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The Editor's Notebook

It is not often that a personality dwarfs policies and programmes and that the thought and the memory of him blurs the vital current activities of his contemporaries. Yet this is true of Maulana Abul Kalam Azad. For this is what his memory does to us—it brings us to a halt, and makes us consider anew the purpose and the destiny of man.

This issue of 'The Education Quarterly' was planned to be a special issue on University reform. It remains that. But it is also an issue of dedication to the first Minister for Education in Free India. It is, in a special sense, an issue of dedication to the man Abul Kalam Azad. Although he brought to our world the civilisation, wisdom and poise of yesterday, he pondered the problems of today with courage, open-mindness and adaptability. To him reform, whether in the structure or functions of an educational institution, whether in the language used at schools and universities, or in the immediate problem of teachers' salaries or in that larger vision that education in a sub-continent exacts, was a vital factor in the business of living.

We publish, facing his portrait, a memoir of him by K. G. Saiyidain who knew him both as man and scholar. This is no ordinary obituary. It is not a tribute, but a glimpse of the history of a man who belonged to History even while he lived.

So, dedicating this issue of 'The Education Quarterly' to the memory of Maulana Azad, we go on with our work of surveying university reform. This, we have no doubt, is what he would have wished us to do.

We open the technical part of this issue with an article by Samuel Mathai, Secretary of the University Grants Commission, on the full implications of the Three-Year Degree Course. Too often, this reform is regarded as a purely structural change. Mr. Mathai makes the qualitative implications of the reform clear and shows that unless those qualitative improvements are introduced the reform is a distinction without a difference.

As universities other than our own are all today subject to far-reaching structural and functional changes we publish three articles by guest contributors on recent reforms at French Universities, University Reform in Britain and General Education at American Universities. But, as our chief concern is recent changes at Indian universities we cast our flashlight over the whole extent of university problems at home. These include current controversies on the

need to reform Indian universities, the special problems of rural universities, the language that should be our medium of instruction at University level and the vexed question of student indiscipline at Indian universities.

Other questions that are of deep importance, because the university is the apex of the educational pyramid, are post-graduate teaching and research and the training of college teachers. Subsidiary issues such as the teaching of Pharamacology at Medical schools in India and the still hotly debated question of the place of Physical education at Indian Universities appear towards the end of the issue.

Every issue of the Quarterly is in the nature of a new educational forum. This is a forum in which we want teachers at University level to engage. If the questions raised and debated in this number can add one more ripple to those already made in the stream of recent thinking on Indian universities, perhaps we shall not have served our entire purpose, but at least we shall not have appeared in vain. For it is the business of such periodicals as "The Education Quarterly" to keep thinking going and to create that disturbance in men's minds that is the only way to move the educational machine forward in order to give India better colleges in better universities for better students.

EDITOR

"Justice should never be cloistered—it should be administered in broad daylight—M.C. Chagla

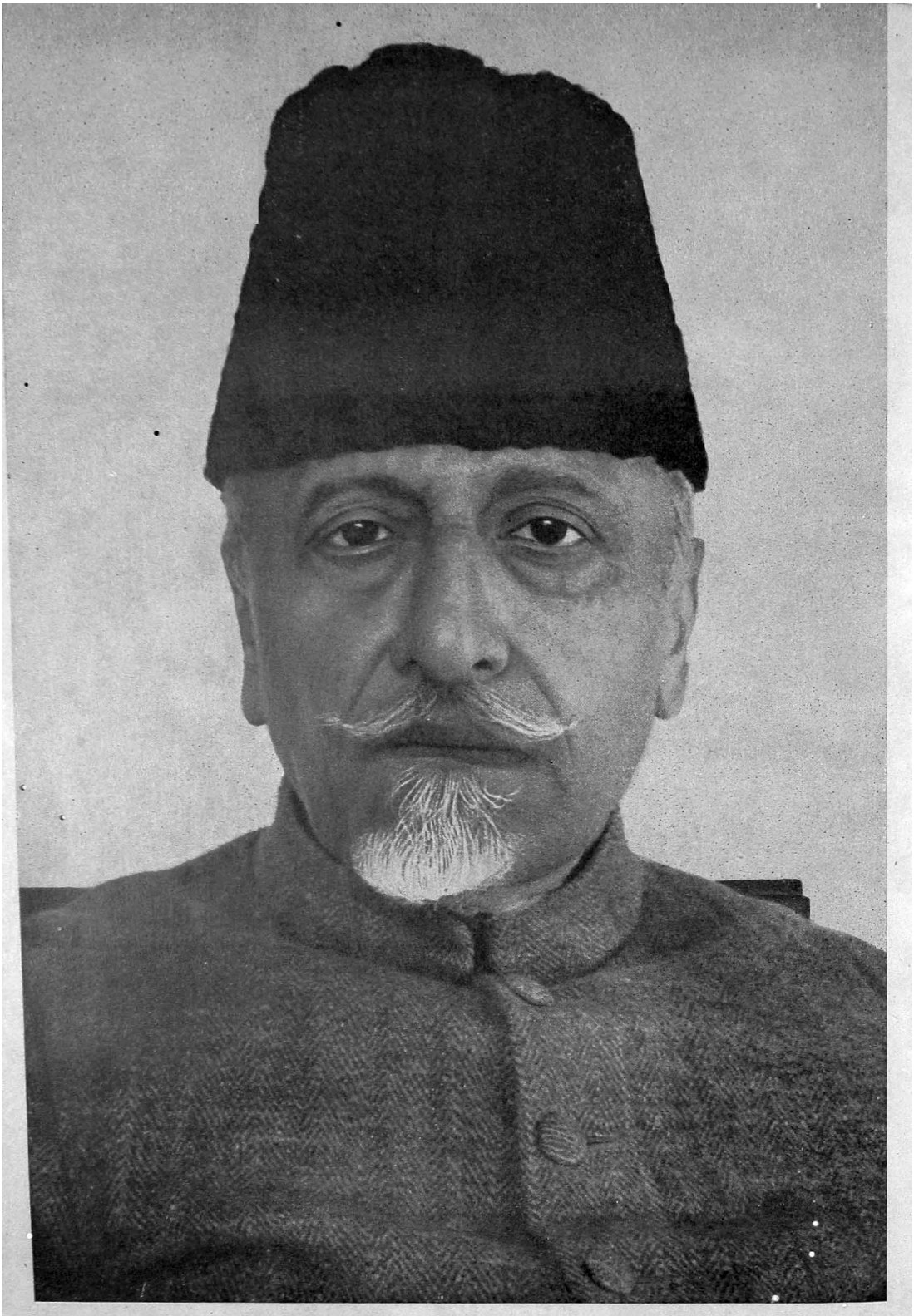
To the Memory of

MAULANA ABUL KALAM AZAD

this issue of

THE EDUCATION QUARTERLY

is dedicated in homage



"A man of luminous intelligence and a mighty intellect".....Jawaharlal Nehru

K.G. Saiyidain

MAULANA ABUL KALAM AZAD

NUMEROUS tributes have been paid and will continue to be paid to the memory of Maulana Abul Kalam Azad. His personality had many brilliant facets—a scholar, a statesman, an orator, a writer, an authority on Islamic religion and Eastern cultures—and he distinguished himself in each domain. I shall speak of him here mainly in his capacity as an educationist and Education Minister. I had the good fortune of sitting at his feet for over seven years—how short they seem in retrospect!—and seeing at close quarters what real greatness means.

Maulana was first and last an educationist—an educationist in the wider and deeper sense of the word, i.e., one passionately concerned with the inculcation of the right ideals and values and attitudes in the people. Ever since he started his career as a writer and journalist and launched his "Al-Hilal", his profound scholarship and his knowledge of religion, history, philosophy and literature were devoted to preaching the message of true patriotism and of the "good life" for the individual and the community, which knows no barriers of race or caste or creed or exclusive geographical loyalties. His powerful speeches and writings swept across the country, galvanized the hearts and minds of the older as well as the younger generation and gave them hope, courage and confidence. It taught them to respect their own culture and history but did not encourage the attitude of only looking backward for inspiration. He was, and continued to be, forward looking all his life. The secret of his success as an educationist lay in the fact that he practised in his life what he preached in his works. He had the qualities of character and intellect which he wished to inculcate in the people of his country. His whole life bore a shining stamp of sincerity and truth—truth which he loved and advocated with Socratic passion, truth which makes no compromise with expediency and no concessions to ill-informed criticism or opposition, however bitter it might be, truth for which he was prepared to pay the highest price by courting imprisonment at the hands of a foreign Government and misunderstanding and even insults at the hands of his own countrymen, truth about which he once quoted this famous verse of a Persion poet :—

> "The message that is embedded in my heart is not the Mulla's sermon ; It can only be uttered on the scaffold, not from the pulpit !"

No one can achieve success as an educationist unless he has caught some little spark of this divine fire.

As a Minister, who presided over the educational destinies of the country since the attainment of independence, he has left the impress of his great personality in many directions. During this fateful decade, so full of difficulties and crises, Education was not able to secure adequate resources for its development. But he espoused the cause of education with vigour and succeeded in winning for it a place on the map of the Five-Year Plans of National Development. While controversy raged indecisively about Basic education, he had it firmly accepted as the pattern of national education. He had the problem of Secondary education surveyed by a Commission and its reconstruction was initiated promptly under his guidance. He was deeply interested in the improvement of standards at the Universities and was solicitous to safeguard their due autonomy. Apart from other measures taken to strengthen Higher education, he established the University Grants Commission to give special thought to its needs and problems.

His humanism could not reconcile itself to the fact that many groups and classes should be debarred from fully participation in the growing life of the country, because centuries of social neglect and tyranny had deprived them of their human rights. In order to equalize and democratise opportunity, several schemes of scholarship were initiated of which the most noticeable was one for Scheduled Castes, Scheduled Tribes and other Backward Classes for which the financial provision was raised from Rs. 3 lakhs to Rs. 2 crores during his regime! Technical Education expanded and developed almost beyond recognition during these few years. So did the programme of educational publications, under which hundreds of useful reports, brochures and monographs were brought out, including a few authoritative and scholarly works like Philosophy, Eastern and Western, and the History of the struggle for freedom in 1857. Cultural and international activities, which had hardly any place in the old Education Department before 1945, came into their own. Through the establishment of the three National Akademies and the Indian Council of Cultural Relations, through the fuller development of the Departments of Archaeology, Archives and Anthropology, through the growing relationship with Unesco in the cause of peace and international understanding and the promotion of cultural exchanges with many foreign countries, cultural activities received a new stimulus in the country and Indian culture a new recognition and respect abroad. As a writer and a man of culture, he was sensitive to the financial plight of writers, artists and others working in the field of culture and he sponsored a scheme under which those in really indigent circumstances could be given financial assistance. This was, no doubt, a new scheme so far as our national Government is concerned but patronage of arts and letters by the "Court" has been part of Indian tradition for centuries. What *was* new, however, was his care to see that no strings of any kind, direct or indirect, were attached to financial help from the State.

In many problems of great delicacy and complexity like the language question, it was his large-hearted and balanced approach which showed us the right path. He had a phased programme formulated for the development of Hindi but insisted that it should be so implemented as to give no cause for grievance or apprehension to other national languages which were equally dear to him. When, in the first flush of freedom and nationalism, many who had themselves received western education, wanted to oust English or at least relegate it to the background, this man of vision, who was himself a product of the traditional system of eastern education, insisted that it should be retained and given an important place in our national life. He was, above all, deeply interested in the welfare of the teacher community and not only worked hard to improve their financial condition but also to raise their social status. I know how, whenever there were any major difficulties that teachers had to face anywhere in the country, he took a personal interest in them and they knew that they could always rely on his sympathy and understanding. I recall with poignant interest the words that he spoke at the last meeting of the Central Advisory Board of Education only a fortnight before his death. They will bear repetition because they bring a farewell word of appreciation from him to hundreds of thousands of our teachers all over the country. I hope our teachers will cherish them with affection and Government and other educational authorities will honour them as a legacy :

"Whatever may be the system that we may adopt, there can be no real improvement without any improvement in the quality of our teachers. For various reasons our teachers have been unhappy in the recent past. You are aware of some of the steps taken by the Ministry to improve the condition of service of teachers and raise their status in society. One of the main achievements in the Second Five-Year Plan has been the improvement of salary scales of teachers in Primary and Basic Schools. Further

measures for improving the morale of teachers at all levels are also constantly before me. While these measures have gone a good deal to raise the morale of teachers, some of the good effects have been lost because of constant and carping criticisms of our existing teachers. I know that many of them are ill-trained and some have come to the profession only as a last resort, but at the same time we must recognise that in spite of great difficulties they have served the nation well. We must realise their difficulties and appreciate the great service they have done to the nation by looking after the educational needs of the younger generation. Many of them have shown a devotion to their duty and a spirit of service which deserves the warmest praise from all who have the true interest of the nation at heart. I hope that the Central Government and the State Governments will keep these facts, constantly in mind and do nothing which can in any way impair the morale of the teachers or make them feel that their services in the cause of education are not properly appreciated."

At this very meeting, he also gave—as if with a prophetic vision that this was for him the last occasion to do so—his appraisal of the work of the Ministry, with the objectivity that characterized all his thinking and judgment. He stated clearly that, from the point of view of what was *possible* under the difficult circumstances of the last decade, there was no need for us to be apologetic, that we could hold our head high at what had been achieved during these few years. This was the assessment of the practical statesman. But, as a person of vision who could not only look back on the road that had been traversed but also see the goal ahead, he frankly confessed that from the point of view of what was *desirable*, progress was obviously inadequate and unsatisfactory. It is now our duty and the challenge of his memory to us to build a bridge between the *possible* and the *desirable*.

But as a man, Maulana was even greater than his work as a Minister. With what grace and dignity and sense of justice did he preside over our activities ! Never interfering in details-not even greatly interested in them, unless they impinged in some way on principles or policy. Always ready to help and encourage, always willing to overlook faults and weaknesses except when they encroached in any way on the public interest or the integrity of administration. Always shunning personal publicity, sometimes even with indignation. I had standing instructions to decline politely any requests that institutions, organizations, associations or buildings be associated with his name. "So long as I am a Minister, I cannot allow any such thing". He would not even accept honorary degrees from the Universities. If I remember aright, he had only once accepted such a degree in the early years of his Ministership. He presided with incomparable poise and dignity over the Conferences of Education Ministers and the Central Advisory Boards of Education, unravelling complex issues with patience and understanding. We would sometimes be worried about possible conflicts and complications which might arise when many diverse views had to be reconciled but not the Maulana. The same sympathy and understanding and absence of a doctrinaire approach which enabled him to deal with complex political situations guided him in the educational field and kept the keel of our educational ship steady.

Such was Maulana Azad. Where shall we find another educational leader of his calibre ?

Samuel Mathai

IMPLICATIONS OF THE THREE-YEAR DEGREE COURSE

THE proposal to reorganise the duration of the courses of studies in Indian Universities for the Bachelor's Degrees in Arts and Science from the hitherto existing two-plus-two to a continuous three-year period after the Higher Secondary or a one-year pre-university course has produced a great deal of discussion and even controversy. It has appeared to some people to be an innovation and there has been opposition to it in some quarters merely because it seemed to be an innovation and in some other quarters on the ground that an expensive change of this kind need not be attempted at a time of financial stringency like the present.

Not A New Idea

As a matter of historical fact, however, the three-year degree course is not a new idea at all to the Indian Universities. When the first three Presidency Universities of Calcutta, Bombay and Madras were established the course for the Bachelor of Arts degee was of three years' duration after Matriculation. At the end of the second academic year there was a first examination in Arts and the final examination was taken by successful candidates a year later. There was also provision for an Honours examination five years after the Matriculation examination. This Honours examination entitled a successful candidate to receive the M.A. degree without further examination. It was not until the year 1889 in the University of Bombay for instance, that the duration of the B.A. degree course was increased from three to four years and the first examination in Arts became the Intermediate examination.

The normal pattern of the first degree course at Oxford and Cambridge was three years after Matriculation. Only in certain subjects of study was a minimum period of four years required. Since the Indian Universities derived many of their ideas from British Universities it was natural that the Calcutta University Commission appointed in the year 1916 should recommend a return to type, as it were, by the institution of a three-year degree course and the transfer of the Intermediate classes to Secondary Institutions.

Nothing Sacrosanct

There is nothing sacrosanct about the idea of a three-year degree course. But in any examination of the University system in India in relation to the prototypes in England it would seem that an Intermediate course between High school and university was perhaps unnecessary and that the two years spent in the Intermediate could conveniently be redistributed between High school and university. If it was desired that a person going up for a University education should be able to receive his first degree just about the time that he reaches the age of maturity then it is convenient to bring the school leaving age to about 17 and the first degree age to about 20. This normally gives us a three-year degree course. But, of course, if we could afford to keep our young men and women in the Universities for longer periods a case might well be made out for a degree course of longer duration.

Removes Needless Examination

The main argument in favour of a three-year degree course is that it removes a needless examination from the total system and gives the college student an

unbroken three-year period for sustained study leading to a first degree. Since ultimately the proposal for the three-year degree course includes the proposal for the institution of a Higher Secondary course the assumption is that a student going to the University under the new arrangement will be a mature person and a somewhat better educated person. The attainments of a young person when he leaves school are of great importance both to him and to the Nation. Even under the most prosperous circumstances that we can visualise the large majority of the youth of India will have to leave off their formal education at the school leaving stage. It is good, therefore, to make school education a little better and a more suitable terminal point than the present arrangement is.

A corollary to the three-year degree course as proposed in India now is that there will be a two-year post-graduate course leading to a Master's degree. This will make the Indian University system different from the system at Oxford and Cambridge where there is no separate Master's degree examination. Taking the entire range of education from school to the Master's degree at the University the difference between the old (or existing) arrangement and the new arrangement in terms of the student may be indicated as follows :

Old arrangement—16 2 2 2 or 16 2 3
New arrangement—17 3 2

It will be noticed that in terms of the age the students the three-year degree course does not involve any prolongation of the total period of study required to reach the degree stage of education.

Qualitative Reform

It is possible to argue against the three-year degree course and for the Intermediate-plus-two year degree course and it may particularly seem unnecessary to spend a great deal of money on what may appear superficially to be a merely organisational reform. But it is necessary to remember that the three-year degree course is a corollary to the Higher Secondary Education at the school stage. It is part of a total plan to improve school and university education. In any reorganisation of education some of the expenditure involved will inevitably be on merely organisational matters but in the estimated expenditure introducing the three-year degree course in our colleges and Universities—which during four years in expected to be about Rs. 25 crores—the major portion will in fact be on the provision of more buildings, teachers, libraries, laboratories, etc. That our colleges and university departments needed a great deal of improvement and expansion is clear to anyone who has studied the problems of university education in India. The change of pattern provides the opportunity and incentive to bring about urgent improvements and reforms in many aspects of university education. To use the words of the Estimates Committee under the chairmanship of Shri C. D. Deshmukh appointed by the Government of India in connection with the proposal for the three-year degree course, the introduction of the three-year degree course will provide an opportunity "to revise syllabuses, introduce General Education courses, reduce over-crowding in colleges, improve the teacher-pupil ratio, strengthen laboratories, replenish libraries and, wherever possible, institute a tutorial system." When a steam has become clogged any stirring of the waters is good as it will enable the waters to move again and the steam to become clearer.

When the three-year degree course is finally introduced in all our Universities we shall expect also to have changed all or nearly all our High schools into Higher Secondary schools. This will mean, speaking generally, the addition of one more year to the present school years and the reshaping of the last years of school in such a way as to make that stage both the beginning of some kind of Higher education and a finishing stage in such education. The expectation is that the boy or girl leaving the Higher Secondary schools after completion of the course at the age of 17-plus will be an adequately educated person capable

of entering any walk of life and making the necessary adjustments and adaptations.

The changing of all our High schools into Higher Secondary schools will take time and will cost a great deal of money. It has therefore been thought that the reform of the university stage of education need not wait until the Higher Secondary form of school education has been universally introduced. As an interim measure it has been proposed that a student leaving school after Matriculation might be admitted to what is known as a pre-university class run by the University itself and after successful completion of the course provided in that year be admitted to the University in a three-year degree course. In most of our States the introduction of the three-year course involves only slight adjustments in the existing arrangements. The four years (two Intermediate and two degree) are divided into one pre-university and three degree. The pre-university class is meant to be a temporary and passing arrangement. But it is difficult to say how much time it will take the country to introduce the Higher secondary system on a nationwide scale and it may well be that the pre-university arrangement will be with us for as long as 10 to 15 years. It is to be hoped that vested interests will not grow round the pre-university class and that gradually as the schools add the extra year to their courses the pre-university class will be given up by colleges and universities.

It may be argued that with the introduction of the pre-university class all that happens is that the total period of four years is divided slightly differently and that the change is merely from tweedledum to tweedledee. But this is certainly not the intention. The expectation is that the pre-university class will be used as it has been used in the Delhi University since 1941 as a preparatory year giving a grounding in General Education with perhaps a stress on the study of languages, English and the regional language and perhaps also Hindi where it is not the regional language. The courses of study for the three years are conceived as one integrated whole and planned at a somewhat higher level than was possible when the degree course was only two years long. I think it may be safely asserted that the experiment of the three-year course as carried out in Delhi University has been on the whole successful and that other things being equal better results are attained with the three-year arrangement than with the old two-year arrangement.

Incidental Problems

There are certain incidental problems related to the three-year degree course which may be touched upon. One is the question of Honours courses. In Delhi University itself there are two kinds of courses—a General course leading to the ordinary B.A. degree and an Honours course leading to the Honours degree. The Honours course involves specialisation in one major subject together with study of a subsidiary subject. In the General course a number of subjects at a slightly lower level than the Honours course are stressed equally. It is now open to Universities which may newly introduce the three-year degree course to decide whether they will allow for specialisation at the degree stage or leave that to be done at the post-graduate stage only. Existing ideas at different Universities regarding the relationship of Honours courses to Pass courses and to the post-graduate courses will influence decision in this regard.

Yet another problem in the three-year degree course is connected with the training of students for entrance to professional courses like Engineering and Medicine. Hitherto students going in for these subjects went through an intermediate science course choosing a group of subjects for study suitable for the particular profession for which they wished to qualify. The Inter-Science course, whether pre-Medical or pre-Engineering lasted two years. The problem now is how to fit this two years course into the three-year system. The suggestion made in this connection is that professional colleges should either conduct their own admission tests or

select candidates for pre-professional courses on the basis of the higher Secondary or pre-university examination both of which will be public examinations. Alternatively, it may be possible to provide special pre-professional courses in the ordinary colleges either separately as a two-year course or as part of the three-year degree course. But this is a matter in which the most satisfactory solution can be arrived at only after a period of experimentation.

Begin Reform in Earnest

A great deal of time and thought has been given to the question of the three-year degree course. Commission after Commission appointed by the Government of India to enquire into various aspects of education in the country at different times has recommended the introduction of the three-year degree course and the abolition of the Intermediate examination. The time has now come to stop argument and to begin the reform in earnest. There will be difficulties and problems but none of an intractable or insoluble kind. Given the desire for improvement and a spirit of cooperation we can bring about the change in our university system in the course of the next 10 to 15 years and alongside of the change we trust a very real improvement in the standards of Education both at the University and at the school stage.

We can pay our Debt to the past by putting the future in debt to ourself—
John Buchan

WHY REFORM INDIAN UNIVERSITIES?

It should be clear from the amount of space that controversies relating to reform at Indian Universities occupy in the daily press today, that no one suffers from the illusion that our Universities are 'all for the best in the best of all possible worlds'. Everybody appears to see some need for reform, but there is evidently a difference of stress and a difference of degree in the desire for reform. We open in this issue on 'University Reform' a forum under "Current Controversies" in which T.K.N. Menon of Baroda discusses the need for examination reform at Indian Universities and is followed by Mona Vergese of Delhi who raises pertinent questions on the need to create and improve standards by improving examinations and insisting publicly and pointedly on the need for integrity in University administration. To this forum we welcome not only replies to what has been said, but additional contributions in the large field in which reform is necessary at our Universities.

Editor

T.K.N. MENON

PERHAPS the most important recommendation of the Commission on University Education in India is for the reform of examinations. During its visits to the Universities in the country, the Commission "heard from teachers and students alike, the endless tale of how examinations have become the aim and end of education, how all instruction is subordinated to them, how they kill all initiative in the teacher and the student, how capricious, invalid, unreliable and inadequate they are, and how they tend to corrupt the moral standards of university life." The Commission, therefore, was convinced that if it were to suggest one single reform in University education, it should be that of examination.

Colossal Waste of Time and Money

The colossal wastage, the frustration and the anti-social attitude caused through failure at examinations were stressed by Dr. J.C. Ghosh, Member, Planning Commission, in his address at the symposium organised in connection with the Calcutta University Centenary Celebrations in 1957. Dr. Ghosh said, "I wish to draw your pointed attention to the colossal waste of time and money inherent in a system dominated more by external examinations than by good teaching. More than 50% of our students fail at each of these examinations. It is estimated that out of ten lakhs who are appearing at the matriculation examination this year, five lakhs will fail and four lakhs will appear at the Intermediate Examination two years hence : two lakhs will again fail there and possibly one lakh will finally come out successful at the degree levels. If anything has pained me more than others in educational administration, it is this callousness with which such failures are viewed by men in authority. The frustration, the financial loss, the anti-social attitude which such failures create, are taken as a matter of course."*

The main defects of the system of examinations which is now commonly practised are threefold. First of all, the

*Compare this with what prevails in China, another country in Asia. During 1955-56, only 0.61% of the total enrolment of students in Chinese Universities were not allowed to go up to the next class or obtain the diploma or degree at the end of the year and only 0.23% of the total enrolment were dismissed.

examination uses the essay type of questions which suffer from a high degree of subjectivity. Secondly, a student's educational progress and scholastic achievement are judged only through the marks he gets at the annual or university examination. His progress as revealed in his day-to-day work is generally ignored i.e. his sessional work does not count in the final evaluation. And thirdly, universities are adoping a system of awarding numerical marks which assumes that the human mind is so sensitive that it is capable of marking on a 100-point scale.

Essay Type of Examination

Consider first—the essay type of examination. No one disputes that the essay type is without its own strengths. There is no denying the fact that nothing reveals more forcefully the quality of mental integration of the facts than the essay type answer. The essay type also provides an effective tool to measure the student's capacity in dealing with the logic of relations and his power of expression. But when it becomes the only or the most preferred technique of evaluation, the essay type lends itself to many significant limitations.

Examiners who set questions of the essay type do not take into consideration the learning situations. They usually set broad questions using the phraseology of the syllabus without a clear understanding and appreciation of the process involved in the learning of the different items in the syllabus. In an essay type of question paper, it is often a hit-and-miss affair in which the sampling of learning items is inadequate. The scoring of the answers is highly subjective and is influenced largely by the quality of handwriting, the presence of phrases and references which the examiner recognises as familiar and by the extent of fatigue and boredom of the examiner at the time he scores a particular paper. Universities have set arbitrary and rigid standards for passing, and for awarding classes and distinctions; these have no relation to the total performance of the group.

Spasmodic Progress

Since university examinations do not take into account the student's progress as revealed by his day-to-day work, courses of studies are not systematically broken up into sizeable units of subject matter of time for the purpose of teaching and learning. This leads to slow progress at the start of the year, but accelerated advance as the university examinations approach. This is hardly conducive to effective learning. Since the human being is not a mere machine that could be geared to work faster at somebody else's will, the usual remedy the teacher resorts to is either to select portions of the course as he considers "important" for detailed treatment or to telescope one topic into another to economise time. These in turn affect the achievement of students because the usually take to studying only selected portions or depend entirely on such publications as "Companions," "Questions and Answers," and "Guides," that are available in plenty in the market.

Marking Scale

The method of scoring answer scripts through the award of numerical marks by a large number of external examiners results in wide variations of assessment. With a high subjectivity element inherent in the system, it has been found that in spite of all instructions given and precautions taken, the tendency of the examiner who has no knowledge of the candidates is to mark the vast majority round about the minimum prescribed for a pass. In any case the human mind is not so sensitive that it can discriminate the mark accurately on a 100-point scale. Instead of distinguishing students broadly into the excellent, the good, the average, the poor and the unfit, examiners try to evaluate them on a 100-point scale, with the result that we do not have a correct and dependable classification for purposes of educational guidance and vocational selection.

The Universities that have reacted to the recommendations of the Radhakrishnan Commission and attempted significant

reform in examinations are exceptions in the country. University teachers have been so much used to the routine practice of preparing candidates for the final examination and securing a comfortable percentage of passes that their reaction to change is one of apathy. Worse than this is what Mr. K.G. Saiyidain calls the "intellectual timidity" of the authorities. The latter would not trust the teacher with the evaluation of the scholastic achievement of his students though they would allow him to be the sole agent in charge of their learning.

Grades Evaluation System

The Maharaja Sayajirao University of Baroda is one of the few Universities in India that has carried out an appreciable programme of examination reform. It has adoped the grades evaluation system for the examination of students in certain Faculties and has a procedure of giving credit for the sessional work in all Faculities. The maintenance of class records is insisted on in the case of each student. The use of short answer questions of the more objective type along with essay type of questions and the introduction of a short *viva voce* test by a panel of teachers to check up the record of student and moderate the marks awarded for the sessional work are other aspects of examination reform practised in the University. A Committee of experts trained in the techniques of modern methods of evaluation and testing in U.S.A. and other countries advises the University on its programme of examination reform and the Convener of the Committee acts as the Honorary Director of Examination Reforms in the University. Another University that has attempted reforms in its examinations is the Sagar University which has also a a system of giving credit to the student for the session's work.

Aligarh Pilot Project

The University Grants Commission has been giving a good deal of thought to the problem of examination reform from the early days of its inception. In April 1955, the Commission drew the attention of the Universities to the desirability of reducing the burden on the final examination, distributing the work of the students uniformly throughout the course, instituting tutorial work and of trying out experiments of using objective tests in improving examinations. The Commission also requested Dr. Zakir Husain to initiate a study of examinations in relation to the Aligarh Muslim University as a pilot project. The project which started its work in July 1956 has a programme which includes (1) the study of the various devices of improving the essay-type of examination in the light of modern research on the subject, (2) the construction of objective tests to be administered during term time or at the end of the year, (3) the formulation of a scheme of written work by students during the term under non-examination conditions to be marked by the teacher with an express previously discussed rationale for marking it, (4) a statistical study of the marks obtained by students for essay questions, objective tests and written work during the term, and (5) the problem of determining the weightage to be assigned to the three.

Academic Aspect Indispensable

A more recent move of the University Grants Commission takes a more comprehensive view of examination reform in Universities. The Commission has set up an expert Committee to advise it on the question. On the basis of of its preliminary advise, the Commission has instructed Universities on the broad steps to be taken to prepare the ground for effective reforms in the techniques of examinations. In doing this, the Commission has made a distinction between the phase of examination reforms which is more administrative in character and that which is more academic. It welcomes the use of more objective type of questions along with the essay type, the award of credit for the session's work and the attempts at improving the organisation and marking of answer scripts which relate more to the

administrative aspect of examination reforms. The Commission, however, considers the academic aspect more important and indispensable in a comprehensive programme of examination reform. Accepting the advice of their expert committee, the Commission describes this academic aspect thus :

"The specific nature of the knowledge and competence which students taking examinations are required to demonstrate is the crucial matter at issue in any real reform of examinations, and this is a matter of educational purposes. The syllabus, defining the range of topics to be studied, the methods of teaching and learning employed in their study and the examinations which may be used to measure and certify a certain degree of mastery of the subject, are all to be looked upon as expressions of educational purposes which take or ought to take their character from these purposes. Educational ends, may be the general ends of, say, liberal education, or they may be the specific ends sought to be achieved in the teaching of individual subjects."

The Commission has, therefore, advised Universities to ask their subject specialists teaching different courses in the curriculum to undertake two closely related tasks, viz.

(1) Formulate as explicitly as possible the specific educational objectives which ought to be kept in view in forming the syllabus, choosing methods of teaching, and devising tools of assessment of student achievement in the subject which they teach. These educational objectives should be stated in term of the kinds of knowledge and competence which, it is hoped, students of these subjects will possess following their study during the first degree course. Some indication may be given of the relative importance which may be attached to the different specific objectives. For example, in the study of English literature, is a knowledge of the lives of authors to be given the same importance as a critical understanding of their works ? In the natural sciences, is the history of the science, the nature of scientific enquiry, knowledge of the latest conclusions of the science, the relationship of science to society, or some other possible objectives, most important ? In the social sciences, is knowledge of social structures, economic doctrines, problems of policy, historical development, or possible achievement, most important ?

(2) In the case of two or more of the specific objective described, in connection with individual topics, problems, texts, or works : (a) the methods of teaching and learning which would be considered most appropriate to the achievement of each objective, and (b) the kind of examination questions which would best measure the degree of achievement of the student in respect of the knowledge or competence desired.

On the sincerity with which teachers apply themselves to these tasks and the thoroughness with which they done will depend the success of programmes of examination reform in Indian Universities.

2. MONA VERGESE

THE University is like the filling in a sandwich. It cannot stand alone. On the one hand it must influence and be influenced by the school and, on the other, as its students are tomorrow's citizens, the country must influence the university and the university through its curriculum, objectives and discipline must affect the country. If today we have a high percentage of unemployed graduates it is an indictment not only of governments but of our universities.

There can be no two opinions regarding the need for university reform. A large number of graduates who succeed in finding employment do so as clerks and teachers and their work and sense of duty are sufficient reflection upon the existing university system. There are three essential points where, if reform is introduced, it will soon permeate the whole. Two are standards and examinations.

Raising Standards

England can use a number of supply teachers for its compulsory education

law has filled its schools to overflowing and its climate is so bad that during certain seasons many headmasters are faced with the problem of large classes and short-handed staff. For a supply teacher to draw her due salary it is necessary for her to be recognized by the Ministry of Education of England. Now the Ministry of Education in England does not recognize graduates of the Punjab University as graduates (though for purposes of admission they are so recognised by various U.K. colleges such as law, medicine, science, and were formerly by the London University for its Teacher's Diploma, an examination only open to graduates). The reason the Ministry gives for non-recognition is that the products of that university are not up to the standard for they have gone through a two-year instead of a three-year course (and this to graduates of such old vintage that a three-year course was unheard of in their days !)

This is no digression. It is pertinent to the subject under discussion for the same Ministry of Education not only recognizes the graduates of Madras University, of Calcutta and of Bombay but also of an infant university like Delhi, merely because it has a three-year course. Does it really matter whether one of the two intermediate years is tacked on to the school years and the other is added to the B.A. period or if both the years are kept together ?

There are many who will dismiss this point lightly. To the oversight or interference of Government they will retort 'Autonomy'. And the poorness of standard they will blame on the students. Often private candidates are blamed. They should not be discouraged for it is not students who lower the standards of a university but the university itself. If forced to show good results, if permitted to enter and leave the university only after they have reached a certain high academic level, if surrounded by the right atmosphere, students will rise to the occasion and do well. But this can only be where the university is aware of its true vocation. If a three-year B.A. course is considered the minimum for a well-educated graduate then by all means enforce that period at all universities. If standards are low they must be raised.

