

கல்வியறிவுக் கழிவு மணி

அரசினர் பயிற்சிக் கல்லூரி

குமாரபாளையம்



இதழ் 14



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மாது ரதல் அமைச்சர்
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மாது ரதல் அமைச்சர்
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அரசினர் ஆசிரியர் பயிற்சிக் கல்லூரி, குமாரபாளையம்.

கல்லூரி ஆண்டறிக்கை 1968-69.

(1969-ஆம் ஆண்டுமார்ச்சுத் திங்கள் 4-ஆம் நாள் சென்னை தலைமைக் கல்வி ஆலோசி திருமதி இரா. கந்திமதி எம். ஏ. பி. ஏ. அவர்கள் தலைமையில் நடைபெற்ற ஆண்டு விழாவின் வெளியீட்பெற்றது.)

விழைந்த தலைவர் அவர்களே! பெரியோர்களே! கல்வியை ஆண்டு விழாவுக்கு விளாசலாட்டுப் போடவும் பரிசு வழங்கும் விழாவுக்கு ஒருசேர நிகழும் இக் கல்லூரிக் கல்விகள் ஆண்டறிக்கையும் வரும். வரும் நாள் உள்துறை அமைச்சர் வருவதற்காக இக்கல்லூரியின் ஆண்டறிக்கையை உடனடியாக முன் சமர்ப்பிக்கப்படுகிறது.

கல்விகளின் விழுமியானதாகும்பின் 1968-ஆம் ஆண்டிலும் நிபந்தனை மூலம் நான் கல்லூரி தயிர்சீரமைப்பதற்கு வகுப்புகள் தளது கல்வியை பணியைத் தொடங்கியது. இவ்வறிக்கை மூலம் பி. ஏ. பயிற்சி வகுப்பு செயல்படுத்த தொடங்கியது.

கடந்த பதின்மூன்று ஆண்டுகளாக இக் கல்லூரி நம் முறையில் இப்பகுதிக்கு வந்திருந்த ஆசிரியர்களை இவ்வூர் உயர்நிலைப் பள்ளிக் கட்டிடக் குறியீச்சின்படி அவர்களுக்கு நாம் பெரிதும் கடமைப்பட்டுள்ளோம்.

ஆசிரியர் மாற்றம்

இவ்வாண்டில் தயிற்சி போர்டினிடம் இருந்து திரு. K. M. K. கந்தர் அவர்கள் போர்டின் கல்விக் கல்லூரிக்கு மாற்றப்பட்டார். தயிற்சி மாற்றப்பட்ட திரு. B. குமாரசாமிநாயகர் அவர்கள் தலைமைக்கு மாற்றப்பட்டார். தயிற்சி போர்டினிடம் இருந்து திரு. T. R. இராமச்சந்திரன் அவர்கள் மாற்றப்பட்டார். தயிற்சி போர்டினிடம் இருந்து திரு. S. E. கஜராஜன் அவர்கள் மாற்றப்பட்டார். கல்வித் துறை போர்டினிடம் இருந்து திரு. R. வேங்கடேசன் அவர்கள் மாற்றப்பட்டார். தயிற்சி போர்டினிடம் இருந்து திரு. A. S. குமாரசாமி அவர்கள் மாற்றப்பட்டார். தயிற்சி போர்டினிடம் இருந்து திரு. K. A. M. E. போர்டினிடம் மாற்றப்பட்டார்.

பெற்று மாற்ற ஆசிரியர் கல்வியை விழாவுக்கு மாற்றப்பட்டார். தயிற்சி போர்டினிடம் இருந்து திரு. K. M. K. கந்தர் அவர்கள் போர்டினிடம் இருந்து மாற்றப்பட்டார். தயிற்சி போர்டினிடம் இருந்து திரு. B. குமாரசாமிநாயகர் அவர்கள் தலைமைக்கு மாற்றப்பட்டார். தயிற்சி போர்டினிடம் இருந்து திரு. T. R. இராமச்சந்திரன் அவர்கள் மாற்றப்பட்டார். தயிற்சி போர்டினிடம் இருந்து திரு. S. E. கஜராஜன் அவர்கள் மாற்றப்பட்டார். கல்வித் துறை போர்டினிடம் இருந்து திரு. R. வேங்கடேசன் அவர்கள் மாற்றப்பட்டார். தயிற்சி போர்டினிடம் இருந்து திரு. A. S. குமாரசாமி அவர்கள் மாற்றப்பட்டார். தயிற்சி போர்டினிடம் இருந்து திரு. K. A. M. E. போர்டினிடம் மாற்றப்பட்டார்.

