by the blackboard.
37. Show me Nagpur on the map.
Show me your books etc.
Give me your book, Govind.
Where is Raja sitting? He is sitting in the middle of the room, by the door, etc.
36. b. We are at school; your mother is at home. Where are we? We are at school.
37. b. Show me Nagpur on the map, etc., (*see foot of page 4 up*).
38. Take, put, hold, touch, eat drink.
Gopal, touch me, touch the top of the blackboard, hold this pen, hold my hand.
What is Gopal holding? He is holding a pen.
Take this pencil, hold it now, put it on your desk.
Take a book out of your bag and put it under the table.
39. Govind, take my pen and give it to Raja.
Who is giving my pen to Raja? Govind is.
And who is taking my pen from Govind? Raja is.
Now give me your books.
Who are giving me their books? We are.
Who are putting their books on the table? Hamid and Krishna are.
Numbers to 1,000.
Oral till here. Everything to be repeated with writing, pupils being given opportunity of asking questions turn.
40. Gopal, touch the top of the blackboard, touch the top of your head, etc.
Krishna is holding my book.
Whose book is he holding? He is holding your book.
Is he going to the door? etc., (*several negative answers.*)
What is he doing?
He is holding your book.
41. Govind, point at the top of the blackboard.
What is Govind pointing at? He is pointing at the blackboard.
Which part of the blackboard is he pointing at? He's pointing at the top of it.
Gopal, look at me, etc. Listen to me, etc.
- Comparative*
42. This pen is longer than that one.
Govind is taller than Raja.
The red book is thicker than the blue one.
- General Present*
43. Are we writing now? No, we are not.
Are we reading? No, we are not.
We are speaking, we are speaking English.
You are speaking English now, but you speak Tamil.
I do not speak Tamil, I speak English, French and German, but I do not speak Tamil.
Do you speak Tamil? No, I do not.
Do you speak Telugu? Yes, I do.
Who speaks Telugu? I do.
Does Gopal speak Telugu? Yes, he does.
Do the others speak Tamil? Yes, they do.
- Teaching the time*
44. One O'Clock, two O'Clock, it is two O'Clock by this clock.
It is one O'Clock now, it is two O'Clock by this clock (*using a clock-face*)

Time : 'when'

45. We come to school at ten O'Clock.
We go home at 4 O'Clock.
Do you come to school at 5 O'Clock? No, I do not.
When do you come to school? I come to school at 10 O'Clock.
46. Half past six, a quarter to seven, a quarter past two.
What is the time, by this clock? It is 5 past two.
It is a quarter to seven.

General Present (continued)

47. The sun comes up in the morning, it goes down in the evening.
It is high in the sky at midday. It shines during the day.
It does not shine during the night.

General Present (continued) 'with'

48. We see with our eyes, we hear with our ears, we smell with our noses.
We cut with a knife, we write with a pen, or a pencil, we write on the blackboard with a piece of chalk.
What do we see with? We see with our eyes, etc.

'Can'—(normal use)

49. I can touch this table, but I cannot touch the ceiling, it is too high.
I can write on the blackboard with a piece of chalk, but I can't (cannot) write on the blackboard without a piece of chalk.

Comparative and Superlative

50. This boy is taller than the others; he is the tallest boy in the class.

'If'

51. This door is shut, I can't go out.
If I open it, I can go out. If I take your pencil you can't write, if I give it back, you can write.

'Some'

52. Some. There are some books on the table, in your bag, etc.
There are some pictures in this book, etc. Some of these books are red, some are blue.

'want'

53. a. I want a book, please give me one.
53. b. I want to write on the blackboard, please give me some chalk.
If you want to go out; open the door.

'Can' with certain Verbs

54. If you look out of the window, what can you see? (use of *can* for present of see, hear, smell.)
If you listen carefully,* what can you hear? (*not to be learnt properly at this state though a few adverbs of manner can be used by the teacher from now on.)

Calendar, Past Tense of 'to be'.

55. There are 60 minutes in an hour, 24 hours in a day etc.
Names of days of week, months of year.
Ordinal numbers.
January is the first month of the year.
February comes after January, it is the second month in the year.
This month is September, last month was August; which month comes before August? July does.
Last week, last month, etc.

'Where, here, there'.

56. Today is the fifth, tomorrow is the sixth, yesterday was the fourth of the month.
Were you here yesterday? Yes, I was, etc.
Where were we yesterday? We were here.
Where is your mother? She is at home.
Where was she yesterday? She was at home.
Where were you? I was here, etc.

57. We are speaking English now; what language were we speaking in our last lesson?
We were speaking English.
Where were you sitting yesterday? I was sitting here, on this bench.
Where was Govind sitting yesterday? He was sitting there on that bench.
Who was sitting here yesterday? Govind was.

Simple Past

58. At what time do you come to school? I come at ten O'Clock.
On which days do you come to school at ten O'Clock?
We come here at 10 O'Clock on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays.
On which days do you stay at home?
We stay at home on Saturdays and Sundays.
Did you come to school at ten O'Clock yesterday? Yes, I did.
Did the others come here at ten O'Clock yesterday? Yes, they did.
Did you stay at home last Sunday? Yes, we did.
Did you come to school last Sunday? No, we did not.
Did your mother come to school yesterday? No, she didn't.
59. Who came to school yesterday? We all did.
Who went home at 4 O'Clock yesterday? We all did.
Who spoke English in our last lesson? etc.
60. What language did we speak in our last lesson? We spoke English.
At what time did we come to school yesterday? We came at ten O'Clock.
At what time did we go home? We went home at 4 O'Clock.

61. May I take your pencil, May I look at your book? etc.

'Get' in sense of fetch

62. May I get my book? It is on that table.
Yes, you may; but get it quickly.*
(*This need not be learnt consciously here.)

'some, any and none'

63. There is some water in this cup. There isn't any water in my pocket. Was there any water in this cup 5 minutes ago?
No, there wasn't.
Yes, there was.
There are some books on the table. There aren't any books on the chair, etc.
Are there any books on the chair? No, there aren't. There are none.

'Why' and 'because'

64. Give me your pencil. Can you write now? No I can't.
Why can't you write?
I can't write because you have my pencil.

The past tenses of the following verbs should be introduced and practised in revision of the later structures of the book, if they have not already been introduced: read, write, speak, take, eat, drink, put, give, begin, see, hear, sleep, buy, leave, make, swim, run, do, catch, fall, keep, stand, sit, throw, break, have, fly, shine, shut. It is most important that they should be taught by association and not in lists. In no case should they be arranged in pairs: take, took—see, saw—etc. Short simple stories can be written in which each word is used not less than 5 times in present and past tenses. But before they are tackled, conversation should be suggested whereby the teacher can make them familiar, and substitution tables given that will make it possible for the pupils to practise forming sentences with them.

SECOND YEAR

1. What are you doing? I'm asking you a question, answer my question, please.

Questions expecting answers 'Yes' and 'No'.

2. We're speaking English, aren't we? Yes, we are.
You speak Tamil at home, don't you? Yes, I do.
He speaks Telugu at home, doesn't he? Yes, he does.
You came to school last Friday, didn't you? Yes, I did.
You were sitting on that bench weren't you? Yes, I was.
3. We're not speaking Telugu, are we? No, we're not.
You don't speak English at home, do you? No, I don't.
He doesn't speak English at home, does he? No, he doesn't.
You didn't come to school last Sunday, did you? No, I didn't.
You weren't sitting on the floor in your last lesson, were you? No, I wasn't.

'Something', 'anything', 'nothing'.

4. Are there any books, pens or pencils on this table?
Yes, there are.
There is something on this table.
Is there anything on that chair? No, there isn't.
There is something in this box, but there isn't anything in that one.
There is something in my right hand, but nothing in my left hand.
What is there in your pocket? There's nothing in it.

'For'

5. This cup is for you. This egg is for breakfast tomorrow etc.

Adverbs of frequency.

6. Always, usually, generally, often, sometimes, occasionally, seldom, rarely, never.
I often go home by bus.
Do you often go to the cinema?
I don't often see the sun rise.
I seldom see the sun rise.

[Note the position before the main verb. They can best be taught in relation to one another.]

'Have' with 'Do'.

7. A. What do you generally have for breakfast?
Where do you have your English lessons? etc.
[This will only be necessary at this stage if "have" in this sense was not taught in the first year.]

Verbs not usually used in the present continuous tense.

[Like, know, understand, remember, love, need.]

- B. I like mangoes; Gopal likes mangoes too.
Who likes mangoes? We all do.
Do you understand this question? Yes, I do.
Do you remember this question? Yes, I do. (Pointing to one in the book.)
Do you know all the lessons in Book-I? Yes, I do.
Gopal, do you know Govind? Yes, I do.

Further uses of 'how'.

8. How far is Chingleput from Madras? It is 18 miles.
How far are you from the door? I am 2 yards from the door.
How far did you go yesterday? I went 2 miles.
How much water is there in that glass? There is about half a pint.
How high is that mountain?
How deep is the Adyar river at Saidapet? It is not very deep about, 3 feet in summer.
How tall is Govind?
How wide is the Godavari river at Rajahmundry?

Present Perfect Tense.

9. I have come here today, but I have not sat down.
You have come here and you have sat down.
He has come here, she has come here.
Have you come here today? Yes, I have.
Has Govind come here? Yes, he has.
Who has come here? We all have.
You have written some English words on the blackboard.

Present Perfect Continuous Tense.

10. Have we been speaking English to-day? Yes, we have.
Where have we been sitting? We have been sitting in this room.

'Since'.

11. Govind has been living in Madras since 1950.
I have not seen 'B' since last Tuesday.

'for' (duration).

12. He's been living in Madras for 3 years.
She lives in Madras for nine months every year.
Mr. and Mrs. Brown lived in Calcutta for ten years, before they came to Madras.

'Ago'.

13. Mr. S came to Madras ten years ago and he has been here ever since.
I saw Mr. B a week ago; I haven't seen him since.
Comparative of 'many' and 'much'.
14. Govind is more than 15 years old; I am more than 30; 16 is more than 15.
There are three pencils in my left hand; there are five in my right hand; there are more pencils in my right hand than in my left hand. There is more water in this glass than in that one. This glass is full, that one is half full.

'Must'.

15. This door is shut I can't go out, if I want to go out I must open it.
If I want to write on the blackboard I must have some chalk. You must have books in every lesson.

Superlative of 'many' and 'much'.

16. This boy has three pencils, that one has four and the boy * with a blue shirt has five. Which boy has the most pencils? The boy with a blue shirt has.

* [This kind of expression is best introduced un-noticed in association with a boy wearing a blue shirt. Then the expression will cause no difficulty.]

Adverbial Clauses with 'when'.

17. When I come to school I often see Govind.
When I came into the school this morning Govind was playing cricket.
I was writing a letter when Mr. B. saw me
What were you doing when I came into the room?
We were doing nothing.
Who was making a noise when I came into the room?
I was, sir.

Comparative and Superlative of 'good' and 'bad'.

18. This drawing of a horse is good ; it's better than that one.
This drawing is the best of all.
Which is the worst ? * I'm afraid Krishna's drawing is the worst.
Is this one worse than that one ? Yes, I'm afraid it is.
* [To be used without being noticed here.]

Future Simple Tense.