Why Standards Are Low

The change in the medium of instruction has played havoc with the standard in some places for students enter the universities from schools where a hasty change-over from English to Hindi has taken place. It is not a complete change-over for there are yet many terms, names, books both for text and reference, which are in English. The English periods have been cut down. Very little written work is the rule rather than the exception and that most valuable part of all composition work the 'why' of a mistake is seldom dealt with for there is no time for more than a few general corrections. All this results in a poor knowledge of a language which must figure largely in colleges for some time. Most lecturers are unable to lecture in any language but English. The college library is stocked with 80% of books in English. The students are unable to use it as they should for they can gain no profit from the reference books. As hordes are admitted yearly the classes are too big and tutorials too few for more than one or two corrected essays a term. Thus the students get little or no help in improving their expression and are forced to fall back on cribs.

If is unfortunate that the value of language has been lost sight of these days. Science, ideas, the knowledge of the correctness or incorrectness of statements are all that matter. If scientific truths were interpreted wrongly merely because of defects in language teaching one shudders to think of the consequences. Science students in a certain university, which shall be nameless, refused to sit for a language paper saying they did not need language ! And so a compulsory feature of their examination was dropped.

It would not be out of place to mention here that many of the English textbooks prescribed do nothing to improve the language of their students ;

in fact they spoil it. The books bristle with grammatical and spelling mistakes—many on a page sometimes—quotations are often incomplete, the printer's devil enjoys himself and the choice of passages are not always apt. Then often textbooks are not available for the first few months and are out of stock for the last few months of the academic year. Reference books are unobtainable and it would be interesting to know how many dictionaries are sold. Such a state of affair is indeed a sad reflection on the university and its work.

University Examinations

Like Morton's fork, if one prong won't produce results, another may. The examination system can be improved. Questions are so stereotyped that by eliminating those that have been put for the last three or four years lecturers and students can guess fairly correctly the questions for the current year. As cribs are cheap, available in large numbers everywhere and give the answers to the usual questions many students never open a textbook but rely on the cribs and their memory. The form of questions needs to be changed. At least two questions should be such that original work will be compulsory. The answers to these may well serve as the jeweller's touchstone which will show which answers have been crammed and which are the result of study, understanding and thought. Often candidates pass because they secure good second class marks on the essay question though the other questions are so badly answered that they do not deserve more than a mark or two. It is evident that the essay has been memorized and should be marked down.

A variety of questions ought to be given and though the new type have their place the essay type should not be ousted for it shows the power to think clearly, to select wisely, to assemble points logically and deduce or conclude judiciously. It shows the candidates' vocabulary, that rules of grammar and sentence construction have been assimilated and that he has acquired a style. The questions should be such that cramming will not be able to pay dividends and textbooks cannot remain unopened.

Some scheme whereby the years' work will add to or take away from the results of the annual examination would be excellent if we can eliminate all that would encourage unfairness. Such a scheme will prevent cramming, will enforce regular work and will result in improvement in the day-to-day work of the student and will raise the standard of the university.

Some of the London University question papers carry the name of the paper-setter-cum-examiner. Here in our country paper-setters and examiners are sworn to secrecy. Inspite of this many an examiner will confess (in conversation alone, however) that he has been approached to disclose questions or upgrade marks.

Integrity and the University

This leads to the important question. Can a bad tree bear good fruit? Our leaders and universities deplore the indiscipline amongst students, bewail the low level of academic achievements of the thousands that get a degree, yet the blame is never apportioned. The blame lies on the parents (how lightly they have got off for their inefficiency and lack of supervision, their training and guidance of their children) and most certainly the universities themselves. They are ridden by party-politics and the not incorrupt financially. Some Senate meetings at which elections are held must be seen to be believed. The major part of the time is given up to canvassing. While reports are being read, and the oldest member is able to hold the floor slips of paper bearing the names of those the party in power approves of, flutter, whispering goes on, seats of advantage are taken so that would be backsliders are kept on the right path by a watchful eye. It is like a motion picture whose sound track is not working. As soon as results are announced there is an exodus of the disappointed, heads held higher by

those who have succeeded and then, is quick succession and record time, the rest of the agenda to which the academic questions has been relegated is disposed of for a member of long standing will stand and propose that it be sent to the proper committee' or to a committee by name.

Men and women of integrity generally interested in education should man the universities if their work is to be above reproach and standards are to be high. It might be a good idea to have half the committee go out of office at a time so that there is both continuity and fresh look. This will also present power blocs. Another important principle which should be accepted and enforced is giving offices by rotation. This prevents monopoly and does away with the evils of canvassing and ill-will. Examinerships should be given in the same way. This would ensure that even the smallest and most remote college with the least number of votes, is not ignored. Checking, tabulating, in fact most of the activities of a university can be so shared. These changes would be for the good of many universities that are in the hands of a small group.

As regards raising the academic standards the first improvement should be in the syllabus. This is discussed elsewhere in the journal.

The second must be examinations. If candidates are to be permitted to answer the questions in any one of three languages, the mother-tongue, the national language or English the questions must be in those languages. If all three are permitted, then it is the duty of the university to see that a large sum is spent annually on translation and original works in the mother-tongue and Hindi for we have scarcely any books. Not only is this so but the university must see that the books must be without the mistakes mentioned earlier.

The third is equally important. It is necessary, no matter how loud the hue and cry, to stand fast once it has taken a decision. If it states that only answers which show good expression besides good content will be accepted, then even if 60% fail they must fail. It is better to maintain a high standard than to pass that number and become the laughing stock of the world. Students will work when they find they have to work. And never should a university substitute an easier paper for a more difficult one because the students stage a walk-out. Let them go on strike and let them suffer for they must be made to realise that they are links in the country's claim and that only the maintenance of standards can keep that claim strong.

Universities should do more than they are doing to encourage original work. Essays, books and commentaries need to be written and the university should publish the best. In fact when promotions are being considered both the lecturers' extra-curricular work in the college and his original work should be taken into account.

Andre Padoux

RECENT REFORMS AT FRENCH UNIVERSITIES

In France, as in India, the problem of reform in education is very much in the foreground nowadays. This is due mainly to two facts: the ever-increasing number of children and students who are entering schools and Universities (mainly as a consequence of the increase in the French population since 1940), and the necessity of adapting to the needs of the modern world a system of education which dates back, in its general organization, to the latter part of the nineteenth century.

As regards Universities, there is a problem of providing an ever-increasing number of students with the necessary teaching staff, buildings and laboratories. The total number of students in French Universities was 142,000 in 1953. It is now 160,000. It is expected to increase to about 300,000 in 1957. The question is therefore an urgent and serious one.

I would like, however, to concentrate, here on the other problem which confronts educational authorities in France: that of adapting our system of education to the needs of the present world. That problem can also be enunciated by saying that there is at present, in France, too large a number of students in Law and Letters, and not enough in Science and Engineering. How can a change be brought about?

New Schemes

A number of schemes have been considered, and are being applied:

(1) A system of continuous education and vocational guidance, which will be used to turn towards scientfiic and technological studies children who might otherwise have chosen letters (there is still a marked prejudice, in France, in favour of "classical" studies, based on Latin and Greek). There would, of course, be no compulsion whatsoever about it.

(2) In some French "lycees", organised special classes have been acquired in sciences preparatory to the second part of the *Baccalaure'at,* for students who have already passed that examination, but in a non-scientific line, so that they can pass it again in one of the science lines and thus be able to enter faculties of science, engineering institutions, etc.

(3) Efforts are being made to find a larger number of professors in science etc. This is extremely difficult, owing to the fact that salaries in industry are so much higher than in educational institutions. And there is no possibility, owing to the hostility of Syndicates, that science teachers and professors will be paid more than their colleagues in other branches of learning.

(4) Finally some reforms have been introduced in Scientific education at University level, with a view to adapting it better to present needs of research, as well as of industry. Much is being done to bring about a closer cooperation, in the realm of research, between the Universities and Industry.

In this respect one could mention two new schemes:

(i) the creation, in 1955, of a new series of scientific studies in the Faculties fo Sciences, for students who already hold a "Licence" (M.Sc.), with a view to giving them further training in some specific subject and to train them in the methods of scientific research. The duration is at least two years, with an examination at the end of the first year, the whole cycle leading to a doctorate thesis. Fifty-three centres for such studies have been opened in 1955. It is thus expected that more practical and coherent training in research will be given to students than they had before. It is expected too that

thanks to the number of centres opened, some students will be drawn over from Paris, where they concentrate in too large number (nearly half of the total number of French students).

(ii) Another, and much more original innovation was started last year in Lyons. On a vast area on the outskirts of the town an integrated whole is being organised with a view to producing the engineers the country needs. Once it is wholly organised it will assemble a "Lycee", a new Faculty of Sciences, a nuclear physics institute, a chemistry institute and a new "National Institute of Applied Science", which will be the core of the whole institution.

Examinations in France

Candidates to this institute will be admitted after careful selection, but not through a competitive examination. Indeed, once the whole "complex" is entirely built, students will progress from the Secondary stage towards the Institute through a system of continuous control and selection, but without the usual obstacles of examinations of the traditional French type. To realise how "revolutionary" this is, one must know the importance, in the French system of studies, of examinations and competitive examinations. The highest level of French education, the so-called "Grandes Ecoles" which one has to pass in order to enter the highest level of Adminstration, of Commerce, of Engineering, etc. are open only through extremely difficult competitive examinations of a very theoretical type. The highest French school of engineering, the "Ecole Polytechnique" has a competitive entrance examination for which French students have to prepare themselves intensively for two or three years, after the "*Baccalaureat*" and very few are admitted. The syllabus is practically entirely in mathematics. By its way of selecting candidates the New Intitute is one of the reforms now introduced as a reaction against the overwhelming importance of examinations of a very theoretical type, which has become so characteristic of the French system of education, and of access to the higher levels of administration, so much has this been the case that some people have said that France is now the only country in the world which has retained the mandarinal system of Ancient China. We try now to react against this and to give a more practical direction to the youth of France.

Three hundred students have been admitted this year. The duration of studies will vary according to different branches. The principle, however, is of a first year common to all students, there would then be different branches. There will be one main distinction between those engineers who are trained for functions where research comes foremost, (these would stay five years at the Institute) and those who are more on the practical side. A process of continuous selection will go on: not only would some students be eliminated, but the others, would according to their capacities, be given different types of degrees. The best would be awarded full degrees in engineering. The others would receive diplomas and degrees which would testify to their aptitudes and to the training they have received, but which would not be full engineering degrees.

Different types of engineers, also, would be trained,—some would be trained primarily in mathematics and fundamental sciences—some in physics, some in electronics, or in automation, or chemistry, etc. One should further add that general knowledge would be insisted upon and that courses in human and social sciences, humanities, philosophy, foreign languages would be compulsory.

Education and Industry

Finally a very complete cooperation will exist between this new centre and Industry in teaching, practical training and applied research. Actually, the centre has been opened as a joint venture of the Ministry of Education and of a group of Industries. It is, as far as I know, the only thing of its kind in Europe, and might well bring not inconsiderable changes into higher scientific education

in France, and also, as a consequence, to other fields of education, by the example that it well provide of a more supply and less examination-ridden system of education. It may also influence by convincing larger and larger numbers of young people that it is as well to turn away from the traditional humanistic studies to engineering and technology, which they may be brought to consider as in no way inferior, more "classical" and purely intellectual studies.

Individuality and variety and free investigation not conformity are the very essence of democratic life and of democratic education.

—Nathan M. Pusey

N.E. Williams

UNIVERSITY REFORM IN BRITAIN

SECULAR education in the United Kingdom, as in most other countries, has undergone slow mutations under the influence of social readjustments, the growth of knowledge, and the lessons, well or ill learnt, of experience. With us University education has, perhaps, the largest traceable tradition, but it has also, in spite of some mediaeval forms still extant, undergrone the greatest change. It is University education which, as the medium of the most advanced instruction, is most highly regarded today, but because of the new and in some ways irreconcilable demands upon it, it is the form of education which seems most directly challenged. More explicitly, we need two things from the Universities—specialist knowledge and development of the whole man—and we do not know if there is time for both; and we are not quite sure what to do about it. The old stories of Oxford and Cambridge—that Oxford produced gentleman, and that Cambridge selected them for admission, and so on—used to have some relevance, even when they were false; now, with almost standardised conditions of entry, government subsidies and marathon courses of study there is hardly time to be a gentleman anywhere even if one felt so inclined, and ultimate uniformity seems almost inevitable.

Reform *or* Change

This, however, it will be objected, is not reform, but merely change; and that is perfectly true. But in Britain, apart from Magna Carta, the beheading of King Charles, the Reform Act, and the Education Act of 1944, most of our big changes have come slowly and imperceptibly; we are empiricists, not theorists our big and lasting reforms are slow in growth like the oak which is a national emblem; our spectacular and doctrinaire changes have on the whole been unimportant. Our educational achievement has in the main earned the respect, and in some ways the admiration of the world: but our reformers, our bookish theorists of any note, if stood side by side would make a small and rather pathetic group, an our education library shelves, although-like those of most other countries—getting rather cluttered with small names are conspicuously barren of great ones.

But in spite of this we have managed a few changes, and there have in recent years been a few 'reforms' in the Universities which it may be worth while to look at, leaving aside new stresses and new experiments which may or may not have lasting value. The few which are noted below are not very closely related, however, and may be set down in any order.

Standardised Scales of Payment

For some time, it has been felt that disparity in University salary scales, apart from its fundamental unnfairness, was deleterious to the real fuctions of the Universities themeselves. It was not, as might be suspected, that the older and more heavily endowed Universities could outbid the others—often scales in the newer Universities were higher—but the fact of disparity bedevilled recruitmtnt and made cross postings and interchange of staff a matter either of difficulty or hardship. With the very active encourage ment of the Association of University Teachers all University scales have now

been standardised, and in consequence the movement of staff between Universities which has become somewhat obstructed since the Middle Ages is likely to grow again, and University teaching will in consequence be considerably enlivened, and there will be less variation in levels of instruction.

General Education

General education has not yet been accepted as a reform as its implications and problems are still being examined. This, like the uniformity of salary scales is, perhaps, something of a retrogression, and reminds us of the *trivium* and *quadrium* of that somewhat lengthy period before University studies were carried on in our national language. So far in the United Kingdom, although there have been several proposals that every undergraduate should receive instruction in a very wide range of subjects as part of his course, for various reasons the proposals have not yet found a form in which they are wholly acceptable. There are many reasons for this. Up to the 17th century it was possible to get admission to the University at the age of thirteen or fourteen when specialisation might not unreasonably be regarded as premature; now admission is very seldom made under the age of eighteen—usually it is even later—and school education which for many is the end of all schooling, is itself directed to giving a solid general grounding in a wide range of subjects. Also the undergraduate is expected to be literate and reasonably intelligent, and under the stimulus of a corporate life, if not from any personal interest, he may be expected to read outside his subject and to talk and argue beyond the narrower limits of his specialisation. This last activity, invaluable in the young and often inescapable in the old, is of course particularly encouraged by residence and a continued if enforced social integration; the first, reading, is encouraged by varied and intelligent comparisons and a curriculum which is invigorating and demanding, without being wholly possessive.

Nonetheless it is generally agreed that the arts man, the humanist, should not even in correlation with his academic studies be permitted to ignore the existence of science and technology, and the scientist should not turn his back completely on the humanities. The greater concentration and limitation of field required for comtemporary studies does encourage exclusiveness of interest, and with the newer Universities only partly residential, and the old ones crowded far beyond their planned capacity the informal life of the Universities is under as much stress as the academic. For these reasons, a joint science/arts course for at least a part of the Honours course is under consideration, a course which might appeal to all but the refined specialist. It has not yet come into existence, but there are signs that it will do. Meanwhile many Universities are providing short courses of lectures, attendance at which is optional, address to general audiences, and varying from term to term: such subjects as Italian art of the Renaissance, the growth of civil libraries, polar exploration, romantic verse and the nature of the atom have a very wide appeal, and they are amazingly well attended. The University College of North Staffordshire has inserted an additional and compulsory year with its degree course but its products are only just beginning to come off the line, and there is much interest in how they will compare with the more traditional product.

Minimum Level of Specialisation

Beyond a certain permissive student-teacher ratio, tutorials become difficult and emphasis is thrown into lectures and reading. Beyond a certain limit of expansion libraries cease to be adequate to the needs of students and although standard works may be purchased by individuals and it is assumed that every undergraduate will build up his own collection for essential study and reference, there is in almost every subject a body of material which is out of print and only available in University and faculty

libraries. The current tendency in Britain, therefore, a tendency mentioned and commended by Sir Richard Livingstone as far back as 1930—to reduce the numbers of lectures an undergraduate should attend, and increase his personal direction and supervision in individual work), must essentially keep numbers down, and to some degree slow up an expansion which is statistically desirable. But the need of today is not merely to maintain old standards, but to improve on them. The demands of contemporary life are so many and so complex that an enormous concentration of effort is required to reach a minimum level of specialisation in any subject, and no fall of standards can be permitted.

State Aid to Students

Probably one of the most widely publicised changes in the English Universities in recent years has been that brought about by an increasing and almost automatic State aid to the able student, so that at least 70% of all University students now receive financial assistance in one form or another: and the proportion is likely to increase. This was of course inevitable, and the real impact has perhaps been smaller than one might have expected. Following two generations of compulsory education and the vast body of common experience which results from a major war, urban life and an urban economy, a standarised examination system, a national radio and television network and international cinema, social differences are far fewer than they were, and the need to earn a living is universal. There is probably more earnestness in studies, though a little less *gaudeamus igitur*, and the appearance of a tendency to play for safety more than was customary in the past: but with safety perhaps appearing less normal than it was thirty years ago, it may well be that it is only receiving more attention, and is not being rated higher. Perhaps a danger lies in the selection of all levels by academic standards or by measure of intelligence—setting aside the possibility of measurement of the intellect at all. The continuous mental stretch from childhood may not in fact always provide the best conditions for the development or discovery of real worth.

Extension Work

University Extension work, which has grown enormously in recent years, differs greatly of course from normal University work in that it is directed to an entirely different public, not in any sense comparable to the patrons of the technical colleges, polytechnics and evening schools, or to the undergraduate population of the Universities themselves. The extension courses have as a rule no utilitarian intention whatsoever, and are attended for the most part by people of riper years who did not in their youth enjoy the advantages of a University education, but who have a lively and mature interest in current affairs, or in aspects of arts or sciences. A different technique is needed here and a different sense of values and standpoint of judgment. There can be little doubt that, besides benefitting the studious minds for whom they were framed the University extension courses have also helped to enliven and to revivify University courses by an increased awareness and closer links with the world of actuality and maturity. Besides lecture courses, which are conducted in most large and many smaller towns, the general public has also the benefit of excellent museums and art galleries, in public concerts of classical music and many other cultural activities. Without endangering their higher functions the Universities are thus extending their influence and prestige to an entirely new field—in many ways, of course, the field from which the present day undergraduate is being drawn.

Teacher Training

The part played by the Universities in the training of teachers may also be worth mentioning. In the United Kingdom there have in the past been two approaches to the teaching profession—the first which has led to the grammar

schools has been through graduation from the Universities: the second, which has supplied the Elementary or Primary schools has been through a two—or three—year course in a teachers' training College, which has prepared for a Ministry of Education certificate. Recently these two widely different courses have tended to come much closer together, and the graduate is being asked to do an extra year of study which will qualify him for a teaching diploma, while every non-degree training college is finding itself, through University Institutes of Education, brought within the sphere of influence of a specific University. This means that every training college, whatever its course or intention, has also its strong link with a far wider range of interests, and a far more solid tradition that it ever had before, and the quite unreal distinction which existed twenty years ago between the graduate and non-graduate teacher is beginning to disappear, or at least to be so shadowy as to appear real only to the ignorant or the unusually well-informed.

Research—Apex of Educational Pyramid

Finally, a word about research. The old readiness to grant doctorates for paste and scissors work, for refinements and elaborations and prose expansions of card indexes has largely disappeared. A more creative approach is demanded, and it is common to require considerable proof of facility in research of a high order before a scholar is accepted for doctorate studies. This is necessary for many reasons. A good "first" frequently has not the temperament or the repressive patience necessary for the pedestrian accumulation and categorisation of information whose chief value lies in its having previously escaped the attention of other "researchers" and it was most necessary that research should be valuable and be conducted by the best minds. The danger of the doctorates' becoming merely an additional degree, not always for the most brilliant mind is therefore being almost certainly averted and the true apex of the pyramid of university education is being preserved intact.

"Seen for the first time: "*teleducator*," meaning one who believes or uses television for educational purposes." —EDPRESS News Letter

G. D. Pairkh

GENERAL EDUCATION AT AMERICAN UNIVERSITIES

THE general education movement comprising numerous experiments at schools, colleges and universities in the U.S. is, in a sense, an essentially American movement; its nature is largely determined by the conditions obtaining in that country. It is neither possible nor desirable to imitate any of those experiments including even the most successful ones. For education, as a social process, is conditioned by political systems, social conditions and economic organisations. These vary from country to country. As Ortega said, "Let us look abroad for information. But not for a model."[1]

This does not affect the relevance or reduce the significance of the American experiments for the rest of the world. In the first instance, the educational needs they are seeking to meet are universal, and second, some of the conditions responsible for their emergence in the United States are also operative elsewhere, the difference between the U.S.A. and the rest of the world being only a difference of degree. "America", as Hutchins rightly points out, "is a sign and a portent....."[2] American technology is destined to spread throughout the world; American attempts to educate a whole population are sure to be emulated elsewhere; the desire to be rich and powerful like America is a generally shared desire. It is, therefore, possible for others, engaged in evolving suitable responses to the basic educational problems in their own ways, to learn and benefit from the American experiences. Hence the *raison d'etre* for such studies.

Diversity of Higher Institutions

The colleges in the United States represent a very wide range of diversity They may be "under private, state or municipal auspices; large or small; old or new; male, female or coeducational; secular or denominational"[3] all of which distinctions influence their programmes and methods. There are again the Junior colleges serving the needs of the local community through technical-vocational courses with which may be combined programmes of general education in various ways, or they may be offering instruction exclusively in general courses, thus preparing the students for their eventual admission to some Liberal Arts College. There are further the Teachers' colleges as also the professional schools of various kinds. The typical Liberal Arts College may again be organised as an independent institution or may be part of a larger university set-up. Sometimes even the terms, college and university, may be confusing.

This diversity is matched by a veritable jungle of courses taught in these institutions; they literally run into hundreds. Yale, for example, offers 1500 courses, and is a typical and not an exceptional case in this respect. The post-graduate departments have gone 'on' on the one hand, constantly multiplying these courses, and on the other, canalising the choices of students through "distribution" and the "concentration" or "majoring" requirements. Attendance at a course an hour a week for the period of a semester usually amounts to one credit points and a course may have two or more such credit points attached to it. A student is required to accumulate about 120 credit points for the liberal arts degree. The degree course is of four years' duration—Freshman, Sophomore, Junior and Senior—so that the student selects each year

1. Jose Ortega Gasset: Mission of the University, Kegan Paul 1946, Pp 38-39.
2. Robert M. Hutchins: Freedom, Education and the Fund: Essays and Addresses—1946-1956, Meridian Books, 1956, P 101.
3. Justus Buchler: The Reconstruction in the Liberal Arts, in A History of the Columbia College on Morningside, Columbia University Press, 1954, P. 49

courses sufficient to collect about thirty credit points. Evaluation of the work of the student may be done by the teacher himself who determines his grade through an examination or in some other way, or there may be a comprehensive examination at the end of a year.

Variety of Programmes

Differences in the general education programmes in this context would themselves be sufficiently confusing. The situation, however, is further complicated by the existence of a variety of programmes which, though essentially of general education, avoid being identified by that name. The "Contemporary Civilisation in the West" course at Columbia, the Directed Studies Programme at Yale or the Integrated Liberal Studies Programme at Wisconsin are some of the cases in point. Again, every programme is under constant scrutiny by teachers and the criticism of students is also invited in some cases. These may lead to modifications from time to time and on occasions to changes of a far-reaching character. Academic pride and university patriotism are also witnessed on occasions colouring the criticism of each other's programmes and their underlying assumptions.

General education programmes are found in operation in one form or the other in almost all colleges and universities ; and their great diversity has led to two broad reactions. Some argue that the term "general education" has become a cliche ; it is a pigeonhole term meaning all kinds of programmes ; it is hardly possible to say what precisely it means or to define it by the simple method of pointing out any example of it.[4] It is, therefore, much more preferable for a college to explain its own programme and its significant features than to attempt to label it and thus get involved in the discussion of the nature of general education.

But there are others who discern some order in the diversity, some basic significance which eventually lead to the emergence of certain common features in the different programmes in spite of their diversities. As Sydney Hook has argued, the different programmes tend to converge together rather than be sharply walled off, although their relative emphases may differ considerably. It is thus possible to speak of a general education movement because of dedication to common aims, a constant scrutiny of the different experiments by national associations and the emergence of a few common approaches in different institutions of course with varying emphases. The course in Contemporary Civilisation in the West at Columbia, for example is said to have been adopted by a large number of colleges in the country, though it may have undergone in each case some kind of adaptation. The 'problem approach' in social sciences or the emphasis on the study of an alien culture is in no way peculiar to the University of Chicago alone. There is thus sufficient ground to speak of a movement of general education and the diversities may only have contributed to its enrichment.

The observation of the Harvard Report that the term "general education" is used to indicate "that part of a student's whole education which looks first of all to his life as a responsible human being and citizen" may conveniently be taken as the starting point of the present inquiry. While the Report admits that the term "general education" is "somewhat vague and colourless", it proceeds to point out that "it does not mean some airy education in knowledge in general (if there be such knowledge) nor does it mean education for all in the sense of universal education."[5] Assuming, therefore, that the movement has a definable content, we may proceed to discuss the conditions in which it originated in the United States so as to understand better its nature and significance.

These conditions may be broadly grouped into two categories : one, those essentially internal to the American

4. Clarence H. Faust: The Problem of General Education in The Idea and Practice of General Education, op citz., Pp. 4-5 ; also *vide* Justus Buchler, op. cit. P. 102
5. General Education in a Free Society, op. cit., P 51.

system of education itself : and two, those pertaining to American society in general which had to be taken into account or which influence American education as a social process. The division is only one of convenience. In fact, the American educational system at present has been very largely a product of the developments in the American society during the last hundred years or so ; and it is difficult to speak of the two independently of each other. Underlying both these factors, however, is the more basic fact of the growing awareness on the part of American educationists of their social responsibilities.

Educational developments which eventually provoked the response in the form of the experiments in general education are by no means a product of the recent past. When in 1898-99 President Harper of the University of Chicago attempted mediation in a controversy between the Arts and the Science faculties over the compulsory study of Latin and proposed that the faculty accept "as its fundamental principle that an essential element in the education of every man, and especially in that of the scientist, is a study of the great heritage we have received from the past," he was essentially defending a curricular principle espoused by the advocates of general education. He recommended that every student be required to take "a specified number of courses in the study of the history, the institutions and perhaps the literature of the past," and went on to observe : "if the scientist demands all the time of a student from an early age, he is demanding what will in the end prove injurious to the student and injurious to the cause of science."[6] It is obviously a case of an attempt to defend what was threatened sixty years ago ; we have today attempts to regain what has been lost in the meantime.

Curricular Changes

How did it come about that the threat materialised ? Why did the unified and meaningful, though narrow, curriculum of the 19th Century disappear altogether ? Colleges during the last century claimed to pursue certain well-defined objectives like training the mind and building the character of younger people through instruction in certain subjects calculated to produce the desired results. "The student's logical powers were to be formed by Mathematics, his taste by the Greek and Latin classics, his speech by rhetoric and his ideals by Christian ethics."[7] The soundness of such a curriculum apart, it cannot be denied that it furnished a certainity regarding both the ends and the means which has increasingly disappeared. Specialisation has rapidly advanced during the last hundred years, thus enormously increasing human knowledge and constantly propelling itself by creating the need for greater and narrower specialisation. The result is obvious. While acquaintance with even the bare fundamentals in different fields is now beyond the reach of any individual, the educational curriculum goes on continually expanding through the addition of new courses and subjects.

The college is the oldest cultural institution in the United States ; it is as old as the Public school and older than the university. Some of the well-known American universities such as, for example Harvard, Yale, Columbia, started initially as colleges. Not until the founding of the Johns Hopkins University about 90 years ago was there to be found an institution which started as a university; and although the country has at present 141 universities (besides 732 Liberal Arts Colleges and 505 Junior Colleges), this growth in their number mostly belongs to the last hundred years.

Conservative in their origin and purpose and aristocratic in nature, the colleges have been required to fight for their existence during the last hundred years. The struggle began with the encouragement of the migration of American students to German universities in the

6. The Idea and Practice of General Education, op.cit. P. 32.

7. General Education in a Free Society, op, cit. P. 43.

early 19th Century. Aggravated in the meantime, the struggle reached its climax in 1869 with the election of Eliot to the presidency of Harvard, who through the introduction of the elective system, confronted the colleges with the problem of their survival. The founding of the John Hopkins University in 1870 initiated a process of a number of new universities coming into existence ; and "as a group, the new university presidents as well as the new university type of professors displayed a rooted antagonism to the traditional sort of college." It was a barrier to be broken down to make way for the new learning.

The influence of the German model resulted in an encouragement of the autonomy of departments, of research and of the freedom of the professor to investigate whatever he likes. Each department began to emphasise research, which also became the essential condition of promotion of teachers, and to multiply enthusiastically the introductory and advanced courses in its own field. While the German model thus proved to be immensely helpful to specialisation, it also initiated a process of splintering and eventual destruction of the unity of the liberal curriculum and thereby undermining the position of the Liberal Arts College.

A significant contributory factor has been the phenomenal rise in the number of students enrolled in the colleges and the universities. While during the period 1900-1950 the population of the country did not increase even by 100 per cent, total enrolment in the colleges went up by about 1100 per cent. While in 1900, 25 out of every 10,000 were enrolled in the colleges, the number rose by 1955 to 176. This influ did not merely create the problem of multiplication of institutions to meet the overcrowding or the duplication of facilities. The newcomers arrived with different backgrounds, levels of equipment and interests ; and in their anxiety to be practical, American educationists soon accepted the position that the educational needs of these growing numbers could not be satisfied with any common curriculum. The process was significantly furthered by liberal land grants to the States by the Federal Government made as a result of the Morill Act of 1862 so as to support "such branches of learning as are related to agriculture and the mechanical arts." The way was thus opened for the interests of farming and industry to demand a place for their requirements in the educational curricula and the spread of practical knowledge to all became the dominent idea.

A natural consequence of the multiplication of courses and the increase in enrolment was the extension of freedom to the student to pick and choose, from a large number, such courses as seemed to satisfy his educational needs. This is what has come to be known as the elective system, the excesses of which general education seeks to correct At this point, it should be admitted in fairness to the elective system, that with all its excesses, it did meet the individual's needs as closely as possible and must continue to do so in future, albeit against the background of a more broad-based education.

Secondary Education

There is, besides these, another group of factors sometimes imported into the analysis of the emergence of the movement of general education ; these relate to the nature of American Secondary education.

The typical American High school is not a preparatory school ; it is rather a comprehensive, cosmopolitan school offering overall vocational business, general, college preparatory and scientific courses. About 75 per cent of the students look upon these courses as terminal, while the remaining 25 per cent take them as preparation for their subsequent college studies. This development, largely a result of enormous increase in the school-going population, implies that even at the High school stage, students do not pass through any common educational experience. The college gets students generally with largely varying levels of equipment.

American Secondary education is a product of a tradition which emphasises that education must be practical and its provision must be regarded as the responsibility of the public rather than of the government. Coupled with a great faith in education and in the equality of opportunity, the tradition has encouraged the growth of local control in education. There is greater participation by the public in educational matters in the United States than in any other country in the world : and Americans by and large prefer local control to government regulation. The level of instruction in the same subject may therefore differ in different schools and although the problem of maintenance of standards is tackled through the setting of national norms, the system of accrediting and the entrance examinations,[8] there is no guarantee that two units[9] of a foreign language or three units of Mathematics will mean in each case a reasonable basic level of equipment in the subject. Colleges sometimes have had to begin from the very beginning in some fundamental subjects.[10]

Increase in the number of subjects in the Secondary curriculum could hardly be permitted to go on unrestrained in dividing the student body and ignoring the need for an element of unity, for education in common citizenship : general education was advocated in order to supply that need. A scheme of general education must therefore "provide a continuing bond of training and outlook not only between all members of the High school but also between the great majority who stop at High school and the minority who go on to the college, just that their education should not differ in kind but only in degree."[11] At the collegiate level is also felt the need for having the student body possessed of different degrees of understanding and equipment pass through some common educational experience before they begin to qualify for the degrees. It is hardly surprising that such a need should have been heavily underlined in the United States with its large immigration of people from different countries with different languages and cultural background. The accent on the practical gave rise in this context to the idea of using education as a means of americanising the people. An element of homogeneity is essential in the interest of successful functioning of a free society and its institutions. Courses in American history, institutions and life would be found in many general education programmes. It may even be possible to discover similar motivation in the courses in Western Civilisation also.

The aforementioned nature of Secondary education is sometimes sought to be construed as peculiarly American, thus creating the need for general education programmes in the country. The argument starts with the assumption that the latter programmes are usually vague, superficial and of a low standard and proceeds to point out that this is so because they reflect an attempt on the part of the colleges to adjust their instruction to the poor calibre of the High school graduates and to the American idea of equal opportunity which encourages every boy and girl to go to the college. It is cited as a significant evidence that of the students enrolled in the colleges, as many as 40 percent drop out before getting the degree.

No Rigorous Selection

The argument however does not seem to be fully justified. It is true that the equipment of the High school graduate in the United States is poor in comparison with that of the product of a German Gymnasium or a French Lycee, but the comparison itself would hardly be fair. One might find the combination of the English college and the German

8. vide Kandel I.L. : The American System of Education, in *Education and Society*, ed. Sir John Sargeant, The Butterworth Press, 1955, pp. 1-44.
9. 'Unit' is the term used to explain the subject matter pattern which comprises the entrance requirements. A 'unit' represents a year's study in a subject, approximately a quarter of a full year's work.
10. Justus Buchler op. cit. pp. 62-63.
11. General Education in a Free Society, op. cit, Pp. 32-33.

university, which one comes across in the United States, rather odd and might argue that the system of putting four years' college after the four years' high school, which itself follows eight years of Elementary education, needlessly prolongs what in effect is Secondary education and further, might even hold the American economic conditions responsible for it. But by and large the conditions in the United States resemble those in some of the other countries with which the educational standards in the USA might compare satisfactorily. Again, it is simply not true that every boy and girl in America goes to the college ; to say that is at best to indulge in a bit of rhetoric. But it is true that, unlike in Europe, there is no rigorous selection of those going to the university carried out at a fairly early age and the university preparatory courses themselves start rather late. The result is that while the European universities enroll less than five per cent of those at the age to attend, the American enrolment amounts to 30 per cent. That is why it is sometimes alleged that the American system tends to neglect the talented student in the interests of the average. While in Europe a boy, not enrolled in a university preparatory course, may be found working as an apprentice at the age of fifteen, his counterpart in the United States. thanks partly at least to the economic conditions, will continue his schooling until the age of seventeen or eighteen.[12] Further, the courses in general education are in no way vague or superficial. For one thing, thoroughness is largely illusive ; secondly, "any type of course whatever can be liable to the vice of superficiality or can acquire the merit of thoroughness. For the property of thoroughness belongs to a method, an organisation, an art of selection and presentation not to a subject matter or a level of generality",[13] and thirdly, if the course contents, as indicated by the readings prescribed and the examinations, be taken as an indication many of these courses could be actually shown to be as stiff as any of the useful departmental courses offered elsewhere at the corresponding levels. The Crisis that confronted the American colleges during the latter half of the 19th century, to which reference has been made earlier eventually led a system of education which increasingly turned out "the successful man" in a society of specialists with secure jobs". The unprecedented growth of modern Industry and the rapid growth of technology led to this situation which robbed the student of his individuality.