அனுமதி மாற்றம்

தலைமை வகுப்பில் திரு. கோவிந்தராஜன் அவர்கள் போர்டினிடம் இருந்து கல்விக் கல்லூரிக்கு மாற்றப்பட்டார். தயிற்சி போர்டினிடம் இருந்து திரு. K. A. M. E. போர்டினிடம் மாற்றப்பட்டார்.

அனைத்தும் நீ

ஓ. பிரகாசம், டி. எஸ்.டி.

எண்ணிலே நித்திரையும்
 வெண்ணிலின் தண்ணினையே!
 எண்ணிலே மலிந்தவரும்
 மலிந்தவன் மருகிக்கொழிந்தே!
 எண்ணிலே மலிந்தவரும்
 மலிந்தவன் தேவனாதே!
 எண்ணிலே மலிந்தவரும்
 மலிந்தவன் தீயவனே!

பண்டையபுத்தர் மண்டலிடு
 பண்டையவன் தேவனென்றே!
 உலகத்தை உத்தரவையே
 உத்தரவன் தான்வந்தே!
 பண்டையன் மலிந்தவனே
 மலிந்தவன் மொழிவெழுந்தே!
 அண்டையன் மலிந்தவனென்றே
 அண்டையன் தீயவனே!

நீடுகவையால் நெய்தல் அந்தம்
 நெய்தலே தண்டலிடு!
 நெய்தலால் செஞ்செய்யுளால்
 நெய்தலே தண்டலிடு!
 நெய்தலால் மலிந்தவனே
 மலிந்தவன் இளத்தலிடு!
 நெய்தலால் தண்டலிடு
 தண்டலன் தீயவனே!

அகத்தினவரும் மூலமால்
 அகத்தினன் மலிந்தவனாய்!
 அகத்தினமே மலிந்தவனாய்
 மலிந்தவன் தீயவனாய்!
 மலிந்தவன் மலிந்தவனாய்
 மலிந்தவன் தீயவனாய்!
 அகத்தினமே தீயவனாய்
 தீயவன் தீயவனாய்!

உய்யுறவிக் காட்டினிடிகள்
 உய்யுறவிக் காட்டினிடிகள்!
 இய்யுறவிக் இய்யுறவிக்
 இய்யுறவிக் இய்யுறவிக்
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இய்யுறவிக் இய்யுறவிக்
 இய்யுறவிக் இய்யுறவிக்!
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 இய்யுறவிக் இய்யுறவிக்!

மலிந்தவன் புத்தர் தீயவன்

இய்யுறவிக் இய்யுறவிக்
 இய்யுறவிக் இய்யுறவிக்!
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 இய்யுறவிக் இய்யுறவிக்
 இய்யுறவிக் இய்யுறவிக்!

இளங்கோ புத்தகசாலை

புத்தக வியாபாரிகள் :: 40930.

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 நெஞ்சை வகுத்தீடு
 நிலாவாத ஓவியமே
 பூவாழை அத்திப்பேன்!
 எவ்வாறென தாயே!
 என்விதம் அழைப்பேற்றித்
 துணைவக வகுக்கிறே
 அக்கனையேன் போற்றினீடு!

(நிலாவலையாற்றி நெஞ்சுக்கு) பொறுமிட்ட தலைவன்,
 ஒருவரின் கைகள் கட்டுவது பொருள் அந்த நான்கு வரதேவிராறு
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 சிறந்த முறையில் எடுக்கப்படும்

**இரவிவரமா போட்டோ ஸ்டூடியோ
 - Erode -**

போன்:	ஸ்டூடியோ 126	தலை: விளாஸ்
	செல்ஸ் செல்சுள் 485	
	இல்லை 648 & 796	தொலைபேசி எண்: 208

திருவள்ளூர் காட்டும் நீர்நிலைகள்

பித்துவன் ஆ. சாழிவேல்,

முள்ளூரை:-

உலகம் நீர்நீர் அழகமான வன்புனை உணர்ந்த வள்ளுவர்,
 நீர்நீர் அழகமான உலகமென வள்ளுவர்
 வள்ளுவர் அழகமான ஓடுக்து

என் வள்ளுவர் துன்புறு. அன்றி, வள்ளுவர் விழ வேண்டிய மன்ற நீ,
 விழாவு பொருள் வீட்டில் இவ்வாறு துன்புறு பொருள் பதி வகுத்தும் என்பதை

வள்ளுவர் பொருள் வீட்டில் வீட்டில் வீட்டில்
 உலகமென உலகமென உலகமென

எனக்கு துன்பு உலகம் இவ்வாறு விளக்குகின்றார்.

