1. The State Government of the former bilingual State of Bombay, prior to its bifurcation, accepted the recommendation of the Integration Committee on Secondary Education to re-introduce English in Standards V, VI and VII on an optional basis. However, after the decision to bifurcate the State was taken, it was announced that so far as the region of the proposed state of Gujarat was concerned, the Government of Gujarat would be free to take its own decision in the matter of introducing English in Standards V to VII.

2. After the bifurcation, this was one of the first issues taken up by the Government of Gujarat. On 26th May 1960 the Chief Minister called a conference which was attended by the Vice-Chancellors of the Universities in Gujarat, Chairman of District and Municipal School Boards, some members of the Gujarat Vidhan Sabha, Chairman and some members of the Integration Committee for Secondary Education, some members of the Integration Committee for Primary Education and other invitees. In this meeting the place of English in our educational set-up was discussed in all its aspects.

3. On 2nd June 1960, Shri Hirenra Desai, Minister for Education, in a statement before a Press Conference, announced the decision of the Government of Gujarat viz., (i) to continue to teach English in Standards VIII to X as a compulsory subject as was done previously in the former Bombay State and (ii) to allow schools to teach English as an optional subject in Standards V to VII outside school hours, the expenditure incurred thereon continuing to be inadmissible for purpose of grant-in-aid.

4. The Government of Gujarat further decided to provide an intensive course in English in Standards VIII to XI by assigning more periods to the subject in the school time-table and by allowing schools the freedom to adopt suitable methods of teaching the subject effectively. It was announced that Government would in consultation with experts, work out detailed proposals for the attainment of this objective.

5. On 11th June 1960, in pursuance of the announcement mentioned above, the Director of Education invited a few educationalists to discuss this problem. The meeting discussed the ways and means of intensifying the study of English in the high school classes. Ultimately, the following recommendations were made:

(i) The periods assigned to the teaching of English in the high school classes would be raised from 5 up to a maximum of 12 per week.
CHAPTER III

THE NEW SCHEME

3. 1. In recent years the place and importance of English have undergone a considerable change in the national life as well as in the educational system of India.

3. 2. Active steps are being taken to replace English as the official language of administration in our States by the regional language of the people.

3. 3. Even at the Centre, the Parliament has accepted the policy of adopting Hindi as the Principal official language of the Union and continuing English as the subsidiary official language after 1965.

3. 4. On receipt of the Report of the Parliamentary Committee on the issue of the official language of India, the President of India, in his order No. 2/8/60-L, dated the 27th April 1960 directed that:

(i) The Ministries of Education and Home Affairs take all necessary preparatory steps for facilitating the progressive use of Hindi in the Union administration;

(ii) necessary action may be taken by the Ministry of Home affairs, in consultation with the Union Public Service Commission for the introduction of Hindi as an alternative medium (of examination) after some time;

(iii) the Ministry of Defence may take suitable preparatory measures such as preparation of instruction books, etc., in Hindi to facilitate its use as a medium of instruction, wherever feasible in training establishments such as National Defence Academy and;

(iv) the Ministry of Defence may take necessary measures for introducing Hindi as an alternative medium for the entrance examination.

3. 5. In Education, it has been accepted on all hands that English must necessarily take the third place in free India. The mother tongue of the pupil indisputably takes the first place and Hindi the Federal language, the second.

3. 6. English has ceased to be the medium of instruction in Secondary Schools, except in English teaching Schools, for over 25 years. At the University level also, there is now a fair amount of agreement that English
3.7. Under the circumstances, though English assumes the third place among the languages which an Indian pupil is required to study it becomes imperative that the learners, especially those aspiring to join the University, should develop adequate skills and ability which would enable them to make use of the language effectively.

3.8. Apart from the needs of this transitional period, we concede that for a long time to come even after the medium is changed it will be necessary for us to equip our University-going pupils with a sufficient mastery over English, to enable them to make use of the vast treasure of knowledge in English.

3.9. In these changed circumstances, we have evidently to cater to the varying needs of pupils who, broadly speaking, may be divided into two categories, viz:—

(i) Those who expect to terminate their studies after the S.S.C. Examination; and

(ii) Those who wish to join the University.