Technological Demands

That a technological society involves the possibilities of serious threats to the integrity of the individual thus seeking to reduce him to a marionette hardly needs to be emphasised. It may be that the United States has been mostly free from the more overt manifestations of such a situation, but as a popular democracy, it couldn't altogether escape its share of periodic waves of mass hysteria. The implicit existence of these threats in the very cultural climate of our times was naturally expected to lead thoughtful people everywhere to think in terms of strengthening the foundation of a free society, viz. the individual. A new concern for the individual, for promoting self-development, for improving his capacity to think clearly, to listen carefully, to appreciate critically, to choose discriminatingly and to act responsibly is amply evident in the American educationists and has been responsible for the initiation of the numerous experiments in general education.

The movement of general education, born of a growing awareness of social responsibility in the field of education is being reinforced by the changing attitude of American business which furnishes the biggest demand for the products of the colleges and the universities. It may be that the political climate, the realisation that specialisation tends to make the human beings narrow, the anxiety on the

12. J.B. Conant: The Citadel of Learning Yale, 1956, Pp. 29-32.

13. Justus Bachler Op. cit. 112.

part of businessmen to give up the hitherto defensive posture and to assume a more active role of political and intellectual leadership are some of the factors accounting for the change. But the crucial answer seems to lie in the field of technology. As Hutchins has very aptly put it : "The more industrialised a country becomes, the less it needs technical training of a kind supplied at the lower levels of education.....When industralisation and mechanisation have reached a high point, they minimise the necessity for such training. The object of mechanisation is not merely to save labour : it is also to reduce, through continuous simplification, the amount of training that is necessary to operate machines." Hence the realisation by businessmen that "the mechanics of running a business are indeed not so very complex. Most of the troubles with which mangement is beset arise directly from the fact that business are composed of human beings. The difficulty of handling machinery is nothing compared to the difficulty of handling human beings in such a way that the entire operation will be placid, smooth and effective. In other words, the human problems of business are now reaching the point where they demand the major share of the time of top managemen.''.[14]

" Discussing the influence of the rapidly approaching forces of automation and statistical decision making, on the practice of management, Frederic E. Camp Jr., Division Manager of the American Management Association, points out that "in more and more companies, the decisive factor is going to be the breadth and depth of the executive judgement. As vast areas of what used to be decision making become subject to mechanical computations which are all equally correct in all companies, the edge will be won by the company whose executives do a better job of handling the qualitative factors which remain after the measurable factors are taken out and then of putting all the pieces together into a single dynamic whole what Peter Drucker calls "seeing a business as a whole in conceptual synthesis".[16] Going beyond the limits of his operational hypotheses, the executive must be capable of playing a creative role and functioning in terms of values.

Integrated Individual

The attempt to put the specialities together in order to produce integrated individuals is receiving growing support from the business world as is evident from the reports of the series of conferences organised by the college English Association and directly sponsored and supported by Corning Glass Works, Geneva : Motors, General Electric and so on. One of the crucial questions for the future would perhaps be whether this enthusiasm for liberal arts on the part of business would reduce colleges to mere training schools for conservative business executives or whether the new resurgence of liberal education would enable colleges to produce individuals capable of reinforcing the basic tenets of a free society and reorientating business practices in a manner consistent with them. It may perhaps be too early to attempt an answer ; it is certainly not for others from outside to do so.

14 Robert M. Hutchins : The University of Utopia, Chicago, 1953, Pp. 4-5,
15. C.C. Brown : Why Industry Needs the Liberal Arts, Sr/Reports to America No. 1, The Saturday Review, November, 21, 1953,
16. Frederic E. Pamp Jr, Liberal Arts as Training for Business, Harvard Business Review Vol 33 No. 3 May-June, Pp. 42-43.

Roundup of Activities

Ministry of Education and Scientific Research

BASIC EDUCATION

Under the Scheme to *Relieve Educated Unemployment* grants amounting to Rs. 33,18,634 have been sanctioned so far during 1957-58 to various State Governments.

The Ministry of Labour's Training Centre at Koni (Bilaspur, Madhya Pradesh) will henceforth provide facilities of *Advanced Training to Craft Teachers of Basic Training Institutions and Basic Schools.*

In order that State Governments and Administrations of Union Territories may be suitably equipped with adequate knowledge to tackle all problems that may arise when launching a programme of universal compulsory primary education in the country, all State Governments and Administrations of Union Territories have been advised to introduce immediately *Universal, Free and Compulsory Primary Education as a Pilot Project in a few Development Blocks in every State/ Territory.*

Administrative approval and expenditure sanction amounting to Rs. 8,06,624 have been issued so far during 1957-58 to various Union Territories for implementing their *Development Schemes relating to Pre-Primary, Elementary, Basic and Women's Education.*

Ex-post-facto grants of Rs. 5,57,286, Rs. 2,59,655 and Rs. 26,865 have been sanctioned to the Governments of West Bengal, Bihar and Orissa respectively under *the Centrally Sponsored Schemes Basic Education* .implemented by them during 1955-56.

A Seminar of the Directors of Public Instruction and Directors of Education on Basic Education was held in January, 1958 at Haunsbavi, Mysore State. Chiefly, development and techniques of Basic education. and special features and development of Post-Basic education were discussed at this seminar.

Under the *Scheme for Production of Literature and other Material on Basic Education* a programme for publication of monographs on Basic Education, has been finalised and manuscripts on *Guide Books for Teachers of Basic Schools* under the same scheme have been invited for consideration by 31st August, 1958 at the latest.

A crafts wing has been added to the *National Institute of Basic Education.*

SOCIAL EDUCATION

Grants of Rs. 4,500, Rs. 5,268 and Rs. 55,000 were sanctioned to Indian Adult Education Association, Delhi, Ramakrishna Mission, New Delhi, and Dyal Singh Library Trust Society, Delhi, respectively towards their *activities* on *Social Education.*

Dr. Charles Madge, Expert in Research and Education provided by the Unesco for the National Fundamental Education Centre, joined the Centre on 9th December, 1957.

A sum of Rs. 29,713 was sanctioned to Jamia Millia for work relating to the second edition of *Gyan Sarovar*—Vol. I. 10,000 copies of Gyan Sarovar Vol. 1-2nd edition are now on sale.

Under Unesco's Regional Project for Reading Materials for the New Reading public, Mr. J.G. Thomaeus, an expert Swedish book-illustrator will organise two *Art Camps in Modern Techniques of Book Illustration* of one month's duration each in Delhi and Bombay from January, 1958. A sum of Rs. 23,500 has been sanctioned for these Art Camps.

A Children's Literature Committee has been set up to assist in the objective and competent assessment of books for children submitted under various prize-competitions and other schemes for the encouragement of literature for children, for two years.

In regard to the *Educational Survey* for the identification, enumeration and grouping of habitations for purposes of educational facilities at Primary, Middle and High school stages field work was completed in 245 districts and the district reports are being compiled. In the other districts, except in West Bengal, Madhya Pradesh, Orissa and Himachal Pradesh where the work has begun only recently, field work was to be completed by the end of January. 1958.

Of the budget provision of Rs. 13.5 lakhs for 1957-58, a sum of Rs. 3,63 lakhs was sanctioned as first instalment of 50% of Central assistance at 66⅔% of the expenditure estimated by some State Governments.

Audio-Visual Education

The Government of the Punjab have been paid a sum of Rs. 7,000 as the first instalment of *Central Assistance for 1957-58* for the scheme *'Audio-Visual Libraries.'*

The Government of Assam have exempted schools from the operation of section 10 of *Cinematograph Act.*

During the period under report the *Central Film Library* acquired 57 new films bringing the total number to 3476. Twenty-eight new members have been enrolled bringing total membership to 1126. 3260 films and 12 filmstrips were issued to 596 member institutions during the period.

The *Mobile Cinema Unit* has undertaken an experimental project for assessing the usefulness of films in education and some specially selected films are now being shown. Questionnaires for students and teachers have been prepared in connection with this project. The Unit arranged four previews for teachers and 23 films shows in local Higher Secondary Schools.

Under the scheme of *Production of Visual Aids* photographs of the poster on the 'Q' system prepared by the *UPVA* for possible use in urban Social education programmes will also be used by all State Transport undertakings. The posters are in Press for mass duplication.

The chart on "Crests of Indian Universities" is also in press for mass production. One hundred and fifty-eight copies of filmstrips 'Organization of Clubs' and 'Education for Life' were made available free of cost to the Directors of Public Instruction, and Development Commissioners in States.

Permission from five producers of filmstrips was obtained to translate into Hindi their standard teaching notes on filmstrips. Teaching notes on nine filmstrips have been translated so far.

SECONDARY EDUCATION

Grants amounting to Rs. 42,151 were sanctioned to 11 institutions and the Government of Madhya Pradesh for the promotion of *Research in Problems connected with Secondary Education.*

An amount of Rs 16,855 was sanctioned for the working of the *Central Bureau of Educational and Vocational Guidance* during 1957-58. During the period under report the Bureau carried out several programmes in 'Field Service' and 'Preparation of Guidance Aids.' Under its auspices Career Conference and Exhibition of three days' duration was held in October, 1957.

Dr. Henry Harap, Unesco Curriculum Expert in the *Central Bureau of Textbook Research* completed his assignment on 7th December, 1957. A sum of Rs. 17,450 was sanctioned to meet expenditure of the Bureau.

The 25th session of the *Central Advi-*

sory Board of Education was held on 6th and 7th February, 1958 in the Parliament House, New Delhi. The Standing Committees of the Board met on 4th and 5th February, and an informal meeting of the Directors of Public Instruction was held on 3rd February, 1958.

Under the SCHEME OF *Appointment of Hindi Teachers in non-Hindi Speaking Areas* an amount of Rs. 80,337 has been sanctioned to Manipur Administration for appointment of 31 Hindi Teachers during 1957-58.

Grants totalling Rs. 48,000 have been sanctioned to both Tripura and Manipur Administrations for schemes on *Reconstruction of Secondary Education.*

It has been decided to establish an *Institute* of *English Studies*. Its main functions will be to train High School teachers of English, Training College lecturers and inspectors from various States in the use of modern techniques for teaching foreign languages; to conduct research into the special problems of Indian students of English and the writing of suitable textbooks and to adopt suitable syllabuses; and to train English teachers in other countries of South Asia that may not have similar provision.

The Institute is expected to function under the supervision and control of an autonomous body to be registered under the Societies' Registration Act, 1860.

During the period under review, a sum of Rs. 3,74,822 was sanctioned to nine *Voluntary Educational Organisations working in the field of Secondary Education.*

All-India Council for Secondary Education

Extension Services : The Council has approved the inclusion of the six following colleges in the Extension Services Projects : (1) Government Teachers Training College, Bhagalpur ; (2) Government Teachers Training College, Ranchi; (3) Thiagarajar College of Preceptors, Madurai ; (4) Rashtreeya Vidyalaya Teachers College, Bangalore ; (5) Government Post-Graduate Basic Training College, Bhopal ; and (6) Government Training College, Warangal.

A ten-day *Workshop of the Coordinators of Extension Services Departments* of the 52 training colleges included in the project was conducted by the Council at Delhi.

Seminars and Workshops : A 15-day *State Seminar of Headmasters and Education Officers* was held at Ranchi in October, 1957. The *All-India Seminar on Teaching of English* organised at Nagpur on 5th December, 1957 under the direction of Mr. J.G. Bruton of the British Council, New Delhi considered problems of study of English as a foreign language in Secondary schools and the draft syllabus in English for Higher Secondary schools prepared by the Council.

A five-week *Seminar-cum-Training Course for Untrained Agriculture Teachers of Multipurpose Schools* in southern States of India was held at Bangalore from 1st December, 1957. The course aimed at providing a certain measure of pedagogical training to such teachers as are at present without professional qualifications and helping them to understand the implications of the syllabuses in Agriculture for Higher Secondary schools.

A Secondary Education Workshop was organised by the United States Educational Foundation in India from Ist December, 1957. The Council assisted by deputing two consultants and by subsidising the cost of living and office expenditure.

The Standing Committee of the Council met on 2nd November, 1957, and the annual meeting of the Council was held on 15th November, 1957.

Education in Union Territories

Sanction has been issued to the Delhi Administration for the construction of buildings for the Government High School at Shaktinagar, Delhi, at an estimated cost of Rs. 4,97,204. The expenditure during 1957-58 will be restricted to Rs. 2,00,000.

Tripura Administration was sanctioned Rs. 1,500 as gratuitous relief for payment to 53 inmates of the Boarding House of Umakanta Academy, Agartala and Rs. 1,233 for sending a contingent of

seven NCC cadets for participation in the Republic Day Parade held at Delhi.

Banasthali Vidyapith was sanctioned Rs. 25,000 as non-recurring grant for 1957-58.

Rehabilitation of Displaced Teachers and Students

Three hundred and forty-seven certificates and 49 verifications of Pakistani nationals have been forwarded to the Pakistan High Commission at New Delhi for transmission to persons concerned.

After a decade since Partition, it was felt that the special task of the Ministry of Rehabilitation to assist displaced students has practically ended and that the work could now with advantage be passed to normal Ministries. Accordingly the work connected with direct aid to displaced students, educational arrangements at Faridabad and Rajpura has been transferred to the Ministry of Education and Scientific Research with effect from 1st December, 1957.

Post Office Savings Bank Accounts and Postal Certificates claims registered before 31st March, 1949 and 30th June, 1949 respectively in respect of displaced teachers without previous verification by Pakistan, have been settled.

HIGHER EDUCATION

Administrative approval and expenditure sanction were given to start a Degree College in Himachal Pradesh at a cost of Rs. 25,000 during 1957-58.

A sum of Rs. 1.25 crores was paid to the *University Grants Commission* representing fifth and sixth instalments of grants-in aid to the Commission for 1957-58. This brings the total grants so far paid during 1957-58, to Rs. 2.65 crores.

The Government of India have framed the University Grants Commission Returns and Information Rules, 1957 under clause (J) of sub-section (2) of Section 25 of the University Grants Commission Act, 1956. The notification embodying rates was issued on 28th October, 1957. Copies of the rates have also been laid on the tables of both Houses of Parliament.

A sum of Rs. 64,794 was released to the Kirori Mal College, Delhi, being the fourth instalment of the loan of Rs. 3,54,554 agreed to by the Government for the construction of hostel.

A Conference of 11 Librarians who went to the U.S.A. in September, 1956 for short study tours under the *India Wheat Loan Educational Exchange Programme* was convened at Hyderabad on 1st and 2nd December, 1957. The Conference resolved that the principles and techniques of planning should be employed for the development of University libraries that had so far been piecemeal and uncoordinated.

The Conference convened at Hyderabad in December, 1957, to discuss ways and means of introducing General Education Courses in Indian Universities in the light of the recommendations made in the Radhakrishnan Commission Report and the reports of the Bhagwantam and Govindarajulu Study Teams, resolved that a certain proportion of faculty members of marked ability, wide outlook and breadth of interests be released at the Universities either on a part-time or whole-time basis to evolve courses, reading material and library programmes necessary to implement courses in General Education. It recommended that the philosophy and practice of General Education as outlined in these reports should be adopted and that the reports and other allied literature on General Education should be circulated to all Universities and affiliated colleges.

Rural Higher Education

During this period, seven Rural Institutes have been reimbursed a total sum of Rs. 2,25,000 as the counterpart share of the *ad hoc* grant sanctioned during 1955-56 on sharing basis, since the latter has now been treated as non-sharing grant.

Jamia Rural Institute, Jamianagar, New Delhi, has also been sanctioned an *ad hoc* recurring grant of Rs. 5,000 to meet their immediate expenses until the estimates for the current year are finally approved.

Stipends totalling Rs. 30,990 have been sanctioned to students in four Rural Institutes for the period July-December, 1957.

The *Expert Committee on Syllabus* met at New Delhi on 20th and 21st December, 1957, and finalised the revision of the syllabuses of certain major and minor industries that are taught in the Rural Services Diploma Course started in the Rural Institutes.

As endorsed by the conference of State Education Ministers held in September, 1957, the recommendation of the recognition committee that the diploma holders of the Rural Institutes should be eligible for admission to post-graduate classes of the Universities was considered at the meeting of the Inter-University Board held in Ceylon on 18th December, 1957. With regard to the recognition of the Diploma by the Public Service Commissions and State Governments as equivalent to the first degree of a University for purposes of employment, the conference suggested that an Assessment Board with a member of the U.P.S.C. as Chairman may be constituted. Action on this recommendation was already taken.

The Committee set up to determine the structure and methods of achievement of students in the Rural Institutes met on 20th November, 1957. The recommendations of the committee were considered by the First Inter-State Seminar held in Agra in December, 1957.

For the scheme *Training of Key Personnel* the Ford Foundation had provided a grant of $ 25,000. Under this scheme Heads/Staff of the ten Rural Institutes were to be deputed to the U.K., U.S.A. and Denmark to observe modern developments in the field of Rural education. This scheme has now been revised and funds will now be utilised in India to conduct three types of seminars on various problems of Rural education, *viz.*, local, regional and inter-State.

TECHNICAL EDUCATION AND SCIENTIFIC RESEARCH

The meetings of the various *All-India Boards of Technical Studies* were held in October, and November, 1957.

The *Textile Board* that met on 21st October, 1957, recommended a detailed scheme for the production of suitable books on Textile Technology. The scheme envisages the appointment of a full-time expert and institution of prize competitions for the production of text-books, monographs etc. on technological subjects.

The *Architecture Board* at its meeting on 4th November, 1957, recommended that a network of training facilities should be provided in such places as already have facilities for Architecture education, Engineering education and have Departments of Economics and Sociology and a sufficient number of Town Planners for instructional work.

The *Commerce Board* at its last meeting on 11th November, 1957 recommended that the Central Government should appoint a high-powered committee to survey the whole field of Commercial education as well as to assess the present state of employment of commerce graduates with a view to suggesting an integrated pattern of Commercial education at all levels.

The *Engineering Board* considered at its tenth meeting held on 14th and 15th November, 1957, the draft scheme for introduction of under-graduate courses in Agricultural Engineering and recommended that the question of organising such courses may be considered keeping in view the requirements of the Agricultural Engineering graduates.

The Board recommended that a Joint Committee consisting of representatives of the Board of studies in Engineering, Management, Chemical Engineering and Textile Technology may be constituted for determining the contents of the Technological and Management subjects for the Industrial Engineering Course at Post-graduate level.

The Board endorsed the recommendation of the Joint Committee of the All-India Council for Technical Education and Inter-University Board that a five-year integrated course be provided for a degree and a three-year course for the

diploma after Higher Secondary School Certificate.

The Board also recommended that the existing National Diploma Courses which are equivalent to degree courses and the duration of which is at present three years academic training and one year practical training should not differ from the proposed five-year integrated pattern of degree courses.

A meeting of the *Coordinating Committee of the All-India Council for Technical Education* was held on 3rd December, 1957, at New Delhi under the chairmanship of Professor M.S. Thacker, Secretary, Department of Scientific Research and Technical Education.

Under the Technical Cooperative Mission Programme, Professor P.H. Craig, expert in Communication Engineering arrived in India on 28th October, 1957, to take up his assignment at the *Indian Institute of Science, Bangalore*. A grant of Rs. 17,000 was given for raising and running an E.M.E. Unit started at the Institute for 1957-58. At the request of the Ministry of Steel, Mines and Fuel, the Institute started conducting an intensive one-year course in Metallurgy for the Engineering graduates selected for the three Steel Plants from 2nd January, 1958. The cost of the entire scheme will be met by that Ministry.

For 1957-58, facilities for practical training for 937 graduates and 515 diploma-holders in Engineering/Tchnology have been secured in various Government Departments and private industrial concerns under the *Practical Training Stipends Scheme, 1957-58*. 413 graduates and 342 diploma-holders have joined training so far.

During the period under review grants totalling Rs. 1,87,076 have been sanctioned for 44 individual research workers through various Universities, under the *Fundamental Research Scheme, 1957-58*.

During the period under report, *Grants-in-aid for Development of Scientific and Technical Education* were paid as shown below :—

Course	*No. of institutions to which grants were paid*	*Amounts paid*		
		Non-recurring	*Recurring*	*Total*
		Rs.	Rs.	Rs.
(i) For Scientific Education	2	63,300	48,000	1,11,300
(ii) For Technical Education				
(a) Under-graduate Courses	12	25,12,600	28,956	25,41,556
(b) Post-graduate Courses	1	...	1,50,000	1,50,000
(c) Specialised Courses	3	1,84,000	3,11,492	4,95,492
(d) Expansion of training facilities in technical institutions at under-graduate level	35	82,70,400	7,54,500	90,24,900
Total :	53	1,10,30,300	12,92,948	1,23,23,248

Interest-free Loans for Construction of Students' Hostels totalling Rs. 1,70,000 were paid to two Engineering and Technological institutions during this period.

The Government of India approved the establishment of the following three new *Private Polytechnics* in Kerala State : (i) Polytechnic at Quilon by S.N.D.P.

Yogam ; (ii) Polytechnic at Kalady by the Ramakrishna Advaitasramam ; and (iii) Polytechnic at Pandalam by Naiar Service Society. The institutions will provide facilities for training in Civil, Mechanical and Electrical Engineering Courses of National Certificate Standard, with an annual intake of 120 students each. The cost of establishing the Polytechnics will be shared between the Central Government, State Government and the respective sponsors.

The *Fourth Meeting of the Post-Graduate Development Committee* was held on 28th September, 1957, at the University Building, Madras, under the chairmanship of Dr. A.L. Mudaliar. The meeting reviewed the progress in the development of facilities for research, and post-graduate studies in Engineering and Technology in the country. It also considered the request of a number of institutions for starting post-graduate courses in different branches of Engineering and Technology.

The Manpower Committee of the Cabinet, at its meeting on 7th September, 1957, noted the progress made in the expansion of the existing Engineering institutions and with regard to the establishment of three new Engineering colleges and 27 Polytechnics proposed in the Ghosh-Chandrakant Committee Report, and after examining the recommendations of the Engineering Personnel Committee of the Planning Commission agreed that the institutions should be started from the academic session commencing July-August, 1958.

Diploma in Mechanical Draftsmanship awarded by Shri Jayachamarajendra Occupational Institute, Bangalore, was recognised for purposes of recruitment to subordinate posts and services under Central Government.

Grants amounting to Rs. 45,00,000 have so far been sanctioned to the Indian Institute of Technology, Kharagpur, for its normal running and for the purchase of equipment etc. during 1957-58.

A two-acre site has been allotted to the School of Town and Country Planning, New Delhi, in the Indraprastha Estate. The construction work was expected to be started by the 2nd week of February, 1958.

Scientific Research

In addition to 15 *Vigyan Mandirs* already functioning, two more Vigyan Mandirs were set up during the quarter at the following places : Barsul (West Bengal, and Nilokheri (Punjab). One more Vigyan Mandir is being shortly established at Ranbirsinghpura (Jammu & Kashmir).

The Sibpur Herbarium was taken over from the Government of West Bengal by the *Botanical Survey of India* on 1st April, 1957, and will form a nucleus of the proposed Central National Herbarium. The Central Botanical Laboratory of the Botanical Survey of India was shifted from Lucknow to Allahabad from 3rd December, 1957.

It has been decided that copies of the maps included in the Hindi edition of the *National Atlas* may be made available in the form of Wall Atlas. Work relating to the preparation of the English edition of the National Atlas has been taken in hand. As the completion of the Atlas will take some time, maps will be made available in sets, when ready.

For the development of scientific research and dissemination of scientific knowledge grants-in-aid to the extent of Rs. 8.69 lakhs were paid to various scientific societies and institutes during the quarter ending 15th January, 1958.

The following delegations of Indian Scientists were sent abroad during the quarter under report.

Name of Conference	*Scientists who attended Conference*
1. Celebrations connected with the 40th Anniversary of the October Revolution of the U.S.S.R. held from the 1st to 10th November, 1957.	Prof. M.S. Thacker, Secretary, Department of Scientific Research and Technical Education.

2. 3rd Conference of the Pan Indian Ocean Science Association held at Tananarive from 24th October, 1957 to 4th November, 1957

1. Dr. P.K. Ghosh, Head of the Atomic Minerals Division, Department of Atomic Energy.
2. Dr. M.B. Mirza, Head of the Department of Zoology, Aligarh Muslim University, Aligarh.

The *45th Session of the Indian Science Congress* was held at Madras from 6th to 12th January, 1958. Scientists, Research workers and students from all parts of the country and number of eminent foreign Scientists and representatives of International Organisations like Unesco, Who and Fao attended the session.

Council of Scientific and Industrial Research

A process for the dressing of inferior quality E.I. tanned kips and bark-tanned skins, using basic aluminium sulphate as a substitute for chrome, has been developed at the Central Leather Research Institute, Madras.

Creosote suitable for timber preservation, has been prepared at the Regional Research Laboratory, Hyderabad utilising tars obtained by the low-temperature carbonisation of coal. The creosote compares favourably with that prepared by high-temperature carbonisation.

A process for the manufacture of precast, doubly curved shell elements for roofs, floors and panel walls has been worked out at the Central Building Research Institute, Roorkee.

National Research Development Corporation of India

Project undertaken during the period 16th October, 1957 to 15th January, 1958, is Refining of Cotton Seed Oil, worked out at the Delhi University, involving a pretreatment of the crude oil to facilitate subsequent refining.

EDUCATION OF THE HANDICAPPED

The Central Braille Press, Dehra Dun released the inaugural issue of 'Alok', a quarterly Braille digest that contains useful reading material.

PHYSICAL EDUCATION AND YOUTH WELFARE

During the period under report, a sum of Rs, 13,83,340 was paid to State Governments, Universities, N.C.C. Directorate of the Ministry of Defence and Voluntary organisations like the Bharat Sevak Samaj, Bharat Scouts and Guides for conducting 591 *Labour and Social Service Camps.* A sum of Rs. 1,94,000 was sanctioned for *Campus Work Projects* like the completion of five Recreation Halls-cum-Auditoria, two Swimming Pools and one Open-air-Theatre to three State Governments and two Universities.

A grant of Rs. 5,000 was sanctioned in favour of the Himalayan Society, Bombay for undertaking an *Expedition to Nandadevi.*

The 13th meeting of the Standing Committee of the *All-India Council of Sports* and the sixth meeting of the Council itself were held on 13th November, 1957. It was recommended that the Coaching Scheme for provision of training in Games and Sports should be reorientated to make it more effective and that National Sports Organisations need not necessarily route invitations to foreign teams to visit India through the Government of India unless they were receiving grants from Government.

A grant of Rs. 2,135 was sanctioned in favour of the President, Kerala Sports Council, Trivandrum to meet the salary of the paid Secretary of the Council. An expenditure of Rs. 8,800 was sanctioned for holding Wrestling Coaching Camp at Madras from 21st December, 1957. Administrative approval and expenditure sanction for Rs 4,000 were given to the Manipur Administration for giving grants of Rs. 2,000 each to (1) All-Manipur Sports Association and (2) Manipur Manbuilding Institute. Grants of Rs. 2,158.33

and Rs. 2,525.81 respectively were sanctioned to the Basketball Federation of India and to the Badminton Association of India for payment of the salary of the paid Secretaries of the Federation and Association.

A grant of Rs. 3,504 was sanctioned to the Indian Hockey Federation of India to meet their deficit in connection with the Inter-State Schools Hockey Championships held at Bhopal in December, 1955. A sum of Rs. 5,000 was granted to the Indian Hockey Federation, Madras for meeting the expenses on the National Schools Championships tournaments at Ernakulam.

A grant of Rs. 525/9/- has been sanctioned to the Gujrat University, Ahmedabad to cover 50% expenditure on Ho-Tu-Tu Coaching Camp organized for teachers of the Gujrat University at Porbandar from 12th May to 25th May, 1957. An expenditure of Rs. 11,100 has been sanctioned for holding a Regional Coaching Camp in Athletics at Bombay from 17th February to 9th March, 1958.

An *ad hoc* grant of Rs. 59,126 was sanctioned to the *Lakshmibai College of Physical Education, Gwalior* for recurring expenditure of the College. A grant of Rs. 14,344 was sanctioned to the Government of Uttar Pradesh for meeting 50% expenditure during 1956-57 and 1957-58 on the establishment of the *Government College of Physical Education for Women at Allahabad.* An *ad hoc* grant-in-aid of Rs. 22,800 was sanctioned to the K. S. M. Y. M. Samiti, Lonavla for Yogic scientific research during 1957-58. An expenditure of Rs. 22,500 was sanctioned for holding two all-India Seminars on Physical education for the Principals of Physical Education Training Institutions and for the State Inspectors of Physical Education/Directors of Physical Education in the Universities. A grant of Rs. 4,000 was sanctioned to Gujrat Research Society, Bombay for meeting expenditure on the survey of weights and heights of school children during 1957-58.

The Ministry of Education and Scientific Research have taken over the work relating to the *National Discipline Scheme* from the Ministry of Rehabilitation from 10th December, 1957.

The first meeting of the *Committee on Health Education and Nutrition Education* was held on 20th December, 1957. The Committee is assigned the tasks of preparing a programme of Health Education and working out a syllabus of Health Education at Primary, Secondary and Teachers' Training stages.

A grant of Rs. 75,000 was sanctioned in favour of the *Bharat Scouts and Guides,* National Headquarters, New Delhi for meeting organizational expenses for the year 1957-58.

A further grant of Rs. 74,448 was sanctioned to the Bharat Scouts and Guides for meeting 50% cost on the return air-fare of 47 participants (27 Girl Guides, 19 Scouts and one delegate) in the Jubilee Scouts Jamboree and World Camp of Girl Guides held in London in July-August, 1957.

During the quarter under report, the universities of Jadavpur, Patna and Sardar Vallabhbhai Vidyapeeth were given grants of Rs. 3,830, Rs. 3,924 and Rs. 4,000 respectively to set up *Youth Welfare Committees in the Universities.* During this period an amount of Rs. 94,332 was sanctioned for *Student's Tours* performed by 3425 students in 120 batches.

PROPAGATION OF HINDI AND TECHNICAL TERMINOLOGY

Under the scheme for evolving *Scientific and Technical Terminology in Hindi* 18,818 terms in various subjects were submitted to the Cabinet for final approval.

The Committee set up to evolve *Key-Boards for Hindi Typewriter and Hindi-Teleprinter* submitted its final report on the Keyboard for the Hindi-Teleprinter that is under examination.

Grants of Rs. 2150, Rs. 2000 and Rs. 3000 were sanctioned, during this period, to the Andhra University, the Utkal University and Deccan College and Post-graduate Institute, Poona, respectively for morpho-phonemic analysis of Telugu, Oriya and Hindi.

A grant of Rs. 4,600 was sanctioned to the *Hindi Bhawan* towards the costs of

furniture and general administration.

The Nagari Pracharini Sabha, Varanasi, that was entrusted with the work of preparing the *Hindi Encyclopaedia*, has been paid a further sum of Rs. 50,000 for the purpose.

The Scheme of *Preparation of Terminological Index of all Standard Hindi Works,—Old and Modern* envisages the preparation of indexes verborum of 14 Hindi works in the first instance. The work was entrusted to various Universities in India. The Universities of Patna and Allahabad were sanctioned initial grants of Rs. 1,875 and Rs. 1,500 respectively for the work entrusted to them.

The Scheme of *Publishing Revised and Critical Editions of Standard Hindi Works, now out-of-print* envisages the preparation of 13 works in the first instance. The work was entrusted to different Universities and scholars. During this period, the University of Allahabad was sanctioned an initial grant of Rs. 5,000 for the purpose.

Under the scheme of *Publication of Omnibus Volumes of the Works of Eminent Hindi Writers* 16 works are proposed to be prepared in the first instance. These have been entrusted to different scholars. Dr. S. P. Aggarwal of Lucknow University was sanctioned an initial grant of Rs. 1,000 for the work entrusted to him.

Two Seminars of Hindi Teachers from non-Hindi speaking States were held at Gwalior and Varanasi from 24th December, 1957 to 6th January, 1958.

The question of *Recognition of Hindi Examinations* conducted by different Hindi organisations in the country which had been under consideration since 1953, has now been settled. Definite rules for recognition have been laid down and model syllabuses for various Hindi examinations prescribed. The organisations wishing to have their examinations recognized were to submit applications in prescribed form before 28th February, 1958.

In order to give general public an idea of the progress and development of Hindi in the field of scientific and technical literature, an *Exhibition of Scientific and Technical Literature* in Hindi was held at New Delhi from 5th December to 10th December, 1957.

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

The term of all members of the *Indian National Commission for Cooperation with Unesco* expired in 1957. Fresh nominations were invited from the organisations represented on the Commission and the Commission has sinee been reconstituted. The third Conference of the Commission was held in Vigyan Bhawan, New Delhi on 21st and 22nd February, 1958.

Dr. Malcolm S. Adiseshiah, Assistant Director-General of Unesco paid an official visit to New Delhi from 4th to 9th January, 1958. The matters regarding the Expanded Programme of Participation in the Activities of Member-States and other matters of interest to India were discussed with him. An informal meeting was arranged to discuss details regarding Unesco's Major Project on Mutual Appreciation of Eastern and Western Cultural Values.

A meeting of Governmental experts from contracting States to the *Unesco Agreement on the Importation of Educational, Scientific and Cultural Materials,* was held at Geneva from 21st to 30th October, 1957. Shri V. K. Ramaswamy, Deputy Economic Adviser, Ministry of Commerce and Industry who was a member of the Indian Delegation to the 12th Session of the GATT, concurrently held at Geneva, attended the Unesco meeting as an observer from India.

India is one of the 12 members of the *Inter-Governmental Copyright Committee,* that was set up by the *Universal Copyright Convention.* The Second session of the Inter-governmental Copyright Committee was held at Washington from 7th to 12th October, 1957. Prof. M. S. Sundram, Cultural Counsellor in the Indian

ERRATUM : Please read "Rs. 39,500" in place of Rs. 32,500 in second column, line 3 page 359 of 'December-57' number of the 'Quarterly'.

Embassy, Washington attended the meeting on behalf of India.

The second meeting of the Principals/Headmasters of the 13 Indian Schools/Institutions participating in the *Unesco Scheme of Associated Schools Projects for Education in International understanding and Cooperation* was held on 6th January, 1958 at New Delhi under the chairmanship of Shri K. G. Saiyidain. The meeting reviewed the progress of the working of the scheme and considered the future programme of action in the context of the Unesco's Major Project on the Mutual Appreciation of Eastern and Western Cultural Values with which this scheme has been integrated.

The Government of India participated in the *Unesco Regional Seminar on Multiple Class Teaching. Australia, January 1958* and deputed four candidates sponsored by the State Governments of Assam, Rajasthan, Orissa and Mysore.

Hindi editions of the following Unesco Publications were published by Messrs Orient Longmans (Private) Ltd., Calcutta :— The Roots of Prejudice ; Racial Myths ; Race and Psychology ; Race and Biology ; The significance of Racial Differences ; and Race Concept. With financial assistance from Unesco, the Indian National Commission for Unesco completed the Hindi translation of Unesco's book, "Nuclear Energy and its Uses in Peace". The translation was done by Dr. R. N. Rai of Delhi University.