19. We come here every day except Saturday and Sundays, today is Wednesday, we have come here today. Yesterday was Tuesday, we came here yesterday. Tomorrow will be Thursday, we shall come here tomorrow. What day of the month will next Friday be ? It will be the twentieth.
Who will come here tomorrow ? We all shall.
Will you come here tomorrow, Govind ? Yes, I shall.

Future Continuous.

20. What are we doing now ? We are speaking English.
What were we doing at this time yesterday ?
We were speaking or writing English.
What shall we be doing at this time tomorrow ?
We shall be speaking, reading or writing English.

Present Tense after 'when' in future time.

21. What will you be doing when I come into the room tomorrow, Govind ? I shall be reading, Sir.
What shall we do when we go home ?
Write me a letter when you go to Calcutta next month.

'Somebody', 'Anybody', 'Nobody'.

22. There are some pencils and books on the table ; there is something on the table. There are some men and women in the street ; there is somebody in the street. Is there anybody in this room ?
Yes, there is somebody.
Is there anybody outside the room ?
No, there isn't anybody.
Who is under the table ? Nobody is.
Who has written something on the blackboard ?
Nobody has.

Positive equivalents of 'much' and 'many'.

23. How much sugar do you three take in your coffee ?
A takes a lot of sugar in his coffee. B doesn't take much and I don't take any.
Are there many sheep in that field ? No, there aren't many.
Yes, there are a lot.

Adverbs of Manner.

24. I am speaking quickly : now I am speaking slowly. Speak quickly Raja ; speak more quickly ; speak very quickly.
Go to the door quickly and come back slowly.

'Get' plus Adjective.

25. Coffee gets cold quickly, if we put the cup in cold water.
We get hot if we sit in the sun.
Mr. Brown is more than 60 years old ; he's getting old.

'Well' and 'badly'.

26. You have done this exercise well, Krishna. Gopal, you have done this one badly.

'Yet' and 'still'.

27. I am not getting old yet.
Haven't you gone yet ? Are you still here ?
We haven't finished this lesson yet ; we are still working at it.
It's not twelve o'clock yet ; it's only ten to twelve.

'Say' and 'tell'.

28. "Good morning" ; I am saying good morning.
Say something to me Raja. Good morning.
It is ten o'clock ; I am telling you the time.
Tell me the time please. It is ten o'clock.

Indirect commands.

29. Teacher : Go to the door, Raja ; I'm telling you to go to the door.
Now tell Govind to go to the door.
Raja : Govind, go to the door.
[The teacher uses indirect form, the pupil only has to react to it at first.]
Teacher : Govind, tell Raja to do something.
Tell him to eat something. Tell him to say something.

Indirect questions.

30. I'm asking you what this is. Answer my question ; tell me what this is. Ask that boy what his name is.
Govind : What is your name ?

Indirect statements.

31. This is a book. I'm telling you what this is. I'm telling you that this is a book.
Raja, tell me what this is, etc.
Tell the class what I'm wearing.
Tell me what we did here yesterday.

Further uses of 'how' and Adverbial Phrases.

32. How do you write ? I write with a pen.
How do you come to school ? I come to school on foot or on a bicycle.
I come to school by bus.

'Like'.

33. How do you run ? I run like this.
Show me how you run. I run like this.
How do you eat ? I eat like this.
Show me how you make a box.

'For' with Verb Noun.

34. What is a knife for? It's for cutting.
What's a pen for? It's for writing.
What's a bench for? It's for sitting on.
Tell me what this is for? It's for writing with.

'A thing for —ing with'.

35. What is a pen? It's a thing for writing with.
Tell me what a knife is.
It's a thing for cutting with.
What is a spade? It's a thing for digging with.
Give me something to write with.

Indirect speech continued ('where' as relative adverb).

36. Tell me where Raja is.
He's over there.
He's on the back bench etc.
Tell me where Nagpur is. It's in the middle of India.
Show me where Raja is.
Show me where Nagpur is on the map.
Tell the others where you're going, Govind.
Tell Govind where to sit; he's looking for a seat.

Indirect Speech continued 'when'.

37. Tell me when you go home in the afternoon.
We go home at half past three.
Tell me when we had our last lesson.
Tell Govind when you want to go home.

Indirect Speech continued 'why'.

38. Raja, tell the others why you're late.
Tell me why you did that.
Do you tell your mother why you're late, if you go home late?

Indirect Speech continued 'who'.

39. Tell me who is sitting on the back bench.
Tell me who that is.
Tell Govind who gave you that knife.
Tell the others who you are.

'Get' plus Noun in sense of receive and procure.

40. I get letters every day.
I got some books at the bookshop on the corner yesterday.
They didn't get enough food when they were in camp.
The children get a midday meal at school every day.

Past Perfect Tense. An action occurring before some other action.

41. I had spoken to Mr. B. before you came in.
We had given John the book before anybody saw it.
After he had finished his work he went home.
He had never seen a giraffe, and he was very surprised.
When I saw him nobody had told him anything.

'Get' plus Preposition and Noun.

42. Please get into the train; it will start in half a minute.
I got out of the window, because the door was locked.
Gopal got under the table, when he heard the thunder.

Comparatives and Superlatives of Adjectives with more than two Syllables.

43. A chair is more comfortable than a bench.
That chair is the most comfortable in the room.
This blue book costs one rupee and that yellow one costs 12 annas;
the blue book costs more, it's more expensive than the yellow one.
The red one is the most expensive of the three; it costs two rupees.

'Very much', 'at all'.

44. I don't take very much sugar in my coffee, but I don't take any sugar
in tea at all.
Govind likes bananas, but he likes mangoes very much.
I like my friends, but I love my mother; I love her very much.
I don't like that man at all.

'Something to eat, drink', etc.

45. I'm very thirsty; please give me something to drink; a glass of
water, a cup of tea etc.
Govind's hungry, please, give him something to eat; a piece of bread,
a piece of cake, a piece of cheese, etc.
What do we want when we're thirsty?
We want something to drink.

'That will do'.

46. I'm very thirsty; please give me something to drink; a glass of water
will do.
Govind, please draw a picture of a cat on the blackboard.
Yes, that will do.

(This may in fact have been used much earlier.)*

Now Gopal, read this piece on page 65.

Yes, that will do.

'As . . . as'.

47. This book is not larger than that one; it is not smaller, this book is as
large as that one.
I have four pencils in my left hand and four pencils in my right hand;
I have as many pencils in my left hand as in my right hand.

'Not so . . . as'.

48. This book is smaller than that one; it is not so large as that one.
I have three pencils in my left hand and five pencils in my right hand;
I haven't so many pencils in my left hand as in my right hand.

*Infinitive after certain verbs.**

[Note this is already familiar after 'want'.]*

49. I want to see your exercise books.
Krishna try to do your next exercise better.
Krishna needs to work harder; he doesn't need to play so much cricket.
My father doesn't like to play cricket, but I do.
I shall begin to work in the garden when the rains begin.
I hope to see you tomorrow.
I have forgotten to bring my book today.
His father has promised to give him a new bat.
We were going to the cinema yesterday evening and my little brother
asked to go with us.
We have to be here every morning by 10 o'clock. *[* to be known as
equivalent of 'must'.]*

Accusative plus Infinitive.

50. Help me to open this box. [** already familiar in indirect commands.*]
 Tell him to go away.
 Ask him to be here by six o'clock.
 Get your mother to sew this button on for you.
 Get him to come to our next lesson.
 Why don't you get somebody to help you?
 I want you to be here by half past six.

Accusative and Infinitive without to 'see, hear, feel, watch'.

51. I heard him come in at 10 o'clock last night.
 I saw him speak to his father.
 I felt something go by me in the dark passage.
 I watched him bowl ten overs by five o'clock.

Future with 'going to'.

52. I'm going to speak to Mr. B. this evening.
 I'm going to go to the cinema next Saturday evening.
 Jack's going to play cricket after school this afternoon.
 We are all going to go home at half past three.
 I'm going to finish this exercise by half past five.

'Let me', 'let's'.

53. Let me draw a picture of a house.
 Let me help you do that.
 Let's do this together.
 Let's go there together.
 Let's speak English for ten minutes after school.

'About', 'tell about', 'ask about', 'hear about'.

54. Let me tell you a story about a dog.
 Tell me a story about an elephant.
 Tell me about your brother.
 I asked her about her mother.
 Have you heard about the match?
 55. Govind, tell me something. This book is green.
 What is Govind telling me? He is telling you the colour of the book.

Indirect Speech activated with tell, practising distinction between 'say' and 'tell'.

Yes, he's telling me the colour of the book, he is telling me that it's green.
 Now, Rajan, say something without telling me anything.
 "Good morning", how are you today?

Indirect Speech activated with 'say'.

56. Rajah, say "book". Book.
 Now say what colour the book is. It's green.
 Govind what is Raja saying? He is saying that the book is green.
 Gopal, hold your bag. What are you holding? I am holding my bag.
 What are you saying? I am saying that I am holding my bag.
 Hamid, open your book and say "I am opening my book".
 Raja, who is opening his book? Hamid is.
 And what is he saying? He's saying that he's opening his book.

I am putting the red book on the table.

Who is putting the red book on the table? You are.

Raja, what am I doing? You are putting the red book on the table.

And what I am saying? You are saying that you are putting the red book on the table.

Hamid is putting the yellow book on the table. What am I saying.

You are saying that Hamid is putting the yellow book on the table.

Indirect Speech activated with 'know'.

57. What do you know about Govind, Raja?
 I know that he's a tall boy and that he's the tallest in the class.
 Do you know where my books are? Yes, I do.
 Who knows what this is? We all do; we know that it's a book.

'The same . . . as'.

58. The same shape, size, colour, number. This book is as large as that one it is the same size as that one. It is not the same colour. These two books are the same colour; those two books are the same size. These two balls are the same shape, but they're not the same size, this one is large and that one is small. Look at these two squares on the blackboard, they are different sizes, but the same shape and the same colour. This book is like that one, but it's not quite the same. This boy has three pencils in his left hand and three pencils in his right hand; he has the same number of pencils in his right hand as in his left hand.

59. What do you know Govind? I know that English is easy. I know that we're learning English and I know that you are our teacher.

'Get to' meaning 'to reach'.

60. Write me a letter when you get to Calcutta.
 I got to the shop before it shut. I got home by six o'clock.

Future Perfect Tense.

61. I shall have finished this exercise by six o'clock.
 You will have spoken to your mother before I see you again.
 Nobody will have taken anything from you when you go home this afternoon.
 I hope you will have washed your face before you come into school again.
 We shall all have written something in our books by the time we go home.

Future Perfect Continuous Tense.

62. I shall have been speaking to you for half an hour when this lesson ends.
 You will have been learning English for two years by the end of this year.
 Govind will have been living in Madras for five years by the end of this month.

General Present Tense for future after other words than 'when'.

63. Wait until the end of the lesson.
 Wait until we go home, at half past three.
 Write to him before he comes here next Tuesday.
 Put this letter into the envelope after you get to the post.
 As soon as you're ready, we shall go.
 As soon as you answer my question, you may sit down.
 If you write clearly, he will certainly understand your letter.
 If I don't come here tomorrow you must finish this exercise.

Future and Past of 'can'.

64. You can't speak English easily yet, but you will be able to speak English easily by the end of next year.
 We shall be able to play cricket next Saturday, if the field is free.
 I shan't be able to go home before half past three.
 We were able to (we could) see him before he could see us.

Future and Past of 'must' i.e., Future and Past of 'have to'.