3.10. Pupils belonging to the first category will need a working knowledge of English which would enable them to understand spoken and written English, depending upon the vocation chosen by them. They should also develop an ability for expression strictly limited to the range of their experience. In the second category, pupils would need to acquire a relatively greater degree of comprehension and reading ability, which incidentally would also confer on them a comparatively greater facility of expression in both spoken and written English. At the University stage, the reading material selected for pupils may vary from Faculty to Faculty so that the pupil may become familiar with the common terminology and expressions used in the relevant reading material.

3.11. In the Secondary School, our attempt should therefore be to lay a solid foundation of linguistic skill and power in English, which should enable the pupil even after leaving Secondary School to continue the process of developing additional linguistic skill and power according to his need. Our main task will be to provide adequate learning experiences to the pupil so as to enable him to build up gradually, in the course of four years, a very broad-based and precise understanding of the common and essential usages and vocabulary of the English language.

3.12. With this background in mind, the Committee examined the objectives laid down for the present syllabus of English as well as its contents. The syllabus for secondary schools (Standards VIII to X), published by the Director of Education of the former Bombay State in 1950, which is also in vogue in our new State at present, lays down the following main objectives:

"The main objective in the teaching of English in Secondary Schools should be to enable pupils to understand simple spoken and written English and to carry on simple conversation in English." (vide p. 6).

3.13. We concede that this is a very simple and unexceptionable statement of the main objective and should hold good even to-day. On a close scrutiny of the detailed syllabus that follows the statement, however, it appears that its framers have gone considerably beyond this simple definition of the objective and have provided in it several items of grammar and composition which are really calculated to develop the pupil's ability to express himself in spoken and written English, to an extent not contemplated in the main objective. This has led to an undue emphasis being placed on expression.

3.14. The general consensus of opinion on the present syllabus which is based on our experience while working it out in the class-room year to year, is that by far and large it has not been able to help our pupils in developing their ability to read and comprehend simple English or their taste for good reading. Apart from the text, most of the pupils hardly read even an extra story book, a magazine or newspaper. Very few pupils are confident of comprehending a simple, unseen passage.

3.15. Even their acquaintance with the text is very superficial perhaps because the text books prescribed are rather long and difficult. If all the lessons in Standards VIII to X cannot be finished during the year, as it happens in most of the mofussil schools, gaps are evidently left out in the pupils' knowledge of the structures. In the matter of gradation, the text-book for Standard X takes a big stride over those for the preceding standard, with the result that the pupils need to be helped by the teacher at every stage. They are thus constantly hampered in reading and comprehending a lesson on their own. The obvious result of this is that most of our pupils are unable to enjoy their reading of English lessons and they fail to cultivate the habits of and taste for reading English.

3.16. There is a good amount of formal grammar in the syllabus prescribed for Standards IX and X which consumes a good deal of time especially as grammar is taught at present quite independently of text with the help of a separate grammar book. We do not get an adequate return for the time spent on formal grammar.
3. 17. As stated above, the present syllabus demands a good amount and variety of written work in English during the last two years of the High School. A continuous composition of about 200 words (an essay), a story from a given outline, a letter, a short narration of a character or an event from the text, answering questions in three or four sentences, etc. indicate the type of written work which a student is expected to do at the S.S.C. Examination. Consequently, these forms of composition were allocated to the lower classes. We know the result. Quite frequently pupils fail to satisfy the examiners with their answers to those questions.

3. 18. The position will be partially retrieved by allocation of more time to the subject as is already done in our State. Taking an over-all view of the situation and after careful consideration, our committee has decided to recommend certain departures from the practices prevalent at present. They are briefly indicated here.

3. 19. The structures for Standards VIII have been revised. For Standards IX and X, in place of structures teaching points have been laid down. The principle of vocabulary control has been extended to all the standards and an attempt has been made to increase the usefulness of the lists by further dividing the words in the lists for each class into those for active use and those for "passive" assimilation. The text will consist of 40, 50 and 60 pages for reading matter, excluding illustrations and exercises for Standards VIII, IX and X, respectively. It should be possible for all types of pupils and schools to cover every lesson in section I. It represents the bare minimum. (For details please refer to Chapter VI.)

3. 20. Section II of the text-book will contain supplementary reading material. The purpose of inserting this section is two-fold. In the first place, it provides more reading matter to the pupil, which will help him to have more practice in recognising, understanding and consolidating the structures learnt in the first section. Though the reading material in this section will be generally based on the structures and words already learnt, some new words and structures (which will be studied for active use in the next year) will also be used with a view to developing his ability for comprehension. Secondly, this section will provide a good stepping stone to the systematic use of carefully selected and graded supplementary books.