The Government of India agreed to the appointment of B. S. Kesavan, Director, National Library, Calcutta, as member of the *International Advisory Committee on Bibliography.*

EXTERNAL RELATIONS

The Instruments of Ratification of Indo-Rumanian Cultural Agreement were exchanged in Bucharest on 26th September, 1957. Shri Rajeshwar Dayal, Envoy Extraordinary and Minister Plenipotentiary for India, represented India, and Mr. Theodor Rudence, Vice-Minister for Foreign Affairs, the People's Republic of Rumania, represented Rumania. The Indo-Rumanian Cultural Agreement was signde at New Delhi on 30th April, 1957 to promote further understanding and closer cooperation in the field of culture and science between the two countries.

The Instruments of Ratification of the Indo-Polish Cultural Agreement that was signed at New Delhi on 27th March, 1957, has been signed by the President of India, and has been forwarded to the Indian Embassy, Warsaw, where the exchange of Instruments of Ratification will take place on a date to be fixed shortly.

In response to an invitation from the Government of India, the Government of Nepal sent a *Delegation of twelve Nepalese Students* that toured India in October-November, 1957. The delegation attended the fourth Inter-University Youth Festival held at Delhi from 1st to 10th November, 1957.

In response to an invitation from the Government of India, a 40-member *Rumanian Folk Song and Dance Ensemble* toured India from 4th December, 1957 to 6th January, 1958. The Ensemble visited Delhi, Calcutta, Bombay and Madras, besides, Agra, Ajanta and Ellora. After giving public performances in the metropolitan towns, the Ensemble left for Colombo.

An eight-member *Russian Women's Delegation* led by Madam Tatiana Mikhailovna Zueva, Minister for Culture, R.S.F.S.R., visited India from 20th December, 1957, to 8th January, 1958. The delegation, besides visiting places of interest, attended the 27th Session of the All-India Women's Conference, and a Session of the All-India Conference of Social Work at Madras.

An eighteen-member *Delegation of Young Nepalese Leaders* arrived in India on December 26, 1957, at the invitation of the Government of India. The delegation visited Patna, Dhanbad, Ranchi, Gaya, Varanasi, Bareilly, Nangal, Nilokheri, Delhi, Agra and Bhopal before leaving for Kathmandu on January, 17, 1958

Mr. Halldor K. Laxness, the Icelandic Nobel Prize Winner for Literature in 1955, accompanied by his wife and Secretary visited India as State guests in January, 1958.

At the invitation of the Government of India, a fifteen-member *Student-Teacher Delegation from Bhutan* came to India on 5th February, 1958, and visited several places of interest.

The Government of India extended an invitation to the *Royal Government of Afghanistan* to send a sixteen-member *Hockey Team* to visit India for ten days. in February, 1958. During its sojourn in India, the team played a number of exhibition matches at Delhi and Lucknow.

A sum of Rs. 1,545 was sanctioned for meeting 50% cost of one tourist class return air-fare from India to Tokyo to enable the P.E.N., All-India Centre, Bombay, to send a delegate to participate in the *P.E.N. International Congress held at Tokyo* from 1st to 10th September, 1957.

The following offer of scholarships to Indian students by foreign Governments has been accepted :—

(i) Two scholarships by the Government of Japan to Indian students for research in Agriculture, Science, Engineering and Technology; (ii) Scholarship for an Indian student by the Belgian Government for studies in Medicine/Applied Sciences in Belgium; (ii) Two scholarships by the University of Philippines to Indians for studies in the Humanities; (iv) Five scholarships by the Government of Egypt for studies in Ancient Monuments, Arabic Language and Literature and Islamic Civilisation; and (v) 30 scholarships by the Government of Rumania for studies in Oil Technology, Geology and Mining.

A sum of Rs. 2,500 was sanctioned for the making of a three-foot bronze model of the Buddha at Sarnath that will be presented to the "Wijaya Samajaya", Colombo, at the instance of the Prime Minister. The bronze cast is being prepared by the National Museum.

During the period under review, the following grants were sanctioned for the promotion of External Cultural Relations :—

(i) Rs. 1,00,000 to the Indian Council for Cultural Relations, New Delhi, as the third instalment of the grant for the current financial year; (ii) Rs. 10,000 to the Indo-Nepal Friendship Association, Kathmandu; (iii) Rs. 5,000 to the Indo-Turkish Cultural Association, Istanbul; (iv) Rs. 1,900 to the Tibetan School at Kalimpong run by Shri Lobsang Phunto; (v) Rs. 1,000 to the India League at Sydney, Australia; (vi) Rs. 74,177.94 for payment to the United States Educational Foundation in India as refund of taxes paid by the Foundation and the United States citizens in India, engaged in educational activities under the Foundation, to which they are entitled under clauses 10 and 11 of the Agreement between the Government of the U.S.A. and the Government of India for financing certain educational programmes; (vii) Rs. 13 000 (£ 975) as Government of India's contribution to the School of Oriental and African Studies, London, for 1957-58; (viii) £ 200 as Government of India's grant for 1957-58 to the Royal Asiatic Society, London; (ix) £ 250 for the Indian Students' Union and Hostel, London, under this Ministry's programme for cultural activities for 1957-58; (x) £ 500 for financial assistance to the Indian Students' Associations in U. K. for their cultural activities; and (xi) Rs. 10,000 to the Indo-Iranian Cultural Association, Tehran.

SCHOLARSHIPS

(A) For Studies Abroad

Government of India Schemes

Applications for *Partial Financial Assistance (Loan)* were received from 33 students. Loans amounting to Rs. 8,500 were sanctioned. A sum of Rs. 14,388.79 was recovered from students who were granted loans in the past.

Under the *Programme for Exchange of Scholars between Czechoslovakia and India*, 1957-58, names of five selected candidates were announced.

Under the *Programme for Exchange of Scholars between Iraq and India, 1957-58*, names of two selected candidaties have been recommended to the Iraqi Government.

Awards made by Foreign Governments/Organisations/Institutions

The name of one candidate has been recommended for the *Belgian Government Scholarship, 1957-58.*

Selection for 15 more *East-German Government Scholarships, 1957-58* was finalised, bringing the total selections to 29. Applications for the remaining 21 scholarships were invited afresh. Fifteen selected candidates have so far gone abroad.

The names of 14 candidates selected for specialised training under the Scheme of *French Government Scholarships for 1957-58* have been announced. Applications for 11 scholarships for post-graduate study for 1958-59 have been invited.

The names of two selected candidates for *Japanese Government Scholarships, 1958-59* have been recommended to the Japanese Government.

The names of 34 selected candidates for *West German Government Scholarships, 1957-58* have been announced. Selection for the remaining 16 scholarships is expected to be finalised shortly.

Selection for two *Hamburg University Students' Union Scholarships, 1957-58* was made.

Of the total of 100 scholarships offered under *Hamburg Chamber of Commerce Scholarships, 1957-58* selection for 60 scholarships has been made so far.

The names of two candidates selected for *Philippines University Scholarships* 1958-59 have been recommended to the University authorities.

Colombo Plan and Point Four Programme Scholarships

Nineteen more candidates selected under *Colombo Plan, 1957* proceeded abroad.

Under *Point Four Programme, 1958,* out of 13 candidates (including one taken over from the Programme for 1957) recommended to the Ministry of Finance (Department of Economic Affairs), nine have been approved by that Ministry.

U.N. and Unesco Fellowships/Scholarships

The names of the selected candidates under *U.N. Social Welfare Fellowships/Schclarships Programme, 1958,* have been recommended to the U.N. authorities for the award of five Fellowships.

Under *Unesco's Participation Programme for Member States for Study/Training in Specific Fields,* the names of selected candidates have been recommended to the U.N. authorities for award of one Fellowship for 'Regional Cultural Studies' and two Fellowships for 'Production of Reading Material for Neo-Literates' during 1957-58.

(B) FOR STUDIES IN INDIA

(i) For Foreign Nationals

Government of India Schemes

Of the total of 140 scholarships under *General Cultural Scholarships Scheme, 1958-59* selection for 93 scholarships has been made so far.

Under *French Fellowships Scheme, 1957-59,* three French nationals and under the *Programme of Exchange of Scholars between Czechoslovakia and India, 1957-58* three Czech nationals have joined their Institutions in India so far.

Scholarships/Fellowships offered by Unesco.

Study tour programmes were arranged under the auspices of Unesco, for a national each from Morocco, Indonesia, Vietnam and the U.S.S.R.

(ii) For Indian Nationals

Under the scheme of *Research Scholarships in Humanities, 1957-58* thirty-four candidates were awarded scholarships, of whom four have commenced research on their approved subjects so far.

Under the scheme of *Scholarships to Young Workers in Different Cultural*

Fields, 1957-58 thirty-one candidates were awarded scholarships, of whom 13 have commenced their approved courses of training so far.

Under *Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme, 1957-58,* 22,115 more scholarships (11,324 'Fresh' and 10,791 'Renewal') were awarded during the period under report.

CULTURAL ACTIVITIES

Grants and Sanctions

Further grants of Rs. 1 lakh and Rs. 4 lakhs were sanctioned to Lalit Kala Akadami and Sangeet Natak Akadami respectively for normal working expenses and activities during 1957-58. A sum of Rs. 2,00,000 was also paid to Sahitya Akademi, as third and fourth instalments of Government of India's grant for 1957-58.

The following grants were also sanctioned during the quarter ending 15th January, 1958 for promotion of cultural activities in the country :—

(1) Rs. 10,000 to Sanskrit Commission for expenditure on the maintenance of the office and activities of the Commission; (2) Rs. 2,500 to Delhi University for expenses on the 19th Session of the All-India Oriental Conference held at Delhi in December, 1957 ; (3) Rs. 3,000 to Dr. M. Nizamuddin, Secunderabad, as first instalment of consolidated royalty and remuneration for reading proofs and seeing through the press the publication of an Encyclopaedia, Collection of Historial Anecdotes pertaining to the period prior to the 13th century A.D., entitled "Jawami-ul-Hikayat" ; (4) An ad-hoc grant of Rs. 5,000 to Salar Jang Estate Committee, Hyderabad, for cataloguing Arabic and Persian manuscripts ; (5) Rs. 1,000 to Nagpur University towards general expenses on All-India Economic Conference held at Nagpur in December, 1957 ; (6) Rs. 70,000 to Gurukula Kangri for the purchase of articles for their Museum and science apparatus and laboratory equipment for their science department ; (7) Rs. 20,000 to Gurukula Kangri as third instalment of maintenance grant ; (8) Rs. 2,500 to Shri S.S. Sarnaik. Publisher, for the publication of 'Mahabharatsar' in three volumes ; (9) Rs. 2,500 to Baroda University towards the expenses on the fourth P.E.N. (All India Writers) Conference held at Baroda under the auspices of the University ; (10) Rs. 47,333 to Mithila Institute of Post-Graduate Studies and Research in Sanskrit Learning, Darbhanga, as first instalment of the four equal annual instalments of Government of India's share on the basis of 2/3 of the total cost to be incurred on the publication of 23 volumes of the Mahayana Sanskrit Texts ; (11) Rs. 7,200 to Bhandarkar Oriental Research Institute, Poona, for the preparation of the critical edition of the Mahabharata and for Research Fellowships ; (12) Rs. 5,000 to Kerala Sahitya Parishatha, Kottayam, towards expenditure on the holding of their 26th annual conference ; (13) Rs. 2,500 to All-India Writers Conference, Calcutta, towards the expenses of their Conference held at Calcutta in December, 1957 ; (14) Rs. 50,000 to Jamia Millia Islamia, New Delhi, towards its normal maintenance expenses ; (15) Rs. 5,00,000 to Ramakrishna Mission Institute of Culture, Calcutta, towards the construction of its buildings ; (16) Rs. 50,000 to Sanskrit Dictionary Department, Deccan College Post-Graduate and Research Institute, Poona, as second instalment of the annual grant for the preparation of the Sanskrit Dictionary based on historical principles ; and (17) Rs. 4,000 to Dharmakosha Mandal, Wai, towards its general maintenance and publications.

Under the scheme of financial assistance to eminent writers and artists in indigent circumstances, financial assistance was sanctioned in seven new cases of writers, artists etc. In addition, monthly grants to 15 writers, artists etc. were continued.

The Sanskrit Commission that was appointed by the Government of India in October, 1956, submitted its report to the Govenment on 2nd December, 1957.

Activities on Museums

Through the good offices of the Rockfeller Foundation in the U.S.A. the services of Mr. Lawrence Harrison, an Expert on Museum Lighting of the Metropolitan Museum, New York, were secured in connection with the lighting arrangements in the National Museum, for a period of about six weeks.

A meeting of the *Art Purchase Committee* was held from 18th to 20th October, 1957 at the Indian Museum, Calcutta.

The second annual meeting of the *Central Advisory Board of Museums* was held on 24th December, 1957, at New Delhi, preceded by the third meeting of the Standing Committee of the Board on 23rd December.

The Board made a number of recommendations emphasising the urgent need of increasing the tempo of museum development, setting up popular science museums, improving standards of museum personnel by instituting academic courses and in-service training projects, organising seminars on museum-techniques and annual exhibitions of best acquisitions of art objects, and exploring all possibilities of getting technical assistance and equipment from Unesco and other foreign sources.

The President of India presented to the *National Museum* a metalbound copy of Bible in Hebrew, that he had received from the President of Israel. A manuscript (Marsia) by Mir Munis was received as a gift from Syed Ashfaque Husain, Development Commissioner, Small Scale Industries. A large-sized plaster-cast of eleven-headed and thousand-armed Avalokitesvara and two paintings were received as presents from the Consulate-General of the Democratic Republic of Viet-Nam.

National Library, Calcutta

During the period under review the Library received a total number of 8,151 publications, of which 7,326 were received under the Act and 825, as gifts and on exchange. The Asutosh Collection Catalogue-Vol. 1, Fine Arts, was published.

The compilation of bibliographies on Indian Anthropology, Indian Botany and Bengali Language and Literature has been in progress. Besides this, 16 small-size bibliographies on different subjects were prepared.

On the occasion of the All-India Writers' Conference held at Calcutta from 3rd to 25th December, 1957, an exhibition of books and manuscripts was arranged.

It is proposed to open a *Regional Office of the National Archives of India at Hyderabad* to house the old Marathi and Persian Records of national importance of the late Hyderabad Government that were offered by the Andhra Pradesh Government to the Government of India as a national gift.

The *Central Organisation of Revision of Gazetteers* started functioning from December, 1957.

Copyright

The Parliament passed an Act called the "Copyright Act, 1957 (14 of 1957)" to amend and consolidate the law relating to Copyright in India. The Act received the assent of the President on June 4th, 1957, and has come into force from 21st January, 1958. With the new Act coming into force, the Indian Copyright Act, 1914 (3 of 1914) and the Copyright Act of 1911 passed by Parliament of U.K. as modified in its application to India by the Indian Copyright Act, 1914, will stand repealed.

During the year, the Government of India ratified the Universal Copyright Convention and Protocols 1 and 2 thereto and acceded to Protocol 3. The Instrument of Ratification was deposited with the Unesco Secretariat on October 21, 1957 and the Universal Copyright Convention will come into force in India with effect from January 21, 1958.

National Archives of India

Thirty-four authenticated copies of bills of States assented to by the President and 1,434 files were accessioned, besides

346 books, 49 Persian documents and 1,298 periodicals and gazettes.

A tribal map of India, a rare Persian manuscript—Persian version of the Mahabharata, several Tagore manuscripts and three books entitled Yajur-Veda Bhashyam, Rigveda-Sanhita and Siddhanta Kaumudi were rehabilitated.

Research was carried out to determine the suitability of some record components, and information on protection and rehabilitation of records was supplied to various institutions and individuals.

Volume II of the Fort William—India House Correspondence was issued. Printing of the Index to Foreign and Political Department records Volume I (1756-80) was completed and a brochure of National Archives publications was issued.

A number of seminars were held on different archival topics for the benefit of trainees receiving training in Archives-science.

Department of Archaeology

Excavation was resumed at Lothal, a Harappa site in Ahmedabad district. A row of bathrooms connected by a public drain, a long closed drain and a 10 feet deep well have been exposed. The antiquities discovered include several seals and sealings and a terracotta bearded figure. Excavations Branch also resumed work in the ancient mound of Garh Kalika at Ujjain. Excavations at Kunnattur, during the quarter under review, brought to light one more type of megalithic burial besides three other types met with earlier. Within a deep rectangular pit was placed a big sarcophagus with 21 legs. Excavations at Nagarjunakonda during the period under review revealed a stupa 15 ft. in diameter with Ayaka platforms. Explorations at Kalyan, Thana district, Bombay have yielded dull-red pottery peculiar to the Satavahana period.

About 100 inscriptions were copied from Gulbarga, Hyderabad, Daultabad, Khuldabad, Aurangabad, and a detailed report is under preparation.

During this period several interesting antiquities like one Sunga terracotta plaque showing mithuna, two bronzes of Nairatma of the Nepalese School of *circa* 17th century, 30 silver punch-marked coins, and 30 copper-cast coins were acquired by the Archaeological Section, Indian Museum, Calcutta. One stone image of standing Buddha was acquired by the ArchaeologicalMuseum, Bodhgaya. 36 sculptures were acquired for the Archaeological Museum, Hampi.

A collection of seven medals, including awards for Java (1793-1814), Assaye, Argaum and Gawillghur (1799-1826) and Egypt (1793-1814) and four coins including a silver issue of Tipu Sultan were acquirad on purchase by the Fort St. George Museum, Madras.

Department of Anthropology

Cultural Anthropology Division completed a paper on "The effect of Cultural contact on the personality structure of the Riang as indicated by the Research Technique."

Seven papers relating to genetic and diet surveys of some tribes of Madhya Pradesh and various communities of West Bengal and the like were prepared by the Physical Anthropology Division. Two reports, viz. (i) Animal remains excavated from Taxila Archaeological Sites, and (ii) Animal remains of the Megalithic sites at Brahmagiri, were written.

In the *Auxiliary Division* statistical constants of body weight, 12 indices of physical measurement on and 'Percentage Test' on Rorschach data between three groups of the Riang of Tripura, and thirteen anthropometric indices on 44 children of the growth-study series were calculated.

13 items of work like, lay-out map of a Riang hamlet, coloured sketch maps of Manipur area, showing habitation of different clans and their language, plaster moulding of tapioca roots etc. were done in the *Photography Section*.

Translations of technical terms into Hindi, Bengali, Tamil, and Urdu have been completed.

EDUCATIONAL INFORMATION AND PUBLICATIONS

Central Educational Library

During the quarter, the Reference Services compiled 14 bibliographies. Index to articles for March, 1957 issue of the Education Quarterly, and Monthly Index to articles for November and December, 1957 issues of 'Central Educational Library Notes' were also prepared. The September, 1957 issue of 'Indian Education Abstracts' was brought out.

The Children's Library, besides issuing books and attending to queries, prepared ten bibliographies and evaluated 97 Hindi books for inclusion in the 'Central Educational Library Literature Notes. It participated in Central Science Seminar organised by Extension Services Department, Govind Ram Seksaria Teachers' Training College, Udaipur.

The Adult Literature Library enrolled 400 new members bringing the total to 6,200. It issued on average 300 books daily. Monthly list of latest additions were circulated regularly to all Ministries of the Government of India and their attached and subordinate offices. During this quarter the library received 1080 issues of periodicals of which 750 were circulated.

Publications

The following publications were brought out during the period under review :—

(1) The Education Quarterly-December, 1957.

(2) Youth—December, 1957—Special Festival Number.

(3) Report of the Assessment Committee on Basic Education-Hindi.

(4) Scholarships for Scheduled Castes, Scheduled Tribes and other Backward Classes—Fourth Revised Edition.

(5) The Humanities in University Education—by K.G. Saiyidain.

(6) Textbook Selection Procedures in India.

(7) Proformas showing Progress of Expenditure on the Central Educational Schemes included in the Second Five-Year Plan.

(8) Propagation and Development of Hindi—A Review—1956-57.

(9) Labour and Social Service Scheme 1954-56.

(10) Letters on Discipline—by Humayun Kabir—Reprint.

(11) Proceedings of the Tenth Meeting of the All-India Council for Technical Education.

(12) Provisional List of Technical Terms in Hindi—Chemistry IV.

(13) Provisional List of Technical Terms in Hindi-Botany (Cryptogamic).

(14) Provisional List of Technical Terms in Hindi—Zoology-II.

(15) Provisional List of Technical Terms in Hindi—Law II.

(16) Hindi Words Common to other Indian Languages—Hindi-Telugu.

(17) Report on the Working and Programme of the Indian National Commission for Cooperation with Unesco to be submitted to the Third Conference.

Publications were displayed at Parliament House for the Parliamentary Consultative Committee for Education during the third 1957 session of the Parliament and for the 25th Meeting of the Central Advisory Board of Education in February, 1958 and also at Bigyan Bhavan, New Delhi for the Third Conference of the Indian National Commission for Cooperation with Unesco.

2,115 copies of publications were sold during the period under review.

Information Service

During the quarter under review, 1961 enquiries concerning various aspects of education in India and abroad were dealt with. About 530 visitors sought information from the Information Library.

Information on the following subjects were collected and compiled :—(i) List of Teachers' Training Colleges in India, 1957; (ii) List of Art Galleries in the U.K.; (iii) Facilities for Tobacco Research in the U. S. A.; (iv) Provision of Home Scicnce as a subject in the Inter and

B.A. in the various Universities in India ; (v) List of top-ranking Educationists in Teacher Training ; (vi) List of top-ranking Educationists in Engineering and Technology ; (vii) Engineering courses in Canada ; (viii) Recognition of Senior and High Cambridge Certificates and its equivalence in terms of Indian qualifications ; (ix) International course in Hydraulic Engineering—1958-59—the Netherlands ; (x) List of Cultural Organisations in India.

Educational Statistics

The following publications were brought out during the period under review : (1) Education in India, 1954-55—Vol. II ; (2) Education in the States—a Statistical Survey, 1955-56 ; (3) Education in Universities in India—1952-1954 ; (4) Education in India, 1955-56—Vol. 1.

To meet the incessant demand for statistics of States according to new set-up, a brochure 'Education in the Reorganised States, 1955-56' has been finalised.

In order to train the officials of its affiliated colleges in Educational Statistics, the Punjab University organised three training courses in November-December, 1957 at Patiala, Rohtak and Jullundur. At the request of the Punjab University two officials were deputed to help in conducting the course at Patiala. Besides, an official from the Bureau of Economics and Statistics, Delhi received training in the Ministry in collection, compilation and scrutiny of educational statistics.

Sixty-two important enquiries were attended to during the period under review. 27 Forms 'A' (including seven of merged areas), 13 Forms 'B' and seven Forms 'C' were scrutinised and discrepancies pointed out, wherever necessary. Education budget of sixteen States were compiled and referred to the respective governments for scrutiny and verification.

B. N. Jha

THE PROBLEMS OF RURAL UNIVERSITIES IN INDIA

WITH the increased demand for University education after the attainment of freedom, considerable thought has been bestowed on the question of the pattern of the new Universities. This has been necessitated by the fact that what goes on at the Universities at present touches only a limited section of society, which lives in the urban areas of the country. The urban areas have only 10 to 15% of the population, whereas 85 to 90% live in the villages and rural areas. Even improvement in the existing standards of University education in the various subjects taught in the affiliated colleges and teaching Departments does not influence life in the rural areas. All round the country most people complain that owing to the spread of education at the lower levels there is considerable migration of young men from rural areas to towns and cities, where they go to receive University education. There is no harm in young men from villages coming to Universities in towns to expand their intellectual horizon ; but after receiving University education, they are not inclined to return to village, instead, they struggle to seek white collar jobs in towns. The rural intelligentsia is thus depleted, village economy does not improve, and the struggle for employment in routine types of jobs in the urban areas is constantly on the increase. Some steps should be taken in the Universities so that this situation does not develop beyond controllable proportions.

Two Solutions

Two solutions are offered : (1) that the existing Universities should change their pattern of work so as to fall into line with the needs of the democratic set-up, and (2) that the new Universities which are being organised should be rural Universities. What the exact shape of a rural University should be is not altogether clear, for the reason that ideas on the subject are nebulous, and institutions which can call themselves rural Universities will have to be on an experimental basis, steadily evolving the pattern which ultimately will prove to be the most appropriate. The Radhakrishnan Report initiated the idea and worked it up to a certain point as far as back as 1949, but it is difficult to say whether any institution by way of a rural University complete in all its aspects has come into being, and fulfilled the requirements expected of it. There have been agricultural institutions and a glorious experiment like *Vallabh Bhai Vidyapith* at Anand has proved itself as a landmark, but it is difficult to say whether it has had the required social influence.

The study of agriculture at the University level was introduced many years ago. With the establishment of so many agriculture colleges, teaching up to the B.Sc. Ag. and M.Sc. Ag. has been carried out, but the work done in these has not had the impact expected on the process of farming and greater and better food production, not to speak of improving the village economy in general. In the village economy agriculture does not stand by itself. The village if it has to make life worth living must provide certain essential amenities and comforts of life. In a rural area besides modern modes of agriculture, production of good animal breed, which means the study of Veterinary Science, and development of animal husbandry, is one of the essential things to achieve. Another thing of equal importance which is required is the creation of

proper sanitary and health conditions, which means improved means of communication, better housing facilities, better water supply, improved drainage, protection against epidemics, and so many other things. This necessitates the study of Medical Sciences, Public Health and Public Health Engineering suited to the village. Good agriculture and dairy farming combined with good sanitation do not complete the process. There should also be a network of cottage industries sprawling all over the rural areas, and ensuring adequate production of useful consumable goods. This requires vocational study at a higher level linked with agriculture and suited to the needs and requirements of the rural areas.

Our rural areas in many places, especially in the eastern part of Uttar Pradesh and Bihar constitute a typical region where big towns are few but smaller towns and villages abound. The density of population is immense, and pressure on land considerable. While Nature has provided certain facilities bountifully, it has created certain problems which affect life seriously. Rivers and rivulets while assuring sufficient supply of water and alluvial land, year after year flood vast tracts of land rendering life impossible and causing devastation and all round misery to the population. In spite of insanitary conditions, and typical diseases, child-birth is at a very high rate and the percentage of infantile mortality also high. The pressure on land and the large population do not admit of mechanised farming. Improved methods of farming, reclamation of barren land, well-planned cottage industries, and family planning, are very necessary for the emancipation of some of these areas.

Role of Rural Universities

The rural universities have to play their part and provide the necessary personnel well-equipped to cope with the above task in various directions. The teaching of the Humanities, namely of subjects like Social Sciences and Physical Sciences cannot altogether be dropped, as those who are intellectually fitted for higher learning and have an aptitude for pure academic studies cannot be deprived of the opportunity to pursue their studies of these subjects. But their number is small. Instruction, therefore, in these subjects has to be on a limited scale. The vast bulk of those who seek University education at present fruitlessly and grapple with pure academic studies, must be diverted to the study of Agriculture, Veterinary-Science, Hygiene and Health, Rural Economics, Flood Control, Vocational and Technical Studies relevant to the development of cottage industries. The Rural University, where facilities for the aforesaid pattern of studies at the University level would be forthcoming, is bound to be more expensive than a normal routine University, teaching the usual ordinary academic subjects. But although it seems an expensive proposition it promises very high dividends. It would be unfair to leave a new University with the above objective to rely for finances only on one source. It has to be supported through several routes and from various sources. It must receive generous grants from the State Government as also the Central Grants Commission. Where possible public support through generous endowments should also be forthcoming. In the later stages of its development it is possible when all instruction schemes work in full swing that they would even yield some return whether it be from agriculture, or from production in technical studies. But to start with the presumption that it can be a self-supporting concern is educationally altogether unsound.

The problems confronting the growth and development of a rural University are neither insignificant nor lacking in complexity. It is wrong to think that such an institution requires less investment than the general ordinary University teaching Humanities, Social Sciences, and some Physical Sciences only. As a matter of fact a rural University involving as it does the establishment of institutions for imparting Higher agriculture, and technical studies besides doing limited work in the Humanities and Social Sciences is bound to end in an indifferent, inefficient insti-

tution. Another difficulty is, getting suitable personnel to man the staff. It is not highly qualified technical personnel that are required but the men recruited must be endowed with considerable enthusiasm and faith in the efficacy of the scheme, who have vision into the future and willing to enter the unexplored field with the zeal of a missionary and the fearlessness of an adventurer. There is also the task of creating a favourable public opinion and an atmosphere which will help the growth of such an institution in a particular area. Whatever platitudes may be indulged in on the public platforms a general unexpressed feeling which lurks in the mind of the intelligentsia is that a rural University is an inferior type of institution meant for the less fortunate class compared to the existing academic Universities which attract the superior class. This is a misconception because basically it is a type of institution which is more in line with the demands of the times in a democratic country predominantly rural.

How Big ?

As regards the size of a Rural University, I cannot help repeating what has been suggested in the Radhakrishnan Report, according to which a Rural University "should include a ring of small resident under-graduate colleges, with specialised and University facilities in the centre. The suggested number of students for each of the under-graduate, resident colleges is about three hundred and that of the maximum overall enrolment for colleges and university combined about twenty-five hundred". The numbers cannot be as large as in some of the teaching Universities at present for obvious reasons. Instruction in a suitably sized, well-planned, well-equipped, well-established Rural University apart from providing the necessary scope for mental and physical development to the individual is likely to assure a mental attitude in its products for consecrated work in the cause of the development and progress of the country.

The only time you must not fail is the last time you try.

—Charles Kettering

R. L. Sabarwal

POST-GRADUATE TEACHING AND RESEARCH

POST-GRADUATE teaching and research is of fundamental importance and especially so in a country like ours which has planned for its multifold development in the shortest possible time. The reason is obvious. Those fortunate few who have the privilege of acquiring the high type of education imparted at the post-graduate stage are expected to become the country's leaders. They have to set high standards in scholarship and citizenship. A great responsibility thus rests on such individuals who seek this education as also, on the teachers who are instrumental in imparting it.

Post-graduate teaching and research naturally involves a consideration of the standards of scholarship attained and imparted, teaching methods, incentives at work and factors enabling and facilitating research. It seems no exaggeration to state that although the Punjab has made strides in the provision of facilities for post-graduate teaching, the research side has been woefully neglected and even discouraged. That accounts in large measure for the apathy prevailing at present towards research both among the teachers and the taught.

The scholar in a faculty is expected to be well up in his attainments after undergoing a course of post-graduate studies for a period of two years or so. He has to be initiated into the vast field of knowledge by the teachers who are presumed to have an intimate insight into the realms of the particular field of study. The result would be remarkable if both these sectors showed performance of a high order. The actuals realised, however, remain much below the mark in a vast majority of cases. The conclusions regarding results arrived at and published in the report of the Central Advisory Board of Education, Government of India, popularly known as the Sargent Report, hold as true today as they did in 1944, when the Report was published. If anything, the position has worsened. The report said 'Probably nowhere among the Universities of the world is there so large a proportion of failures in examinations as in Indian Universities. Apart from the waste of time and money on the part of all concerned the social effect of so much disappointment cannot be other than deplorable'. It was suggested that the 'affiliated colleges should confine themselves to teaching up to the degree stage while University centres concentrate on post-graduate teaching and research—to establish standards of scholarship and stimulate teaching generally'.

Up to the partition of India, we in the Punjab had post-graduate work confined practically to the University at Lahore. In the post-partitioned Punjab, however, conditions necessitated the starting of post-graduate classes in dispersed areas, primarily because the University was not concentrated at one place. As a result, post-graduate teaching arrangements were made at colleges at Delhi, Hoshiarpur, Jullundur, Amritsar, Ambala, Moga, Patiala and Ludhiana. Research, however, had no place in the programme. It was completely ignored and the syllabuses prescribed hereafter dealt a death blow to it because of the reduced importance attached to the thesis paper, that could command only 100 marks against the 200 marks hitherto assigned to it. At the same time it was pitched against a number of options.

Research apart, the teaching arrangements provided in the majority of the post-graduate colleges placed first-rate teaching at a discount. Irrespective of

the attainments and capabilities of the teacher, who at the same time has a heavy load of teaching to carry, right from the First Year to the Sixth Year Class and required to put in 20 periods a week, efficiency in teaching can hardly be attained. Tutorials, seminars and discussions, are in effect a farce under these circumstances. The over-worked teacher can hardly apply himself sincerely and effectively to original thinking. Real scholarship as a result is totally absent. What type of teaching is possible under the prevailing arrangements can better be imagined than described.

False Economy

This cheap running of education is clearly the falsest of false economies. It is cutting at the very roots of efficient teaching. The post-graduate teacher must be given a proper status, a proper salary and a reasonable amount of work. He must have time enough to engage in useful research and learning. The uneconomic load of heavy work must be taken away from his head. The Conference of Professors of Economics sponsored by the Ministry of Education, Government of India, in March 1954 recognised that at present the number of lectures required to be delivered by the teaching staff was excessive. It rightly recommended the maximum of 12 hours a week work for teachers of post-graduate classes, a major portion of which should be devoted to tutorials, seminars and discussion classes. The conference was further of the opinion that tutorial and seminar work should be taken into consideration along with the examination record of the candidates, *viva voce* being introduced, wherever necessary. The present over-emphasis on examinations for obtaining the post-graduate degree which involves more unrealistic study, placing a premium on book-learning of a narrow kind at the expense of original thinking and real scholarship, will thereby be discouraged. Such arrangements will be conducive to an accretion of real scholarship and originality.

Student Screening

There is, on the other hand, the vital need of a proper and careful selection of students for post-graduate education. The mass is attracted to join post-graduate classes, not mostly for the acquisition of a high type of knowledge to be extended and worked up to higher levels later on, but largely because a post-graduate degree may have the potentialities of enabling the recipients to secure employment. There is no real thirst for knowledge. The degree is essentially considered to be a passport to success in securing a job. The post-graduate classes thus largely attract misfits whose standard of education remains at the pre-graduate stage.

It would be in the fitness of things if at the time of admission a thorough enquiry was made into the candidate's credentials through interview by a selection board constituted of scholars of high merit accompanied by a written test. Such a system would easily reveal the real aptitude of the intending scholar seeking admission to the post-graduate class. Persons not found fit should be summarily rejected and advised to pursue some other course befitting them. This would provide a proper incentive to the success of the student who will be a fit candidate because of proper selection not only of himself but also of the subject of his study. He will, besides, have the necessary courage and determination to succeed, provided the work is performed steadily stage by stage.

Conduct of Research

The *sine qua non* of continuous development and improvement in every field is the efficient conduct of research. It need not necessarily be separated from the teaching departments. What is essential is the proper provision of ample opportunities for conducting it. This applies not only to the students but to the teachers as well. Libraries must be well-stocked with the requisite literature in full. The teachers guiding research should have reduced hours of teaching and specific research grants be

given to really deserving cases. Research must play a very important part in every post-graduate institute and facilities for it must be increased both in science and humanities. The State Government must take a greater and keener interest in its development and encouragement. Research papers must be published and widely circulated.

It must be stressed that an all-out effort is the need of the hour if we are to set post-graduate teaching and research on the right lines for the benefit of the people of this country. There should be a thorough reorganisation of the present system. Under-staffing and over-working of post-graduate teachers and indiscriminate admissions of candidates to post graduate courses should at all costs be avoided A thesis should be made a compulsory part of the curricula for a post-graduate degree and the student should undertake an intensive research course under the close guidance of an expert teacher.