நீ:-

என் வள்ளுவர் நீ இவ்வாறு துன்புறு. அந்திடுடன் துன்பும்
 உலகம் உலகம் உலகம் உலகம் உலகம் உலகம்

நீரும் துன்பும் இவ்வாறு புலவர்கள்
 விழாவு உலகமென இவ்வாறு

என்றும் துன்பும் உலகமென இவ்வாறு.

நீரும் துன்பும் உலகமென இவ்வாறு துன்புறு. அன்றி, வள்ளுவர்
 உலகமென உலகமென உலகமென உலகமென உலகமென

இவ்வாறு உலகமென நீ உலகமென உலகமென உலகமென உலகமென

உலகமென உலகமென உலகமென உலகமென உலகமென

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5. பின்னாலே நல்ல எண்ணெய்
 பண்ணைக்கு எத்தனை எத்தனை
 கைகள் கொடுக்கவேண்டும் என்று
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ACKNOWLEDGEMENT

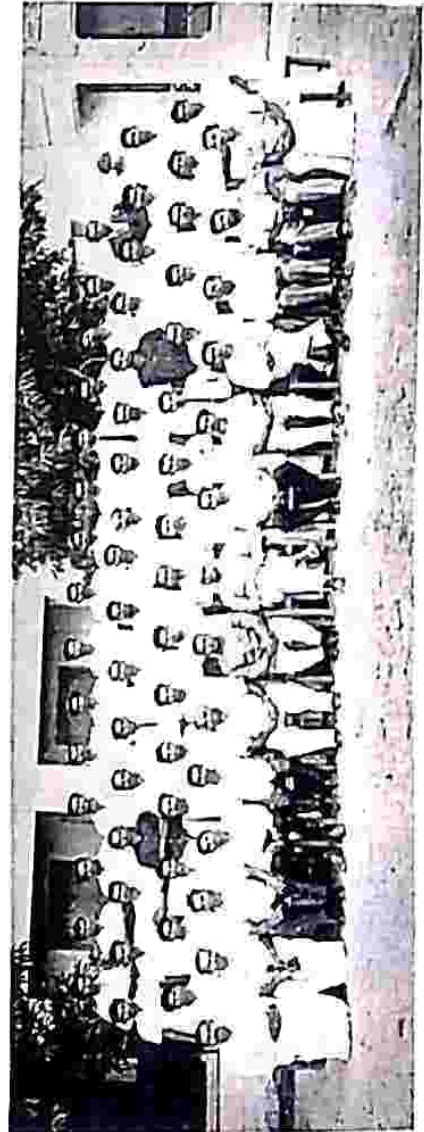
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2. Is it FAIR to all concerned?
3. Will it build GOOD WILL and BETTER FRIENDSHIPS?
4. Will it be BENEFICIAL to all concerned?

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PANDIT TRAINEES, II COURSE, 1968-'69.

COLLEGE UNION
 DAY



Inauguration:
 Thiru A. Pandurangan,
 [Principal, Vusavi college]



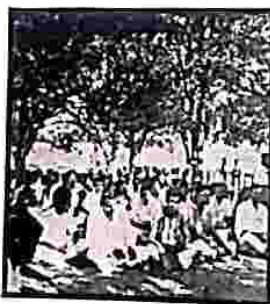
Audience,
 Guests and Students



Valediction:
 Thiru Jeevanna Rao,
 [D. E. O., Sankari]



With the President
 Thirumathi Kanthimathi,
 C. E. O., Salem.



Audience
 Photos: S. Nanperumal



The president in the chair

MY PLEASANT PAST IN THE U. K.
 J. K. K. Muniraju, M. Tech., Bolton.

It gives me great pleasure to come and join, and mingle with you freely which itself takes me right back to my former days which I am missing very much now. Not only that, it gives me a change too; a change which I am very badly in need of.

Well, as I happened to spend quite a portion of my life overseas I feel you may be interested to know some of the experiences over there. I would start again with that real "change" which you experience when you enter the country. Till the previous day you were putting up with that boiling hot weather and on the next day all of a sudden you feel as if you were plunged into a freezing climate. You feel a burning sensation in your fingers, cheeks, nose, ears due to cold and your entire nervous system physically goes through a transformation to get acclimatized with the environment. Wherever you go, whatever you see, everything looks strange and for sometime you are nothing but that Robinson Crusoe in that strange island.