3. 21. We also recommend that the department should not prescribe a separate grammar book. When a separate book is prescribed for grammar, it cuts across an integrated programme of language teaching; it tends to be more formal than functional; it ceases to be a purposeful activity for the pupil; it becomes more cumbersome and less fruitful. However, it should be made clear that we do not intend to make the teaching of grammar slip-shod and casual. We advocate a pre-planned and systematic study of functional grammar, with the aid of the text-book. We therefore, suggest that the authors of text-books should provide adequate number of graded exercises for every lesson thereby ensuring correct usage. We further suggest that the Teachers' Hand-books should also give proper guidance to teachers, especially the freshers, in introducing linguistic teaching points to the class. This approach, with a certain element of the play-way will make the study of English more purposeful, interesting and effective. It will raise the comprehensiveness ability of the pupil and will enable him to assimilate better the common usages of English, leading to better expression.

3. 22. The structural approach to the teaching of English is based on the assumption that the pupil will assimilate and retain various sentence patterns by constant repetition. Translation into the pupils' mother tongue is used for testing his comprehension. But this process does not necessarily ensure that the pupil will be able to make independent use of any structure learnt by him in the course of his own narration or statement. We are, therefore, of the view that except in Standard VIII, a judicious use of translation from the mother tongue into English should be employed at all stages of teaching. The new sentence patterns which are initially introduced by the oral methods should be reinforced by giving opportunities to pupils to translate suitable sentences, which will require the active use of newly learnt structures. Such a procedure would also bring out the features which distinguish the English usage from that of the mother tongue.

3. 23. For reasons elaborated in Chapter VII, we recommend that no poems be included in Section I of the text-books. However, simple narrative poems may be included in Section II of the text-books for Standards IX and X.
CHAPTER IV

OBJECTIVES RESTATLED

4.1. The objectives form a very important part of any scheme for teaching a subject. In a way they provide a starting point and the teacher has always to keep his eye on them. It becomes his duty to bear them constantly in mind and to organise his work in such a manner that he is able to adhere loyally to these targets with a reasonable chance of leading his class towards their attainment.

4.2. The foregoing remarks about the teacher apply equally and perhaps to a greater extent to the text book writer. The author of the new text-books will supply an important tool to the teacher and the pupil. The effectiveness of this tool will depend upon the extent to which the author adheres to certain pre-determined objectives.

4.3. In order to serve as a beacon to our teachers, it is essential that the objectives should be formulated in full detail and with great precision. This task is difficult and laborious and we have accordingly to spend considerable time on it. We mention below certain clear cut objectives which we feel should govern the teaching of English in our Secondary Schools at present. In our opinion it would be desirable to examine the results and to review these objectives after five years or so, so that they may be revised and modified in the light of the experience gained.

4.4. The committee has first laid down certain general objectives which should be attained at the end of the entire four year course in English. These objectives have then been split up standard-wise, as required in one of our terms of reference.

4.5. The objectives are further categorised under two headings viz:—

(1) For comprehension and (2) For expression. In an integrated programme of language learning both these objectives will need simultaneous attention. Yet it would be worth-while laying greater emphasis on developing the pupils' reading and comprehensival ability, so that they may be able to acquire incidentally the ability to express themselves in simple correct English. Though it is true that one may acquire the ability to comprehend without developing the skill of expression, it is none the less true that sound comprehension is a condition precedent to good expression. Our endeavour therefore should be to develop sound comprehension first and along with it or incidental to it, an ability for expression.

4.6. The general objectives are stated below. At the end of the four year course a pupil should generally be able:

(For Comprehension)

(i) to understand English used in conversation and talks delivered in fairly simple English on topics within the range of the pupils' experience;

(ii) to read with a fair degree of ease and understanding a wide range of reading matter, based on a recognition vocabulary of about 2500 to 3000 words. (Ordinarily comprehension should be tested through answers in the mother tongue).

(iii) to read aloud a lesson from the text-book with expression, understanding and correct pauses, the pronunciation and intonation being fairly accurate.

(iv) to translate correctly and accurately into the mother tongue an unseen English passage restricted generally to the prescribed vocabulary and structures.