A statement of the aim of education need not be a long list or even a short list; it can be in a single sentence. In a society of free men, the proper aim of education is to prepare the individual to make wise decisions. All else is but contributory.—Paul Woodring

Prem Nath

THE TRAINING OF COLLEGE TEACHERS

The question of how important and valuable training is for the teacher is still controversial. What some of us have accepted as a foregone conclusion is questioned by a great many people. Those who query the need for training do so (1) in principle and (2) in the stress that is placed on the importance of training as the student climbs the educational ladder. The second category of critic admits that training may be necessary at the Elementary stage of education but is no longer necessary at the University stage. Mr. Prem Nath does not dogmatise on the need for a Degree or a Diploma in Education at the collegiate level, but he is positive about the need for training experience. Replies to his article are very welcome.

Editor

While training for school teachers is considered a necessity, college teachers are under no obligation to go through any course of training before taking up their responsibilities in the profession. This, as we shall see, is an outworn tradition and goes ill with our newly gained insight into the aims and methods of education. No longer do we believe that the aim of Education is to pile up verbal knowledge only, nor that we have born teachers, nor that he who knows his subject can teach in the full sense of the term. If the aim of education, as it has come to be accepted, is the education of the whole man for responsible and creative living in cooperation with society, and if it means the capacity of the educator to apply his knowledge in practice to familiar, social and vocational problems then the purely subject-teachers cannot adequately answer the new demands of education.

For one thing, more than the mere knowledge of one's special subject in addition to some professional practice is required of effective teachers; for another, our college teachers are generally the products of a system that is highly specialised in the narrow fields of knowledge and therefore are not likely to relate their teaching to vital problems of life beyond the narrow confines of their respective specialisations. To say that college teachers have high intellectual calibre and enough commonsense and therefore do not stand in need of any formal training does not seem to be a sufficient reason for not training them.

Before discussing in detail the need and nature of training let me say that the training need not necessarily lead to a degree or diploma nor need it be along very rigid lines. It can be in the nature of preparatory courses for selected candidates in the profession and of refresher courses for in-service personnel. While the period of refresher courses may be cut short or long inside say of two months, the period of preparatory courses may be fixed at six months to a year of solid work to begin with. The venue of these courses should profitably be the teachers' training colleges that may be asked to extend their functions to the teaching profession as a whole. The role of the teachers' training colleges will have to be revised and their new demands met accordingly so that they are able to function effectively into the new ways of education and not keep moving in the old grooves. There is one suggestion that seems worthy of serious consideration, and that is that subjects like Sociology, Psychology, Philosophy and the rest of the social sciences at the post-graduate level should be attached to training colleges. This is to enable teachers in addition to the well-known advantages of specialisation in different fields to obtain the greater advantage of synthetic knowledge derived from an

appreciation of the inter-relation of various subjects.

Teacher Growth

The training courses under reference imply that the teachers do not put a seal of finality on their teaching or their growth but are always prepared to assimilate new ideas and skills. The new concepts of continual growth of teachers and the need for self-evaluation are pregnant with meaning for the education of the pupils. Only educationally growing teachers can be trusted with the job of the education of the youth. The training courses are calculated to warm the teachers up to their profession and to keep them in a state of constant professional repair. Thus continuous programmes of cooperative professional improvement can be made available to teachers. The orientation, experience and insight thus gained can be ploughed back with profit into the teaching process.

Teacher in Democracy

Two specific situations call for the institution of the training courses ; the challenges of democracy and adolescence. Democracy as a way of life in contradistinction to mere political form needs the dynamic and intelligent cooperation of teachers who themselves should be fully trained in the theory and practice of democracy. The subject-teacher as his present day education mostly makes him cannot, as a general rule, take charge of the democratic education of youth. Besides competence in a particular subject or in general education, democracy makes a demand in terms of the leadership of youth on teachers and expects them to inculcate the qualities of leadership into their pupils. It would help greatly if the teachers understood the democratic conception of leadership in contrast to, shall I say, the feudal conception of leadership. In the past teachers have appointed leaders to take charge of various activities and the majority of the students have been content to play the role of passive followers without initiative or zeal. Even if a few leaders are elected by the students themselves it is still a very inadequate notion of leadership. Democratic leadership means that as far as possible youths are helped by teachers to develop qualities of leadership. All students cannot be leaders in the same field but they can all be leaders or led in different fields. Unless one can both play the roles of leader and led the democratic process cannot gain momentum. Where leadership merely indicates exploitation of the ignorance and prejudices of other people or when it means self-aggrandisement something is amiss in the democratic process. The training courses should therefore not only give the trainees intimate democratic experiences in cooperative living but offer brief courses and stimulate thinking in the following subjects through personal studies, group discussions and seminars.

1. The meaning and aims of democracy in relation to the broad aims of education.
2. Social practice covering competencies in inter-personal, social and economic spheres.
3. Social leadership—its psychology and ethics.

Teacher and Adolescence

The second challenge comes from the situation of adolescence which the teachers are called upon to tackle. Once again, mere specialism fails to tackle the situation properly. The understanding of the nature and needs of adolescence is absolutely necessary besides sympathy and skill to deal with this. That the average teacher today has no systematic knowledge of the psychology of adolescence and that he chooses to wallow in his own notions thereof accounts for a lot of turmoil in the student world. Unrest in the form of strikes etc. are due in a great measure to the abandonment by teachers of youth leadership. The depression, frustration and purposelessness that characterise the teaching profession today have made teachers almost throw up the sponge while their professional ethics demand that they be competent and life-long students of the youth and society. As a matter of fact,

their professional growth depends only upon their studying youth as well as learning to help the youth to understand themselves, their potentialities and responsibilities.

Every college teacher should have a complete understanding of the characteristics of adolescence when besides biological changes a psychological change of great consequence occurs in consciousness. There is a great desire to break loose from adult authority and direction and to match adults in various tasks; there is an insatiable urge to compete for or, at the least, imitate adult status. The normal adolescents like to shoulder responsibility with other members of the group thereby deriving a thrill and sense of security. They like to plan and do things their own way but are not averse to receiving advice from an adult if only the latter has established *rapport* with them. Adventurous with the full energy of youth welling up in them, they yearn for new experiences and to do something which they have not done before. They derive special satisfaction in passing from one new fad to another. They surely have adventurous, exploratory and creative urges if only their normal growth is not impaired through any excesses or deficiencies on the part of the adults. They love their newly won freedom as they do nothing else in the world and are prepared to pay any price for its protection. Underlying their loves and hates one detects at times the same assertion of freedom. Often their defiance of authority—which may at times be disproportionate—is more to acclaim and establish their freedom than to malign the elders. They may even compromise when you recognise and respect their freedom. They like challenges for their satisfaction and growth. But nothing is more useless than challenging them with authoritarianism which is a sad reflection of our own indiscipline and one-eyed vision. That way we have already forfeited our right to guide them and good teaching means, among other things, guidance. Youth have a right to live their youth in a natural youthful way. But when we deny the natural right of youth to be young and want to hasten youth's passage into old age so as to make them fall in line with our smoked lives with the make-believe perfume of wisdom coming out of this smoke, we are in reality acting most unwisely and despotically.

This does not imply that we are for the unbridled licence of youth. That is the negation of education and liquidation of our position as teachers. But before we start on the high-road of teaching we must know whom we have to teach and what their constitution and legitimate aspirations and expectations are. And with this turn in our orientation we may soon realise that it is our responsibility to put our subjectivity on the shelf and start learning to adjust ourselves creatively and effectively to the exuberance of youth. Let it not be forgotten that with all their protestations of freedom adolescents need to lean on adults for recognition and sympathy and for such guidance as helps them to self-direction. To gain a balanced approach to the education of the youth and to help them to gain balance and maturity in their approach to the problems of life is an onerous responsibility of teachers. Teaching without continual and dynamic adjustment to the emotional life of the adolescents is teaching without mission and insight. Students of human nature would agree that indiscipline among students is not as much the outcome of ideological factors as of emotional ones. Therefore teachers cannot claim to have taught Economics, Political Science and History well if by any chance they have injured their emotional life. For as a leading educationist has rightly pointed out anything that disturbs them as persons disturbs them as pupils.

Practical Implications

The educational implications of this are obvious. A course setting out the nature and needs of adolescents and their conditions of mental health must be part of their learning. Such a course may cover in general the psychology of adolescence, the need for personal and vocational guidance, the place of recreation and

creative activities like dramatics, fine arts etc, group thinking and group action, teacher-pupil sharing and so on. The aim of the course is to train teachers to help adolescents to become mature social beings, make choices by successfully overcoming conflicts, develop social responsibility and social skills without the avoidable pains that attend the emergence and growth of the youth otherwise. Let not youth bear the scars but the shining stars of education.

An expert in his subject needs to know a few things more that have direct bearing on education. Mention may be made here of learning which is central to the educative process. Many misconceptions about the learning process still hold the field. It is still thought by many that learning is necessarily painful to the learner and this is conducive to his intellectual and moral discipline ! That accounts for the forcing down on the students bodies of knowledge without caring to arouse sufficient curiosity and interest in the subject. Unless learning is accompanied by satisfying experiences there is something positively wrong with the learning process from the educational view-point. Learning is not effective unless there is a significant inner transformation through new thinking and feelings extending to new behaviour. There is automatic transfer of gains in a particular subject to character unless the intellectual experiences are integrated with the broad process of learning. Learning does not as much depend upon repeated practice however vigorous as on satisfying emotional accompaniments. Nor is "learning about", the same thing as 'learning to do'. To remind ourselves, learning is both a *process* and a *product*. It is a process of adjustment within and without, an adjustment to personal needs and social purposes. It is essentially a sound growth. And so on. Therefore the lock-step methods that put the students through the self-same mechanical process of learning are out of date.

It follows that a broad course on learning covering such aspects as motivation, emotions, individual differences in abilities and temperaments would be a helpful addition to the courses already mentioned.

It is better to stir up a question without deciding it than to decide it without stirring it up. —J. Joubert

A.N. Basu

IN WHAT LANGUAGE SHALL WE TEACH AT OUR UNIVERSITIES?

The article that we publish below is on a subject so vital to the development of our Universities today that though no agreed solution to it has yet been reached we have decided to publish it in the hope that it will provoke answers from others who realise the importance of the questions it raises. Dr. Basu's solution is a tentative one as he himself points out. He is not satisfied with it but argues that in the present situation it is the best that can be devised to keep the best of both worlds-knowledge and linguistic instinct. We invite replies to this provocative article. All that we ask for is that they should be constructive. A mere analysis of an obnormal situation helps nobody.
—Editor

Just at the moment the whole country seems to be much agitated over the language question. The report of the Official Language Commission is before a Parliamentary Committee presided over by the Home Minister. Many of our elder statesmen have spoken on the question in unmistakable terms but they do not seem to be agreed. A good deal of rancour has been brought into these discussions. One may regret the fact ; but there is no doubt that the issue before us is a vital one. On a satisfactory solution of it the future of our people will largely depend. It is, therefore, in the fitness of things that the question was discussed at great length in the annual session of the Congress this year at Pragyotispur. It is better still that our Prime Minister took part in these discussions and thus had an opportunity to speak out clearly on the issues involved.

General Consensus of Opinion

These discussions have, no doubt, clarified the position to a great extent. For example, it is now clear that the final decision on the language question should only be arrived at by general consensus of opinion and that whatever decisions are taken they should be flexible. The change over from English to Hindi must be gradual and with the goodwill of the people. Moreover the deadline for the replacement of English as fixed in the Constitution is not to be strictly adhered to and it is quite evident that even after 1965 English would continue to be used along with Hindi. Further, and this is very important, all fourteen languages mentioned in our Constitution, are to be treated as 'National' languages not only in their own States but in all parts of the country. Again, in its own State the use of a National Language will steadily grow and this will be so not at the expense of Hindi but of English. The language of the State will naturally be the medium of instruction in the State and its use will go on increasing and covering wider and wider areas of our life.

Furthermore, Hindi, besides being a 'national' language like the thirteen other languages will also be the 'official' language and this for limited purposes only. Hindi will be the 'linking' language between different States for official all-India purposes. The emphasis here is on the word 'official'. For 'official' communications between States and Centre for administrative purposes an Indian language naturally must be chosen and this can only be Hindi, not because of its richness but because more people speak and understand it than any other language in the country. So Hindi comes up as our official language.

So far so good. But one or two points, it would appear, need some further clarification. Among these is the question that occurs as the title of this note. As a result of the educational policy envisaged in the above discussions will the Indian

Universities soon start using the State languages as the media of instruction in the graduate and post-graduate stages of instruction ? If so, what are the implications of such a change ? Are we all clear about these implications ?

English is Still Medium

To claim that the language of the people should be the medium of their instruction is only natural, though we may remember that generations of Indians had, in the past, to argue it for acceptance. Fortunately it is now the widely accepted educational policy of our national government. Every child of the soil, has within some limits, a right to receive even the highest type of education in his own tongue. While theoretically this position is unassailable and while the different State Governments are following this policy not only in the Primary but also the Secondary stages of education, the position becomes rather hazy when we come to the highest stage of education, namely, the Universities. Some of our universities have already made a national language their medium of instruction. But as things stand today the majority of our universities are still using English as the medium at that stage.

The justification for the continuance of English is perhaps the widely held view that the cause of Higher education and especially of Technical education, would suffer if English is not retained. The paucity of technical books in Indian languages and of people who could use our languages for giving this higher training have been put forward in support of this position. Perhaps these are also the main arguments which have impelled the Kunzru Committee of the University Grants Commission to recommend the indefinite continuance of English in our university stage.

People who are of the above view also argue that we would always need a language of international commerce of ideas and the retention of English will serve that purpose well, as it has so far done. Further, English will be the language which will bind together the *elite* in the different States of the Union, as it did in the past.

The paucity of technical books in Indian languages is an admitted fact. But does it not smack of the arguments put forward by Macaulay 125 years ago ? If we still now insist on this point we shall never have technical books in our own languages and the country will continue to be divided, intellectually, into the 'English-educated' and the 'English-uneducated'— a thing we all regret. In this connection one may read what Gandhiji wrote twenty years ago in the *Harijan* :

"We and our children must build on our own heritage. If we borrow another, we impoverish our own. We can never grow on foreign victuals I want the nation to have the treasures contained in that language, and for that matter in the other languages of the world, through its own vernaculars. I do not need to learn Bengali in order to know the beauties of Rabindranath's matchless productions. I get them through good translation. Gujrati boys and girls do not need to learn Russian to appreciate Tolstoy's short stories. They learn them through good translations. It is the boast of Englishmen that the best of the world's literary output is in the hands of that nation in simple English inside of a week of its publication. Why need I learn English to get at the best of what Shakespeare and Milton thought and wrote ?

"It would be good economy to set apart a class of students whose business would be to learn the best of what is to be learnt in the different languages of the world and give the translation in the vernaculars. Our masters chose the wrong way for us, and habit has made the wrong appear as right". (Harijan, 9th July 1938.)

Case for Hindi

The need for one or more languages for international language of commerce of ideas cannot also be questioned ; but one may question the need for retaining

*Referring. The footnote ours.

English for the Inter-State commerce of thought within the Union. They say that English not being an Indian language* should be replaced by an Indian language, to wit by Hindi and Hindi being the most widely spoken Indian language should be the medium in the University stage. Some argument like this was put forward when in one State, where Hindi is not the language of the State, Hindi was made the medium of instruction in an institution of the university status specially because Hindi was regarded as the *rashtra bhasa* i.e. the national language.

If we accept the validity of this argument we should make Hindi the medium of instruction in all our universities. But in that case, would not the position be somewhat similar to what it is when English is kept as the medium? In many parts of the country Hindi, thought not quite as foreign as English, yet sufficiently foreign to act as a deterrent to the full intellectual growth of the students.

Sooner or later we shall have to accept the position that our own languages shall have to be the medium of education even at the highest stage.

But we should be quite clear about the implications of such a change. The moment we, in West Bengal, make Bengali the medium of instruction in our universities, apart from all other considerations, we have to realise that we shall thereby cut off very effectively, these universities from the rest of India's universities. After such a changeover it will no longer be possible to have in the universities of West Bengal scholars and teachers from different parts of India even, not to speak of other countries. It will no longer be possible for a Raman or Bhandarkar, a Coyajee or Wadia to teach in Calcutta to students hailing from different parts of the country. It will be equally difficult for a Rajendra Prasad† to read at a Calcutta College, a Meghnad Saha to teach at Allahabad, or a Subhas Chandra Bose to read at Ravenshaw College at Cuttack. Such a step will, in effect, hinder the free migration of scholars and teachers from one State to another; it will effectively prevent students and teachers speaking other languages from studying and teaching in universities in another State where a different language is used.

University Isolated

Such isolation of a university will have disastrous results on our national life. In fact, it goes against the very grain of the concept of a university. A university properly conceived is a place where seekers after knowledge come from all quarters. We should do nothing which will have the effect of creating intellectual isolation of best students and teachers. Insularity breeds parochialism and an Indian university so constituted will far from unifying the people of this country tend to create divisions among them and their leaders. This is sure to bring disintegration into our national life, a role which we certainly do not want our universities to play.

What then is the solution?

Attempting Solution

In Russia, I am told, this problem has been attempted to be solved, as far as national minorities are concerned, by making the study of Russian compulsory and by providing parallel institutions of the university status, one teaching through the medium of the national language and the other through the common language, i.e. Russian.

Shall we follow the Russian example? It would, no doubt, be an expensive affair. We shall then ultimately have

*It is interesting to note that at Pragyotispur even Panditji used this argument against the English language. But logically speaking, can we doubt that being the mother-tongue of the Anglo-Indians who are as good Indians as any others, English has today become an Indian language? Perhaps our attitude towards English is still largely coloured by its association with the British. It is also a fact that English in India is the language of a microscopic minority and that as such it can find no place among the languages mentioned in our Constitution.

† Our President is an alumnus of the University of Calcutta.

two universities at Calcutta, one teaching through Bengali and the other through English for the present and ultimately through Hindi. It will need two sets of teachers but even then it will not solve the problem wholly and in a completely satisfactory manner.

Bilingualism

Can bilingualism provide the solution, bilingualism on the part of teachers as well as the students ? There is no doubt that our better type of students, specially those who would go to the universities, will be, in future, by the very force of circumstances, bilingual, if not trilingual. Hindi is already compulsory in many non-Hindi speaking States though the attainment in Hindi is much poorer than what it would be, to be used as the medium. There is no doubt too about the fact that having to study more languages than one would involve a lot of waste of human energy. But situated as we are in this country this appears to be inescapable.

Under the bilingual scheme perhaps every teacher and every student will be using what may be called a mixed language, a language in which two languages will be freely mixed in teaching and learning. In the initial stage, of the two language, one will be English and the other the language of the State, both teachers and students freely using the mixed language. Later on English will be replaced by Hindi. Perhaps this may even lead to a lowering of the standards, but such lowering will, no doubt, be only temporary. It will however be any time better than what it now is when English is but half understood or what may be when the mother-tongue becomes the medium but the paucity of technical works still persists. The system here suggested will undoubtedly encourage and expedite the introduction of technical terms in the Indian languages.

The solution suggested here is admitted not wholly satisfactory. But it will be temporary, for the interim period only till one or the other Indian language is finally adopted as the medium of instruction. The proposal, if accepted, will still militate against the free movement of scholars from one part of the country to others till we all become multilingual. If English as the medium of university education is to cease before long the suggested solution may perhaps be found to be better than what would happen if the language of a State is made the medium without adequate preparation. Such a move is likely to create chaos. I know that a language purist will look askance at this suggestion ; but our language problem appears to be so complicated that no other solution seems to me to be feasible.

Unless a person knows to what port he is steering, no wind is a favourable one—From *Business Briefs*.

N. C. Chande

A HEADMASTER ON STUDENT INDISCIPLINE

Student indiscipline has been argued about so much in recent years that people have begun to liken it to a flogged horse. The issue becomes live once again when a headmaster with a keenly observant eye records his own observations on the degree to which student indiscipline exists in the particular area in which he works, and what he would recommend as a remedial measure. This headmaster tells a story that many others will corroborate. We would welcome other reports of experience whether they agree with this one or not.

—Editor

The student community is a very important section of society as it represents the future generation of men and women who will bear the burden of the present. Through the present process of learning and acquisition of knowledge they are unconsciously gathering a mass of unseen force that will mould the shape of things to come. Action has its momentum and its consequences. It leads the doer inevitably towards good bad or indifferent results according to the nature of this action.

It is undeniable that the student community as a whole has fallen far from the traditional standard expected of students. It has to be remembered also that the age has changed in its constituents. There is ferment in the minds of men : and it is natural that this should find expression in their actions and readjustment of values. Instead of denouncing students as incorrigible or doomed to a dark future, we would do well to take a psychological approach to their problems.

Every action has its causes however subtle, complex or unscannable they may appear. The present restlessness, defiance of authority and lack of respect and decorum in general found in the student community are the outcome of factors working silently for some time past. Humayun Kabir has analysed the problem in a masterly way and suggested remedial measures in a .brochure entitled *Student Indiscipline* published in 1954 by the Ministry of Education, Government of India. It is admitted in all quarters that the problem is a vital one and that it is woven into the pattern of the socio-economic and political life of the peoples. As the malady is complex curative measure are complex. There is at present a tendency to avoid tackling this problem on the ground that it is not within the competence of any single organisation to cure the ills and that it has become a social evil and should therefore be faced by society. We admit this. But somebody must stand to stop the rot. When the house is on fire, we cannot afford to wait for the monsoons to break.

I discuss below in broad outlines the causes and remedies of indiscipline and the practical measures that we have successfully applied in our own sphere of work.

Socio-Economic Causes

Educational instiurions are useful organisations in society as they impart utilitarian as well as ornamental knowledge to pupils. The learner acquires knowledge and skill for earning a livelihood. He and his guardians assess the value of education from a utilitarian point of view. Then, again education enriches his mind, shows the way to good manners and develops his powers of expression and aesthetic appreciation which may be said to result in what I call ornamental education.

With the progress of science and the improvement in the amenities of life, materialism has tightened its grip on man.

Money has become the criterion of a man's position in society. Learning, honesty, integrity and all that was once prized more than wealth have been relegated to a secondary place. Increase in the number of the educated unemployed has aggravated the situation. There was a time when educated men were in great demand for employment, not because of wider avenues but because of the dearth of such men. But at present in spite of an expanded scope of employment it is not possible for all educated youths to engage themselves in gainful occupation. The system of education which provided mainly for bookish learning needs change to meet the demands of the present age. The inefficiency of the educational set-up has been so blatant and so widely discussed that disrespect verging on contempt has grown up in the minds of the people. This has inevitable effects. To students the institutions are no longer sacred shrines or a deeply loved *alma mater*. They are something like so many market places where there is no devotion nor respect.

The World War has affected our society in various ways. Besides inflation and a loss of equilibrium in a normal life of the people, it created an inordinate craze for wealth in a section of the public and shattered the moral standard of society which is the keystone of the decency and dignity of a nation. Black-marketing, smuggling and other forms of corruption have sunk deep into the body of the society. In many cases these have been the means of earning a livelihood and evil-doers thrive. Some young students frankly stated to me that their elders who happened to live in villages near the Indo-Pakistan border carried on smuggling and blackmarketing and that they also occasionally took part in the operation. Schooling was not essential for them but they came to school only to pass the time. Respect for the institution, humility and an attitude of receptivity constitute the essencial pre-requisite for discipline. If adults condemn the educational system and the students catch the contagion, psychologically they foster a sense of anger and develop an attitude of defiance to every thing related to the institution. The mental climate has definitely to be made favourable for the growth of rationalism and creative self-discipline.

Political Causes

Politics nowadays is the very texture of our lives. It affects every sphere of activity for good or for evil. Young and immature students are often drawn into the vortex of political agitation and thereby an undesirable ferment is caused in their minds which proves detrimental to their student interests. In pre-independence days the leaders of the country called on the student community to help in the Nation's struggle against alien rule. Youths defied authority, broke the law and faced canon. The action had its justification then. But today the continuation of the old method on an all-out struggle basis is totally wrong and harmful. Students are administrators and statesmen in the making. Strong public opinion should be created against the mercenary activities of political parties. Let the students grow undisturbed. Spare the pupils. If the appeal fails, a law banning the use of minors for purposes fomenting political agitation could be enacted in the interest of the nation.

Educational Causes

Both the educational system and the teacher are responsible to a large extent for the unhappy state of affairs in a most vital sector of national life. The system has become outmoded and unrelated to the realities of life. Instead of being a one-track system, it should cater for various aptitudes and abilities of children and divert their energies into different channels where they may grow to their full stature and ultimately become earning and useful members of the family and proper citizens of the State. Fortunately, the Government are fully alive to the needs and steps have already been taken though on a minor scale. Reorientation of education and educational ideas is long overdue ; the nation should hail it and be

prepared to pay for it.

Organisational shortcomings as evident in irregul sttings of question papers in public examinations indirectly tends to encourage indiscipline among youths. The authorities are often compelled to rectify the wrong done on a display of force of agitation by the "aggrieved," not unoften accompanied by hooliganism. Students unconsciously come to feel that organised resistance produces desired effect. This conclusion is fraught with danger.

Teachers as a class now stand below zero on the barometer of social prestige. Teaching efficiency has deteriorated considerably. The Teacher's emoluments are hardly sufficient to meet the barest necessities of life not to speak of modern amenities of a cultured life. To supplement the scanty income, most teachers have to undertake some sort of secondary job which naturally distracts them from teaching work. The sense of injustice under which they labour, apathy and even contempt of the society chill their zeal. A starving teacher cannot be expected to be a devoted educator. Likewise, the public cannot be blamed if they do not show blind respect for teachers who appear to them as professional sellers of learning and not examples of noble life. It would, however, be wholly incorrect to say that there are no teachers in the true sense of the term or no right-thinking individuals in the country.

Human Material

From my experience in the field of teaching in the country, I can say with the greatest confidence that the human element with which we have to deal is worthy and lovable. The child, the adolescent and the youth are possessed of true spirit. In Bengal they are sentimental, excitable, intelligent, warm with life and vitality, dreamers of noble dreams and ready for sacrifices. If directed to proper channels the Bengali student can work wonders. Misdirected, he becomes the headache of society.

Conscious of the merits and demerits of Bengali character and of the psychology of the people in general let us set ourselves in earnest to try to stem the tide of unruliness and indiscipline through self directed curative ways. As a Headmaster of a Government Secondary School I was fortunate to be able to inspire confidence in my colleagues and to obtain their active cooperation in the arduous task of rousing self-respect and trust in the students of our School. The process was slow, as it must be, but it was pursued with faith and a strong missionary zeal. If I could summarise the attitude of the students at different stages of this work for restoration of self-respect, I would say that they were hostile at first, lukewarm for some time finally active.

Trust Begets Trust

Affection is a great force in human relations. Particularly is this so in dealings with the young. Trust had a similarsoul-rousing effect when the pupils felt that we were their well-wishers and had placed faith in them, they respond splendidly in action and proved their worth.

Adoption of unfair means in the examination hall is a crime against the self. It is the negation of human dignity. And the presence of the invigilator is an indication that in the eye of the authorities every examinee is a suspect. As the great majority of inhabitants in our society are peace-loving and law-abiding, so also most of the students are honest, pure, simple, tractable and eager for praise. Miscreants are few in number in society as well as in educational institutions. In society a stigma attaches to those established as wicked but in schools the good and the bad are placed on the same footing. This should touch the pride of the innocent. Actually it did in my experience. With the unanimous consent of the students the system of police-like invigilation was withdrawn and only one member of the staff remained in the hall to help in the distribution and collection of papers. The students passed this test with complete credit.

The next test of the students' honesty

and integrity was in the management of an open-shelf Library by the boys themselves. A room was set apart furnished with a large number of books on an open shelf and seating arrangements for quiet study. New and valuable books chosen according to the students' interests were placed freely at their disposal. They read them eagerly, made notes, recorded their opinion in the Remarks Book. When the stock was taken after a term, not a single book was found missing. And when I met the entire School to say a word of cheer and congratulations, every face was beaming and every pair of eyes sparkled.

New Experiments: Pupils' *Pancha Shila*

In the new sphere of my activity several measure have been adopted with the purpose of rousing self-respect and stimulating an urge for self-improvement among the boys of the school with appreciable results, Experience shows that the boys have greater faith in rules drawn up by themselves. And with a view to democratising the school activities and giving the boys a leading role in maintaining discipline in the institution a *Chhatra Parished* (Pupils' Council) was formed with the elected representatives from each class. The Parishad then invited draft rules of conduct from constituent forms and finally, after thorough discussions five rules of conduct were adopted for observance by the students and the teachers. These, termed as Pupils' *Pancha Shila*, ceremonially and solemnly adopted on 15th August, 1956 are as follows :—

1. I shall attend regularly andmaintain discipline of School.
2. I shall be clean and keep the school clean.
3. I shall be honest and gentle and enhance my store of knowledge daily.
4. I shall talk gently and live in harmony with my fellows.
5. I shall complete my work as best as possible and enhance the prestige of the School.

These self-imposed responsibilities seem to have produced a bracing effect on the boys of the school since they feel elated at the idea that they themselves are the makers of rules concerning their own conduct.

It is not intended to relate the whole story of experiment here. I have mentioned only a few instances. What is required is earnestness and patriotic zeal on the part of the teacher and active cooperation on the part of the guardians.

Professor Kabir's remarks about the position and responsibility of the head of an institution deserves special mention :

"He must not only be given a salary which will attract the right type of person but also be allowed wider powers in the appointment and promotion of teachers in a school. In a word, the Headmaster must be the Key man in the institution and made fully responsible for its progress and improvement. Once the responsibility for the welfare and reputation of the School is placed squarely on his shoulders he can be expected to rise to the occasion".

Let the Government in cooperation with the educationists frame the educational pattern designed to relieve social frustration and economic distress but the teacher cannot wait ; he has to carry on his sacred trust, his glorious privilege of moulding the mental make-up of the children.

A Headmaster's Credo

My firm conviction is that under suitable conditions a band of devoted teachers can brighten up the educational atmosphere and give a healthy turn to youth's energies in ten years' time.

We are facing a crisis in education. And the observations of Tom Paine on the American Crisis though in a different context, apply to us :

"These are the times that try men's souls. The summer soldier and the sunshine Patriot will in this crisis, shrink from the service of his country ; but he that stands it now, deserves the love and thanks of man and woman".

N. M. Tiwari

TEACHING PHARMACOLOGY AT MEDICAL SCHOOLS

ACCORDING to Sir Francis Walsh the undergraduate medical course, properly handled can be as highly cultural and humanistic as anything in the Faculty of Arts. Pharmacology is one of the subjects for undergraduate Medical education. In America various experiments are being done in methods of education and the present study relates to them.

Pharmacology is taught at various Indian universities from the second to the fifth year for a period of one to two years. The last 25 years have changed the entire subject and the teaching of Pharmacology. Advances in allied sciences of chemistry, enzymology, histochemistry, pathology and physiology and terrific impacts of hundreds of new chemicals and techniques had an enormous effect in altering our science of Pharmacology.

Textbooks and Study Material

In Pharmacology there are various textbooks including those on *materia medica*, pharmacology and experimental therapeutics. The teaching of *materia* in American Universities was given up for a very long time. The time when there was a limited number of chemicals has long been past and an endeavour to know a long series of chemicals is not likely to advance our science very much. Similarly, the museum of plants and drugs and its incorporation in examinations should also be given up. Hundreds of chemical compounds look alike and their identification by medical students is an unnecessary exercise. Pharmacognosy is a dwindling science. The active crystalline principles are more dependable than a mixture of alkaloids in the plant. The yield of the active principle varies from plant to plant.

Our Students

Eight hundred students apply every year for about 80 seats in the medical colleges. These students are the best our universities can produce. These are outstanding students full of life and spirit. The average M.B.B.S. results in various Indian universities vary from 20 to 80 per cent. It is surprising to see these bright boys discharge themselves poorly in examinations.

The entire blame should therefore rest on our teachers, the method of teaching and examinations. One of the main points of London students made in relation to teachers was that they must be taught to teach (Sinclair 1957). Students come from schools where eminence depends on authority and in medical schools the initial respect for the post filled by the teacher should be succeeded by respect for the person who holds it.

Our Teachers

In India teachers are mostly trained locally, in England and America. In some of the universities they are part-time, honorary, in others, full time. The relation between teachers and students appear to be more formal than they are in England and less than in other European countries. In some, the teachers do not know their students even by face, in others, there is a good deal of personal relationship between the students and teachers. One impressive feature of the American system of education is the complete informality of relationship between students and teachers.

Didactic lectures are very few. Teaching is mostly done in seminars. Even in lectures the student is completely free to ask any questions, and the teachers are very frank in admitting that they do not know, if they do not know a point.

America was once greatly fascinated by British and other foreign teachers and invited Sir William Osler and other renowned teachers to speak. They contributed much to medical education. The real advances in American medical science took place when young American physicians took over teaching and research, and their record is distinguished and worthy of emulation by all foreign workers. In America the M.D. (M.B.B.S.) is the final degree in basic medical science for physician teachers and the Ph.D. is only obtained by non-medical incumbents. In America a person with an M.D. is thought to be a better teacher because he has a general idea of medical problems useful in medicine and he is not likely to wander into unnecessary details. His ability to grasp the subject intelligently is applauded by many teachers whereas the Ph.D. degree is given in one field, for specialisation in one subject. The standard of the latter degree is likely to fluctuate very much more than an M.D. So long as degrees only qualify the man or certify him as able to work in a subject, the criterion for selection of teachers on a degree basis should be relied on less and less.

In India foreign degrees are valued so much that an average Indian worker finds it useless and thankless to put his heart and soul into the work. We in India must admit that we have not contributed much to the advancement of sciences. In America an average worker gets a research grant and appointment on the faculty for a period of about three years. This has got to be reviewed after the term. The chairman gets his salary from the University whereas the worker maintains himself on research grants. The post can be maintained by a good record of work. The chairman looks out for good workers, forwards the applications to various research grant committees, and thus approves the overall research project. He does not interfere in day-to-day work but is responsible for the overall work and prestige of the department. In some institutions the Chairman is Director of the department and the research projects are centralised. It is generally felt that many heads are better than one and when the day-to-day work is not interefered with, the output is much better. However the departments run on the director system have also given a good account of themselves. The Chair of the department is responsible to the board of directors or trustees or university and the reputation or the work of the department is also checked by various grant committees. Short-term appointments and the prospect of going into more renowned institutions with better facilities for work keeps a man on his toes.

Our Teaching

Our teaching is full of lectures and practical classes. We start with the assumption that the student must at least posses factual knowledge covered in some textbooks, and do a set of experiments covering the subject. The experiments are designed to cover the subject. Martin (1956) has defined the technician and the scholar. *According to him, the technician* may equal or surpass the scholar in command of science, of his time and in mastery of contemporary skills, but he knows little else; and because he knows little else, he is apt to think that the knowledge of his science is final and absolute. The scholar sees his subject within the framework of human history and record of all human endeavour. He is humble about our present knowledge for he realises how incomplete and tentative it is and how our grandchildren may smile at many of the notions we cherish. In our teaching, the student takes notes at lectures, crams them and reproduces them in examinations. In practical classes, he expects certain results and if he does not get them he is disappointed. The practicals cover only a microscopic fragment of the subject.