England is a tiny island like a drop separated from the northern part of Europe. Compared to India it is only a span length of about 650

km. at the most but still demanding more attention of the world. I happened to land somewhere in Lancashire where great cities like Manchester, Liverpool are situated. It is about 325 km north of London a very busy industrial area, specially noted for textiles. Wherever you turn, you can see tall chimneys shooting up the sky puffing out black smoke. During winter, the smoke slowly descends and together with the fog make your inhalation completely impossible. It makes your visibility completely nil at times; which means you are unaware of the person coming from the opposite direction until you dash against him. To make the matter worse, you have snow underneath your feet. Fresh snow gives you a thrill to walk on. However, that very same snow, once it gets hardened it becomes so slippery that even with the utmost care taken while walking on it, you just slip. The sun has no effect on melting this snow, because the sun in a distant horizon comes up the sky in an arc and sets within 3 or 4 hours. You have long hours of night, starting as early as 3-00 p. m. when the street lights are on, and lasting till 9-30 a. m. Water pipes get burst by the freezing water, your driving is not at all safe,

you can't step out unless you cover yourself fully from head to foot and so on. However you still seem to enjoy a peculiar kind of thrill

The reverse is very true in summer. The brooks and rivers whose water gets so hard during winter that even horses can walk across, slowly starts melting away and gives a beautiful sight. All the multicoloured flowers bloom. People make their country more beautiful, attractive and fascinating by providing good parks and gardens and by decorating public places. You have long hours of daylight, from about 3-00 in the morning to as long as 11-00 at night. And if you go slightly further north, crossing Scotland, you can enjoy the magnificent sight of the midnight sun. England is at its best in summer.

About the natives, different people might have different opinions. Some might say they have colour bar and some say they are rude. But once they begin to like you, they are much more closer than our closest relations.

It does take sometime to get to know the place and the people and to move with them freely. You must always be aware of checking some of the "Indianisms" like spitting wherever you like and throwing litters on the road, entering another's room without knocking and getting a response, showing yourself up in the street without proper dress, talking rudely and in

an uncivilised manner, etc. will soon come to be aware of table manners, etiquette etc., and to ask for any favour without "Please". The rule applies in all force even to father and son.

We can learn a great deal from the English people. When they want to say something which they do not like they have a very polite and civilised way of putting it which we seem to lack completely. Even the minute intelligence one might have, they admire it and praise. They are sincere in their work and hard working. They believe one another. Shopping is very easy, you just walk in, select what you want from the display, show it at the counter, pay off and come out. Daily papers, magazines, they just pile them by the road side, unattended. The owner, at work elsewhere comes back at his own convenience collects the amount, goes home singing happily, and it is this and only this which makes the country's business industry more successful, efficient and competitive.

Their standard of living is very high. Even the labourers and window cleaners enjoy a beautiful house with all the modern amenities like TV, washing machine, automatic cooker, vacuum cleaner and so on. In general, they are all pleasure-seekers. They hardly let go a Saturday night without going for a dance. During Town holidays all go to some other town or country famous for holiday making.

Their food is rich; in a way it would help our nation by following their food habits. Their breakfast will include Corn-Flake, eggs, roasted beef and a cup of coffee. The important meal is the lunch at noon. Usually 3 or 4 courses finishing off again with coffee. Their supper is moderate with some sandwiches, biscuits, and coffee just before retiring to bed. It is the pudding which they like very much. The consumption of alcohol is immense in all classes of people. The regulation allowance of beer for a common sailor being as much as a gallon a day!

On the whole people more courteous and helpful. If you ask me what I liked best in England I would say, "The people." It is they who made my stay more enjoyable and profitable.

One of the most pathetic things when we compare our system of education to theirs is that in our country in a great majority of cases, much of the education gained by a youth is just waste. I mean they are unable to fully make use of their college, university education in life. They choose a career without properly planning for it. Actually they DO NOT choose a career when they apply for admission. They even do not have a vague idea of what they are going to be. But in the U. K. they are guided, moulded, shaped to find a successful as well as a happy career even from their young age by their parents and teachers. When they come out of their scholastic career, they do not mind changing their jobs,

Because, amazingly they say that to spend all one's life working in a single sphere is to deny that life is an adventure. They consider that a happy man is he, who finds happiness in making those around him happy. Thus it is not the security and pension they aim at. They say to concentrate on such things when young is to show a shocking lack of faith in one's own ability. They have attained such an admirable high level in life and it is for us to compare theirs with that of our level. And it is in this sphere that teachers have got such a tremendous responsibility.