(v) to acquire the dictionary habit and the habit of using the class and school library;

(For Expression)

(vi) to use freely a vocabulary of 1000 to 1200 words;

(vii) to express himself correctly in simple sentences;

(viii) to construct compound sentences for narration and description, both oral and written;

(ix) to use occasionally easy complex sentences as a part of controlled composition in the class and

(x) to write a short composition in the form of a paragraph, a story of a letter on a given topic of a simple nature, within the range of his experience.

4.7. These general objectives are again split up and elaborated standard-wise for Standards VIII to X, as given below:

Standard VIII

At the end of the first year, a pupil should be able:

(For Comprehension)

(i) to understand spoken English within the structures and active vocabulary prescribed;

(ii) to read his text-book aloud with expression, understanding and correct pauses, the pronunciation and intonation being fairly accurate;

(iii) to understand written English with an active and latent vocabulary of about 600 words:
At the end of the first two years, a pupil should be able to:

**For Comprehension**

(i) to understand spoken English in the form of (a) simple conversation and (b) narrated stories and talks on familiar topics by teachers;
(ii) to read his text-book aloud with expression, understanding and correct pauses, the pronunciation and intonation being fairly accurate;
(iii) to understand written English within an active and latent vocabulary of about 1500 words;
(iv) to translate correctly and accurately (but not literally) into the mother tongue, passages from the text as well as those from the supplementary portion thereof;
(v) to use a suitable dictionary;
(vi) to use the class library;

**For Expression**

(vii) to use an additional 300 to 400 words from the active vocabulary prescribed;
(viii) to answer in simple sentences containing phrases and in easy compound and complex sentences questions based on the prescribed text;
(ix) (a) to reproduce a story learnt, with the help of questions;
     (b) to write about 10 connected sentences on characters included in the text and on familiar scenes and events;
     (c) to write short personal letters to friends and relations; and
     (d) to translate from the mother tongue into English. (This is with a view to consolidating the structures or teaching points and usages learnt and bringing out the distinctive features of the two languages.)

**Standard IX**

At the end of the first two years, a pupil should be able to:

**For Comprehension**

(i) to understand spoken English in the form of (a) simple conversation and (b) narrated stories and talks on familiar topics by teachers;
(ii) to read his text-book aloud with expression, understanding and correct pauses, the pronunciation and intonation being fairly accurate;
(iii) to understand written English within an active and latent vocabulary of about 2500 to 3000 words;
(iv) to translate correctly and accurately (but not literally) into the mother tongue, unseen passages confined generally to a vocabulary of about 2500 to 3000 words;
(v) to acquire the dictionary habit;
(vi) to use a suitable dictionary;
(vii) to use the class library;

**For Expression**

(vii) to use an additional 300 to 400 (i.e. about 1000 to 1200 words in all) words from the active vocabulary prescribed;
(viii) to undertake controlled composition work, both oral and written, based on the text and structures learnt:
     (a) to write short social and personal letters to friends, relatives and teachers and also simple business letters;
     (b) to develop a story from a given outline and
     (c) to write a short continuous composition of about 15 sentences on a given topic of a simple nature within the range of his experience;
     (d) to translate from the mother tongue into English involving the use of vocabulary and structures learnt.
Reading

5.21. Both in oral work and reading, the teacher has to take care to see that correct habits of speech are formed by the pupils. He should provide a model of distinct and fluent speech and reading with correct pronunciation, proper accent and intonation and suitable pauses. He should take particular care not to allow his pupils to form wrong habits of speech or reading. Whenever he notices such a defect he should lose no time in correcting it. Good reading is an effective first step in developing a facile expression in speech. Hence proper attention should be given to this aspect of oral work at least in the initial stage.

5.22. The teacher should frequently resort to silent reading with a view to developing the pupil’s speed in reading with comprehension. Efforts should be made to increase the reading speed gradually especially while reading supplementary portion of the text or other supplementary books.

5.23. If two periods are set apart in a week for supplementary reading as suggested above, the work of reading for comprehension can be very effectively organised. These two periods may be utilised as follows:—

(i) In the first instance the teacher may cover the supplementary reading matter in section II of the text;

(ii) A few copies of about a dozen selected books may be placed in the hands of the pupils. They may select and read as many of them as they possibly can in the whole year. If a majority of pupils can read with understanding about 150 to 200 pages from such books, it would be a good achievement.