65. If you want to see me on week days you must come to school; if you want to see me on Saturdays and Sundays you must usually come to my home; if you want to see me next Sunday you will have to come to my home early, because I shall be out for the day.
 I shall have to take your ruler away if you play with it.
 He tried to open the door, but he had to get out of the window.
 He will have to hurry if he wants to be in time.
 They lost all their money and had to sell their car.
 If he can't walk, he will have to go by bus.

'While'.

66. Tell me a story while I'm eating my dinner.
 He came into the room while I was writing a letter.
 Nobody may speak to him while he's drawing that picture.
 I shall read the newspaper while I'm waiting for him.

'Used to'.

67. I used to swim a lot, but now I hardly ever do.
 Now I came to school every day by bus, but two years ago, before I came to this school, I always used to go to school on foot.
 I play in our garden every day, but before we had a garden I used to play in the street.
 Where used you to live before you came to Madras?
 We used to live in Mangalore.

'Need'.

68. Must I do all the sentences? No, you needn't.
 Yes, you must.
 Need I do the last two sentences?
 No, you needn't.
 Yes; you must do them all.

'May' (Permission).

69. John needn't come so early as you; he may come at half past eight, but you must come at eight o'clock.
 If you have finished your work you may go.
 No one may go until he has finished.

THIRD YEAR

Negative Interrogative with short responses.

1. Aren't you beginning your third year of English? Yes, of course I am.
 Don't you like sugar in your tea? Well no, I'm afraid I don't.
 Wasn't Raja sitting in the front row yesterday? Yes, he was.
 Didn't I tell you to write more clearly? Yes, you certainly did, Sir.
 Haven't you ever heard of Napoleon, Raja? Yes, of course I have, Sir.
 Hasn't Gopal been doing his work? Yes, I think he has, Sir.
 Shan't we have an English lesson tomorrow? Yes, we shall.
 Won't you be doing your home work this evening? Oh, yes Sir, I shall.
 Aren't you going to give me some of it? Well, yes, I am.
 Hadn't he been here before we got here? Yes, I think he had.
 Shan't we have finished this lesson by next Tuesday? Yes, I think we shall.
 Mayn't I open this letter? Yes, if you want to, you may.
 Won't Govind have been learning English for three years, by the end of this year? Yes, he will.
 Why didn't you come sooner? I'm sorry I didn't, but I tried to.

Present Perfect after Future 'when', 'if', 'as soon as', 'before', 'until' etc.

2. I shall sit here when I have finished my work.
 You will have to practice this until you have learnt it.
 He will come as soon as he has finished his dinner.
 He won't stop writing before he's finished the page.
'May' (Possibility).
3. I may go home early, if there isn't much work to do.
 He tells me that he may not stay long in Madras.
 Don't wait for me; I may be late.
 You may be in form four next year.

Present Perfect after 'before', 'when', 'as soon as', etc. after Present Perfect.

4. He has never given in an exercise before he has finished it.
 Have you ever gone home before you have finished your work?
 She has taken a book from the library before she has finished the other one.
 You haven't seen a good cricketer, until you've seen him.

'Every'.

5. All of you stand up; now every boy is standing.
 Now all the boys with blue shirts sit down.
 Every boy with a blue shirt is sitting; all the others are still standing.
 Has every boy a shirt on? Yes, he has.
 Has every boy a blue shirt on? No, he hasn't.
 Has every boy given me his exercise? Yes, he has.

'Except'.

6. There are thirty or thirty-one days in every month except February. In February there are 28 days except in a leap year. I see you every day except when you're ill. We come to school every day except Saturdays and Sundays. I have given a book to every boy except Govind.

Indirect Speech, Present.

7. I'm saying : "I'm writing a letter".
I'm saying that I'm writing a letter.
You are saying : "I'm writing a letter".
You are saying that you're writing a letter.
He's saying : "I'm writing a letter".
He's saying that he's writing a letter.
She's saying : "I'm writing a letter".
She's saying that she's writing a letter.
We are saying : "I'm writing a letter".
We're saying that we're writing letters.
They are saying : "I'm writing a letter".
They are saying that they're writing letters.
[The same with I know, I have said, I've told you.]
He knows that he's writing a letter.
He has said that he's writing a letter.
He's told you that he's writing a letter etc.

Indirect Speech

- | | | | |
|--|---|------|--|
| <p>8. He says
He tells me
He knows
He has said
He has told me
He will say
He will tell me
He will know</p> | } | that | <p>she's writing a letter.
she always writes letters on Sundays.
she wrote a letter to her mother yesterday.
she has written five or six letters this week.
she has been writing home every week for nearly two years.
she will write a long letter tomorrow.
she will be writing letters between 5 and 6 next Sunday.
she will have written 100 letters home by the end of this month.
she had written two letters before he saw her last Sunday.</p> |
|--|---|------|--|

Indirect questions.

9. He is asking who is coming.
He will ask which girl has come.
He has asked what book was on the table.
He has been asking where you were standing.
how you did it.
- 'Will', 'if' or 'whether'.*
10. He is asking if you are coming.
if you have seen him.
whether you have seen him, etc.

Indirect Speech Past.

11. I said : "I am writing a letter".
I said that I was writing a letter.
You said : "I'm writing a letter".
You said that you were writing a letter.
He said : "I'm writing a letter".
He said that he was writing a letter.
She said : "I am writing a letter".
She said that she was writing a letter.
We said : "I'm writing a letter".
We said that we were writing letters.
They said : "I'm writing a letter".
They said that they were writing letters.

'Each'.

12. I have a pencil in each hand and she has a ring on every finger.
There is a boy standing on each side of me.
I have told every boy to come.
I have told each boy (separately) where he may sit.

'Both'.

13. I have two books in my hand, both are blue.
I have told two boys to stand up and both of them have sat down again.

'Either' as Pronoun.

14. Give me one of those two pencils ; either will do.
I don't like either of them.

'Neither'.

15. I asked him to give me one of the two books, but he gave me neither.
He promised to finish one or both of the clocks by half past six, but when I went there at seven, neither was ready.

'Mine', 'yours', 'it's', 'his', 'hers', 'yours' 'theirs'.

16. These books are my books, those books are yours.
These are mine and those are yours.
Which are yours ? These are.
And which are mine ? Those are.
And which are his ? The ones on his desk are.
And which are hers ? The ones on her desk are, etc.

'Everything', 'everybody'.

17. All the books, pens, pencils and pieces of paper on this desk are mine.
They are all things ; everything on this desk is mine ; everything on your desk is yours etc.
You all have books, everybody in this class has a book.
Has everybody a pencil ? Yes, everybody has.
Has everybody read page 13 ? Yes, everybody has, except Govind.

'Somewhere', 'anywhere', 'nowhere', 'everywhere'.

18. Where is my dictionary ? Have you seen it anywhere ?
No, I'm afraid I haven't.
I thought it was somewhere in this room, but I can't find it anywhere.
Have you looked everywhere ?
Yes, there's nowhere in the room where I haven't looked.



52

Tim 21, N30

N55.28-11

The Past Future Tense.

19. I said : "I shall come".
 I said that I should come.
 You said : "I shall come".
 You said that you would come.
 He said : "I shall come".
 He said that he would come.
 We said : "I shall come".
 We said that we should come.
 They said : "I shall come".
 They said that they would come.

Past of 'may'.

- 19-A He said : "You may go home now" (permissive).
 He said that we might go home.
 I said : "I may not be here next year" (possibility).
 I said that I might not be here the next year.

'Tell'.

20. He tells me that she will come if he goes.
 He told me that she would come if he went

Indirect Questions, Past.

21. He asked if she had come.
 He asked her if she was coming.
 He asked if she was going to come.
 He asked her why she hadn't come.
 He asked her when she would come.
22. He has asked whether she will come if he goes.
 He asked whether she would come if he went.

'Else'.

- | | | |
|----------------|----------------------|---------------------|
| 23. Instead of | "some other place" | "Some where else |
| | "any other place" | anywhere else |
| | "some other person" | someone else |
| | | somebody else |
| | any other person | anyone else |
| | | anybody else |
| | "some other thing" | something else |
| | any other thing | anything else |
| | no other place | nowhere else |
| | no other person | nobody, no one else |
| | no other thing | nothing else |
| | "every other place" | everywhere else |
| | "every other person" | everyone else |
| | | everybody else |
| | every other thing | everything else |

I want something else, this isn't very good.

'Too', 'enough'.

24. I can't read this : it's too difficult for me.
 He's very busy today ; he's too busy to see anyone else.
 This is very heavy ; it's too heavy to lift.
 She is not very old, but she's old enough to learn this.
 I want something else, something better ; this isn't good enough, it's too small and not strong enough : too weak and not large enough.

Indirect Speech

25. Change of person
 K said "I am writing"
 K said to G "You are writing."
 K said about M "He is writing."
 K said to G I said that I was writing.
 I said that you were writing.
 I said that he was writing.
- G said to K You said that you were writing.
 You said that I was writing.
 You said that he was writing.
- G said to M He said that he was writing.
 He said that I was writing.
 He said that you were writing.

'Myself', 'yourself', 'himself', etc.

26. I am looking into this mirror ; I can see myself in it ; I am looking at myself.
 Govind, look into this mirror, what can you see ? I can see myself.
 Yes, you can see yourself.
 Krishna what can Govind see ?
 He can see himself.
 What does he say he can see ? He says that he can see himself.

Indirect Question.

27. G asks K "Am I late ?"
 G asks K "Are you ready ?"
 G asks K about M "Is he coming with us ?"
 G said to K I asked you if I was late.
 I asked you if you were ready.
 I asked you if he was coming with us.
- K said to G You asked me if you were late.
 You asked me if I was ready.
 You asked me if he was coming with us.
- K said to M He asked me if he was late.
 He asked me if I was ready.
 He asked me if you were coming with us.
- M said to K He asked you if he was late.
 He asked you if you were ready.
 He asked you if I was coming with you.

Indirect speech.

28. K said to M I shall go to Madras and you will go to Bombay.
K said to M that he himself would go to Madras
and that he, M, would go to Bombay.
29. G said to K Run to me. Put the book on the table.
G said to K I told you to run to me and to put the book on the
table.
G said to M I told him to run to me and to put the book on
the table.
K said to G You told me to run to you and to put the book
on the table.
K said to M He told me to run to him and to put the book
on the table.
M said to G You told him to run to you and to put the book
on the table.
M said to K He told you to run to him and to put the book
on the table.
30. G said: "I have come to-day. K came yesterday. M will come
tomorrow".
G said that he had come that day that K had come the day before
and that M would come the day after.
G said: "I have been living in a hotel this week, K stayed with his
brother last week and M will visit his sister next week".
G said that he had been living in a hotel that week, K had stayed
with his brother the week before and M would visit his sister the
week after.
31. G said: "I am staying here".
G said that he was staying there.
G said: "I am living in this house".
G said that he was living in that house.
G said: "I will do it now".
G said that he would do it then.

The Infinitive after all Tenses.

32. He wants to go to the station.
He wanted to go to the station.
He will want to go to bed early.
He doesn't want to read that book.
He has wanted to be a writer ever since he was a child.

The Accusative and Infinitive after all Tenses.

33. He wants me to go to the station.
He has wanted you to visit him ever since he first met you.
He wanted her to read that book.
He didn't want her to send that parcel.