In order that this is really successful we have to like our children really. This is the most important question of all because a teacher is going to spend most of his life with them. And it is not only liking children when they are nice, because a teacher has got to get on with children when they are going through stages but also when they are not a bit nice-when they are rude, rebellious, unwashed or just not interested in you or the lesson or anything worth-while. Because helping a child often means making friends with the parents and working in a school means working well in a team, and keeping close and friendly relationship with other teachers and the head.

Teaching is a job to do with the young, with human beings. When teaching divergent subjects, it stands to reason YOU WILL FIND IT HARD TO EXCITE CHILDREN ABOUT SOMETHING IF THAT DOES NOT EXCITE YOU

IN THE FIRST PLACE. Have you a first love among your school studies? Have you loved it enough to collect a few books of your own about it? A look at your own book-shelf should tell you whether you are keen enough on something which you want to teach to children.

Once you join a school, you belong to it, whether you enjoy the surroundings or not. But it is a great work, nothing dry-as-dust about it. Each child is different from the other, and all are changing and growing up. And you are there, helping, DOING WHAT ONLY A TEACHER CAN DO, TO SEE THAT ONE DAY THEY MAY COME TO THINK FOR THEMSELVES, LIVE WELL AND STAND FIRMLY ON THEIR OWN FEET. It is a grown-up friend they will want you to be and if you are one, they will never forget you. So remember, you will need brains, of course, to be a teacher, but what you will need more than anything else is a good and warm heart.

It always seems to me a pity that our educational system concentrates mostly on cleverness. It is concerned with brains, reasoning

power, memory. BUT IT DOES VERY LITTLE TO MEASURE AND NOT ENOUGH TO DEVELOP THE QUALITIES OF THE HEART AND THE WILL THAT ARE CONCERNED WITH WORKING HAPPILY WITH OTHER PEOPLE. If one is clever, so much the better, but cleverness is not the most important thing in life, and the thing that matters most is in building friendships and families. In the recent analysis, kindness and good manners count much more than cleverness. That is why success or failure in one's private affairs has little or nothing to do with intellectual attainment or educational levels, but a lot to do with whether people come from happy or unhappy homes. School, you see, mainly feeds the mind but home feeds the heart. Teachers have got to understand pretty well both these factors and train them to steer their way through difficulties and obstacles in life in order to make students good citizens.

[Extract from his speech delivered on 6-9-68 at an extraordinary meeting of the General Association]

கலைக்குப் புகழ் பெற்றது

நீய் ஆர்ய பாவன்,

103, சென்னை சேரடு, குமாரசாமிசாமி.

எப்படியும் ஆரட்டிக்கீர் உடனடிக்குடைய கவனிப்பும்.

Team Teaching in Schools.

A. S. JASPER, M. A., B. T.

Now-a-days the structure and methods of education are changing so rapidly that it is necessary to examine a few of our basic assumptions about teaching practice and to ask if they are everywhere as appropriate as they were. On a topic like Team Teaching such a reappraisal is being made in countries like Britain. Three assumptions are called into question by a new technique of this sort, the length of periods, the size of groups and the desirability of having only one teacher in a class at a time.

The length of periods in most Secondary Schools is about 45 minutes or something round about this. The age of the child and the nature of the activity undertaken determine the optimum time period. As every child knows, only a small part of his school day is taken up with actual intellectual effort. Much of the time he is learning passively, doing practical work, taking physical exercises or simply not attending. As teaching methods move away from rote-learning and the formal exercises there is increasing recognition that in every subject there is room for several types of activity and that attending to another child can be as valuable as attending to the teacher or to the book. At this stage the case for the 45 minute period begins to break down.

When mechanical aids to teach-

ing like the film, the radio, taped broadcast, etc. are used, children give close attention for longer periods than 45 minutes. When these aids are used for presentation of material an hour would seem to be the minimum satisfactory time period. Children find it more interesting to watch the screen rather than a teacher's face. So we may safely contend that the time period should be based upon the assumed use of mechanical aids but it should be flexible enough to permit their optimum use.

Learning is more important than teaching. Learning is that which changes the structure of the child's understanding and this does not take place unless the interest of the child is fully awakened. Once this interest is aroused it does not begin and end with the period bell. It impels the child to seek information, evaluate it, share it and ultimately reproduce it. These activities are ideally carried out in groups of varying sizes. Evaluation is best done individually or in small discussion groups. Reproduction can be verbal or in the form of individual written work. Acquisition of information can as well be accomplished in a large group as in a small. But we are well aware that it is often desirable to work with smaller groups and to give individual attention to particular pupils. If the school organisation is flexible enough it is possible to

release teachers for small group work simply by a teacher having a larger group where this is appropriate without any improvement in the staffing ratio.