(iii) Quicker pupils may select books from the class or school library for reading during these periods and also at home.

5.24. It is hardly necessary to say that during these periods the teacher has to be very alert and constantly on the move directing the pupil to make use of the dictionary or helping him in the solution of his difficulty. It must always remain a purposeful activity.

5.25. Supplementary reading should ordinarily be silent reading. The teacher would do well to pick up and adopt the technique of silent reading. Here comprehension and speed are important factors. As a pupil advances with more and more practice in silent reading for comprehension, we may expect him to develop greater speed both in reading and comprehension.

Testing Comprehension

5.26. It will be observed that in the study of this foreign language all along we have laid great stress on the need of developing the pupil’s ability to read and comprehend easy, unseen passages. It will, therefore, be necessary to evolve new techniques of teaching as well as testing. The foregoing suggestions on supplementary reading and supervised library work provide good illustrations of the teaching technique.

5.27. The teacher may resort to a number of devices for testing the comprehension ability of his pupils. It is essential that at all stages the pupil should be free to answer the comprehension tests in his mother tongue. Otherwise the test may become very superficial and mechanical.

5.28. The tests may be of several types. The usual form of prescribing the silent reading of a given passage with broad objectives is one. Setting detailed questions on the portion read may be another. Precis-writing of the passage in the pupil’s own language may be a third type. To the more advanced students a few questions of a literary or critical type may be set occasionally, it being of course understood that they may be answered in the pupil’s mother tongue.

Translation

5.29. Another form of testing the pupil’s comprehension may be translation into the pupil’s mother tongue as the students of science, who are required to keep in touch with foreign journals in their subject, learn French or German and all that they are expected to do is to translate any passage from that language into English. Translation from English into the pupil’s own language has always been universally acknowledged as a good type of a comprehension test, which could be set at all levels.

5.30. A time there was when the use of any Indian Language was almost tabooed in secondary schools during the periods for English. That is no longer the position at present. The teacher of English is now free to make use of an Indian language, whenever he feels that it will help his pupil in understanding a word or a phrase or a point more effectively and expeditiously than through English. Usually, in the earlier stage, a teacher, who is discussing a lesson which he has just taught to his class, tests the pupil’s comprehension through questions and answers. When a question however fails to serve this purpose satisfactorily, translation into the mother tongue should provide a very effective substitute.

5.31. Translation of passages from Section II of the Text or of unseen passages based on the vocabulary and sentence patterns learnt by pupils is also recommended for testing occasionally the pupil’s comprehension of the portion read.

5.32. Translation from the mother tongue into English is a more difficult exercise. It presumes, on the part of the pupil, a certain amount
If he is able to present on the blackboard an elegant model of good handwriting, very much akin to the printed script, he will have won half the battle. That will enable the pupil to fix up in his mind a perfect artistic image of the various symbols. It will then be possible for him to recall the same, for reproducing them in his own hand, writing, transcription exercises and dictation will give adequate practice to the pupil in mastering the mechanics of writing.

5.38. The teacher would do well to remember that writing is a more complex process than recognition, reproduction and reading of the symbols and words. He should, therefore, proceed cautiously and must not allow his pupils either to begin writing at a premature stage or to do so carelessly.

5.39. In our secondary schools, now and hereafter, by far and large, we will have to rest content with a controlled or directed composition work. Various types of exercises are suggested. The teacher will have to pick up exercises most appropriate for the group with which he is working. He should provide suitable aids like questions, outlines of a story, pictures, word lists, which will help students in constructing a few sentences in English. With more and more practice in sentence building, the teacher should lead his pupils gradually to acquire the skill of arranging their thoughts systematically and presenting them in a simple but effective style. Written work forms the apex of our entire programme of English teaching. Within the limitations which naturally arise from the new set up in our country, the teacher should devote sufficient time and attention to this aspect and endeavour to teach the targets laid down in the objectives prescribed for each class.