In America the approach to the subject is entirely different. The students prepare

the subject in seminars, from textbooks and journals, and therefore study the scientific approach and development of the subject. They discuss the findings of journals with teachers and plan new work on the subject. Instead of practical classes, they have research projects in which the members of the staff join the students. They study scientific investigation of new drugs. They are thus trained and equipped with a mind to study any new drug and solve new problems. How true it is that many students have observed or discovered new things of great importance. In contrast, we find our own students labouring over lecture notes and brooding over the bad results in practical classes. The average American student thinks of the work done by the previous workers and he is very enthusiastic because he knows he is going to make original contribution in the field of science. I had the pleasure of working till 2 A.M. at night with the undergraduate students at Cornell while supervising a research project. These students worked on holidays and weekends without compulsion of any sort.

Our Examinations

Our undergraduate and post-graduate examinations are based on the English pattern. They are governed by the university and the Indian Medical Council. There are written and practical examinations at the end of the first and second years. The examinations are periodically attended by the inspectors of the above two bodies. Memorisation of factual data and its reproduction at the examination takes away all incentive from the student for free thinking. American authorities feel that the ability of a student to grasp the subject intelligently should be taken as the final criterion of his merit. The knowledge of any subject is so vast that it is beyond human ability to remember all facts. If a boy can reason well and has the heart to work, he is as good as any other worker.

Our Position

The oldest medical colleges in India are more than 100 years old. Till last year we had no pharmacology society, no journal of our own and no meetings. The expenditure on staff, equipment and building in a medical college is a waste without any productive research work. Concentrated teaching is done only for about three to six months in a year. Government is encouraging research and training young workers abroad. If a suitable atmosphere is created so that workers are satisfied and get due facilties and recognition of their work, we in India should be able to contribute our share to the advancement of science. Our examination system should be reconsidered.

Acknowlegement : I am grateful to Dr. W.F. Riker Jr., M.D. for his friendly discussions and advice on the subject.

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L. K. Govindarajulu

PHYSICAL EDUCATION AT INDIAN UNIVERSITIES

THE concept of Education through Physical activities implied in the term 'Physical Education" has yet to be accepted in full in the educational schemes of our land. Physical education aims to produce skills essential to the individual for safe and efficient living, strength, endurance and vitality as well as qualities of mind and character that would make the individual a credit to society.

The unwillingness to accept Physical education as an integral part of education has had varying effect upon the process of education in the various States of this country : but, vaguely considered necessary, Physical education activities (not merely Physical activities as such) have been accepted as an adjunct to Education in practically every State. This has been done more as a concession to popular demand or tradition than on an appreciation of the new developments in education in the progressive countries of the world, particularly in the West in which Physical education is now considered worthy of study and research and has recieved academic recognition. In the field of higher learning in particular, educational authorities in India have tended to take a conservative view and no University in this country has given the subject the importance that it seems to deserve. Very few Universities have included Physical education in their schemes even of Professional Training, the Madras University being among the earliest to offer a diploma course.

Professional Trained Leadership

In recent years, the Universities of India have, however, endeavoured to organise games activities under professionally trained leadership; and most Universities have made Physical education compulsory in the earlier stages of University education by making attendance at games compulsory. But such work as is actually done in the name of Physical education tends to be nominal and is limited in scope by several factors, a few of which may here be listed :

1. Inadequate or poorly qualified staff (leadership) : In quality, status and dignity, Physical education personnel compare badly with other University teachers.
2. Paucity or inadequacy of facilities in space for play, apparatus and gymnasia.
3. The domination by the Science, Arts and Professional Courses which preclude the possibility of finding time and amenities required for any comprehensive scheme of Physical education.
4. Poor or inadequate finances allotted for Physical education, still regarded as extra-curricular and, hence, to be paid for through special fees.
5. Lingering traditions which still make it difficult for professionally trained men to gain resource and initiative or use their talent and capacity.
6. Lack of incentives for health practices and non-provision of amenities for Health Education which should go hand in hand with Physical education.

General and Special Studies

The organisation of Physical education at the Universities must necessarily vary with the outlook and purpose of each University; but within the limits of such variation, Physical education has to find a place at the Universities at two levels—first in the activities required of students for the completion of their courses, and secondly, in the schemes

of special study, professional training and research which every University is devoted to. At the first level, Physical education is education of the student, his integration with the environment in order that his development may be complete in regard to his health and vitality, his physical capacity and his social and moral outlook and attitude.

At the second level, little or no work has so far been done. If Universities have to meet the demands of the environment and modify it, it is now time that Professional Training for Physical education was taken up for the preparation of top-rank leaders for schools and colleges and for the organisation of recreational programmes for urban and rural populations. Changes in social and population trends demand the initiation of urgent measures for the wise use of leisure and for producing conditions which will favour the maintenance of fitness in the people. Here the Universities have to give the lead. If professional training is taken up at the Universities, as a necessary concomitant, the institution of special studies and research in Physical education, health and recreation will become possible. It need hardly be stated that it is the privilege of the Universities to further research and advance knowledge ; and our present knowledge of man in relation to physical activities is derived solely from work done in that connection in different climates and environments—connections that determine life intimately and hence cause fundamental variations in people.

It will be necessary to consider in some detail the work now done at the Universities at these two levels. In the first, in relation to pupil development, the leadership that the Universities have provided is ill suited to the purpose though we should ordinarily expect that the teachers employed at the University would all be men of similar qualifications and status, men of high academic merit and great dignity, fit to shoulder the task of leading adolescents engaged in higher learning, a task considered difficult by all standards. The leadership of the adolescent is, however, comparatively easy in the lecture room where intellectual capacity, scholarship and the ability to convey ideas in speech are the principal qualifications for success. The leadership of young adults massed on the playfields in the open, is more difficult and generally not within the capacity of the average intellectual. In addition to the qualifications that other collegiate teachers possess, the college physical director has accordingly to own impressive physical skills and superior moral stamina that will carry conviction at any stage of University education. The practice of appointing ill-qualified men, was started under conditions over which there was no control. Today, we find physical directors still divorced from academic life and regarded as inferior to other college teachers. There can be no justification for this practice and its continuation.

Programmes of Health and Physical Education

One of the reasons for the low status of physical directors at the Universities is that rarely is a physical director kept busy with full-time employment, his work being confined to the conduct of games in the evenings and of a few tournaments or matches. The Universities have yet to initiate programmes of Health and Physical education for all students in which Medical Examination and Physical Assessment, Follow-up and Corrective work, Physical Training and Gymnastics, Health Instruction and Adolescent Guidance will form as important parts as Games and Sports of a rich and wide variety. Such comprehensive work will widen the field of experience the physical director gets, and offer scope for study and scholarship. But to organise and administer such a comprehensive programme as has been indicated, there will be need to employ at the top men who will hold high professional degrees in Physical education : and as such men are not now easily had for employment, and until degree holders become available, diploma holders with experience may well be entrusted with such enlarged

work and given opportunities to show the importance and scope of the duties that they have to discharge.

Conservative opinions have tended to persist in regard to Physical education also because the physical directors have not either the capacity or the status required to do effective propaganda for their own improvement. In this new field of work, the scope and possibilities of that work have yet to be fully realised at Universities. In relation to the amenities provided now for the benefit of students themselves, the regulations pertaining to compulsory programmes are often enforced without due regard to the needs of students. A preliminary medical examination is essential to assess those needs so as to exclude the totally unfit and to restrict and determine the activities of the remediably unfit. The Universities drew up schemes of medical examination over 25 years ago under the leadership of Major-General Sprawson, then Surgeon-General to the Government of Madras : but a Medical Examination has yet to be made on an earnest basis, as it demands the provision for clinical follow-up as well as physical correction through remedial exercises under expert guidance. Physical activities may do more harm than good to those who need special attention ; and activities cannot be made compulsory unless a preliminary assessment of actual needs is made, especially in relation to abnormal conditions or nutritional deficiencies. In this work, physical directors have to be closely associated and specially trained. It is work that calls for a good deal of specialised knowledge which can be advanced through a collection of valuable data, data which can be studied and estimated ultimately for the benefit of youth in this country.

In the conduct of programmes meant for students, there has been a general tendency to continue the old system of appointing members of the Teaching Staff of "Academic" departments that has been indirectly responsible for keeping physical directors in subordinate and often deplorable positions. The interest in games of non-professional men in an age of specialisation is secondary and is often liable to be misdirected and even misused. There is no doubt much to be said in favour of the old system of guiding students in their outdoor activities through honorary men ; but it is now time that the control of University Games is vested in trained experts whose whole-time duty it will be not only to organise games and tournaments but do this work on a scientific and systematic basis and as a part of a wider scheme of Physical education, Physical education considered as a continuation on a higher level of the training in skills and health habits and the education in cooperative behaviour and social adjustment which pupils receive in their high schools.

Quality of Leadership

It is necessary here to state that the quality of leadership and its number provided for the Physical education of even our school pupils are most unsatisfactory ; and this reacts adversely on University work in Physical education. Timetables do not permit intensive work being done in schools ; and school facilities meant for creating good health habits and the development of varying physical skills are woefully limited. Teachers of Physical education are not employed in adequate numbers, and the men employed have such low qualifications that the average adolescent getting into college generally comes physically poor or illiterate and, in attitude, lacking in the essentials of healthy social conduct. Social upheavels, political policies seeking to control school administrations, poverty and unsettled economic conditions no doubt run counter to our educational ideals ; but the limitations in school personnel cannot however be overlooked. Accordingly, reforms devised to fit people to the higher tasks of democratic life and endeavour, must receive high priority and should be carried out at any cost through the right leadership. The teachers of health and Physical education in schools have an important duty to do, and a very significant part to play ; and so need to be qualified to build up the right habits and

right attitudes in all school pupils including those aspiring to higher learning or professional expertness. School Health and Physical education must first be reorganised to this end, to extend its usefulness ; and this in turn will facilitate effective work at the University level.

Popular Misconceptions

The fact is that Physical Education got its recognition through the interest our people have had in games ; and there is still a feeling that playing games is all that is required of Physical education. The Inter-University Sports Board is based more or less on this mistaken notion. We have, to make an effort still to get away from this feeling and to indicate that the scope of Physical Education is much wider than mere organisation for play. The preliminary thought and knowledge, the arduous training and scientific foundations, the concomitants of play and exercise in terms of pupil development in body, mind and spirit, the total effect that activities have on the human being in relation to a fast changing environment—these are but some of the implications that underlie modern, scientific Physical education. For this reason, mere athletic ability in the Physical Director is of no great importance. What is more significant is coupling it with high intellectual capacity and a wide and deep knowledge that extends into Biology, Psychology, Philosophy, the Physical Sciences, Hygiene and even Medicine and its related sciences of Physiology and Anatomy. The Universities will do well to give this concept due recognition and accept Physical education on an academic level.

If all the year were playing holidays,
To sport would be as tedious as to work.—Shakespeare

Muriel Wasi

Milestones in Educational Publishing*

Most quinquennial reviews on Education are heavy with fact. Assessment is generally tentative and weighty statistical tables at the end of the volume warn the reader against rash conclusions.

Fortunately, a review of the last five years in the Educational Publications planned, produced, published and sold by the Ministry of Education & Scientific Research need not depend for its statement on statistics. If figures appear, they do so to supplement conclusions, not to justify them.

Five years ago, the Ministry had published about 125 publications. Most of these were State reports—annual, quinquennial or decennial—of the Central Ministry or of the States of the Indian Union. Particular parts of the country that were visited by particular officers sometimes became the subject of reviews and frequently the reviews were discerning and valuable. But the conception of an educational publication as a pamphlet with a thesis that would be of some practical value to the practising teacher had scarcely made its appearance.

A New Idea

Towards the end of 1952 and early in 1953, this new idea took shape. An educational publication need no longer be a stodgy bluebook. It need not necessarily be covered with figures that, when left uninterpreted for pages can, mean little to the teacher in India (or indeed anywhere in the world) and can mean less to the layman. The new educational pamphlet that was envisaged was the sort of statement that anyone could understand who could be persuaded to read it. It had to be in a language that was easily intelligible to the Secondary School teacher. It had to be practical and to take its inspiration from the educational life of the country.

Sometimes even the teacher requires just a reference book and the programme for the years that followed always included directories, handbooks, reference books in Statistics and pamphlets of educational information for foreign students coming to India or for Indian students going abroad. These are part of the stock-in-trade of every educational institution and are particularly valuable for college libraries and for staff libraries of Secondary Schools.

However, now that the educational publication need not restrict itself to recording educational progress made in this or that State, it was no longer a vehicle merely of information and a medium of educational publicity. It had a new function to perform.

What was this new function ? It had to set the teacher thinking and to keep him thinking. It had to convert all educational full-stops (and these are very easy to come by in routine educational work) into educational question marks. The writers of these new "Studies in Education and Psychology" did not always prove their thesis to the complete satisfaction of a penetrating reader, but they always turned up new earth and in doing so caused that degree of intellectual and educational disturbance that is good for workers in this field.

Breaking New Ground

In the course of the next five years, the educational pamphlet and its authors made certain substantial discoveries. They discovered, for instance, that it is sometimes possible for an educational pamphlet so written as to arrest the attention of the teacher and to cause that particular disturbance that I have described as healthy for the teacher, to

*By courtesy of *The Hindustan Times* dated 26th January 1958.

sell itself. It does not need the clarion cry of modern advertisement. It does not need a fiat from anywhere to make its purchase imperative. All that it requires is that it should be intelligently conceived, easily and clearly written and reasonably well produced. It is also essential that it should be inexpensive, so that it can come within the reach of the teacher of India.

Between 1953 and today we have published over 275 educational publications, that is to say, over twice as much as we had published in the 15 years preceding 1952. These publications vary from the education reports for which a tradition had already been created by the end of 1952 and the statistical assessment that I have mentioned, earlier, to such new things as "Provisional and Finalised Lists of Technical Terms in Hindi", "Unesco Projects in India" "Experiments in Child Education" and a string of exciting new monographs such as "The Single-Teacher School", "Vidya Bhavan Open-Air Session", "Research and Experiment in Rural Education" and "Child Art", the Ministry's first pictorial publication designed to interest and assist teachers of art and to entertain children.

This was a first step in the right direction and it was followed by a series of other steps that widened the fan-like pattern of the educational publications programme and intensified its value. One of these was "Seven Years of Freedom" brought out in 1954, that was a bird's-eye view of progress made in various branches of education since 1947; another, "Student Indiscipline" in English and Hindi, a third, "Experiments in Teacher Training" and a fourth, "Better Teacher Education". There followed "The Content of History in Indian Schools", "Understanding Basic Education", "The Five-Year Plan. Schemes of Educational Development', and "The Five-Year Plan—A Brief Review of Progress", "Self-reform in Schools : A Report by Working Educators" and "Headmasters on Secondary Education".

In the last two publications more new ground was broken, for at last the working teacher was provided with a platform and could speak on developments in his own profession. Verbatim reports were kept of two seminars and the results when printed were used by the teachers and headmasters who attended the seminars for the benefit of colleagues in their own schools. Much later when the Ministry ran symposia in its main periodical "The Education Quarterly" (that it later issued as separate publications under such titles as "These Schools are Ours" and "My Idea of a University") the teacher spoke forthrightly as the expert that he is. At last he was able to offer the country his own practical experience which is the most valuable of all educational counsel.

Fan-like Movement

I have described the development of educational publications as a fan-like movement. A fan consists of a certain number of fine pleats that are revealed as the handle opens the fan out. This is clear as we move down our five years to the present day. Increasing awareness of Rural education gave rise first to "Rural Institutes" and later to a monograph on "The Rural Primary Teacher" in English and Hindi. Then confusions and misunderstandings on Basic Education and the programme for Basic Education stimulated such publications as "The Concept of Basic education", 'Bibliography on Basic Education", "Handbook for Teachers of Basic Schools" (in Hindi and English), "Report of the Assessment Committee on Basic Education" (Hindi and English), "Orienting Primary Schools Towards thd Basic Pattern" (Hindi and English) and "Seminar on Basic Education".

"Child Art" had opened a new field of study—Studies of Culture-in-Education. This was followed presently by "Child Writing" that consisted of the experimental writing of children between the ages of 4 and 16 in various countries of the world and over a period of three years, "Playwriting and Playmaking" which was an introduction to drama for University students and "The Film as an Educational Force in India".

One of the main pleats in the educa-

tional fan is the book that caters in a rather special way for the practising teacher and on this there have been two- "The Teacher We Need in India Today" and "The Teacher in India Today". The first sold out in three months ; the second is selling very well.

Before 1953 the educational best-seller was unknown in India. That is no longer so. A "best-seller" in Education requires definition for our editions do not ordinarily exceed 5,000 though some have print orders of 12,000 and 15,000. But pamphlets that run into two or three reprints or editions in one year may, it seems, with some justification, be regarded as educational best-sellers. This has now happened with several publications. It has happened with "Teachers' Handbook of Social Education", with "Scholarships for Studies Abroad", with "The Single-Teacher School" and with "Student Indiscipline".

That these publications and periodicals are read is testimony to the fact that educational journalism in India is now a force to reckon with. That the public demands more and more of the sort of educational publication that I have described is good news for all teachers, writers, editors and publishers of enterprise. It is especially good news because we have needed for some years a common platform on which these people shall meet to coordinate their complementary activities.

Journalism has already come to be the first power in the land—Samuel Bowles.

Mission on behalf of the Congress.

After independence, Maulana Azad became Education Minister in the Central Government.

Soon after becoming Education Minister, Maulana Azad enunciated the policy that the replacement of English should not be immediate but take 15 years. He announced the policy in his convocation address to Patna University in 1947. When he was interrupted he turned to the graduates educated in English and said : "I want English even though I am not primarily indebted to it for my education." That policy was subsequently adopted by the Government of India and the target date of 1965 was put in the Constitution.

Deputy Prime Minister

Since Education is a State subject the Central Ministry of Education is not anything like as important as, for instance, Finance or Home. Maulana Azad's importance to the Central Cabinet, therefore, should not be measured by the portfolio he held. Since the death of Sardar Patel in 1950, no formal post of Deputy Prime Minister was created but the Maulana occupied the position de facto.

He was Education Minister 1947-52, Minister of Education and National Resources and Scientific Research, 1952-57, and after the last General Election was Minister of Education and Scientific Research. In the Education Ministry he was noted for choosing able officials and giving them great responsibility, taking a hand only when vital matters needed decision. In Parliament too, the Ministry's work usually has been done by junior Ministers. This also left him free to do much other political work particularly as adviser and elder statesman.

The Central Education Ministry's responsibility has principally been in the realm of ideas and various commissions set up by it—in University Education, Secondary Education, Higher Rural Education, etc, etc.—have amply discharged that responsibility. During Maulana Azad's tenure the Ministry has also been distinguished by great emphasis on cultural exchange.

During his term of office, Visvabharati, an institution founded by Tagore, was taken over by the Government of India and made a university. Early in 1951, after Sardar Patel's death, he was elected Deputy Leader of the Congress Party in Parliament.

He toured Europe in July 1951 and on his way back to India he visited Persia.

Maulana Azad was a renowned scholar and author and an impressive speaker. His publications include several volumes on philosophy and literature. His commentary on the Koran is particularly well known. Next to those of Mahatma Gandhi his publications yielded the highest royalties in India.

Spirit of Humanism

Deeply imbued with the spirit of humanism, Maulana Azad was one of the most lovable and likeable personalities in the Congress hierarchy. His political career was a record of devotion to Gandhism in the fight for Indian independence. He first met Mahatma Gandhi in 1921 and remained a staunch follower, true to the cult of non-violence.

Behind the dignified eloquence of the Maulana, one discerned essentially a man of contemplation. He once wrote : "There is no conviction of mine but was riddled with all the thorns of doubts ; there is no spiritual belief but has passed through all the vicissitudes of unbelief, I have quaffed the poison jar even as I have tried all the antidotes that the science of healing has prescribed. When I was thirsty my thirst was unlike that of others, nor was the peace that has filled me since obtained from the common spring."

A devout Muslim, he was closely associated with the Jamiat-ul-Ulema-i-Hind, a body of Muslim theologians.

* * *

Twelfth All-India Basic Education Conference

A number of resolutions were passed at the 12th All-India Basic Education (Nai Talim) Conference held at Turki, Bihar, to the effect that

it would strive to the utmost to advance towards the goal which Gandhiji set before him when he placed the work of Basic education before the nation. The Conference recognised that Vinobhaji's Gramdan Movement was helping Basic education to draw nearer its goal. Building up a syllabus for this new pattern of education, choosing and preparing workers, carrying out the work of village education with the consent and cooperation of the villagers, were tasks which demanded attention. The time had come to abolish the distinction between "Basic" and "Non-Basic" in national education and to plan and organise education as one integrated scheme.

*

Basic Schools and School Facilities in Mysore

The Government of Mysore sanctioned conversion of 563 existing general Primary into Basic schools in 1957. The existing Basic Primary schools and the schools now converted will be 2183 in number. Besides, 142 existing Basic schools will be further developed by providing Craft equipment and addition of new classes. The aggregate recurring and non-recurring cost on this score is of the order Rs. five lakhs.

Moreover, the Government of Mysore have introduced a scheme according to which midday meals will be served to poor school-going children, free of cost.

The State Government have also launched an extensive programme of construction of school buildings, particularly in the educationally backward regions of the State.

*

Free Primary Education in the Punjab

The Punjab Government have introduced free Primary education from classes I to V into all Government schools with effect from 1st October 1957. Free education up to Middle standard in the Government schools of Kangra and Mohindergarh Districts has also been allowed.

*

Compulsory Primary Education in Bombay

During the first year of the Second Five-Year Plan compulsory Primary education in Bombay was extended to the age-group 7-10 in villages with a population of 1000 and over according to the 1951 census and for the age-range 7-8 in smaller villages with a population of more than 200 people. Now it has been extended to the age-group 7-11 in villages with 1000 people and above and to the age-group 7-9 in all smaller villages.

*

Provincialisation of Local Body Schools in the Punjab

The Punjab Government have provincialised 10,092 Local Body schools. By this step about 28,000 teachers have entered Government service. These teachers will enjoy the status of full-fledged Government employees and will be given the grades of pay applicable for their counterparts already in Government service. By this step it is hoped that the standard of education and discipline in erstwhile Local Body schools will considerably improve. The total annual expenditure involved in this scheme is Rs. 525.77 lakhs. The Government of India is expected to contribute on a 50 : 50 basis, a sum of Rs. 60 lakhs on account of additional expenditure resulting from the revision of scales of pay of Local Body teachers to be taken over by the Government.

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Bihar Grants for Basic and Primary Education

The financial sanctions made by the Bihar Government for the development of Basic and Primary education in the State include :

1. A sum of Rs. 5,02,000 for the expansion of 20 Higher Training centres.

2. A sum of Rs. 70,00,000 for paying the dearness allowances to all teachers of recognised Primary and Middle schools.

3. A sum of Rs. 3,28,004 for the rural areas and Rs. 28,296 for the urban areas for increasing the pay of headmasters of

Middle schools, Higher Middle schools and Lower Primary schools.

4. A sum of Rs. 99,01,232 in order to increase the pay scales of Primary Teachers of schools recognised up to March 31, 1949.

The State Government have also revised the rates of salary to teachers in Primary and Middle schools and to weaving instructors in order to remove the existing anomalies in pay scales.

*

Project Correlated with School Syllabus

Recently a project of white-washing school buildings through voluntary labour was undertaken in Kalol Primary School for Boys, Panchmahals in Bombay State, keeping in view the possibility of teaching various school subjects through this activity. The special interest of this project that was successfully implemented, was the enthusiasm and willingness displayed by teachers, trainee teachers and boys to carry out the work and the thorough planning with which the work was executed.

*

Free School Meals to Children at Madras

The Government of Madras have approved the draft scheme for the supply of school meals to pupils in Elementary schools and the draft rules for the payment of grants for the purpose, submitted by the Director of Public Instruction. The scheme will extend to all rural and urban areas in the State except the City of Madras, provided that sufficient local support for the scheme is available. Its benefit will extend to poor pupils in in Elementary schools standards I to VIII.

*

Camp Seminars for Teachers in Primary Schools of Bombay

In different districts of Bombay State 100 Camp-cum-Seminars were organised during the winter vacation 1957. These Camp-cum-Seminars were designed to meet the needs of teachers working in Basic schools and imparting instruction through methods advocated by Basic education.

*

Handbook in Basic Education for teachers

In order to meet the long-felt need for a Handbook in Basic education for the guidance of teachers, the Government of India published one on this subject. The Bombay State Committee for preparation of Handbooks for teachers in Basic schools decided that a suitable orientation on the lines of the book published by the Government of India as well as other materials available on the subject should be effected rather than translate the book literally into regional languages.

Accordingly the book is divided into three parts *viz.* (1) The main principles of correlated teaching and organisation of work in Basic schools. (2) The teaching of Crafts, Spinning, Agriculture and Woodwork as well as organisation of activities in physical and social life of pupils and the relation of these academic subjects. (3) The teaching of main academic subjects such as languages, Mathematics, Social Studies, General Science etc.

The first part has been translated into Marathi and Gujrati and the second part is being printed.

*

Nationalisation of Textbooks in Rajasthan

In accordance with the decision of the Government of Rajasthan to nationalise textbooks for classes I to VIII. a high-powered Board was appointed for this purpose. A Committee was also appointed for the final selection of books recommended by the Board.

The Board prepared the scheme and decided to nationalise textbooks in two stages, one from classes I to V and the other from classes VI to VIII. The books for classes I to V were to be introduced from July, 1957 and those for classes VI to VIII from July, 1958.

The Government had already national-

ised 14 textbooks and 11 more were nationalised in 1957.

The books were written on a Basic pattern by the panels appointed for the purpose and were also invited from authors outside the panels. Illustration was entrusted to a panel of artists. The books were reviewed by a Board of Reviewers for each subject consisting of two eminent educationists and one nominee of the Department of Education.

*

Religious School in Minicoy Island Becomes Regular School

A private school with about 300 students in Minicoy island, run mainly for religious studies by the Bada Attiri people has been handed over to the administration to run it as a regular school on condition that religious instruction should be permitted there out of school hours. The institution will be amalgamated with the Government school in this island.

*

Educational Concessions to Children of Political Sufferers in Madras

With effect from the academic year 1957-58, the Government of Madras have granted educational concessions by way of remission of full tuition fees in all educational institutions including institutions for collegiate and Technical education to the children of political sufferers who have undergone imprisonment in the cause of Indian independence.

*

Children's Literature in Bombay

In August 1955, the Bombay Government set up a Central Committee for Children's Literature to prepare classified lists of the existing literature for children in the regional languages, together with an annotated bibliography of the best books. The Committee has prepared the requisite lists which are being printed.

Standard of Education

Dealing with the problems of education and future improvements in the system, Mr. Chak, Director of Education, Uttar Pradesh said recently that much educational work had been done in the past and more would be done in future. Arrangements for hobbies, excursions, books, audio-visual aids to education and laboratories had been often left out for lack of finance; but the success our schools had achieved was due to faith and a sense of mission. Good schools in any country were not as plentiful as one might think and our good schools compared very well with good schools abroad. As regards the standard of education, he observed that some deterioration necessarily accompanied all expansion and this was so at all countries.

In order to improve the present system of education, Mr. Chak laid emphasis on arrangements for better teaching and character development. "Better teaching is a matter of reading and thinking. The teacher must read, think, plan his lessons, try them out and again think, and plan".

*

International Exhibition of Children's Art

An International Exhibition of Children's Art was held at Calcutta in November 1957 on the occasion of National Children's Day. Children under 14 years of age from all over the world submitted entries to the Exhibition.

*

Social Education in Assam

The 522 Social Education Centres organised last year for the term April to July were terminated at the end of July and steps were taken to organise the second round of Social Education Centres in October. Books were distributed free to aided libraries and Social Education Centres, and two motor vans for the mobile audio-visual units were purchased. More attention was also given to Social

education programme of C.D. and N.E.S. Blocks.

*

Extension Training Programme in India

Details of the various types of institutions working under the guidance of the Directorate of Extension and Training are as follows :—

Basic Agricultural Schools

There are at present 65 Basic Agricultural Schools and Wings functioning in the country. The 12-month training course provided in these institutions is meant to give a good grounding in Agriculture and allied subjects to the *Gram Sevak* trainees.

Extension Training Centres

After completing their training programme in Basic Agriculture, the trainees undergo a further six months' training in Extension philosophy and methods and other subjects like Cooperation, Panchayats, Public Health, Social Education, Village Industries etc., in the Extension Training Centres. A short refresher course in Agriculture is also given at these Centres.

The trainees also make a detailed survey of at least one village and work as apprentice Gram Sevaks in the villages for three to four weeks before completing the course.

Since the beginning of the training programme, 11,365 persons have completed their training in the Basic Agricultural Schools and 22,446 persons have completed their training in the Extension Training Centres. At present 4,163 persons are undergoing training in the Basic Agricultural Schools and 5,773 in the Extension Training Centres.

Home Science Wings

Twenty-seven Home Science Wings are functioning at present in the country to train the women village level workers (Gram Sevikas).

At present 646 women have completed their training and 331 more are undergoing training in the different Home Science Wings.

Workshops

Nineteen Workshop Wings have been established to train village carpenters, blacksmiths and artisans in the repair and manufacture of improved agricultural implements and the construction of better village houses.

Group Level Workers

A two-month course to train Group Level Workers, or subject matter specialists in Veterinary, Agriculture and Cooperation attached to the various Development Blocks, in Extension Principles and Methods is being conducted at 18 Extension Training Centres.

College Extension Wings

Besides these institutions five Extension Wings have functioned at different Colleges of Agriculture under the guidance of the Directorate of Extension and Training.

These Extension Wings provide facilities for practical and theoretical training in Extension principles and methods to the students of Agriculture, along with other subjects taught at the colleges.

*

Seminar on Education and Social education in Bombay

A State level seminar on Education and Social Education was held at Nagpur in the middle of November, 1957. The Minister for Education presided over the seminar which discussed several important problems concerning educational expansion in National Extension and Community Development areas, conversion of non-Basic schools into Basic and propagation of Social education. The seminar lasted three days. A State Exhi-

bition of Basic Education and Children's Work was organised on the occasion.

*

Bombay Ashram schools for Scheduled Tribes

The Bombay Government have decided to open seven additional Ashram Schools for Scheduled Tribes, of which two Schools will be under a Centrally Sponsored scheme.

* * *

Schools in Jammu and Kashmir

During the Plan period the number of Primary and Secondary schools in Jammu and Kashmir has nearly doubled, as at present there are 2,270,306 schools as against 1,186,216 in the pre-Plan period. In the year preceding the introduction of the First Plan the total expenditure on Education was 43.77 lakhs whereas the budgetted expenditure adopted for 1957-58 is 136.35 lakhs. Efforts are also being made to improve the standard of education. The curriculum of Primary schools has been reoriented and Activity Basic schools have been opened all over the State.

*

Primary and Secondary Education in Madhya Pradesh

There were about 22,000 Primary schools in the integrating units of Madhya Pradesh and about 1650 new Primary schools, which will provide facilities to more than 82,000 children, have been opened.

With a view to improving the academic and general standard in Primary and Secondary schools and equipping the teachers and inspectors with the ideologies of the changed pattern of education, as many as 11 seminars at nine different places in the State were held last year. In these seminars about 700 teachers, members of the staff of training colleges and educational inspectors participated. Another scheme sponsored by the Planning and Development Department of the State Government for the orientation of the training of village teachers has recently been launched by the Education Department. About 400 to 500 village school teachers will be benefitted from this orientation training.

*

Multipurpose High Schools in Mysore

In the new Mysore State, the Government have ordered conversion of 16 High schools into Multipurpose High schools, raising the total number of such schools to 47. Agricultural courses are introduced in ten Boy's High schools and courses in Home Science in six Girls' High schools in the different regions of the State. The total recurring and non-recurring cost on this account is of the order of about Rs. 3½ lakhs.

*

Recommendations of Madras Legislature Committee

The Committee set up by the Madras State Legislature in the year 1956 to consider the "White Paper on Education" and assist the Minister for Education in finalising the educational scheme of the State, submitted its report in December 1956, which was discussed and approved by the two Houses of the new legislature in November, 1957.

The recommendations of the Committee for a ten-year programme of development of Primary education and reorganisation of courses of studies in schools include integrated seven-year course of Elementary education, integration of Basic and non-Basic education, fixation of minimum age for compulsory education at 6 plus, limitation of compulsory schooling to the first five years, progressive enforcement of compulsion, free school meals to poor children, a four-year course of Secondary education, grouping together the study of all languages as one subject divided into three parts and greater uniformity in the pay scales of teachers. The Committee has also recommended speedy revision of grant-in-aid rules and improvement of school management.

* * *

Bihar Government grants for Higher Education

Recurring grants of Rs. 10,203 and Rs. 22,079 were sanctioned by the Bihar Government for the Department of Commerce and Sociology of Patna University. For the Anthropology Department in Ranchi College of Bihar University a further recurring grant of Rs. 15,120 was also sanctioned.

*

Kerala University Act

The University of Travancore has been re-constituted into the Kerala University. By the new Act the University has been converted into a teaching and federal type, serving the whole State of Kerala. The colleges under the University have been taken over by the Government.

*

Higher Education in Kerala

The Government of Kerala have taken the following steps for the promotion of Higher education in the State.

1. *Department of Collegiate education*

The administration of the Government Colleges in the State was hitherto vested in the Director of Public Instruction. But owing to the growing number of institutions the Department has grown unwieldy. For the efficient administration of the Government colleges, therefore, a separate Department of Collegiate Education has been created under a Director.

2. *Department of Technical Education & Technical Education Board*

For the efficient implementation of the schemes under Technical education, a separate Department has been formed and a Director of Technical Education has been appointed. A Technical Education Board has also been formed to advise the Government on matters relating to Technical education.

*

The new universities—the Vikram University and the University of Jabalpur have started functioning in Madhya Pradesh. All degree colleges in this State are now affiliated to universities. The State Government have accepted in principle three-year degree course scheme. Four Intermediate colleges have already been upgraded to the status of Degree colleges. The Government have also taken steps to extend existing educational facilities by opening graduate classes at Maharaja College, Chhatarpur and Science classes in several Colleges and by increasing the in take of Government Engineering College, Jabalpur and and S.V. Polytechnic Bhopal.

New Universities in Madhya Pradesh

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U.S. Experts for General Education at Universities

Nine distinguished educationists from the U.S.A. arrived in India under the auspices of the India Wheat Loan Educational Exchange Programme to serve as consultants to universities who are ready to introduce General Education courses. Welcoming them, Mr. K.G. Saiyidain, Educational Advisor to the Government of India, said that this marked yet another milestone in the introduction of General Education courses in India.

The nine educationists have been drawn from nine different universities of the U.S.A. and represent six disciplines—English, Philosophy, History, General Education, Anthropology and Library Science. Their services have been placed at the disposal of the universities of Bombay, Roorkee, Baroda, Delhi, Lucknow, Osmania, Patna, Utkal and Sri Venkateswara.

In his welcome address, Mr. Saiyidain emphasised the need for the introduction of General Education and breaking down the present excessive and early specialisation at Indian universities. Though the problem of General Education was world-wide, in India, the incubus of examinations led to the concentration of mechanical acquisition of knowledge for passing examinations and this resulted not in quickening of the mind, but burdening the memory. This, he said, led to many

maladjustments in our educational system.