Hence a new flexibility of school organisation is called for. A system of block time-tabling with the school day divided into three or four periods dictated by interval breaks between lessons such as the mid-morning lunch and afternoon breaks. In order to achieve flexibility in group size, it is necessary to time-table a number of classes for the same subject at the same time. The team of teachers time-tabled for the classes at a time may subdivide the period as they wish and split up the total number of children into groups appropriate to the activity undertaken.

Such an organisation of teaching makes possible a variation upon the normal lesson pattern. Now it is possible to have more than one teacher in a class at a time. It is possible for teachers to exchange groups for a week or a term or for an odd lesson. It allows for the amalgamation of class groups for a particular purpose or the complete redivision of the classes into, say, optional groups. Again if the total number of children is divided into alternating groups, and one addi-

tional teacher gives a course of basic information through aids then all verbal and written work can be done in groups of exactly half the normal size supervised by other teachers.

Team teaching allows for distribution of good and indifferent teachers. Further, teachers have the opportunity of observing one another in 'action'. For new teachers it is a valuable experience. By planning and pursuing a course jointly each can reap the benefit of others' experiences as the course proceeds. The burden of preparation on any one teacher is lightened since material prepared by one is available to all others. So a new flexibility of organisation which can adapt the length of period and the size or group to the activity is being undertaken. This flexibility is best achieved by means of teaching teams which have the additional advantage of stimulating co-operation and a cross-fertilisation of ideas both within and between subjects.

With the existing conditions it may not be possible to introduce team teaching in our schools in all its entirety all on a sudden. But still it is worth trying in at least one or more subjects for which many qualified teachers are available in the schools.

YOUR FAMILY NEEDS YOUR SAVINGS,
SO DOES THE NATION.

Three Special Techniques.

S. Palanisamy, M.A., B.Ed.

How can we give our pupils practice in using each structure and each variety of word?

- 1) We can make use of the principle of substitution and draw up substitution tables.
- 2) We can make use of drills.
- 3) We can make use of action chains.

These techniques are discussed below.

I. SUBSTITUTION TABLES

In recent years, the device of the Substitution Table, developed by H. E. Palmer into a very powerful teaching instrument, has been put into the hands of the teachers of English. The name, says F. G. French, 'derives from the fact that different words can be substituted in each section of the given tabulated pattern, thereby producing a very large number of examples of that construction.'

The building up of a table:

Suppose the teaching item is 'WANT+TO INF'. First you frame a model sentence for the teaching item. Let it be 'I want to buy a pen.' There are four sections or boxes in this sentence. (1) I, (2) want, (3) to buy, and (4) a pen. The section 'WANT' remains invariable since it is the basis. The other sections are variable. Here is an example:

I	want	to buy	a pen
We		to get	a doll
They		to borrow	a book

If you have to teach 'want' in all tenses, you can make the section 'want' variable. Then you will get a table like this:

I	want	to buy	a pen
We	wanted	to get	a doll
	shall want	to borrow	a book
			a bicycle

Classroom employment:

1. The teacher explains the use of the Substitution Table and how it is to be read.
2. He reads the table. He uses as many combinations as he thinks desirable.
3. In the beginning, he may use a stick to point out the sentences that he wants his pupil to read. Then pupils work on the Substitution Table in groups of two; one pupil will read what the other points out.

Later when pupils have had enough practice in the use of the Substitution Table there is no need for a stick.

If the class is divided into two groups and the spirit of competition introduced, the teacher can get plenty of sentences read off the table quickly.

Pupils may read out sentences mechanically. Therefore, the teacher now and then asks pupils to perform the action suggested by the sentence.

4. In the end, pupils copy it down. They are to study it at home, and to write in their exercise books as many sentences as possible from the table. The teacher can correct their sentences and suggest some remedial work for mistakes.

The uses:

The Substitution Table can be used for the following:

1. Drilling in a new construction. (E.g. Verb + 'to' infinitive)
2. Drilling in an elaboration of a known construction (E.g. Verb + accusative + 'to' infinitive).
3. Drilling out an error.

The advantages:

1. **Economy of space:** Many classrooms have only a small blackboard. It is hard to have more than a few sentences on the blackboard at a time. But with the help of the Substitution Table the teacher can have plenty of sentences neatly packed within a small blackboard.

2. **Economy of labour:** The teacher does not have to write sentence after sentence on the blackboard. He can have a large number of sentences by writing a few words in each column. The energy thus saved can be used for teaching other things.