'I don't see why'

34. I don't see why you can't understand that.
I don't see why you did that.
I don't see why he should think himself so important.
I don't see why he shouldn't come here earlier.

'He is waiting to . . .'

35. He is waiting to see you.

It's time for + Accusative + Infinitive.

36. Look it's four o'clock it's time for us to go home.
It's very late; it's time for you to be in bed.
It's after ten; it's time for us to begin to do some work.

It's time + Nominative + Past Tense.

37. Look it's four o'clock; it's time we went home.
It's very late; it's time you were in bed.
It's after ten; it's time we began to do some work.

Double Verb.

38. If you want to know what we're doing, come and see.
Go and buy me some cigarettes, please.
I went and saw her father.

Infinitive (purpose).

39. He's coming to see the radio.
He's gone out to buy some cigarettes.
He came to see me yesterday.
He went to buy some milk.

'How to'.

40. He knows how to swim.
He learnt how to read in six months.
He is learning how to drive a car.
He showed me how to do it.
He told me how to pronounce the English "th" sound.

Indirect Speech. Interrogative + Infinitive.

41. I don't know what to do
where to go
when to stop
Tell him where to go; etc.

'I'm glad, I'm sorry'

42. I'm glad to do this.
I'm sorry to say this.
I'm sorry to have to say this.
I'm afraid he's making a mistake.
I'm afraid I don't agree.
I'm afraid to go there.

Adjective + Infinitive.

43. This water is good to drink.
This fruit is bad to eat.
This word is hard to spell, pronounce, etc.

Noun and Infinitive.

44. He has some paper to write on
a pen to write with
some books to read
something to do
nothing to say.
Will you give me something to do.
I haven't anything to wear.

Gerund as Object.

45. I like drawing.
I enjoy cooking.
He seems to like drinking.
We started learning English near by three years ago.

Gerund used Adverbially.

46. He's going shopping, fishing, riding, swimming, visiting etc.

Gerund as Subject.

47. Swimming is good exercise.
Riding keeps you fit ; it's good for you.
Drawing is easy for some, but not for me.

'To school', 'to work', 'to church', 'to market' etc., without articles.

48. We come to school every morning.
My father goes to work by bus.
We go to church on Sunday.
That man is going to market.
After school we play games.

Gerund governed by Preposition.

49. I went home without my brother.
I went out of the room without asking my teacher.

'Who' (Relative).

50. The boy who is waiting is my brother.
The boy who was waiting is my brother.
The boy who was waiting has gone.
The boy who came here yesterday is my brother.
The boy who came yesterday will come again tomorrow.
I will see the boy who has come.
I will see the boy who came yesterday tomorrow.
I will see the boy who will come tomorrow.
I saw the boy who came yesterday.
Yesterday I saw the boy who will come here next week.
I have seen the boy who was here last year.

'Which' (Relative).

51. The book which fell off the table is mine.
The book which is lying on the table is yours. (*practice also with "that"*).
The book which fell off the chair was his.
I will give you the book which is in my box.
I will give you the book which will come tomorrow.
I have given you the book which was in my box.
I gave you yesterday the book which was in my box.

'Who' (Object).

52. The man who you saw is my brother.
The man you saw is my brother.
The man whom you will see is my father-in-law.
The man you will see is my father-in-law.

'Which' (Object).

53. The book which you gave me is in my box.
The book you gave me is in my box.
The book which you gave me has been in my box for a fortnight.

'Where'

54. The place where I live is large enough for me.
The place where I lived before was too small.
Before 1948, I lived in the place where my father lived.
I am living in the house where my father-in-law lived before he died.

'When'

55. The day when school begins is busy.
He came on a day when I had no time.

Indirect Speech.

56. He said : "By this time next year you will be reading".
He said : "In an hour's time you'll be learning Arithmetic Book IV".
He said that by that time the year after they would be reading Book IV.
He said that in an hour's time they would be learning Arithmetic.
He said : "By yesterday I had read 10 pages ; by now I have read 20 pages ; by tomorrow I shall have read 30 pages"
He said that by the day before he had read 10 pages, by that day he had read 20 pages and by the day after he would have read 30 pages.

'Wishes'.

57. John isn't here ; I wish he were here.
I can't play cricket every day ; I wish I could.
I'm not at home now ; I wish I were.
John doesn't like mangoes ; he wishes he did.
I haven't told my father about that yet ; I wish I had.
They aren't young ; they wish they were.

'Wishes' (continued).

58. I wish John were here.
 I wish I could play circket every day.
 I wish I were at home now.
 John wishes he liked mangoes.
 I wish I had told my father about that.
 They wish they were young.

Short responses.

59. You aren't going home today. Oh, yes, I am.
 Why did you say that? But, I didn't.
 Can't he do better than that? Oh, yes, he certainly can.
 You haven't seen the new buildings, I think. Oh, yes, I have.
 You speak Telugu at home, I think. Yes, I do.

Short responses identifying the second speaker with the first.

- | | |
|-------------------------------------|------------------------|
| 60. I'm getting very hungry | So am I. |
| I'm not very hungry | Nor (neither) am I. |
| He's getting rather old | So is Mr. Jackson. |
| I'm not getting old | Neither (nor) am I. |
| You speak English well | So does Raja. |
| I don't speak Marathi | Neither (nor) do I. |
| I feel rather hot | So do I. |
| I don't feel very cold | Neither (nor) do I. |
| I went to bed early last night | So did I. |
| I didn't go to bed late last night | Neither (nor) did I. |
| I shall go to bed later tonight | So shall I. |
| I shan't go to bed as early tonight | Neither (nor) shall I. |
| I can make a paper hat | So can I. |
| I can't make a cloth hat | Neither (nor) can I. |
| I must go home now | So must I. |
| I needn't go home yet | Neither (nor) need I. |
| I may go to the cinema tomorrow | So may I. |
| I mayn't see him tomorrow | Neither (nor) may I. |

'Ought'.

61. It's time I went home ; I ought to go home, but I'll stay a little longer.
 It's time we began to do some work, we ought to begin to work, but let's play a little longer.
 I still have your watch. I ought to give it back to you, but I want to keep it a little longer.
 You ought not to shout in the classroom.
 We ought to work harder than we do.
 Nobody ought to tell a lie ; but many do.

NEWS & NOTES

TEXT OF RESOLUTIONS PASSED BY
THE 24th INTERNATIONAL
ASSEMBLY OF DELEGATES

THE FREEDOM OF TEACHERS

1. This delegate Conference of IFTA meeting in Istanbul from 20th to 30th July, 1955, having examined the problem of the Freedom of the Teacher, and realising that the teaching profession, is playing an increasingly important part in the changing world, emphasizes that the role of the educator, because of its nature includes both high moral purposes and obligations.

2. High moral purposes in the work of the teacher means a search for real education. From infancy this will seek to inculcate the attitude of self-determination as human beings, and as citizens ; in short, to create human personalities capable of using personal freedom with due regard for the freedom of others.

3. As a citizen the teacher should enjoy the freedoms proclaimed in the Universal Declaration of Human Rights and as a teacher he is entitled to exercise full civic and professional rights as expressed in the Teachers' Charter. At the same time the nature of his work imposes special limitations which arise from the right of the child and responsible authorities are entitled to expect that these rights will be respected. Such limitations should not prevent teachers from commenting publicly on the administration of education.

4. To this legitimate control should not be added interferences with the private, professional, or public life of the teacher by unauthorised individuals or groups who may seek to impose petty restrictions, or to submit the school to pressures that would harrow its work and influence.

5. If this arbitrary control is permitted the educational role of the school

will be threatened, since freedom cannot be inculcated in an atmosphere of suppression.

6. Furthermore, fear of arbitrary action will tend to dissuade young people from becoming teachers. This fact constitutes an important element in the recruitment of teachers.

7. An enactment for the teaching profession such as the Teachers' Charter appears to be necessary, in that it sets out the limits within which the teacher shall exercise freedom in school and out of school. At the same time it will exclude any unreasonable interference in the practice of education.

8. The Charter deals with some of the practical aspects of the freedom of teachers but none of these liberties is freely given. Each of them must be obtained by the concerted and continuous efforts of associations and individuals. Legal enactments mean nothing apart from individual and co-operative effort.

[The Teachers' Charter prepared by the AIFEA should be placed on the statute book.

—Editor]

VOCATIONAL EDUCATION IN THE
UNITED STATES *

Vocational education has been an integral part of the secondary school system in the United States since 1917 when an act of the U.S. Congress (the Smith-Hughes Act) authorised the appropriation of funds to prepare students for useful employment in a trade or occupation of their choosing and at the same time to provide them with the general educational background desired in responsible members of the society. As amended by other federal acts during the years since its inception, vocational education serves as a supplement to secondary education rather than as a replacement for it.

* Department of Extension Services, Faculty of Education and Psychology, M. S. University of Baroda, Baroda.

Vocational programmes of education are available free to all people over 14 years of age who are preparing for or who are already engaged in certain types of work. In general, these programmes serve two groups of persons:

1. Young people who spend the major part of their time for one or more years in all-day schools or in co-operative programmes where they receive both vocational and academic training. Upon completion of their course they receive regular high school diplomas and, many enter colleges for further education if the academic courses taken met the college requirements.

2. Employed people — young adults or adults—who return to school on a part-time basis for further training in their chosen profession.

ORGANISATION OF THE DIVISION OF VOCATIONAL EDUCATION

The main responsibility for administering the federal vocational education acts and for co-operating with the 48 states in the development of their vocational education programmes has been delegated by the U.S. Commissioner of Education to the Assistant Commissioner for Vocational Education. The Division for Vocational Education includes four branches:

1. Agricultural Education Branch.
2. Home Economics Education Branch.
3. Trade and Industrial Education Branch.
4. Distributive Occupations Education Branch.

AGRICULTURAL PROGRAMME

The purpose of vocational education in agriculture is to increase proficiency in farming on the part of those now engaged in farming and of prospective farmers.

Problems of farming are studied right where they occur—on the students' own

farms and on other farms in the community. Classroom instruction also is given. Courses in farm mechanics, conservation of soil and other natural resources, production efficiency, marketing of farm products, and production, and preserving of food for home use also are included.

Vocational agricultural training has proved a valuable supplement to education, according to the U.S. Department of Education. It has influenced students to adopt improved practices of farming and to promote their use by the entire community as well. It has not been uncommon for an individual student to earn enough money through his school-supervised projects to start farming on his own, and to continue farming on a productive and profitable basis.

HOME ECONOMICS EDUCATION

The purpose of vocational education in home economics is to prepare young people and adults for the responsibilities and activities involved in home-making and in achieving family well-being. Training is given in the following aspects of home living and homemaking: selection and purchase of goods and services for the home maintenance of satisfactory personal and family relationships; selection, preparation, serving, conservation, and storage of food for the family; selection, care, renovation, and construction of clothing; care and guidance of children; selection and care of the house and of its furnishings; selection, use and conservation of home equipment; maintenance of health and home safety; home care of the sick and first aid; selection and provision of educational, recreational, and occupational experiences for family members; and the interrelation of the family and the community.

In some communities, classrooms which maintain homelike conditions are used. In other communities, the homes of the students are used for instruction and projects alike. And in many rural communities, homemaking

and vocational agriculture classes work together in promoting desirable patterns of farm family living.