He referred to the various efforts made by the Government since 1947-48 to remedy the present system of University education, which was responsible for exclusive specialisation and which did not leave much scope for the universities to play their part effectively in the general development of the human personality.

He also emphasised the need for developing vital courses in the Humanities, Social Sciences, and Natural Sciences and also the need to avoid the danger of introducing General Education as a kind of new course to the existing courses. The aim of the introduction of General Education courses, he said, was to prepare a kind of basic intellectual knowledge that every student at the university stage should possess and with the help of which he would be able to live in the present day world.

* * *

Technical Education in Jammu and Kashmir

Recently the Government of Jammu and Kashmir have sanctioned the establishment of two Technical schools in the State - one at Jammu and the other at Srinagar. These schools have been set up on the pattern approved by the Labour Minister, Government of India, where instruction in different craft subjects like Smithy, Carpentry, Masonery, Weaving, Calico-printing, Pottery, Drawing and Painting is being imparted. The Polytechnic institution which was given a start has now been reorganised and has been transferred to the administrative control of the Department of Education. The institution will have an intake capacity of 50 Civil Engineering, 25 Electrical Engineering and 25 Mechanical Engineering trainees.

*

Professional and Technical Education in Mysore

The number of states in the University Medical College, Mysore, the B.D.T. College of Engineering, Davangere, and the B.M.S. College of Engineering, Bangalore, have been increased with the concurrence of the Government of India.

A New Medical College called the Karnatak Medical College has been started at Hubli by the State Government.

A School of Mines was started at Oorgaum in the Kolar Gold Fields with an intake of 40 students, involving an outlay of over eight lakhs of rupees the Central Government bearing three-fourths of the non-recurring and two thirds of the recurring expenditure.

*

Role of Engineers in New India

The role of engineers in building up new India was underlined by Dr. Zakir Husain in his Convocation Address at Jadavpur University which has only recently grown from a technological institution into a university. Dr. Husain pointed out that with the ever-growing scale of engineering projects, the engineer had to deal not only with a growing mass of material and machines but also with larger and larger numbers of human beings for which an understanding of human relations and an insight into the complicated workings of the human mind were necessary. Mere technical ability was not enough, Dr. Husain said, the Indian engineer of the future would have to plan and be able to determine policies and to take a broad view of men and affairs.

* * *

Establishment of Student Homes

In order to provide students who live in unsatisfactory conditions with a congenial atmosphere for study, the University Grants Commission has recommended the establishment of Student Homes at certain university centres. Student Homes will have facilities for study, meals, recreation, washing, probably, also tutorials.

Other major decisions taken by the Commission in a meeting held recently include the setting-up of day-scholars' clubs and health centres in university towns, institution of 100 post-graduate scholarships of Rs. 200 per month., 70 post-doctoral fellowships of Rs. 300 per month, 40 senior U.G.C. fellowships of 500 per month, establishment of poor

students' aid fund in universities and arrangement of publication of scientific literature by university teachers.

As an initial step, the Commission has sanctioned the establishment of two Student Homes in Calcutta, two Student clubs in the Punjab and a club each at Aligarh, Banaras, Patna and Osmania universities.

*

Students' Tour

An 18-day tour of East India for about 400 students and 50 teachers was organised by the Directorate of Education, Delhi at a cost of about Rs. 14,000 during the Autumn break in September, 1957. As many as 15 big Indian towns and cities were visited by the students and teachers.

* * *

Literary Workshop for Writers in Gujrati

Under the Government of India scheme of production of literature for neo-literates, a Literary Workshop for writers in Gujrati was started at Umbharat, near Maroli in Bombay. Twenty writers joined the Camp which was directed by Shri Raman lal Sohoni, a well known writer for children and neo-literates. The Workshop lasted for over a month.

* * *

Art Camp on Modern Techniques of Book Illustration

An Art Camp on Modern Techniques of Book Illustration, sponsored by the Unesco was inaugurated at the Delhi Polytechnic on January 9, 1958 by Mr. Saiyidain, Secretary, Ministry of Education and Scientific Research. The Camp was arranged under the guidance of Mr. J. G. Thomaeus, Unesco Expert in Book Illustration.

In his Inaugural Speech Mr Saiyidain said this project had special significance in India since at present the quality of book illustration in this country was not of a high standard. A good artist was not necessarily a good illustrator, said Mr. Saiyidain ; a knowledge of technical processes and an understanding of the psychology of the readers, together with a thorough cooperation between the artist on the one hand and others engaged in production work of reading materials on the other, were essential requisites for bringing out good illustrative publications for children, neo-literates and educated adults, he added.

The Camp ended on February 5, 1958 and certificates were awarded to 21 trainees who participated in its work. An Exhibition of book illustration and press lay-outs, designed by the trainees was also arranged at All-India Fine Arts and Crafts Society Art galleries at New Delhi.

* * *

Exhibition of British Books

An exhibition of a representative selection of books on Commonwealth History, English Language Teaching, Organic Chemistry and Public Administration, arranged by the British Council, was held at Delhi University Library for a weak. The Exhibition was inaugurated by Dr. V. K .R. V. Rao, Vice-Chancellor of Delhi University, on the 15th January, 1958.

The attractive and interesting books displayed showed that more stress was laid on English Language Teaching than on other subjects. Under this subject were included books on grammar, phonetics, idiom, classical fiction and so on. Writers and Their Work Series, comprising publications on literary figures from Chaucer to Maugham by reputed critics, will be of immense interest and value to students of English literature.

A similar Exhibition was organised by the British Council in 1954.

* * *

All-India Educational Conference

The XXXII All-India Educational Conference was held recently at Madras, which was presided over by Mr. C. D. Deshmukh, Chairman, University Grants Commission. Apart from the general sessions of the Confe-

rence many sectional conferences also were held.

* * *

Education Minister addresses the Central Advisory Board

The 25th Meeting of the Central Advisory Board of Education was held at New Delhi on February 6 and 7, 1958. In his presidential address, Maulana Abul Kalam Azad, Minister for Education and Scientific Research, emphasised the importance of education which "is basic for the success of every sphere of planning". Since the attainment of independence, Maulana Azad said, education in the country had to face many financial difficulties at every step and also other difficulties created by lack of suitable personnel and the general inertia of the people.

Referring to the language question Maulana Azad remarked, "regardless of the date when Hindi may be brought into use as the official language of the Union, we must make every effort to develop it as rapidly as possible". He referred to the appointment of a Committee by the Ministry of Education to make a survey of terms which were common to Hindi and other Indian languages. Philological interest apart, the work of committee "will provide us with a capital which will greatly help in the development of Hindi and other Indian languages".

As regards the place of English in Indian education, the Education Minister said that knowledge of English was essential if adequate standards were to be maintained in the Universities. "Unless students are able to use standard textbooks and books of reference in English, progress in all fields of education, especially in Science and Technical education, is bound to suffer. This requires that we must give adequate attention to the study of English even at the Secondary stage". In this connection the Minister pointed out that with the assistance of the British Council and the Ford Foundation the Government had finalised a scheme for establishing a National Institute of English Studies at Hyderabad.

As for Technical education, Maulana Azad said, "there has been remarkable expansion both in quantity and quality." He added, "We can confidently say that if this rate of progress is maintained, India will soon be able to meet all her requirements for Technical personnel, and perhaps help some of our neighbouring countries".

As training of engineers and technicians was necessary for the development of industries, it was equally necessary, the Education Minister said, to spread general education to raise the general level of economic activities in the country. Here the Minister referred to the efforts made by the Government for the expansion and improvement of the present system of education.

* * *

India Ratifies Universal Copyright Convention

An Inter-Governmental Conference, attended by delegates of 50 countries including India, was convened under the auspices of the Unesco in order to dissolve the divergences that existed in the systems of Copyright Laws and to bring the countries under a common umbrella in the matter of international copyright. The Government of India have ratified the 'Universal Copyright Convention' adopted by the Conference, which provides that the publications of the Contracting State should enjoy copyright protection in all other countries who have ratified or acceded to the convention.

THE FOREIGN SCENE

Public Library Services for Children

Lionel R. McColin, City Librarian of Westminister, United Kingdom, writes in *"Public Library Services for Children* a new volume in Unesco's Public Library Manuals Series, that it is the responsibility of a government to encourage children to read worthwhile literature and to procure for them the necessary books. Children are voracious readers, the author adds, and if useful books are not easily available they may turn to inferior or

pernicious reading like horror comics. (Unesco).

* * *

Public Administration of Schools in Yugoslavia

Public organs of administration have been formed in all schools in Yugoslavia under the general lawon the administration of schools of 1955. The schools have been separated from state administration, and citizens outside the circle of professional teachers have come to be represented in the administration of schools. Public administration has been introduced in all general education and Technical schools, it has also been introduced in the universities and other institutes of higher learning where it is regulated by a special law.

Organs of Administration

The organs administering schools are : the school councils, boards of teachers and the directors. In every school, the school council consists of the school director and members elected by the People's Committee on whose territory the school is situated, by the meetings of electors in the area served by the board of teachers. In technical schools a certain number of council members are also elected by the Workers Councils. Furthermore, in all Secondary general education and Technical schools, a delegate of the pupils themselves is also represented in the school council.

Ranging between seven and nineteen, the number of members of the school council depends on the size and type of the school. The mandate of the school council lasts two years. Members of the council perform their duties voluntarily, without receiving any remuneration. The director of the school is appointed by the competent People's Committee from among successful applicants for the post. The board of teachers consists of all teachers of the school.

Functions of School Councils

The school council takes care of the entire life and work of the school. It takes measures to improve the methods of teaching and the training of pupils and settles all material problems facing the school. The school council also considers proposals and suggestions of citizens which concern instruction work.

The question of direct instruction and other professional problems is within the exclusive competence of the board of teachers and the director. The board of teachers works to improve the system of education while the director is responsible for the organisation of school work in keeping with the existing laws, school rules and decisions of the school council.

Schools Clubs

A notable feature of education in Yugoslavia is the existence of pupil's clubs in every Secondary general education and Technical school. There are clubs in every class and one club for whole school. At the meetings of class and school clubs pupils discuss their problems of work and play. These clubs have been formed with a view to developing initiative, independence and discipline among students and instilling a sense of responsibility in work.

In order to establish close contact between the school and the family, joint meetings of teachers, pupils and their parents are organised from time to time. In addition, a public meeting of teachers, pupils and their parents is held in every school once a year at which the director or a delegate of the school council submits a report on the work of the school.

Apart from the above-mentioned organs, the People's Committee of municipalities or districts and their councils for education and the republican councils of education also take part in the administration and conduct of schools.

* * *

Montclair asks Women to take up Spare-time Jobs as Teachers

Since there are too few teachers for the growing number of pupils in Elementary and Secondary schools, the community organisations and educators of Montclair are encouraging college-educated women with leisure time to continue their studies and qualify for teaching profession. The idea was

evolved by Mrs. William A. Salmon, and alumna of Vallar College and a member of Junior League of Montclair.

* * *

New Approach to Science Teaching in the Philippinnes

Mr. Vidar Risberg, a Norwegian specialist in science teaching, spent a year assisting the Philippines Government in its programme of improving and developing science teaching in schools and colleges.

Mr. Risberg's mission was part of the share of the United Nations Educational, Scientific and Cultural Organisation in the United Nations world programme of technical assistance.

Efforts being made to revise science and mathematics teaching include designing and production of cheap local science equipment, production of new textbooks and the provision of more extensive teacher training facilities. (Unesco).

* * *

Surge of Interest in Adult Education in the U.S.A.

Statistics show that adult education in the U. S. A. is making remarkable progress, especially in the suburbs, after the Second World War. More adults are attending more classes in more subjects than ever before. One of the reasons assigned to this phenomenal growth is the increasing complexity of modern society and international relations. which spurs the need for more understanding.

* * *

National Education and Careers Exhibition in U.K.

The first Exhibition in the U.K. solely devoted to Education and Careers and planned on a national scale will be organised by the National Union of Teachers at Olympia in 1959, from May 25 to June 4. Arranged with the cooperation of all branches of the education and careers guidance services, the National Education and Careers Exhibition will show how children and young men in Britain are being educated, what opportunities there are both in education and employment, how public money in being spent and the contribution that education is making to the life of the nation.

* * *

New Columbia Course to Explore News

The University of Columbia has introduced a new course, entitled, "Basic Issues in the News," in its Graduate School of Journalism. The new course aims at endowing students of journalism with a wider and deeper understanding of news events, so that all occurrences will be placed in an intelligent perspective. With the assistance of six scholars, the students will study six major subjects through background readings, lectures, seminars, writing assignments and research papers.

* * *

Yale to increase Faculty Salaries

Yale University has chalked out a scheme for increases in faculty pay that will be effective from July 1, 1958. With the implementation of the scheme, which also includes increased benefits in the retirement and insurance programme, the yearly cost is expected to amount to $ 800,000.

Both maximum as well as minimum salaries will be raised and all faculty ranks will receive the increases. The rises vary from $ 500 to $ 2,000 a year. The scheme is designed to bring about more equitable and uniform salaries throughout the University. According to Dr. A. Whitney Griswold, president of Yale Corporation, the increases will make Yale's compensation "to the best of our knowledge, second to none in any American university."

* * *

Popularisation of Science

During the past three years the Royal Institution, London has been arranging a series of talks illustrated by experimental demonstrations for senior pupils from schools in and around London. The object of this scheme is to show the pupils experiments

which they read about in their textbooks but which are too complex or on too large a scale for them to be staged with school resources.

Each lecture-demonstration is held four times, before an audience of 500 and some 16,000 tickets will be available this year. No charge is made for tickets, and the cost of running the courses is met by contributions from industrial firms and other organisations.

* * *

Promotion of Basic Scientific Research in the U.S.A.

With a view to promoting scientific knowledge in the country the National Science Foundation has recommended that private industries, research institutions, foundations and professional societies, should extend their support and encouragement for conducting basic scientific research. It is also recommended that the Federal Government should contribute adequate funds to finance costly research in universities and that there should be minimum restrictions on the freedom of researchers. The cultivation of closer contacts and better understanding between scientists and members of Congress is also proposed in view of the growing importance of science in national and international affairs.

* * *

Training in Archives keeping in the U S S R.

The U.S.S.R. has been making continuous efforts to build up a cadre of trained archivists since the end of the Tsarist regime. Her success in this direction is mainly due to the "Istoriko-Arkhivnyi Institut", in Moscow, which occupies a unique position in the Soviet education system. Established in 1930, the Institute started its work with a roll strength of 90 pupils at a time when lack of proper education was fairly widespread among the archives workers. In the early stages much time had necessarily to be spent in formulating the educational processes in archives-keeping, tackling the basic problems of Soviet archives science, generalising the experimental results of the newly created archives organisations, working out new scientific disciplines, planning the curriculum of studies as well as in production of textbooks and revision of pre-revolutionary archives method.

With the passage of time and acquisition of experience the period of training began to extend while the number of students continued to swell. A three-year course was instituted in 1933 followed successively by a four-year course in 1934 and a five-year course in 1949. Besides their regular mode of imparting education, opportunities for receiving archives-training were widened further, when in 1931 the Institute opened evening classes for workers engaged in production processes during the day time. The correspondence course, though launched before the out-break of the last world war, could be offered only in the post-war period and has since been organised as a Faculty of Correspondence. The Institute also offers at intervals a three-month course for the benefit of the workers employed in local archives. The number of students in the Institute during 1932-36 was near about 250. The corresponding figure for 1937-41 was 400. With the outbreak of Russo-German War in 1941 the student population sharply declined, but the curve of increase shot upwards, exceeding heavily the pre-war figure, soon after the termination of the war. In 1955 there were more than 1800 students on the rolls.

Since 1932 the Institute has been admitting students for post-graduate studies. At present there are five chairs in the Post-Graduate Department for each of the following subjects; (1) Marxism-Leninism, (2) History of the U.S.S.R. (3) History and Organisation of Archival Affairs, (4) Theory and Practice of Archival Affairs, and (5) the Auxiliary Historical Disciplines. During 1946-55, 73 post-graduate students were taught. The Institute, does not however, merely teach and confer degrees, it has also grown into a fully developed research centre for the advancement of historical knowledge and Soviet archives science. Under the supervision of the professors, the research fellows work for the doctorate degree.

In promoting historical and archives research the professors in different branches of study are active participants. The research work undertaken in this field of study assists much in solving the archives problems.

The Institute has also undertaken publication of valuable text books for study ; *e.g.. Theory and Technique of Archives Work, A Manual on the Publication of Documents belonging to the 19th and 20th Centuries, Russian Chronology, Theory and Practice of Archival Affairs.*

The follow-workers of the Institute also contribute articles in well-known journals with a view to disseminating knowledge and stimulating interest in archives study. The students similarly take an active part in promoting the cause of archives learning. The writings of the students, are either included in the publication programme of the institute or published in general historical journals. In study circles and seminars they hold discussions, in order to have a better understanding of the archives affairs in which they receive lessons in the classes. Since 1939 the Institute awarded two Stalin stipends to deserving students. In 1946 these stipends were named after the famous historian archivist S.K. Bogiavlesko. After completion of studies the students have an assured career mostly in the archives offices and historical institutes. Many ex-students now occupy leading positions in the State Archives of U.S.S.R , Union republics, regional archives and in the departmental record offices. The collaboration between the Institute and various archives offices is strengthened by the tie which exists between the *Alma Mater* and *alamni*. This works to the advantage of both, bringing home to the Institute, on the one hand, the practical aspects of records administration and preservation and ensuring to the archivists, on the other, the help and guidance from the learned professors in solving their peculiar problems and adding to the increase of professional efficiency.

Since 1932 a Method Bureau has also functioned in the Institute. The coordination in different branches of study, the revision of the curriculum of studies raising the standard of teaching, registering progress of students and giving attention to the organisational needs constitute the primary task of this bureau.

* * *

Summer School for Science Teachers in Australia

A Summer School for Science Teachers was held at the University of Sydney from the 13th to 25th January, 1958.

The School was sponsored by the privately endowed Nuclear Research Foundation and the planning for the School was under the supervision of Professor H. Messell with the cooperation of the N.S.W. Department of Educatcn and the Science Teachers Association of New South Wales. Those who attended the School included eminent Australian scientists.

Among the topics included were Career Opportunities in Physics in Australia, Experimental High Energy Physics, Experimental Low Energy Physics. Rain Making, Physics in Medicine, Radio-Astronomy and Nuclear Energy. A one-day excursion was also arranged to the Australian Atomic Research Establishment at Lucas Heights, near Sydney.

* * * *

The Rural Teacher in Turkey

About 90% of the population in the new Republic of Turkey was illiterate. The solution for bringing education to people of farms and remote villages was found in training the bright youngsters of the villages to become teachers. These teachers, trained at the Rural Teachers Training School. are familiar with rural life and its problems. Its graduates teach not only academic subjects but coach students in the rudiments of science, shooing horses, ad mininistering First Aid playing the mandolin and giving basic training in Home Economics. They also prepare the pupils for admission into higher urban schools.

Every year many boys and girls of 12 years of age take the competitive examination for entrance into the nearest village

institute. In addition to the study of the Natural Sciences, Mathematics and Turkish Language, the future teacher will also take classes in Animal Husbandry, Plumbing, Farm Machinery, Carpentry etc. The schools also give early training in democracy.

* * *

WCOTP Annual Conference

The Sixth Annual conference of the World Confederation of the Organisation of the Teaching Profession was held in Frankfurt, Germany on August 29, 1957. Three hundred delegates representing Teachers' Oraganisation of 50 countries attended the meeting to consider the problem of shortage of teachers, its causes and remedies.

Preceding the Frankfurt conference, WCOTP sponsored a world-wide survey of the teacher shortage. An analysis of the replies from 37 countries indicated that low salaries and competition with other forms of employment are the main causes of teacher shortage. Increased school enrolment, necessitating the employment of less qualified teachers was cited as another important factor. The survey revealed that better salaries, better working conditions, better selection of teachers and better professional training with emphasis on the retention of trained personnel were of considerable importance to solve this problem.

* * *

Schools for able deaf Children in the U.K.

The problem of educating able and intelligent deaf children is being successfully tackled at two boarding schools in the South of England. Housed in country mansions, the Mary Hare Grammar School for boys and girls and the Burwood Park School for boys have much in common; but the former offers a Grammar school type of curriculum for children of marked academic ability, while the latter caters for boys who have a practical bent and want to specialise in technical studies. A friendly, relaxed atmosphere, infinite patience on the part of teachers, small groups for teaching purposes and highly specialised teaching methods combine to help children to fight against their disability with cheerful acceptance.

Tests and Interviews

Run by voluntary bodies and recognised by the Ministry of Education, both schools share a common entrance examination which is open to deaf children from all over England. On the basis of a preliminary written examination and after a series of informal interviews the decision will be taken as to the suitable school for the child.

Full Grammar School Curriculum

The Mary Hare School has accommodation for 105 boys and girls, aged from 12 to 19. On entry they are grouped according to type and degree of deafness.

The school offers the full range of the normal grammar school curriculum, and a high proportion of the pupils successfully take the General Certificate of Education at about a year behind the normal age. A few of the most gifted do, in fact, gain entrance to the universities.

Technique of Teaching

Every effort is made to reduce the actual physical handicap. The use of valve amplifiers is an integral part of school routine. Each pupil is provided with a battery-operated hearing aid and each desk is fitted with head-phones. A number of classrooms are also fitted with a "group hearing aid." The teacher addresses the group through a microphone and the sound is fed through an amplifier on his desk. Through this combination of sound amplification and lip reading children are able to understand what is said and to make their own speech intelligible.

Much emphasis is laid on language and speech-training. This takes various forms; lip reading, vocabulary work, informal conversation with a small group, correction of individual errors, recording of speech on a tape-recorder and playing it back so that errors can be analysed. A

number of periods are also given to aural training. A large part of teaching is based on infinitely patient exposition and discussion.

Extra-curricular activities are many and varied. Matches are played with other schools, thereby providing the children with opportunities to mix with children of normal hearing.

Burwood Park School

Though still in the early stage of development, this school, founded in 1954, is working much on the same lines as the Mary Hare School. It is smaller, with accommodation for only 40 boys, and takes only the very deaf, those who have not been able to acquire speech by natural means. It is a "secondary technical school," offering a good general education with an emphasis on technical subjects. It does not aim at the university, but hopes to take its boys to G.C.E. "Ordinary" standard and subsequently enable them to take student apprenticeship in engineering or obtain entry to technical or art colleges.

The efforts of these institutions are aimed at equipping handicapped children as fully as possible to take their place as "self-reliant and responsible members of the community."

* * *

Seminar on Rehabilitation of Physically Handicapped in Asia

How best to tackle physical rehabilitation problems in Asia and the Far East was the subject of a seminar which recently concluded its work at Solo, Indonesia. Participants in the seminar, which was held with the cooperation of the United Nations and some of its specialised agencies, strongly recommended that energetic efforts be made to educate the public about the rights and needs of the handicapped. They also stressed the need for training the handicapped in useful trades, and for organising new courses for rehabilitation personnel. Special recommendations for improving limb-fitting services in Asia were drawn up by specialists.

(Unesco).

* * *

Reading Machine for the Blind

A Hungarian scientist, Mr. Laszlo Zelenka, from the Institute of Physics attached to the Technical University in Budapest, has invented a "reading machine" by which blind people may read typewritten or printed texts.

The machine consists of an instrument similar to a fountain pen containing a "seeing-eye" which is used to follow the lines of the text, and which is attached to a box on top of which is a small, perforated square, the size of a postage stamp. As he moves the "seeing-eye" along the text, the blind reader feels, with his other hand, the outline of the letter or sign on the perforated square.

The machine operates by a process similar to that of television. As the "seeing-eye" moves over the letters it transmits electrically the light and dark outlines to the apparatus in the box. This then sets in motion needles which recreate the form of the letter or number through the perforated square.

(Unesco)

* * *

1957 Nobel Prizes

For the ninth time since its foundation the Nobel Prize for literature went to a French writer, 44-year old Albert Camus, who was awarded the 1957 Prize by the Swedish Academy. Next to Rudyard Kipling he is the youngest author so far to have received this Prize. The Swedish Academy in its announcement mentions "his important literary work, which with penetrating sincerity throws light on human problems of conscience in our days".

The 1957 Nobel Prize for Chemistry was awarded to Sir Alexander R. Todd, University of Cambridge, for his work on nucleotides and nucleotide coenzymes. The Prize in Physics was awarded jointly to the Chinese scientists Tsung Dao Lee, Columbia University, New York, and Chen Ning Yang, Princeton, N. J. for

their investigation of the so-called parity laws.

* * *

Centenary of the British Ornithologists' Union

As part of its centenary celebrations the British Ornithologists' Union (founded 1858-59) is placing two scientific expeditions in the field. The main expedition is to Ascension Island, where a party of four will undertake a thorough examination of the general biology and breeding behaviour of the ten species of sea birds present. The party left England recently and expects to remain in the field for 18 months. It will be joined from time to time by visiting scientists, who will work on independent problems. The expedition, which is led by Bernard Stonehouse of Edward Grey Institute, Oxford, who has had long experience of biological and meteorological work in Antarctica and Grahamland, will also be taking hydrographic observations. A second expedition is planned, to investigate problems of texonomics and speciation in the Comoro Islands.

* * *

New Swedish Corrosion Dictionary

A dictionary of technical terms connected with corrosion, said to be the first of its comprehensive kind, has been issued by the Swedish Academy of Engineering Sciences. Besides its comprehensive Swedish register it contains translations of these terms into English and German.

The work of compiling the dictionary has been going on since 1952, when a special nomenclature committee was formed. The volume is divided in five separate parts, each of which contains related terms, *viz.* : electro-chemical basic terms, the elementary terms of corrosion, types of corrosion, products of corrosion and other terms having a bearing on this process.

* * *

World Postal Congress Grants Concessions for Books and other Publications

Acting on suggestions initiated by Unesco, the Universal Postal Union at XIV Congress, which ended on the 27th September, 1957 in Ottawa, granted a number of new facilities for the postal despatch of books, newspapers and various other printed materials. Delegates from postal administrations in 96 countries took part in the world congress.

The new facilities provided for the despatch of books included increase in weight limits, reduction in airmail rates and abolition of customs clearance charges. The new provisions are expected to go into effect in October 1958.

(Unesco)



World Illiteracy at Mid-Century: Unesco, Paris; 1957, Price Rs. 10. pp.200.

"ILLITERACY is not confined to any particular part of the world or group of countries. It exists everywhere in varying degrees", says the preface of this book which is the 11th of Monographs on Fundamental education published by the Unesco. It provides a statistical analysis of the incidence of illiteracy in the middle of the 20th century. It may come as a shock to many people that even today the U.S.A. has nearly four million adult illiterates and that at least nine countries in Europe, including France and Italy have over a million adults who are unable to read and write. The main object of this statistical study by the Secretariat of the Unesco is to assess the size of the problem in areas where illiteracy is fairly widespread and where it is a continuing problem rather than a residue from the past. A more detailed examination has, therfore, been made of the figures relating to countries in Asia and Africa as well as certain parts of the American Continent which have a high proportion of illiterates.

While the major portion of the book—no less than seven of its ten chapters—is devoted to a study of facts and figures alone, in the last three chapters an attempt has been made to examine the relationship between illiteracy on the one hand and school enrolment, national income, and urban industrialisation on the other. In the chapter dealing with illiteracy and school enrolment the point is sought to be established that the extension improvement of Primary education is the best single method for the reduction of illiteracy in the adult population. Prevention is not only better but easier than cure. This point should have a practical bearing on national policy in many countries, specially in determining whether—and to what extent, the somewhat limited financial and other resources available for the eradication of illiteracy should be used for grappling with the problem in all age groups or whether they should be all concentrated on providing education for children.

On illiteracy and national income the authors say that while it cannot be assumed that the two are closely related to each other, a certain degree of relationship does exist. Their main conclusion seems to be that a higher level of literacy tends to accelerate the economic development of a country. *A priori* this seems to be an acceptable thesis. It seems open to some doubt, however, whether the statistical data presented in this book in fact succeed in establishing a causal relationship of this kind. For while the evidence produced does not show that a fall in illiteracy and a rise in national income go together, it is by no means clear that the causation is not the other way about. In India if regional studies are made, one may well find that areas which have forged ahead

in the field of education have not necessarily taken the lead in economic progress. Perhaps what is stated in the chapter on "Illiteracy and urban industrialisation" can be accepted as a more balanced conclusion, namely that "the diffusion of literacy skills within a country is both a consequence and a requirement for industrial development."

This book has been written with all the objectivity of a scientific treatise. Students of statistics will find in it many interesting points of technique in reducing data differently compiled to a comparable basis. But the basic problem which this book deals with can be solved not so much with the detachment of a scientist as with the fervour of a reformer.

L. K. Jha

Higher Education in the United States: Edited by Mary Irwin; American Council on Education, Washington. Seventh Edition. 1956.

THE needs of educational planning and development have invariably focussed attention on the ready availability of accurate statistics and their valid interpretation. Quite frequently, apart from the inaccuracy or inadequacy of data, there is a tendency to present a mass of quantitative information without any attempt at making the material intelligible. We are told that this sort of statistical publication is justified by a false notion of objectivity which is regarded as inconsistent with the intelligent interpretation of quantitative data. In fact, one of the most important justifications for modern statistical methodology is just this and any statistical agency that loses sight of the need for intelligibility in its publications only creates a situation in which figures can be made to prove anything. Contrary to the common proverbial denigration, figures do not lie; they merely need the services of a competent statistical agency to reveal their real significance.

The purpose of these remarks is to highlight the worth of *Higher Education in the United States*—a statistical publication containing a wealth of information presented in a readable manner. The book is a reprint of parts I and II of the Seventh Edition of *American Universities and Colleges*. Part I, *"Education in the United States"*, contains a social and legal history of education in the U.S.A. with extensive statistical data; part II, *Professional Education"*, contains a statement of policy of each national professional association and a list of the approved schools in each field. Part III of *American Universities and Colleges* (not included in the reprint under review), *"Institutional Exhibits"*, provides detailed information on 20 different items for each of the 969 accredited universities and colleges.

As the foreword says "over the years the suggestion has come from numerous sources that these preliminary sections, parts I and II, would in themselves, if reprinted as a small separate volume, constitute a valuable reference book. On reading the book, one is compelled to acknowledge the worth of this handy volume which compresses so much valuable information into less than 200 pages. The post-war development of many educational exchange programmes of the U.S.A. operating in various countries of the world has created an increasing need for better understanding of the educational system supporting the vast growth of the country. Even in the current age of the sputniks, when a new luminary has been launched in the educational firmament of the world, the creative achievement of the U. S. A. still retains its impressive magnitude. There is much that we, in this country, can acquire from the Americans and, apart from their educational assistance, there is reason for understanding the educational pattern of a country whose size and population have considerable relative proximity to our own gigantic proportions.

One of the salutary reminders on reading the books, particularly in view of the rather small allocations for educational development in our country's successive Five-Year Plans, is the realisation of the magnitude of financial assistance provided in the U.S.A. Persons

may differ in their opinions about the direct influence of defence needs in the research programmes of the U.S.A, but there can be not two opinions about the billions of dollars being provided by philanthropic foundations.

Possibly the most instructive chapter in the book is the one on foreign students and their placement in the different American universities. It may not be entirely puposeless to inquire why the number of foreign students at Princeton, one of the best, if not *the* best, American universities is only 165 as compared with over 1200 at Columbia.

The chapters devoted to the professions are valuable in providing information in fields in which students from under-developed countries badly need advanced training and research facilities. The standards of American universities, as in universities in almost all other countries, differ considerably, and, as such, the table on research degrees may give some idea of the research potential of the institutions, particularly in relation to the total enrolment.

H.C. Gupta

Introducing India in Liberal Education : Edited by Milton Singer ; The University of Chicago, Chicago, Illinois 1957. Pp. 287.

THE book, as a complete record of the proceedings of a conference held at the University of Chicago in May, 1957 to discuss the courses offered on the Indian civilisation to under-graduates as part of their general education, is a valuable record of the endeavours of many teachers and research workers. As indicated in the foreword, "in authorising the introduction of these courses, the faculties had two primary objectives in mind : (1) to communicate a solid understanding of a long-established and well-developed non-Western civilisation and of a critically important area in the contemporary world, and (2) to provide students with a different kind of educational experience which by portraying a contrasted great civilisation will sharpen and deepen their understanding of their own culture". Both objectives are intrinsically laudable and granting the experimental and developmental nature of the enterprise it is to be hoped that the Chicago courses will in a time really achieve a representative quality in providing a proper introduction to Indian civilisation.

On reading the proceedings, however, one has misgivings, whether, despite their endeavours the participants have grasped the essence of India's great past. True, the participants have noted that the ancient Indian religious philosophy is one of the crowning intellectual achievements of the country but when they imply that Hindu tradition, in a way, constitutes the totality of the achievement, they are off the mark. The fact of the matter is that this tradition does not cover the essential fabric of Indian civilisation which is a mosaic. Several factors, rich and varied, have been woven into the fabric of Indian life. Intellectually and sociologically the characteristic of Indian civilisation is, what has often been called "Unity in diversity". To miss this basic reality is to fall short of a correct understanding of the spirit of the country.

One participant has drawn attention to this when he has stated that it would be wrong to regard Indian civilisation as something static and temporally confined like some of the Mediterranean civilisation of remote antiquity. Indian civilisation is vital because of its capacity to absorb outside influences—like Alexander's Greece, Islam and Christianity. It is clear, therefore, that the basic catholicity of the Indian evolution needs to be brought out in the courses even in their introductory stages.

The emphasis given to the caste system in modern Indian society also leads to erroneous conclusions. In the discussion on this subject the participants appear to have missed the constitutional directive against the system and the impact of a developing industrial economy. It has not been adequately realised that caste is dying out and that what has been in existence for ages takes a long time to disappear.

Having made these criticisms, I should point out that the proceedings provide much commendable material. Special

reference should be made to the discussion on the possibilities of visual-aids for art appreciation. Indian educationists may well ponder over this. Dr. H. I. Poleman's reference to the inadequacy of our book trade also should make us sit up and take notice. It is a sign of the times and it is a good sign—that a whole-hearted attempt is being made by the Chicago teachers to acquaint American Youth with the abstruse features of our cultural evolution.

One more suggestion, the teachers could use works of art fashioned at the present day by our tribal and rural communities with considerable educative advantage.

H.C. Gupta

Improving Secondary Education: Report of the Regional Seminar held in Delhi ; 1957 ; Published by the All-India Council for Secondary Education, New Delhi.

"Improving Secondary Education", a 50-page report of the Regional Seminar of Principals and Education Officers of Delhi and Himachal Pradesh, held at Delhi recently under the auspices of the All-India Council for Secondary Education, gives a clear and concise picture of the many problems confronting 'educationalists in this region.

The purpose of the Seminar, obviously, was to help Heads of Schools to discover for themselves the many problems which hinder the efficient and smooth working of schools—and to evolve techniques for tackling them. The diagnosis has been thorough, and from the findings arrived at it is obvious that there has been no resort to escapism—no attempt to evade facing facts, however unpleasant. As regards the remedies suggested, very commendable in themselves, let us hope that they will not be "ineffectual angels, beating in the void their airy wings in vain."

I fully endorse Dr. G.N. Kaul's plea for better co-ordination between schools and the Directorate of Education. That Mrs. K. Reddy, Assistant Directoress of Education, Delhi State, also stressed this particular relationship, shows how important this issue is in the field of Secondary education.