3. **Economy of time:** The teacher spends a lot of useful time by writing the required number of sentences on the blackboard. But he does not have to spend much time to put up a Substitution Table. The time he saves can be used fruitfully.

4) The teacher may write a lot of sentences on the blackboard, and still pupils may not see the pattern behind these sentences. But the Substitution Table, with its columns, makes them grasp the pattern quickly. This means that they will be able to form sentences on this pattern easily when the occasion arises.

A warning:

If the device of the Substitution Table is used regularly pupils may fall into the habit of forming sentences from the table without any conscious cerebration. For this reason, the Conditioned Substitution Table, suggested by Michael West, may be used now and then. The conditioned Substitution Table is nothing but the ordinary table where the substitutes in a variable column are jumbled. Here is an example:

The man	without any money	can't	see to read
	with a broken leg		hear the speaker
	in the dark room		buy food
	at the back of the hall		walk home

Here pupils cannot form a sensible sentence without thinking about the meaning.

II. DRILLS

We make use of drills to give our pupils fluency and accuracy. The advantages of using drills are the following:

1) Learning a language is a skill. If we want to develop any skill we must practise. Drills offer plenty of practice and therefore help us in learning a language.

2) Drills are easy. The pupils can gain plenty of confidence from using them.

3) Even if the teacher does not use translation in the classroom, the pupils use it unconsciously. As drills are quick and mechanical, they cut out this unconscious translation.

4) As we have only a few hours of instruction in English weekly, intensive techniques like drills are necessary.

5) As we restrict the structures and the words we use in the classroom, it is not possible to make use of free conversation. But there must be language practice which is plentifully offered by drills. There are two kinds of drills: chorus and individual.

The chorus drill:

When we do not have a lot of time at our disposal we cannot use the individual drill. Instead, we use the chorus drill, which enables all the pupils to get practice. The following is an example.

The teacher puts the question to himself orally: 'What is this?'. He gives the answer: 'It is a pen.' He repeats his performance a few times. Then he asks his bright pupil the same question and gets the same answer. Two or three more boys are asked, and each gives the correct answer. Then each row, and lastly, the whole class, repeats the answer, when the teacher puts the question.

The chorus-drill can lead to much noise and confusion in the classroom if the teacher is not careful. He should observe the following points:

- 1) Good discipline must be maintained.
- 2) Shouting must be prohibited, for only quiet speaking is necessary.
- 3) The pupils must be kept alert.
- 4) The drill can whittle down to mechanical repetition if meaning is divorced from what is spoken.

The individual drill:

This is possible only in a small class of 10 to 15 pupils. But this technique of drilling each pupil separately will come in handy when the teacher wants to correct mistakes in pronunciation or sentence construction.

III. ACTION CHAINS

While drills offer practice in each sentence pattern, action chains offer practice in connected speech. The procedure is outlined below.

The teacher speaks a series of sentences and accompanies it with action. As he is doing, he says: 'I am standing up. I am going to the window. I am shutting the window. I am opening the window. I am going back to my seat. Now, I am sitting down.'

Then he tells his pupils to copy what he has done and said.

Two or more than two pupils can get practice in using it first person plural. One pupil may give a running commentary while one or more do the actions. Thus practice in using third person singular and plural is gained.

The teacher can make use of imaginary activities. Consider the following, for instance.

I am going to the post office. I am asking for a card. I am giving six paise to the man at the counter. He is taking the money. He is putting it in the box. He is taking a bundle of cards. He is taking one out. He is giving it to me, and I am taking it from him.

The teacher can think of many activities like the one given above. But he should remember the following:

- 1) The actions and the words must go together.
- 2) The simple present tense should not be used in action chains. Instead, the present continuous tense should be used.
- 3) The activities should be kept within the experience of the pupils.
- 4) Each action chain must be repeated a few times.

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I, S. Palanisamy, hereby declare that the particulars given above are true to the best of my knowledge and belief.

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S. Palanisamy
 Signature of Publisher

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PANDIT TRAINEES, I COURSE, 1968-'69.

The role of the teacher

J. Balasubramaniam, B. A.

Great generals win campaigns but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy but it is the Unknown Teacher who directs and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his duty he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, studies the unstable. He communicates his own joy at learning and shares with pupils the best treasures of his mind. He lights many candles which in later years will shine back to cheer him. This is his reward. Knowledge may be gained from the book, but love for knowledge is transmitted only through personal contact. No one has ever deserved better of a republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy. He is the king of himself and servant of mankind. This is the sorry state of affairs of the 'poor' teachers today. Let us analyse the qualities of a good teacher.