TRADE AND INDUSTRIAL EDUCATION

Trade and industrial education is concerned primarily with recognised skilled or semi-skilled trades, crafts, or industrial pursuits, and provides for instruction in designing, producing, processing, assembling, servicing, and repairing of manufactured products. The programme's main goals are to prepare people for employment and to supplement the knowledge and skills of those who already are employed.

In the preparatory part of the programme, training is given in full-time secondary schools along with regular courses in history, science, English and other general subjects. Vocational instruction includes practice in the mechanical process of a given trade and study of the application of science, drawing, and mathematics to that trade.

Working conditions in the school shop resemble those of the industry under study—same equipment, standards of workmanship, and methods of operation. For example, those being trained as carpenters build real houses; those learning to be butchers actually produce the standard cuts of meat from animal carcasses; and those studying to be bakers bake bread and pastry that is sold or used.

To achieve the programme's second goal—supplement the knowledge and skills of those who already are employed—three types of trade-extension training are available.

In the first, young workers and apprentices may return to school during part of their working time to receive instruction in such varied courses as blueprint reading, drawing, science, safety, the history and economics of a particular trade or industry, English, and citizenship. The second type, for

full-time workers, provides evening classes in subjects which include air conditioning, granite cutting, hotel service, jewellery manufacturing, silver-smithing, tailoring, tile setting, airplane construction, and welding. The third type is a co-operative course which combines day-school preparatory instruction with on-the-job training. Students work half the time and attend school the rest of the time. While employed they receive regular wages as well as training instructions from their co-operating employers.

DISTRIBUTIVE OCCUPATIONS EDUCATION

The purpose of distributive occupations education is to improve the competence of workers engaged in distributing the products of farm and industry by retailers, wholesalers, jobbers, and others and in selling services.

In this programme training is designed to equip students for the diversified activities of the business world. It prepares students for productive employment as typists, stenographers, bookkeepers, business operators, and general clerical workers, but it also includes courses that prepare for technical positions and, in more advanced levels, for managerial, administrative, and research positions. Business classes are organised and conducted on a co-ordinate school-and-employment schedule. Secondary school students receive classroom instruction in business, and actual working experience in part-time paid jobs. Teacher, student, and employer co-operate in choosing a suitable occupation for the trained and in developing necessary skills and abilities. Employers co-operate because they thereby improve management practices and reduce business losses due to inefficiency and unsound operation.

PRE-VOCATIONAL EDUCATION AT SCHOOL

Education is compulsory in the United Kingdom for children from 5 to 15 years old (temporarily 14 years in Northern

Ireland) and is provided free* in schools run or financed by Local Education Authorities with money raised by rates (local taxes on real property) and grants from the Exchequer. The great majority of children attend these schools. A small but important minority of parents prefer to pay for independent schooling.

Education is divided into three main stages: primary up to eleven, secondary from eleven (in Scotland, twelve) until leaving school, and further after leaving school. Primary education is general and non-vocational. Secondary education is more specialized, both its method and its content being varied to suit different interests, talents and attitudes to learning. In England, Wales, and Northern Ireland secondary education is commonly of three main types—grammar, technical, and modern (in Northern Ireland, grammar, technical intermediate and intermediate). Occasionally two or three of these types of education are provided in one school, but usually they are provided separately by grammar, technical and modern schools.

The first big parting of the ways normally comes, therefore, for children at about eleven years old. About one-fifth of the children (those interested in book-learning and good at class work) enter the grammar schools. The rest mainly go to modern schools or (a decreasing minority) stay on at all-age schools whose higher classes are run on modern school lines. At thirteen a switch to a different type of school is often arranged where thought advisable. It is at this stage that technical schools still take most of their pupils, (about five per cent of the age-group), though admission in the future will increasingly be at about the age of 11 years.

The grammar schools provide long courses for pupils up to age 18, mainly

in academic subjects, and these courses become increasingly specialised in the later years. More than half of the grammar school pupils, however, never reach this later stage and leave at fifteen or sixteen to take a job or to follow a vocational training course.

At present technical schools mostly provide a two to three year course appealing to young people's ambition to master a trade or profession and using this appeal to interest them in a wide pre-vocational curriculum. Increasingly in the future, however, they will provide a full length secondary course. Technical schools have twice as many boys as girls, and most of the pupils leave at fifteen or sixteen to take up work.

The modern schools provide a general education with a practical bias adapted to the interests of the children and their life in the community. Most pupils leave at fifteen to take up paid work.

In Scotland secondary schools fall into two main classes, the junior secondary school providing three-year courses and the senior secondary school providing five-year courses. In each type of school the courses are intended to provide a general education, but they are differentiated in character to suit the varying needs and abilities of the pupils, and include literary, commercial, technical, domestic and rural courses. While some schools are purely junior secondary and some purely senior secondary, there are also a number of "omnibus" or multilateral schools in which all types of courses are provided. Broadly speaking, however, the senior secondary school in Scotland makes provision for the categories of pupils who are admitted to grammar or technical schools in England and Wales and the junior secondary school corresponds to the modern school. Most pupils pass from the primary to the secondary

stage about the age of twelve years and embark upon the secondary course appropriate to their ability and aptitude. A switch to a different type of course may, however, be made at a later stage if this is considered to be advisable.

Thus most boys and girls (over 80 per cent) leave school for paid work at about fifteen or sixteen. Over 90 per cent have finished their full-time education before they are eighteen. Only a small percentage, mainly from grammar and senior secondary schools, continue their full-time education, usually with the aid of grants from the central Government, local education authorities or private endowments, at universities, teachers' training colleges, technical and commercial colleges, art schools and other establishments of further education. This small proportion is, however, important as it provides Britain with most of its teachers, doctors, scientists, barristers, technologists and senior administrators and indeed with leaders in almost all walks of life.

Further full-time education is, however, so varied and the line between general and vocational education is at this level so fine that no separate description of full-time further education preparatory to particular careers is attempted in this paper. The relation of full-time further education to practical training in industry and commerce will, however, be considered.

—British Information Service.

EDUCATION IN BRITAIN

Education is compulsory for all between the ages of 5 and 15 (14 in Northern Ireland). There are about 40,000 schools and over 7½ million school-children, of whom about 93 per cent attend free publicly maintained schools. About one-third of the publicly maintained schools in England and Wales are 'voluntary schools' provided by the Churches.

Primary education from 5 to 11 (12 in Scotland) is followed by one of

several types of secondary school course. About 3 out of 10 children continue at school beyond the minimum leaving age.

In England and Wales boys and girls are usually taught together in primary schools but more often than not attend separate secondary schools; in Scotland there are few schools for boys or girls only.

There are nearly 84,000 full-time students in the 20 universities and 4 university colleges. Over 70 per cent of students hold awards from public or private funds. The universities are independent of the State, although over two-thirds of their income comes from public funds.

In addition, there are some hundreds of public technical colleges and several thousand evening institutes. Many technical college students are attending part-time courses whilst undergoing industrial apprenticeships. Some courses are of university level. Evening classes in vocational and non-vocational subjects are organised by the universities, local education authorities and other bodies.

—(From 'Britain in Brief', May 1955.)

GURUSAMIPALAYAM

A meeting of the staff of the Sengunthar Mahajana High School was held on 23-8-'55 and decided to form an association. Sri M. K. Ramamurthi, M.A., M.Ed., Headmaster, presided over the meeting. The following office-bearers were unanimously elected:

- (1) President—Sri M. K. Ramamurthi, M.A., M.Ed., Headmaster.
- (2) Vice-President—Sri D. Natesan, B.A., B.T.
- (3) Secretary—Sri S. V. Venkataraman.
- (4) Treasurer—Sri P. S. Balasubramaniam, B.A.
- (5) Member—Sri T. K. Amirthalingam.

The meeting also decided to affiliate itself with the S.I.T.U.

* In Scotland an Education Authority may, if it thinks fit, conduct a limited number of fee-paying schools provided these are in addition to and do not prejudice the adequate provision of free education throughout the area. This power is exercised very sparingly.

MAYURAM

In aid of the Fund to provide mid-day meal to poor pupils, the Dramatic Club of the Municipal High School gave a benefit performance of "Bhagya Chakram" written by Sri S. Sundaraman, on 29-9-'55, under the auspices of the Old Boys' Association, Municipal High School, Mayuram. The collections amounted to about Rs. 800. Janab Syed Ibrahim, Sub-Judge, Mayuram presided. Mr. M. S. Krishnamurthy Iyer, Advocate and Vice-President of the Association read a report. Sri S. Seshagiri Iyer, Headmaster, gave a vote of thanks.

MADURAI

Under the auspices of the School Valluvar Mandram, the pupils and staff of the Sourashtra Secondary School, Mainguard, Madurai, celebrated the U.N.O. Day on 24-10-'55 with Sri R. Ramasubbu, B.A., B.T., Headmaster, in the chair.

Sri N. V. Baluswami Iyer, the Honorary Secretary (Delegate), who was also present on that occasion spoke on the need of world peace and how the U.N.O. is striving its best to maintain its equilibrium of peace. He appealed to all the teachers to inculcate the spirit of universal brotherhood among the pupils at large.

Sri N. R. Krishan, an assistant of the school, spoke on the need for the existence of the U.N.O. and inspired the pupils to study the importance of the U.N.O. and co-operate with that body so that they may shoulder the responsibilities as citizens of the world.

Then the pupils demonstrated the functioning of the U.N.O. enacting a short play and sang a song specially composed for the purpose.

The President in his concluding speech wound up the proceedings with an appeal for universal peace in co-operation with the U.N.O.

With a vote of thanks by Sri L. R. Kasiraman and singing of the National Anthem, the function came to an end.

PUTHANAMPATTI

As per the circular of 7-10-'55 an ordinary meeting of the English Council was held on 13-10-'55 in the Nehru High School, Puthanampatti. The Headmaster Vidwan Sri S. Somasundaram, M.A., L.T., presided. All the teachers of English were present. Sri S. Venkatesan, B.A., L.T., initiated a discussion on "The Best Method of Teaching English Grammar".

The president, in his introductory remarks, observed: In the old method grammar was all important. The place of grammar with regard to a living language is different from that of a classical language. A living language is always subject to changes. Hence, the method of teaching grammar with regard to such a language, has to be suitable. Now that we are given only six periods of English a week. We have to make use of those periods, in the best possible manner. In these circumstances, the teaching of grammar should always be functional.

The president then requested Sri S. Venkatesan to initiate the discussion.

Initiating the discussion, Sri S. Venkatesan observed: Formal grammar is a stepping stone to the study of classical languages. Since people say that the study of classical languages is not so very necessary, we have always to keep in mind the functional side of learning grammar. There was no grammar before a language came into use. Hence a study of grammar should follow the study of the language to some extent. Even before there, was grammar in the world, there was language. Hence in the lower three forms, only functional grammar has to be taught. Then pupils become aware of grammatical rules in an unconscious way. In the higher forms, some amount of principles of grammar must be taught by inductive method. As it is to-day, in the name

of functional grammar, grammar is taught in a haphazard manner. Those who advocate the direct method of teaching English, do not expect grammar to be neglected in this way. The best method of teaching functional grammar is to make the pupils listen and imitate correct language patterns.

There are two methods of teaching grammar, i.e., (1) The Deductive method and (2) The Inductive method. But these two methods are not exclusive of each other. Examples are given. From the examples a conclusion is drawn. This conclusion is generalised and becomes a rule. Then the rule is applied to specific instances and tested. Thus deduction and induction are necessarily inter-related. Nevertheless, the inductive method is always better with regard to any subject because its approach is more in conformity with child-nature. Also it gives enough material for thought.