5.40. The total programme of language teaching in general and of teaching a foreign language like English in particular, covers a wide range and variety of work. The skill of the text-book writer and the teacher lies in maintaining a proper balance between the different aspects of work. All items speech, reading, language, exercises, handwriting, translation, composition, etc., contribute towards building up correct language habits and the total time allocated to the teaching of English should be carefully and prudently distributed among these items. It would be worthwhile for the teacher to draw up his own plan of integrated work in English, say for every fortnight or month. This Plan should be detailed and exhaustive and should attempt to correlate and integrate the different items which the teacher proposes to cover during that period. It is obvious that in drawing up such a plan the teacher will always keep the objectives before his eye and aim at ensuring the maximum attainment in respect of each objective.
8. 18. The alphabet need not be introduced as such. Pupils should  
be taught to recognize the letters of the alphabet from the sentences (structures)  
and words learnt by them in the preliminary oral work during which the  
teacher will usually write on the B. B. in neat print script, whenever  
necessary.

8. 19. In order to avoid confusion in the minds of the pupils between  
the two scripts at the initial stage, we suggest that the print script should  
be employed in Standard VIII and even during the first term of Standard  
IX.

8. 20. We are not in favour of copy books as a rule, but wherever  
these are used, they should be such that a given model is to be copied  
only once, so that the pupil does not tend to exaggerate any mistake he  
might have made in the first copying. In their other writing, however,  
pupils should be free to use either the print script or the cursive script,  
depending on their individual facility in handling it.

Written Work

8. 21. The oral work done during the preliminary stage will lay the  
foundations of written or composition work. The use of charts and pictures,  
can lead to a simple type of connected oral and written work on the matter  
read, and can gradually lead on to the reproduction of stories, with or  
without the help of guiding questions.

8. 22. Frequent practice in the use of sentence structures, language  
forms and usages as they occur in the text meant for intensive reading,  
should supplement composition work, particularly in Standards VIII and  
IX. In the earlier stages, both transcription and dictation should also be  
employed extensively. These should be based on the oral work done  
and on the matter read. As a rule, they should consist of connected  
sentences and not of isolated words or phrases, except where such are  
assigned for written drill when a pupil is found to make the same mistake  
repeatedly.

8. 23. In the latter term of Standard IX and in Standard X, we should  
expect the pupils to write simple descriptions of familiar objects, scenes,  
and people, as well as to narrate incidents and stories.

Questions for Comprehension

Exercises, Section III of the Text-Book will  
contain a few question for comprehension on the lessons read by pupils.  
Generally these question will test the pupil's comprehension of the contents  
of the lesson and may be answered in the mother tongue at least in the  
initial stage. In Standards IX and X however, pupils may be given practice  
in answering these questions in short and simple sentences in English. A  
variety of questions can be formulated, but care should be taken to see  
that they do not require long or involved answers. Simple questions  
requiring short, simple and one sentence answers should be preferred. As  
pupils advance they may be given practice in answering a question in two,  
three or four simple sentences, rather than in one long or involved sentence.  
A question requires the pupil to narrate an episode or a scene or to  
describe a character, he should be free to answer it in his mother tongue.

Written Work

8. 25. The authors should give some questions at the end of every  
passage included in Section II. The purpose of such questions is to test  
the comprehension of the pupil in respect of the given passage. Such  
questions may be given in the mother tongue in Book I for Standard VIII,  
and in English in Books II and III for Standards IX and X. We should  
however, rest content with answers in the mother tongue at all stages  
though we do not suggest debarring pupils from answering in English, if  
they so choose. A pupil's comprehension of an unseen passage in English  
may be tested by requiring him to make a precis of it in the mother tongue.  
As a result of this arrangement, the standard of comprehension which a  
pupil may be expected to attain, should be higher than at present.

Dictionaries

8. 26. One of the objectives in teaching a language, including English  
is to familiarise students with standard dictionaries, and to inculcate in them  
the habit of using them as a matter of course. Teachers should take  
particular care that some simple but good dictionaries are always available  
to the class for use, and they should also show the pupils how to refer to  
a dictionary. Those pupils who can afford it should be encouraged to invest  
in a good dictionary; the purchase of a dictionary, however, should, under  
no circumstances, be made compulsory.

8. 27. Particular care needs to be exercised in selecting a dictionary for  
use by the teacher or in recommending one to the pupil. It is obvious that  
many of the dictionaries prepared by Scholars of English for native speakers  
of English, will be found unsuitable for our use. Two important things  
have to be borne in mind in the choice of dictionaries, viz. (i) the explanations  
of words, and (ii) the system of indicating pronunciation.

8. 28. In so far as explanations are concerned an ideal dictionary would  
contain one in which the pupil does not have to look up the meaning of any