The school as the most important agency of education with which

we are concerned directs the pupils' activities through its teachers. It is therefore necessary to consider the qualities and qualifications of a good teacher. Herbert gives three functions that the teacher has to perform, namely, teaching, government and guidance. In order that he should be fit to perform ably and skillfully these three important tasks, it is necessary for him to possess some special qualities. A good teacher will always be eager to improve his knowledge and will read new books and journals and take an interest in the varied educational activities. He will not and should not think that the completion of his training has given him complete mastery of the art of teaching but rather will endeavour to extend the range of his knowledge through further studies in pedagogy from day to day.

The new school has considerably modified the status, duties and privileges of the teacher. It has brought him down from the pedestal of a dictator and has given him the privilege of being a friend of children, their guide and brother. In the new school the teacher goes beyond the class-room. Teacher shares in the making of the curriculum and the school administration. Teachers are expected to function in the community and to contri-

hute to its general education and progress. At the same time they are to be helped in strengthening the home. They must meet those needs of the child which are not being met at home or elsewhere. In the school, the teacher must withdraw more and more into the background, only preparing for the children to work by themselves. Teacher's intervention is considered

needless. The teacher must measure what is needed—like a servant who prepares with ease a drink for his master and leaves it for him to drink at will. Teachers have to learn to be humble, not imposing themselves on the children in their care, but be vigilant to follow the progress and prepare all that they are likely to need for further activity.

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Is Science Good or bad?

T. Shanmugam, B. Sc.

What is science? The science is a systematized body of knowledge or true ideas belonging to one particular portion or aspect of the universe.

Science has wrought many kaleidoscopic changes in this world. There was a time when the cave man looked at the stars with awe and wonder. But the man of this century is not at all surprised at the baby moons and rockets. But for science we too would be no better than the cave man. True it is that man has become worse than beasts in certain aspects. If we begin to analyse this we will be led to jump to a conclusion that science is a two-edged weapon. One side creates things, whereas the other side annihilates them.

Is science good or bad? Does it help mankind or does it destroy Adam's race? If science is bad, why can't we give it up? These are the questions which spring in our minds. So we have to weigh both pros and cons of the issue. Nothing is good or bad by itself. It all depends upon the person who uses things. We have often heard that science is akin to fire and knife. They can be used either for good purposes or for wicked motives. All depends upon the person who uses them. These who are proud of man's circling round the earth should not forget the holocaust wrought in

Hiroshima and Nagasaki. Those who despise science should not forget that man can lead a peaceful life in an air-conditioned room lying either in an easy chair or in a cosy bed thereby listening to the radio or viewing the television.

The uses of scientific inventions mainly depend upon the politicians. They can use them for creative purposes or destructive motives. Scientists are the puppets in the hands of politicians. In the words of Toy-nee, "Scientists are mere dummies in the hands of politicians." As long as this state of affairs continues the whole of mankind will be at the mercy of the politicians. Thank God, the world is not without philosophers, humanitarians and peace-makers. Nowadays a new trend is developing in the world. Great men are urging scientists to harness atomic energy for constructive purposes.

The advancement in transport and the invention of radio, wireless, television, etc., makes the world small. Only the achievements of science bring the other planets nearer to the earth. The electricity, machines, etc., give rest to man. Here I can boldly say that science is good only when it is used for constructive purposes. Only persons of Gandhian mentality can use scientific inventions for creative purposes.

It is a pity that man is viewed as a mere machine. His physique alone is considered. Everything is done according to the whims and fancies of a horrible few. They completely forget the observation made by Dr. Radhakrishnan: "We must all be human, humane and humble."

In the words of Subash Chandra Bose, "Man is not merely a conglomeration of molecules, not a fortuitous combination of atoms. He is something more than these. He

has in him what is called spirit.* Therefore we should remember that man is not merely a physical creation but he is also a spiritual being. If this aspect is ignored, then all sorts of atrocities will be let loose in the world."

Let me conclude this issue by ending in with Vivekananda that it is not enough if mankind merely proceeds from error to truth but it should proceed from truth to higher truth.

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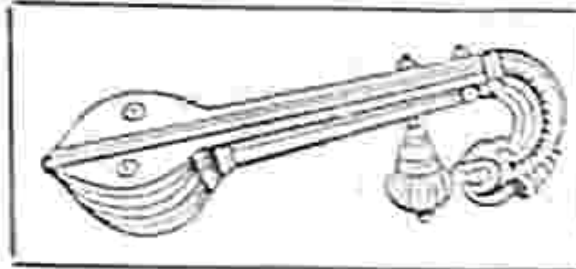
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