Then, followed a discussion on the topics and members took part and put forth practical problems and suggestions.

Sri R. Madhava Rao said that in spite of the general distaste for grammar, it could be made more lively. He suggested that English grammar and Tamil grammar should be correlated wherever possible.

The president in his concluding remarks said: In language teaching

correct usage is all important. Grammar should not be taught apart from language. In the lower forms, a knowledge of the technical terms in grammar is not necessary. The following should be the practical way of teaching English. First of all the pupils are drilled in correct sentence patterns and vocabulary. This should be done through constant listening, imitation and repetition. Then the pupils should be encouraged to make use of these sentence patterns and vocabulary to express their thoughts in speech and writing.

In the higher forms of course, technical terms and more principles may be taught. The pupils will then learn the grammatical terms based on their linguistic experience in the lower forms. Thus the president concluded his remarks.

With a vote of thanks by the Secretary, the meeting came to a close at 5-30 p.m.

PONMALAIPATTI

The staff Association of Sacred Heart High School, Ponmalaipatti—Golden Rock, takes pleasure in conveying to Sri S. Natarajan, the hearty felicitations on his appointment as Field Officer in connection with the implementation of recommendations of the Secondary Education Committee.

OUR BOOKSHELF

EVALUATION IN BASIC SCHOOLS: By M. R. Laljani, M.A., B.L. Price Rs. 3.

This book is No. 1 study in Basic Education issued by the Institute of Rural Education, Jamia Milia Islamia, New Delhi, 1955, on the basis of investigation into the working of 50 Basic Schools in Delhi State. The findings of the author will be very useful in the programme and evaluation of schools of this type. A coherent record for each pupil is also given in which a comprehensive record of a pupil is proposed to be maintained.

THE BASIC WAY TO ARITHMETIC: By Dr. Salamat Ullah. (Orient Longmans, Ltd. Price Re. 1).

The author accepts the necessity for suitable literature for the use of teachers and pupils in basic schools and says that even an arithmetic teacher gradually loses his zeal when he finds no material worth the name which can guide and help him in meeting the peculiar demands of basic education.

On this contention even mathematics has to be taught with the guidance of books on the subject. The author very rightly stresses the importance of life situations and felt needs in the presentation of this subject even from elementary calculations. In the basic school ordinary books on arithmetic and elementary mathematics will have no place, for the contents will have no relation to actual daily needs of life. The book is written in a simple and straightforward manner and will be of great benefit to basic school teachers under training.

THE SLEEPING BEAUTY: By E. F. Dodd. (Macmillan & Co. Ltd., Price 7 As.).

This book may be usefully studied as a supplementary reader in Form III. The sentence-structures are very simple and the book itself is said to be written within a selected vocabulary of 350 words. Each chapter is followed by a few test questions.

SILAS MARNER: Retold by Katherine Lang.

LORNA DOONE: Adapted by E. F. Dodd.

STORIES FROM HOMER: Told by E. F. Dodd.

(Macmillan & Co. Ltd. Price Re. 1 each).

These three stories are really stories to remember, written in simple English and can be usefully read in the higher forms of secondary schools. They are said to be written within a vocabulary of 2,000 words and are free from difficult sentence structures. Questions and exercises have been added at the end of each story.

List of publications received and acknowledged with thanks:

1. Britain in Brief (British Information Service).
2. Directory of Institutions for Higher Education in India, 1955.
3. Education in India, 1951-52. Government of India, Ministry of Education.
4. Indian Education Abstracts.

THE SOUTH INDIA TEACHERS' UNION

Representations made in November 1955

On the 20th November 1955, a deputation consisting of Sri T. P. Srinivasavaradan, Sri E. H. Parameswaran and Sri K. M. Ramaswamy Gounder waited on the Minister for Education and pressed on him the urgency for passing immediate orders to grant advance payment towards compensation for the loss of fee income incurred by aided managements on account of the concession granted to poor students up to and inclusive of III Form. The Minister assured the deputationists that orders would soon be passed.

The deputation also requested the Minister to extend the pension scheme to all categories of teachers which, the Minister said, he would sympathetically consider.

Representation has been made to the Director of Public Instruction on the following:—

1. Pending revision of leave rules, provision should be made for granting full pay to teachers who take leave on medical certificate and the present rule for leave on medical certificate for purposes of grant must be liberalised.
2. The inordinate delay in the closure of Teachers' Provident Fund account causes hardship to retired teachers and therefore the Union has urged that within a period of two months from the date of retirement the teacher-subscriber should get his contribution together with that of the management and the Government contribution should be paid within six months.

V. ARUNAJATAI,
Secretary.

ABSTRACT

Schools—Secondary—Aided—Compensation due to grant of fee concessions to children up to III Form—Advance payment—Sanctioned.

Health, Education and Local Administration Department.

G.O. Ms. No. 1904 Education, dated the 28th November 1955.

Read the following :—

G.O. No. 926 Education, dated 19—5—1955.

From the Director of Public Instruction, No. 349-D1/55, dated 11—11—1955.

ORDER.

The Government direct that the managements of aided secondary schools be compensated for the fee income lost by them on account of the concession sanctioned in the G.O. read above, at their own rates of fees during the current school year, pending, fixation of standard rates of compensation.

2. The compensation grant may be paid in three instalments as shown below :—

	Period for which compensation is to be paid.
I Instalment	.. June to August.
II Instalment	.. September to November
III Instalment	.. December to February

3. The compensation grant may be paid only on the application made by the managements and should be restricted to 75% of the estimate. The balance due may be paid along with the teaching grant payable in the following year.

4. The managements may be allowed to claim the compensation grant during the instalment period. If for any reason they do not claim the advance in a particular period of instalment, then they may be allowed the option of claiming it at the next instalment period together with the grant payable during that period.

5. The Director of Public Instruction is requested to arrange for the immediate disbursement of the grant due to the managements.

(By order of the Governor)

R. A. GOPALASWAMI,
Secretary to Government.

To The Director of Public Instruction.
The Accountant-General through Finance.
Sri A. K. Raman, Accountant-General, Madras.
The Pay and Accounts Officer.
Copy to Public (Information and Publicity) Department.
Copy to E-5 section.
The President, South India Teachers' Union.

True Copy/Forwarded/By order.

(Sd.) Superintendent.

(True copy)

THE S. I. T. U. PROTECTION FUND, LTD.

RAJAH ANNAMALAIPURAM

MADRAS-28.

*Statement showing details of policies issued during the months of August and September 1955.
(Districtwar)*

Pol. No.

Name and Address.

TINNEVELLY DISTRICT—72 POLICIES.

10540	Smt. V. Ranjitham, Abraham's Hr. Ele. School, Ayanbommapuram.
10541	„ K. Alagusubbammal, Abraham's Hr. Ele. School, Ayanbommapuram.
10556	Sri M. Vaiyapuri, Board Ele. School, Ramalingapuram.
10571	„ S. Vallinayagam, Govt. Basic Ele. School for Maravas, Sankaraperi.
10585	„ A. Lourdu Mary Fernando, Hindu Ele. School, K. Sundareswarapuram.
10586	„ S. Kumarasamy, Hr. Ele. School, Kadalai.
10587	„ P. Venkatasamy, Hr. Ele. School, Kadalai.
10588	„ A. Rathinamuthu, Hr. Ele. School, Kadalai.
10589	„ G. Gurusamy, Nethaji Hr. Ele. School, Veerapatti.
10590	„ K. Subbiah, Nethaji Hr. Ele. School, Veerapatti.
10591	Smt. P. Kamakshi, Nethaji Hr. Ele. School, Veerapatti.
10600	Sri K. G. Subramanian, S.A.V. Ele. School, Tuticorin.
10601	„ V. I. Vedamuthu, Xavier Central Ele. School, Tuticorin.
10602	„ J. Fernando, P.M. Ornella's Ele. School, Tuticorin.
10606	„ S. Ramanathan, Sokkalal High School, Mukkudal.
10612	„ S. Natarajan, Hindu High School, Viravanallur.
10613	Smt. Subbulakshmi, Hindu High School, Viravanallur.
10614	Sri N. Ranganathan, Thilak Vidyalaya, Kallidaikurichy.
10615	„ T. S. Kuzhaikathan, K.S. Boys' High School, Srivaikuntam.
10616	„ S. Ramanathan, St. Xavier's College School, Palamecottah.
10617	„ S. Venkatachalam, M.D.T. College School, Tirunelveli.
10618	„ S. Shanmugasundaram, Municipal High School, Pettai.
10620	„ N. Muthuvinayagam, S.R. Board High School, Nanguneri.
10621	„ P. Vellaiyan, S.R. Board High School, Nanguneri.
10622	„ P. Ramachandran, S.R. Board High School, Nanguneri.
10647	„ S. Krishna Sastri, M.D.T. Hindu College School, Tinnevelly.
10650	„ I. S. Sethuramalingam, R.P. High School, Ilanji.
10654	„ I. S. Deivangaperumal, I.C.I. Bd. High School, Sivakasi.
10657	„ S. Ramaswamy, Saraswathy Ele. School, Pattamadai.
10684	„ K. S. Subramanian, Tiruarul High School, Kulasekarapatnam.
10685	„ A. K. Varadan, High School, Pattamadai.
10686	„ C. Kesava Iyer, High School, Pattamadai.
10687	„ L. Subbier, High School, Pattamadai.
10688	„ P. V. Subramanian, High School, Pattamadai.
10691	„ M. Rukmani, Thiru Arul High School, Kulasekarapatnam.
10693	„ S. Jayantheeswaran, Bd. High School, Tiruchendur.
10696	„ S. Dasnevis Marian, St. Xavier's High School, Tuticorin.
10701	„ R. Ponnambalam, High School, Gopalasamudram.
10702	„ R. Palani, High School, Gopalasamudram.
10703	„ M. Hariharasubramanian, High School, Gopalasamudram.

Pol. No.	Name and Address.
10704	Sri P. S. Sundararaman, High School, Gopalasamudram.
10705	" A. S. Kolathu, High School, Gopalasamudram.
10706	" N. Ganapathy, N.H. Ele. School, Gopalasamudram.
10707	" R. Chidambaram, High School, Gopalasamudram.
10708	" A. S. Kalyanaraman, Thilak Vidyalayam, Kallidaikurichi.
10709	" A. V. Krishnamurthy, Thilak Vidyalayam, Kallidaikurichi.
10710	" R. Narayanan, Thilak Vidyalayam, Kallidaikurichi.
10711	" K. G. Narayanan, Thilak Vidyalayam, Kallidaikurichi.
10712	" K. H. Sethuraman, Thilak Vidyalayam, Kallidaikurichi.
10712	" M. Mark Stephen, H.N. Hr. Ele. School, Pudur.
10713	" M. Mark Stephen, H.N. Hr. Ele. School, Pudur.
10714	" S. Kumaraswamy, H.N. Hr. Ele. School, Pudur.
10715	" A. Achayam, Bd. Ele. School, Padanthapuli.
10716	" M. Avudayappan, S.B. Ele. School, Vadamalaisamudram.
10717	Smt. Y. Kani Kamala, H.N. Ele. School, Kila Eral.
10718	Sri S. Ramachandran, Hindu Ele. School, Ayan Bommiapuram P.O.
10719	" S. Shanmugasundaram, M. Hr. Ele. School, Ettayapuram.
10720	" P. Angappan, B.H. School, Vilathikulam.
10740	" R. P. Raman, Hindu High School, Alwarthirunagari.
10741	" S. Narayanaswamy, Hindu High School, Alwarthirunagari.
10742	" K. Ramakrishnan, Hindu High School, Alwarthirunagari.
10762	" K. P. Subramanian, M.D.T. Hindu College School, Tinnevelly.
10763	" S. N. Thaiyal Bagam, M.D.T. Hindu College School, Tinnevelly.
10764	" R. Sankaranarayana Pillai, M.D.T. Hindu College School, Tinnevelly.
10765	" S. Venugopalan, M.D.T. Hindu College School, Tinnevelly.
10781	" B. S. Narayana Iyer, S.A.V. Ele. School, Keelur, Tuticorin.
10782	Smt. A. Kamalam, M.H. Ele. School, Keelur, Tuticorin.
10783	Mrs. A. Viagammal, P.M.O. Ele. School, Tuticorin.
10792	Sri P. N. Ganapathisubramanian, S. Ele. School, Pattamadai.
10793	Smt. B. Kalyani, S. Ele. School, Pattamadai.
10798	Mrs. I. Sankarammal, Vivekananda Hr. Ele. School, Mathalamparai.
10801	Sri M. L. Raja Venkatachari, K. Nadar High School, Tuticorin.

MALABAR DISTRICT—51 POLICIES.

10534	Sri P. P. Krishnan, V.N. High School, Vattole, Mokeri P.O.
10551	" K. V. Sankaranarayanan Nair, Hr. Ele. School, Periakulam, Alathur.
10552	" N. K. John, St. Thomas M. Basic School, Erimayur.
10559	" T. Chandrasekhara Menon, N.E. High School, Alathur.
10575	" K. Krishnan Nambiar, Bd. Hr. Ele. School, Manantoddy.
10576	" E. P. Sankaran Nair, G.M. Hr. Ele. School, Anjukannu.
10577	" M. S. Lakshminarayanan, G.M. Hr. Ele. School, Anjukannu.
10578	" A. K. Achuthan Nambiar, Bd. Hr. Ele. School, Manantoddy.
10579	" P. Subramanian, V. Hr. Ele. School, Poothadi.
10580	" K. Raman Nair, Bd. Ele. School, Kishakkancheri.
10581	" C. Z. Eliah, Bd. Ele. School, Kishakkancheri.
10582	" R. Krishnankutty Menon, Bd. Ele. School, Kishakkancheri.
10583	" E. Kombi Achan, Bd. Ele. School, Kishakkancheri.
10584	" T. Krishnankutty Nair, Bd. Ele. School, Kishakkancheri.
10623	" A. Balagopalan Nair, Bd. H. School, Manantoddy.
10624	" A. Malikas, S.S.H.E. School, Kommayad.
10625	" T. P. Xavier, S.S.H.E. School, Kommayad.
10626	" M. I. Anna, S.S.H.E. School, Kommayad.

Pol. No.	Name and Address
10627	Smt. P. Ambujakshy, Hr. Ele. School, Moolancode.
10628	" P. Chellammal, Hr. Ele. School, Moolancode.
10629	" A. Pushpavathy, Hr. Ele. School, Moolancode.
10630	Sri K. P. Challappa Menon, Hr. Ele. School, Moolancode.
10632	Smt. V. Thangamma Neithiar, T.P.A.M. School, Cheerakkuzhi.
10633	Sri P. T. Narayanan Kutty Achan, T.P.A.M. School, Cheerakkuzhi.
10634	" P. T. Andi Achan, T.P.A.M. School, Cheerakkuzhi.
10635	" P. T. Tharman Achan, T.P.A.M. School, Cheerakkuzhi.
10636	Smt. V. Janaki Neithiyar, T.P.A.M. School, Cheerakkuzhi.
10637	Sri P. K. Kelu Achan, T.P.A.M. School, Cheerakkuzhi.
10638	" T. Sundareswaran, T.P.A.M. School, Cheerakkuzhi.
10648	" P. K. Sivasankaran, K. Aided Ele. School, Kollengode.
10649	" M. Rathnasabapathy, K. Aided Ele. School, Kollengode.
10652	" T. Sukumaran Nair, Aided Ele. School, Rishinaradamangalam.
10661	" C. T. Varkey, St. Catherine's H.E. School, Manantoddy.
10662	" K. P. Kunhiraman Nambiar, St. Catherine's H.E. School, Manantoddy.
10663	" K. D. Philip, St. Catherine's H.E. School, Manantoddy.
10694	" M. K. Ranganathan, M.N. K.M. High School, Chittalancherri.
10695	" M. George Paul, M.N. K.M. High School, Chittalancherri.
10768	" M. Kunhirama Nambiar, Hr. Ele. School, Vellamunda.
10769	" S. Subramanian, Hr. Ele. School, Vellamunda.
10770	" A. K. Krishnan Nambiar, Hr. Ele. School, Vellamunda.
10771	" V. K. Balan Nair, Hr. Ele. School, Vellamunda.
10772	" K. Mathavan, Hr. Ele. School, Vellamunda.
10773	" O. Kutty Krishnan Nair, H.E. School, Anjukannu.
10774	" C. K. Vargheese, St. Catherine's H.E. School, Payyampalley.
10775	Smt. V. K. Savithri, Hr. Ele. School, Chittalancherry.
10776	Sri P. Vasudevan, Hr. Ele. School, Chittalancherry.
10777	" P. Gangadharan, Hr. Ele. School, Chittalancherry.
10778	" K. C. Narayanan, Hr. Ele. School, Chittalancherry.
10779	Smt. V. Sarasvathy, Hr. Ele. School, Chittalancherry.
10780	" R. Visalakshy, Hr. Ele. School, Chittalancherry.
10800	Sri C. L. Jostph, Bd. High School, Manantoddy.

MADRAS—43 POLICIES.

10535	Sri S. Iyadurai, Chintadripet High School, Madras-2.
10536	" C. S. Balagurunathan, Vivekananda College.
10537	" N. S. Selvanayagam, Chintadripet High School, Madras-2.
10553	" V. Srinivasa Sarma, Christian College School, Madras-31.
10554	" R. Pathithapavana, Sir Theagaraya College, Madras-21.
10555	" K. Viswanathan, Sir Theagaraya College, Madras-21.
10595	Smt. Saraswathi Srinivasan, Avvaihome Basic School, Madras-20.
10596	Sri V. Gopalan, Hindu Theological High School, Madras-1.
10597	" P. V. Sriramulu, Theagaraya College School, Madras-21.
10598	" Krishnamoorthy, St. Theresa's H.E. School, Perambur.
10639	" B. N. Srinivasa Rao, Hindu High School, Madras-5.
10640	" T. Krishnamachary, A.G. Jain High School, Madras-1.
10641	" K. S. V. S. Narasimhachari, The New College, Madras-14.
10643	" R. L. Celestine, St. Gabriel's High School, Madras-1.
10644	" P. Manavalan, St. Gabriel's High School, Madras-1.
10645	" Ebenezer Thomas, E.L.M. Fabricus High School, Madras-7.
10646	Smt. Jagathambal, T. Nagar High School, Madras-17.
10679	Sri G. Visvanathan, New College, Madras-14.

Pol. No.	Name and Address.
10680	Sri V. Balaram Naidu, Sir Theagaraya College, Madras-21.
10681	„ N. K. Rathnam, B.M. Hr. Ele. School, Madras-11.
10682	„ P. M. Venkataraman, T.T.V. High School, Madras-1.
10738	„ K. C. Subramania Iyer, P.S. High School, Madras-4.
10739	„ G. Krishnamurthy, P.S. High School, Madras-4.
10743	„ V. Bhuvaramurthi, P.S. High School, Madras-4.
10744	„ D. Thambuswami, Kellett High School, Madras-5.
10745	„ R. Raman, New College, Madras-14.
10746	„ G. C. Lionel, Kellett High School, Madras-14.
10747	„ P. R. Krishnan, St. Gabriel's High School, Madras-1.
10748	„ P. G. Devairakkam, St. Paul's High School, Madras-7.
10749	„ D. A. Lazarus, St. Paul's High School, Madras-7.
10750	„ S. T. Mathews, St. Paul's High School, Madras-7.
10751	„ A. Pushparaj, St. Paul's High School, Madras-7.
10752	„ V. A. Jesudian, St. Paul's High School, Madras-7.
10753	„ R. Govindaraja Mudaliar, St. Paul's High School, Madras-7.
10754	„ A. G. Stephen, St. Paul's High School, Madras-7.
10755	„ V. M. Guruswamy, St. Paul's High School, Madras-7.
10756	„ D. W. Selvaraj, St. Paul's High School, Madras-7.
10757	„ M. P. Janakiraman, St. Paul's High School, Madras-7.
10758	„ A. Rajasekharan, St. Paul's High School, Madras-7.
10759	„ S. D. Chandra Paul, St. Paul's High School, Madras-7.
10760	„ A. Dharmaseelan, St. Paul's High School, Madras-7.
10761	„ J. Samuel Jayaraj, Kellett High School, Madras-5.
10790	„ Natarajan, Muthialpet High School, Madras-1.
TANJORE DISTRICT—27 POLICIES.	
10549	Sri V. Kumaraswamy, S.S. High School, Thirukattupalli.
10550	„ T. V. Gopalan, S.S. High School, Thirukattupalli.
10557	„ L. Venkatarao, Nataraja Chettiar School, Kumbakonam.
10558	„ N. Venkatadoss, Nataraja Chettiar School, Kumbakonam.
10563	„ M. Apathsahayam, S.R. High School, Thiruvaiyaru.
10564	„ V. Srinivasa Raghavan, S.R. High School, Thiruvaiyaru.
10603	„ J. N. Rangaswamy, Banadurai High School, Kumbakonam.
10651	„ A. Lakshminarasimhan, Town High School, Kumbakonam.
10658	„ S. Ekambaram, Umamaheswara High School, Karenthattangudi.
10721	„ Gnanaprakasam, National High School, Mayuram.
10722	„ N. S. Gopalakrishnapillai, National High School, Mayuram.
10723	„ S. Sivaraman, National High School, Mayuram.
10724	„ S. Narayanaswamy, National High School, Mayuram.
10725	„ A. V. Ramanathan, National High School, Mayuram.
10726	„ R. Srinivasan, National High School, Mayuram.
10727	„ M. S. Subramanian, National High School, Mayuram.
10728	„ S. A. Balraj, National High School, Mayuram.
10729	„ K. K. Natarajan, National High School, Mayuram.
10730	„ R. Panchapakesa Iyer, National High School, Mayuram.
10731	„ N. Ramamoorthy, National High School, Mayuram.
10732	„ S. Krishnamoorthy, National High School, Mayuram.
10733	„ K. Narayanaswamy, National High School, Mayuram.
10734	„ Grace Balraj, National High School, Mayuram.
10735	Smt. K. Saraswathi, National High School, Mayuram.
10788	Sri D. Manickam, Blake High School, Tanjore.
10789	„ S. Gopalan, Blake High School, Tanjore.
10797	„ S. Srinivasan, Umamaheswari High School, Tanjore.

Pol. No.	Name and Address.
NORTH ARCOT DISTRICT—18 POLICIES.	
10542	Sri P. S. Nagasamy, Town High School, Arni.
10543	„ S. Venkatachalam, Town High School, Arni.
10544	„ S. Subramanian, Town High School, Arni.
10545	„ S. Arunachalam, Town High School, Arni.
10546	„ A. M. Krishnamoorthy, Town High School, Arni.
10547	„ T. C. Annamalai, Town High School, Arni.
10548	„ A. S. Margabandu Sarma, Town High School, Arni.
10548	„ A. S. Margabandu Sarma, Town High School, Arni.
10592	„ R. Anniah Naidu, B.H. School, Arni.
10593	„ P. Janaki Raman, B.H. School, Pernamallur.
10594	„ P. A. Ayyaswami, B.H. School, Pernamallur.
10655	„ G. Vaidyalingam, Bd. H. School, Pallikonda.
10656	„ S. Balasubramanian, Bd. H. School, Pallikonda.
10784	„ E. R. Raghunathan, Bd. H. School, Kalavai.
10785	„ B. D. Janakiraman, Bd. H. School, Kalavai.
10786	„ M. Neelakantiah, Bd. Middle School, Odugathur.
10787	„ R. Ganesan, Bd. Middle School, Odugathur.
10799	„ C. Gopalan, Bd. H. School, Pallikonda.
TRICHY DISTRICT—9 POLICIES.	
10560	Sri A. Govindarajan, S.R. Ele. School, Puthur, Trichy.
10561	„ N. Govindarajan, S.R. Ele. School, Puthur, Trichy.
10565	„ L. J. C. Paul, All Saints Trg. School, Puthur, Trichy.
10608	„ D. J. A. Paul, St. John's Vestry High School, Trichy.
10609	„ E. Vedamanickam, Tennur Hr. Ele. School, Tennur.
10610	„ G. Seetharaman, Dalmiah High School, Dalmiahpuram.
10689	„ T. R. Raman, U.D.V. High School, Trichy.
10690	„ K. S. Srinivasan, U.D.V. Ele. School, Trichy.
10692	„ S. Subramanian, U.D.V. Ele. School, Trichy.
RAMNAD DISTRICT—8 POLICIES.	
10573	Sri R. Ramamurthy, Govt. High School, Paramakudy.
10574	„ A. Venkatachalapathy, Govt. High School, Paramakudy.
10604	„ S. Vanniappan, Bd. Ele. School, Mannendi.
10605	„ N. Veluchamy, Bd. Ele. School, Veeravanoor.
10697	„ S. M. Ramaswamy, S.M.S.V. High School, Karaikudi.
10698	„ S. M. Ramaswamy, S.M.S.V. High School, Karaikudi.
10699	„ S. Chidambaram, S.M.S.V. High School, Karaikudi.
10700	„ S. Chidambaram, S.M.S.V. High School, Karaikudi.
MADURAI DISTRICT—5 POLICIES.	
10572	Sri G. V. Subramanian, Madura College, Madura.
10653	„ K. Venkataram, Municipal Middle School, Dindigul.
10736	„ A. Mathalaimuthu, N.S.V.V. High School, Pattiveeranpatti.
10737	Smt. R. Esther Meenal, Bd. High School, Kalligudichatram.
10767	Sri S. Devasirvatham, Bd. High School, Andipatti.
SALEM DISTRICT—5 POLICIES.	
10569	Sri M. Shanmugam, Bd. High School, Rasipuram.
10570	Smt. V. Parimalavalli, Bd. High School, Rasipuram.
10794	Sri E. Albert, Bd. High School, Nagarasampatti.
10795	„ J. D. Thabithal, Bd. Ele. School, Nagarasampatti.
10796	„ B. S. Nagarajan, Bd. High School, Krishnagiri.

Pol. No.

Name and Address.

CHINGLEPUT DISTRICT—4 POLICIES.

- 10538 Sri M. K. Thirunavukkarasu, Municipal High School, Kancheepuram.
 10539 „ V. P. Arunachalam, D.R. Secy. School, Kancheepuram.
 10599 „ L. Sankaran, M.I.T. Chrompet.
 10642 „ E. Jayaraman, D.R. Secondary School, Kancheepuram.

SOUTH ARCOT DISTRICT—2 POLICIES.

- 10562 Sri L. Jayaraman, Bd. Basic School, Keelapalayam, Bhuvanagiri.
 10791 „ K. Athimoolam, Hindu High School, Viravanallur.

ANDHRA STATE—21 POLICIES.

- 10567 Sri Darru Kurmaya, Bd. Ele. School, Barli, Srikakulam Dt.
 10568 „ G. Visvapathi Sastry, Bd. Ele. School, Barli, Srikakulam Dt.
 10611 „ M. Sreeramamurthy, Ele. School, Palivela, E. Godavari Dt.
 10569 „ Y. C. Jayaprasad, L.M. High School, Gooty.
 10660 „ Purushotham Samuel, L.M. High School, Gooty.
 10664 „ S. Md. Hussain, M.H. School, Kurnool.
 10665 „ N. Balanagayya, M.H. School, Kurnool.
 10666 „ C. Thimma Reddy, M.H. School, Kurnool.
 10667 „ O. Chandra Sekara Sarma, M.H. School, Kurnool.
 10668 „ B. Charles, M.H. School, Kurnool.
 10669 „ M. Raja Sarma, M.H. School, Kurnool.
 10670 „ T. Rama Doss, M.H. School, Kurnool.
 10671 „ A. C. Subba Reddy, M.H. School, Kurnool.
 10672 „ G. V. Chenna Reddy, M.H. School, Kurnool.
 10673 „ D. Ramachandra Reddy, M.H. School, Kurnool.
 10674 „ N. Narasimhaiah, M.H. School, Kurnool.
 10675 „ P. G. Ramamoorthy, M.H. School, Kurnool.
 10676 „ G. Ramaiah, M.H. School, Kurnool.
 10677 „ V. Lakshmana Rao, Govt. High School, Kurnool.
 10678 Smt. D. Sarojini Babu Rao, E.C.M. Girls' School, Kurnool.
 10766 Sri P. Venugopala Rao, Ele. School, Hiramandalam.

BOMBAY STATE—3 POLICIES.

- 10566 Sri S. Raman, S.I.E.S. High School, Matunga, Bombay.
 10619 „ T. G. Rao, S.I.E.S. High School, Matunga, Bombay.
 10683 Smt. Parvathi Natarajan, S.I.E.S. High School, Matunga, Bombay.

EDITORIAL

Report of the Elementary Education Reform Committee

The circumstances under which the Elementary Education Reform Committee of which Dr. R. M. Alagappa Chettiar was the Chairman, was appointed were well-known. Rajaji's scheme which was intended to implement the directive principle contained in Article 45 of the Constitution that the State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children up to the age of 14, was opposed by a large body of opinion, as it mixed up a number of impracticable things. If it had confined itself only to the imparting of literacy education, it would have had a fair trial for a limited period. On account of the strong opposition in the legislature and from the public, it was given up and the Government appointed the Elementary Education Reform Committee.

The recommendations made by this Committee are not at all startling. On the other hand, it has shirked its responsibility in giving its opinion on some of the problems referred to it. It has not given any plan regarding the implementation of the directive principle beyond stating that there should be an elementary school in every village of a population of 300 and above and the school should be either in the village itself or within a reasonable distance.

The State Government is faced with the problem of financing education. The Committee has not suggested how much the Centre should bear. Since the resources of the State Government are limited, it is the responsibility of the Central Government to give substantial aid.

The present turn-out of trained teachers from the training institutions is thoroughly insufficient to meet the demands. Only 50 per cent of the children are in school now. If the

remaining 50 per cent are to be brought in, an equal number of trained teachers as at present have to be found. With the low salary offered and with no better prospects, the teaching profession does not at all attract the best talents. Unless the service conditions are bettered, there is not the slightest chance of attracting suitable men to this profession. In the meanwhile the Government should keep on teachers till the age of 60, at least till all the children are brought to school, even if they think that people above 55 are unfit for work which view is not shared by all thinking people.

The Elementary Education Reform Committee has recommended the raising of the age of retirement to 60 and the employment of trained women teachers, as part-time teachers if they do not come forward as full-time teachers.

Recently on the floor of the Legislative Assembly the Minister for Education is reported to have replied to an interpellation that for certain difficulties the retiring age in the case of teachers cannot be raised to 60. When it was brought to his notice that, while the aided institutions are allowed to re-employ teachers up to 60, that rule causes hardship in the case of teachers under local bodies, he seems to have replied that teachers of local bodies after 55 get employment in aided institutions and so no hardship is caused. If they are good for aided institutions and when their salaries are taken for purposes of grant, what is the logic in saying that they cannot be retained after 55 under local bodies? Even taking a short range view, in view of the dearth of teachers and in view of the necessity for opening a large number of elementary schools to bring in the remaining children, the age of retirement should be fixed at least at 60. If the government are not willing to do it, they may have to wait at least for more than a quarter of a century to implement the directive principle of the Constitution.

Certain important recommendations were made by the Committee regarding the management of elementary schools. There are now three agencies—the government, local bodies and private aided managements. The Committee has recommended that every individual-managed institution should have, within a date to be specified by government, a properly constituted and registered managing committee. This will apply to teacher-managers as well. There should be one or two representatives on each of the managing committees, nominated by Government. The Committee has also recommended that the Government should nominate one or two representatives to the existing managing committees of elementary schools. While municipalities are allowed to manage elementary schools, schools under district boards and panchayats are recommended to be transferred to the regional boards. The South India Teachers' Union has recommended that all the elementary schools should be under the regional boards, so that the schools may be completely free from the domination and meddlesome interference of political parties. By leaving out the municipal elementary schools things are not going to improve. They should also be brought under the regional boards.

One of the specific references to the Committee was to examine the question of qualifications, emoluments and status of teachers. We are sorry to note that, while agreeing with the majority of the witnesses that the minimum general qualification for admission to a training institution should be a pass in the S.S.L.C. examination, the Committee has not made any positive recommendation that by what year the admission of holders of the eighth standard public examination certificate should cease. When the Committee has accepted that there should be an eight-year integrated course, one fails to understand why it has not recommended that the 7th and 8th classes or at least the 8th class should be taught by trained graduates

alone. If the quality of teaching is to improve, and if the standard of attainments of our pupils should be raised, it is possible only if we have better qualified people at the top classes.

As regards the emoluments for teachers, the Committee has woefully shirked its responsibility. Beyond stating piously that the scales of pay should be definitely better than those given in other fields of employment to persons possessing only the corresponding general educational qualifications, no positive proposal has been made by the Committee. One of the reasons why the Rajaji's scheme failed to evoke enthusiasm in the teachers is, that it contemplated six hours of work per day for teachers for six days in the week on the same salary and conditions of service. All schemes will flounder if teachers are not given living wages and treated on a par with other employees.

The recommendation of the Committee that there should be an eighth standard public examination is not approved by many educationists. The Union has all along opposed this. When there is a cry for less examinations, it is rather strange that such a proposal has been made. If examination at this stage is insisted upon, coaching instead of teaching will find itself dominant and more undue attention will be paid to examination and examination alone, in the eighth year.

It is understood that the Government are considering the recommendations of the Committee and before the next academic year they will announce their decisions. It is hoped that the Government will consider carefully the suggestions made by the Union. So far, Madras State has been forward in the field of education. If it is to retain its position, the Government should, without delay, raise the emoluments and status of the teacher and better the conditions of service so that the right type of men and women enter this national service.

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