The section dealing with "The Reorganisation of the Higher Secondary School Curriculum" has discussed in detail core subjects and electives and reiterated the aims of Secondary education. The salient features of the core curriculum are considered to be: (a) fundamental common learnings and (b) an experience or life-centered curriculum rather than a subject-centered curriculum.

The project is very commendable ; but what about the psychological preparedness for accepting such a radical innovation: Are we ready to discard the traditional set forms and start experimenting with a life centred curriculum ? The idea, of course, is magnificant ; but the success of the scheme depends much more on the efficiency of the teaching staff than does the present system of set syllabi and approved text-books. Teachers with initiative and imagination can make a grand success of it ; but what about the others ? Where will they find their moorings ?

The section which carries little conviction, is the one under "The School as a Community Centre" ideal ; but most of what is discussed is purely theoretical. Except in villages where a school is a Community Centre, how many of our urban schools have even begun looking at themselves as Community Centres ? Are we not trying to create artificially an American system ? Over there schools are primarily creations of the community whereas in India it is a mostly a government venture.

The major part of the section dealing with "Implementation of Recommendations" deals with recommendations for implementation by the Administration. This is not surprising, for Secondary education is progressively becoming a hundred per cent State activity. These recommendations are very sound and reasonable, and if accepted and acted upon by the authorities, are likely to change the tone of Secondary education in the country. But the question is, will the Administrations take it up

seriously—or will it go into cold storage?

The Seminar's recommendations for implementation by Heads of Schools have rightly stressed that there is a considerably large area in which schools could do effective and useful work, even under the existing limitations. A number of practical suggestions are given for creating the right atmosphere among teachers and parents.

The Seminar itself helped to foster a feeling of cooperation, deepening the faith of the participants in democratic methods and techniques and should definitely enhance professional preparedness and a better appreciation of the need to re-orient views on the some of the growing needs of Secondary education today.

The fact that the Directorate, the All-India Council for Secondary Education and the Heads of Schools are pooling their thinking, gives some hope that the time is not too distant when something will actually emerge and let us exclaim with the prophet-"Look up and behold, for your salvation draweth nigh".

Ayesha Jacob

Village Diary by 'Miss Read': Michael Joseph; 1957; Price: 12 sh. 6d.

THOSE who have read 'Miss Read's' earlier book "Village School" will have recognised that this is a *genre* of writing that is as rare as it is delightful. 'Miss Read' combines with a dedication to village life that never takes on the aspect of self-importance or earnestness, whimsicality and a sense of comedy. She is affectionate but not sentimental; wise not learned; and she knows by instinct that such institutions as the village school must be accepted and not unduly analysed.

How important this is becomes clear as we read "Village Diary" that is a record from month to month of the life of a village schoolmistress and, by inference, of a village community. 'Miss Read' is singularly uninterested in herself as a 'person. This has the advantage of making her an excellent reporter. She is never involved in those abstruse psycho-analytic intricacies that engage cleverer people at the expense of the children they educate and the community they live in. Her portraits cover the children at the village school, their parents and homes, village personalities including the Vicar and his wife, Mrs. Pringle, the charwoman, the ageing gentlewoman, Miss Clare, who has taught Fairacre's children for many generations, Mr. Annett, an ebullient teacher-cum-organist and Mrs. Moffatt, a talented dressmaker.

Through her writing comes the beauty of English countryside and the sense always of being in the midst of sweet smells and an abiding serenity. The discomforts of village life are not concealed but continuity is captured and with it the eternal value of such an institution as a village school.

For the Indian reader who is interested in the parallel of a village school in India, there are apt to be disappointments. Have we a parallel institution here? I think not. 'Miss Read' talks of the single-teacher school and points out that even for an English village this is no longer adequate. There is the added point that "Village Diary" records the peculiar conditions and virtues of a countryside that is very different from our own both in dimension and tradition. There are, therefore, no easy inferences to be made about the village school in India. It is not surprising that we have still not discovered in India a 'Miss Read' who can write with the ease, elegance and dedication that make both "Village School" and "Village Diary" classics of a peculiarly British variety.

Muriel Wasi

Education and the Philosophic Mind: Edited by A.V. Judges. Published by George Harrap & Co. Ltd. London; 1957; Price: 8 sh. 6d. Pp. 205.

THE original title of the lectures printed in this volume 'Intellectual Currents and their Educational Message: a Series of Critical Appraisals' (delivered at the University of London Institute of Education) indicates their purpose

somewhat more successfully than the title of the book does.

In his Introduction the Editor, A V. Judges, recognises that not every trend in contemporary philosophical thought has obvious bearing on general problems of education. Yet the issues raised by philosophers must always be relevant to the task of the educationist at a deeper level. Sir Charles Morris writing on Plato reminds the reader that modern approaches in education tend to be bogged down by the consideration of techniques and that the Platonic contribution in education is by no means confined to the maieutic method. We are not as clear as Plato was as to what constitutes the good life, and yet without some conception of the 'nature' of man it becomes impossible to define the ultimate purpose of 'paideia'. In a most able lecture on Neo-Thomism, perhaps the most illuminating in the book, Father Lawson is at an advantage, for his is an avowedly religious philosophy founded on the belief in the uniqueness of the individual human being. The Catholic combination of authority and autonomy is one undoubted 'solution' to the educationist's problem. Of all the contributors Father Lawson is able to define the aim of education most satisfactorily. "That aim of making the self complete in its inward life, and in the relationships which belong to the human person with persons divine and created " M.V.C. Jeffreys discerns a similar concern with the person among existentialist writings. As yet existentialism has not produced an educational theory, but with ingenuity Mr. Jeffreys suggests that certain pointers for education can be drawn from it, the emphasis on freedom, the need for the education of feeling and the importance of the mysteries of sin, death and hope —all of which take us beyond the realm of the merely technical. Logical Positivism is a movement which may be thought to have even less bearing on education than existentialism has, but W.H.F. Barnes insists that the Predisposition among Positivists towards the critical, analytic and the verbal would make on the whole for an education biased in favour of the sciences. It is to be doubted, however, whether positivism, pragmatism, behaviourism, scientific humanism or dialectical materialism, all of which are dealt with in this volume, would further much the well-being of the 'whole man' with whom after all education is concerned. It is the merit of H.B. Acton's lecture on Dialectical Materialism that it deals with the actual working out in practice of the theory in the Soviet Union, for 'by their fruits ye shall know them.' And while it was perhaps at one time true that the strength of the the Communists in the way their practice tallied with their theory this is no longer the case.

It is sometimes a matter for rejoicing that philosophic theories have not impinged more than they have on educational practice. Yet the broad conclusion of this series of lectures is surely right —our educational practice presupposes certain basic conceptions of the good life which is the business of philosophy to examine and to make more articulate. The traditionalists—that is the Platonists and the theologians have probably more of lasting value to give than the list of other 'isms' detailed in this book.

Margaret Chatterjee

General Psychology: G.D. Boaz; Published by the author; Pp. 468. Price: Rs. 14.00; Library Edition Rs. 21.00; 1957.

THIS is an interesting and useful book which has a foreword from Byril Burt. The book is meant for the student. It is written in a very simple style. The language is easy, presentation of topics logical and interesting and the explanations quite elaborate. The author in his preface says, "An attempt has been made in this book to bring to the student a comprehensive account of most of the basic principles of general psychology as obtained from experimental data." He has been very successful in this attempt.

The book is rich with photographs, diagrams, charts and graphs. The information is up-to-date. and comprehensive The theories are presented objectively. without partisanship. The author has

maintained a scientific attitude throughout.

The book will be found helpful to students. It is easy to understand and interesting to read. The manner of presentation shows that the author is an experienced teacher and has anticipated the usual difficulties of students. If however the author had drawn more upon the work of Indian psychologists the book would have been richer. It is true that the amount of work produced in India is not yet as extensive as one would desire it to be, but the psychological journals in the country occasionally contain valuable investigations. Some of these could have been usefully utilised.

The book is printed well and firmly bound. There is an occasional misprint which will perhaps be removed in later editions.

Sohan Lall

How children Learn to Speak: M.M. Lewis; Published by George Harrap & Co. Ltd., London; 1957; Price: 8sh 6d; Pp.143.

ONE hundred and twenty years ago. Charles Darwin, made a record of the progress of his new born son, because he believed that nothing in our lives is so important as what happens in the first three years and nothing so important in those years as learning to speak. He saw very clearly that the whole development of the child—intellect and personality—depends upon his growing mastery of language, that it is through language that a child becomes a person sharing the life of the human beings among whom he is born.

Parents, would-be teachers and doctors and anyone who sees that our clearest clue in understanding children is what they say to us and how they respond to what we say to them, will be interested in Professor Lewis' book "How Children Learn to Speak." In this book he has traced "the growth of speech from its very beginnings, from the moment of a child's entry into the physical world until the time when his growing mastery of the mother-tongue gives him the password that admits him to the world of humankind." He has shown very clearly how parents, especially mothers and all those who are interested in the development of the child, can encourage a child towards closer imitation of what he hears by 'dialogue-games' and play. Prof. Lewis traces the beginnings to the first cry of the baby, as suggested by Darwin in his book "The Expression of the Emotions in Man and in Animals." "The cry tells us that the baby is hungry; if we take heed of it, this is the beginning of language for him. Out of his expressive cries the whole of a child's speech is fashioned." He goes on to show that the language is fashioned *by* us *with* him. What the child does and says to us, what we do and say to him—these are the factors at work throughout the growth of his speech. There is need for guidance in observation of a child and interpretation of what we observe. In his book we find both.

In the second part of the book, it is pointed out that a child's progress in speech will to some extent depend on the way in which others respond to his cries and gurglings. If no one attends to him when he cries or makes gurgling sounds, the incentive to cry or to gurgle will not be strengthened. On the other hand a child's progress in speech may be slowed down if others are too attentive in anticipating his every need. According to Prof. Lewis "the conditions most favourable to the growth of a child's expressive cries and gurglings are an even balance between not helping him enough and helping him too much, between lack of concern for him and over-anxiety." The child is in a world of speakers, there is no need for his mother to attempt to induce him to watch her or listen to her. If she is interested in him he will be interested in her. All that is needed is her constant speech with him—and his rudimentary cooing and gurgling in reply. This interchange between mother and child —this rudimentary conversation— is of the greatest importance for the child's continued progress." Babbling helps in development of speech by giving him constant practice in making sounds. A child gradually learns control over parts of his body by playing and moving them;

he learns how to produce sounds at will by playing with sounds. He *imitates* the language spoken by those around him. Expressive utterance, babbling and imitation influence each other and combine to bring a child's own rudimentary speech nearer to the mother tongue.

A great event has occurred in the child's life : he has begun to understand what we say to him. He is on the threshold of human language. This is amplified in the third part of the book. His first use of a 'word' to mean something—is beginning of *comprehension.* "When a child first begins to show some understanding of a human word what does this word mean to him ? To set an answer to this we have to notice what he does and how he behaves when he hears the word." As he hears the word he sees the play of expression on his mother's face, her gestures, and her movements, and all this happens in a situation in which distress or contentment, sight, sound, smell, touch and much else are richly mingled. So he comes to respond to the word in a definite and characteristic way. As time goes on the response will be not only expressive but also a particular action or the inhibition of a particular action. We say then that the child understands the word." (Table VI p. 66—There are altogether 12 tables of observations).

In learning the mother-tongue, children are usually more than a little conservative, in the persistence with which they stick to their own habitual ways of speech. As a general principle there is a constant tendency for a child to prefer the familiar to the unfamiliar, to prefer those forms of speech that have occurred earlier in history to those that have occurred later. It is only under our influence, building upon his conservatism that he acquires new habits—the ways of speech of the mother tongue.

There is danger in the belief that the surest way of speeding up a child's adoption of adult words is to make him say them—i.e. to refuse to respond to him unless he uses a recognizable adult word. A child needs to pass through the stage of realising that his own sounds can be used instrumentally, in order that he may reach the stage of using adult words instrumentally. There is the other danger of our being too indulgent in encouraging a child's conservatism which will retard his development.

In the concluding pages Professor Lewis shows how the child has at last arrived at the process of acquiring words and by so doing is initiated into the ways of thinking current among the people around him. "The child constantly experiments. He is incited by the urgency of his need to communicate with us : We are sometimes amused and sometimes puzzled ; but as his hosts, welcoming the child among us, aware of the urgency of his needs, we are not so inconsiderate as to let our desire to teach him conquer our desire to answer him. As we respond to him in conservation, gradually he comes to adopt our ways of speech and with them something of our ways of thought. Language becomes for him, not only the chief instrument of communication with other people, but also with himself. He develops, with our aid, a system of internal speech by means of which he is able, with increasing accuracy to understand and deal with things here and now, to recall the past, to anticipate the future, and to reason. Our education never ceases ; and the chief means of our education is our ever-widening experience of language."

Leila da Costa

Where the White Sambhur Roams : R.L. Spittel ; Published by Macmillan & Co., Ltd. Bombay, 1957 : Price Rs. 1.75

"Where the White Sambhur Roams" by R. L. Spittel, has been abridged and adapted from the original longer book, by D. J. Carpenter. "This simplified version", the Preface tells us, "has been written within a limited vocabulary of about 2000 words and difficult sentence structures have been avoided." For an adult this results in a somewhat jerky style, but for a youngster it means that he can read rapidly and easily without being troubled by involved complex constructions. The story is an excellent one for a young boy or girl. I tried it out on a boy of 13 who was lying in hospital, and he finished it in

a day, and thoroughly enjoyed it. It would make an excellent class reader for younger children as it is very full of incident and the interest never flags. From the point of view of Indian children it is perhaps just a little of a pity that the 'hero' is a young boy from Holland, and most of his adventures are in Ceylon. It is certainly a pity that more stories of Indian children in Indian settings of the quality of this book are not available. There are of course Kipling's 'Jungle Books' and no doubt others that I do not know about, but far too many books in English for Indian children deal with daffodils and robins and conditions strange to, and difficult to appreciate, for those they are written for. "Where the White Sambhur Roams" is at any rate much easier than these to feel at home with. The jungles of Ceylon are very similar to those of India and a Dutch boy is after all not so very different from an Indian.

J. M. Gibson

Eight-a-day Mental Arithmetic: A. L. Griffiths; Published by Oliver & Boyd; Edinburg; 1957; Price; 2 sh. 9 d; Pp. 160.

It is a truism that good Mental Arithmetic is the key to success in teaching arithmetic. In this book, the author has endeavoured to provide such a key by making the pupils go through a set of carefully graded exercises affording ample practice and leading to a profound understanding of the fundamental processes on which is broad-based a proper understanding of the essential subject of Arithmetic.

One of the features of this book is that the author has presented nearly all "sums" in the form of everyday problems. The utmost care has been taken to introduce sufficient practice in mastering each difficulty. Another feature is that emphasis is on a combination of fundamental processes and not merely on a single process. The former method stimulates the mental processes; the mind tries to visualise the problem in all its aspects and then seeks to solve it scientifically. The latter method on the other hand is not productive of as much mental effort and consequently lags behind in comparison with the former. For instance, if a school boy is asked to find the missing number (marked?) in the $7\times5=8\times4+?$ he has to perform two operations of multiplication and then perform one of subtraction to be able to say that the missing number is 3. Incidentally, the idea of equality, so essential in the realms of arithmetic and algebra, is brought to the fore.

The author has dealt with numbers, their place value, units of money, length, weight, capacity and time. The concept of "Zero" could have been introduced at this stage. "Zero", a writer has remarked, is "nothing" then why so much fuss about "nothing"! Little is it realised that the discovery of "Zero" and its application to the various problems has proved revolutionary in the mathematical world. "Sums" involving operations with "Zero" could have formed a part of this useful book, for its is better to instil this idea in the minds of students at an early age rather than allow them later to squirm in an uncertain no man's land. Even as it is, it should prove of lasting benefit to the school children at the primary and middle stages. The mental gymnastic at these stages will help them to cross many hurdles in the race for perfection in the mathematical field.

T. S. Bhatia

Filmstrips: Henry IV, Part I & II by William Shakespeare; Colour; 31 frames and 36 frames (Single); Production; Educational Productions Ltd., London S.W.1; Catalogue reference No. 6226 and 6227; Additional copies of the text, 2s. 6d. per copy.

The production and accompanying teaching notes are by E. J. Tytler who has culled the most relevant dramatic actions in these two parts of Henry the Fourth. Special emphasis is given to the humour of Shakespeare and longer quotations from the text have been given to most of the characters.

E. J. Tytler in the foreword writes:

"The underlying purpose of these Shakespeare filmstrips is to encourage and develop an appreciation of English litera-

ture through class participation, whereby students and scholars can read the parts against the illustrations. In effect, it becomes a classroom performance of the play, though these filmstrips can never be a substitute for the play itself".

Care has been taken to get the costume colours right. For the authenticity of costume colours, proper head gear and suitable make-up, the ODVIC staff has rendered invaluable help in the making of these two filmstrips.

The *dramatis personae* in the two filmstrips are photographed admirably. The original production photographs were taken by Houston Rogers. The close-ups help the student of literature or drama to grasp the emotional and psychological milieu of these two historical plays. The other frames in the filmstrips help in understanding the decor in Shakespearean dramas.

This filmstrip would be a useful aid in a history course of the period, core curriculum programmes, and has a valuable place in the dramatic societies and photographic clubs of schools and colleges.

The strip covers the ground of many eslsons, there being several self-contained sections which can be dealt with at the discretion of the teacher. Every frame presents its significant fact admirably. As a teaching aid this filmstrip will prove invaluable.

Further classic filmstrips of interest are : Macbeth : 26 frames ; Merchant of Venice : 26 frames ; Richard II : 25 frames ; (Colour), Richard III : 37 frames ; (Colour), Julius Caesar : 25 frames ; (Colour) ; Merry Wives of Windsor : 25 frames ; (Colour), As you Like it : 30 frames, Colour.

The above plays have been taken from the modern productions by the OLD VIC and therefore present the most noteworthy interpretations of these masterpieces. The filmstrips could very well be introduced to stimulate interest and discussion in a senior literature class. There is no doubt that the visual presentation on screen or stage remains vividly in the minds of many pupils where words alone do not. The screen has the advantage of satisfactory visibility for everyone all the time. Pupils may be led to consider whether this is their idea of the play or not and to realise and understand points previously unnoticed.

Henry IV is not so often read in schools and perhaps if it is made available in the library, teachers may be tempted to introduce the humour of Shakespeare with the help of these filmstrips.

This is a filmstrip worthy of being in the visual aids library of every State in India.

The essence of drama is dialogue ; by it Shaw conveys his ideas, Shakespeare the timelessness of his imagination, and every other dramatist his peculiar virtues. It was to convey these things that they wrote the words of their plays and it is those words which all the artifices of production, whether on the screen or stage must, subserve. Within the narrow field of its application, this filmstrip is excellent and the lack of captions is, I feel, an advantage not a drawback.

H. J. Moos

An Anthology of English Prose with a Commentary 1400-1900 ; edited by Eirian James ; Cambridge University Press, Cambridge, 1957.

SWIFT thundered against the 'most accomplished way of using books' namely 'to serve them as some men do lords, learn their titles exactly and then brag of their acquaintance . .....or get a thorough insight into the index, by which the whole book is governed and turned, like fishes by the tail'. A third way is by reading reviews and then dipping into the book. The last is to read the book then check up one's conclusions by reading the reviews.....as in this case. The name 'James' sounded a Plain English one. 'Eirian', had a Welsh or Irish air and appeared to be the name of a man. The first reaction on the choice of the extracts was : How like a man ! For woman is not shown at her best. Miss Catherine's logic is most illogical ; Betty, who describes herself as 'a white-robed angel' does so while 'her broken-meats and her brandy-bottle' are hidden under her bed-clothes ; Johnson describes a woman as a 'speaking cat' ; Rosalinda and Nigranilla

wear whig and Tory patches and pimples and Mrs. Pullet weeps because Cousin Abbott may die that year and she won't be able to wear her new bonnet. To crown all along passage from Burton's symptoms or signs of love melancholy has been included in which a man—a rare specimen to be sure—overlooks the fact that his lady is a 'chitty . . . goggle-eyed . . . gubber-tushed too the . . . crane-necked . . . filthy long nailedfat fustilugg rummay woman' and yet loves her! To be just Achilles' heel has also been shown in the story of the bridegroom who, decided that his bride of a few minutes should begin her duties as chatelaine by ordering their first meal. She wept. He stormed. She wailed. He threatened to get rid of her till he suddenly remembered he'd lost his freedom. Eirien turns out to be a woman's name.

That was the first thought. The second was: what an interesting selection! it shows the development of the English language from the archaic though lucid style of Mallory through the more supple one of Lyly who uses 207 words in one sentence to describe Philantus' lady, to Dekkar who displays richness and variety. Donne's 'we are swallowed up irreparably, irrevocably, irrecoverably, irremedially' shows experiments in sound effects. Prose writers, whose style reflects the vocabulary and cadences of preachers have been included. Sandwiched between the lighter touch, the everyday vocabulary and the language of genteel folk of the early essayists and the latter is the organ-like language of Gibbons, Carlyle and Macaulay.

The growth of the novel is blocked in by many of the passages showing its progress from a mere story of 'real' life. There is much on poetry from its defence to Keats' strange definition of a poet as 'the most unpoetical of anything in existence; because he has no identity' to Johnson's dictum that 'pleasure and terror are the genuine sources of poetry' but the former must be one that man can conceive and the latter, fight. Tested on this touchstone 'Paradise Lost' fails, for, it is read for instruction and not for pleasure.

A novel feature of this Anthology is that each selection has been recorded. The sample (for I heard only eight of the 30) shows that these are good. Fortunately for foreign students to whom each of the English dialects is a strange and unintelligible language, these recordings are in the King's English and are likely to be easily understood. A good voice reads 'Tess' and the sentence about her looking like 'a sunned cat' comes out well though Clare's loving remonstrances had been too slow. Mrs. Pullet and Mrs. Tulliver would have been better read by two soprano voices but fortunately the reader has a high voice, a slight lisp and a tendency to breathe audibly so he gave the impression of quite enjoying talking about 'a loop too much' of ribbon and that there 'is never so much pleasure in wearing a bonnet' of the year before. The extracts from the Brontes were read—and that is a noteworthy feature of all the eight—in clear tones and at a tempo which enables everyone to catch what is being read without making the reading sound artificial and un-English. Of Bacon the excellent commentary at the end of the book says: 'His English prose has great ...intensity and words are often used with all the weight of their Latin derivations (and he uses) subtle variations of rhythm.' This is well brought out by the reader, the timbre of whose voice and tempo of reading are a good foil to the reader of Mrs. Tulliver.

Selections from the Authorised Version of the Bible were played last. A very deep voice to match the solemnity and irrevocable certainty of the end of all men, an accent, modulation and expression which were practically flawless combined with a Churchillian pace-slow but not irritating—produced a piece of perfect reading. Anyone hearing that rich, deep voice read of 'the silver cord', the 'golden bowl' and the 'wheel broken at the cistern' will realise at once how the beauty of imagery and the music of the language of the Authorised Version played so important part in lifting English Literature to the heights to which it rose.

This book is to be highly commended

for its selections give a bird's eye view of one side of English literature; for its commentary and bibliography which will help all students of English especially foreign ones the accompanying recordings prove that the cold skeleton of words can be covered with the warm flesh movements and feelings of real life. They fill the written word with resounding eloquence.

Mona Vergese

Seminar on Book Industry Problems: Southern Languages Book Trust., 1957., pp. 77.

DURING February 1957 a two-day seminar on 'Book Industry Problems' was held at Madras and here we have in book form a comprehensive report of the seminar. In order to sponsor the publication and distribution of high quality low-priced books in large numbers in the four South Indian languages, what is known as the Southern Languages Book Trust was formed in October 1955 with the help of a grant from the Ford Foundation. The Book Industry Council of South India is another body which is closely associated with the deliberations of the Southern Languages Book Trust and the seminar was a joint venture of the Trust and the Council.

Inaugurating the seminar Dr. C. P. Ramaswamy Aiyer emphasised the need for a scientific approach to the problems connected with the Book Industry. It is true that publication of books in all the major languages of India has increased considerably in the last decade, but we want better books and more of them and we should be able to sell them in thousands.

The seminar was divided into four panels, each of which consists of three main topics. The first panel was on the 'Birth of Book'. The subjects discussed under this are (i) Selection of manuscript—the publisher's approach, (ii) Readers preferences and (iii) Chosing a publisher—author's approach. The paper on 'Selection of manuscript' contributed by Mr. J.H. Adam of M/s. Orient Longmans Ltd., considers saleability, readability, competence of author, originality, quality of language and the state of the manuscript. The talk on 'readers preference' has unfortunately not touched the point. In this paper on choosing a publisher, Dr. Mulk Raj Anand has thrown some light on the plight of the Indian writer and the average publisher.

The next two panels deal with selling books, the first one being on promotion techniques. The papers on pre-publication publicity (Sri. J. H. Shaw of Jaico Publishing House), 'Book-Reviews' (Mrs. Santha Rangachary), and 'Sales Campaigns' (Sri G.L. Mirchandani) are quite useful. But the panel which really broke new ground is the next one on 'Distribution Problems.' Mr. Martin P. Levin's paper on the economics of distribution is a brilliant analysis. In India, he said we have not yet tapped the neo-literature, the children's and family markets. He also pointed out that all the publishers are concentrating in a small area and this he described as the 'up-side down funnal theory'.

The seminar has brought authors, publishers and distributors on the same platform and produced an atmosphere for better coordination, cooperation and more efficient planning. It is the first of its kind organised in this country and the sponsors are to be congratulated.

K. M. George

Jane Eyre by Charlotte Bronte; Adapted by Margery Green: Macmillan's Stories to Remember—Senior Series; MacMillan Ltd, Bombay, 1957. Price: Re. 1.60

THIS is a very competent adaptation of the great novel by Charlette Bronte and is printed sufficiently attractively for children between the ages of 10 and 14 to read it with ease provided they are reasonably well acquainted with the English language. Difficult words are explained from time to time and the adaptation avoids those long sentences that make 19th Century English writing difficult for school children in India today. The illustrations are rather frightening and could, I think, have been

made more appealing. This apart, the book is good value for money and should be installed in Secondary School libraries, accent on Middle School Sections.

Muriel Wasi

Keep Listening ; Frances Warfield ; Publishers : Victor Gollancz Ltd., London ; 1957 ; Price : sh. 15/- net.

"MANY people who are hard of hearing would rather die than admit it. I know, because I was one of them. I used to spend a great deal of time thinking of ways to die, and once in my early thirties I got as far as drowning myself experimentally in the bath tub.

After that, I dried my hair, had my wave reset and sneaked surreptiously to Nitchie Schools of Lip-Reading. I didn't wear dark glasses and a thick black veil, though I thought of it."

These, the first two paragraphs of a most entertaining autobiography give some idea of the realistic and humorous way the problems of the hard of hearing are tackled. It is described on the cover as gay and amusing as indeed it should be, for its gallant writer Frances Warfield was herself a contributor to the 'New Yorker' before her hearing deficiency forced here to give up the work.

The theme of the book is that it is no more strange or different to wear a hearing-aid, if you are hard of hearing, than it is to wear spectacles if your eyesight is weak. The only difference is we have become used to seeing spectacles whereas the hearing-aid somehow brings up all sorts of comic pictures of crusty old men with their hands behind their ears—or alternatively, Victorian old women with ear-trumpets.

Not Quite Nice

"Mine was a small, personal revolt against the prevailing notion, in my immediate world, that impaired hearing was not quite nice. I didn't know it, but it was part and parcel of an organized uprising against another notion which prevailed in the world at large—the notion that hard of hearing people were not quite bright." The stories of how Miss Warfield again took her place in society in spite of her handicap, how she was able to help people to understand the problems of the deaf in public lectures and by working with the deaf people's organizations, and how she found strength and companionship among the deaf are part of this fascinating small volume.

Above all, the book is readable. It is one thing to understand a problem scientifically. Another to follow the intensely human story of how an intelligent woman worked out this problem in her daily life.

"Keep Listening" is besides a mine of information. How many of us know of the work of great pioneers like Edward Bartless Nitchie in the New York School for the Hard of Hearing ? The surgical treatment of deafness has gone forward in great strides and what is written of the work of Dr. Samuel Rosen, the Ear Surgeon on the staff of New York's Mt. Sinai Hospital gives some idea of the amazing advance in Otology and Ear Surgery. Fenestration, the well known ear operation has been followed by another surgical method of restoring hearing called 'mobilization of stapes.' This sounds Greek to the uninitiated, but Miss Warfield brings it all to life by her description of her own operation up to moment when the surgeon whispers in her ear 'I am whispering', and she hears it.

"Did you say you're whispering?" I asked.

"The faintest darned whisper you ever heard." He now worked rapidly, replacing the eardrum and putting in a small surgical packing. He patted me on the shoulder. "Good. You've got a good result."

Just people

The last part of the book is an unexpected one. She had again, with her "new" ears, to rehabilitate herself in

normal society. And she succeeds in that too. This book is part of the effort. The final chapter is an inspiration to all the deaf people and to those who work for the physically handicapped. It is Helen Keller with all her inspiration, but in a lighter, more modern vein. Here is Frances Warfield's philosophy :-

'What will the late twentieth century be like ? Will there be two kinds of people—handicapped and unhandicapped ? I think there will be just people. People of different capacities, at different stages of physical, emotional and mental development, all in the process of becoming whole.'

I cannot resist quoting again as the writer can say things so much better than a reviewer can : 'Who will be handicapped ? Not the person who suffers from physical disability, I believe. The only really handicapped person will be the one who, because of some blindness, deafness, malformation or crippling malfunction of spirit, believes that there is nothing wrong with him. Who thinks that he does not need other people. Who thinks it is possible to be self-sufficient. The tongue-tied, emotionally handcuffed non-human being who thinks it is possible to live without giving and receiving help.'

Freda Bedi

Highway and Byways of Adult Education in Russia by Sohan Singh Published by Indian Adult Education Association, Delhi, Price : 1957 Rs. 1.50.

THE title of this book may be misleading, for the author, Sohan Singh, talks mostly about the libraries in the U.S.S.R. in this book. Perhaps, the intention is to suggest that ultimately when the objective of compulsory and free Elementary education has been achieved, the only way by which adult education can function is by dispersing a network of libraries in an organised way in the country. In the U.S.S.R., there are at present 3.9 lakhs of libaries containing in them about 130 crores of books. The libraries include those of the schools, institutional libraries, special libraries like those for research institutions, academies, various ministries and universities and general libraries like the Lenin Library, which is a national library of the U.S.S.R., State District, Regional and Rural libraries and Children's libraries. Departments of culture in the various States and the Union Ministry of Culture perform various functions in regard to administration of these libraries and all Union plans for the creation of new libraries fit into the general Five-Year Plan of the country. This is done in coordination with the Ministries of Culture in the Republics.

The description given of the training courses, the correspondence courses and the evening classes for librarians and of the organisation of public libraries, their staff, various departments, their services to the readers, is extremely interesting. Chapters on "Book Business in the U.S.S.R." and "Society for Dissemination of Knowledge" are full of helpful suggestions to us in regard to carrying knowledge to the people.

In the first chapter on adult schools in Russia the author gives an account of one of the schools he visited which had 613 students ranging from class III to class X, 40% of whom were women, mostly house-wives. There were no special courses for women. Students from the age of 14 to 30 were admitted to these adult schools. They came to the school for three days a week, or six hours a day. In addition, they could attend the school on a fourth day for two hours for consultation. The author tells us that there are 4,000 such schools for the working youth in the Republic R.S.F.S.R. along with an enrolment of 15 lakhs of students. Similarly, there are about 5,000 schools for rural areas with an enrolment of six lakhs and some of the schools in the cities run double shifts. Besides, there are about 100 Correspondence Schools in the R.S.F.S.R. with an enrolment of 95,000 scholars.

Mr. Sohan Singh's enthusiastic account of the libraries, book business, the methods for disseminating knowledge

through different channels and the account of the adult school have many lessons for our workers in the field of social education and Community Development Blocks.

K.L. Joshi

Marie Curie : Mary F. Moore, 1957; Price : Rs. 1.60.

Macmillan & Co. have again made an important contribution to teenage reading by the publication of the story of Marie Curie, in the series 'They served Mankind'. The story of Marie Curie's life and work has been beautifully presented in a manner likely to hold the interest of young readers right to the end. The vocabulary is expressive but limited so as to bring the text into the reading reach of readers whose English may be limited. The photographic illustrations are very adequate and after reading this interesting little book, a young reader would feel an urge to read more books of the same kind.

The Life They Chose : E.F. Dodd; 1956; Price; 94 nP.

This is an excellent handbook for young teenagers. Several ways of life are presented in delightful story-book form, so that a clear picture of different activities and ways of earning a livelihood, is presented. This particular little book is meant to interest boys in the background of various workers and tells the story of six types of workers and how they obtained and maintained their jobs in life; a bus conductor, a tractor-driver, a type-setter, a schoolmaster, a spinner and a fisherman. The book is useful as a guide to youngsters on the verge of finishing school and facing the problem of a way of earning an adequate living. The vocabulary is carefully chosen and limited and the book makes interesting reading.

Puss-in-Boots; E.F. Dodd 1956; Price 56 nP.

Traditional stories still play a part in the education of the young; there is a freshness and charm which makes a good balance to the over-realistic attitude we are apt to develop as a result of modern education, with its stress on the scientific outlook! Children may still be given a chance to enjoy fairy stories which keep us safely on this earth, rather than always reading of adventures to the moon. It is very good that Macmillan and Co. continue to turn out the story books in inexpensive editions, so that the wealth of children's literature may be easily available to all young readers.

Panchatantra Retold; E.F. Dodd; 1957; Price; 75 nP.

The folk-lore of India is a very precious heritage which should be handed on to our children and 'Tales from the Panchatantra' is a collection of such stories full of simple wisdom. The little stories dramatising animals and birds, are full of action and the short questionnaire at the end of each makes them useful as supplementary school textbooks. The English used is simple and effective, well within the scope of a pupil doing third year English at school.

Karen Maitra

Hindi Aur Pradeshik Bhashaon ka Vagyanik Itihas : Shamsher Singh Narula; Published by Rajkamal Prakashan, Delhi; 1957; pp. 170; Price Rs. : 4/-

This is a Hindi translation of the author's original English book "A Scientific History of Hindi and Regional Languages". The language of the translation is halting and artificial. Many technical terms are rendered into difficult equivalents uncommon and archaic. But the contents of the book are thought-provoking and present an original and bold approach.

Language both unites and separates. Sometimes a binding becomes a bondage, and a tie a knot. Specially when many languages are coerced into one language is the result artificial. In a multilingual country like India, the problem of a common language has unfortunately been coloured by extra-linguistic and even sentimental considerations. In such an atmosphere, an attempt at the genesis and analysis of the present status of Hindi with a rational and scientific viewpoint is a welcome approach. How far the author of this book is successful in his assessment, depends on what scientific

apparatus he has utilized and how far his own point of view is unprejudiced and objective. Recently two language Commissions on Hindi and Sanskrit have submitted their reports, after sifting much evidence. The author of this work may wish to revise some of his opinions in the light of these new findings. But his general approach is not of the latest linguistics which deals with pure 'phonemes' and 'morphemes'; it is what is vaguely called historical. The author is more inclined towards the dialectics of socio-cultural forces and influences on linguistic development.

Though his subject is "Hindi and regional languages" Mr. Narula restricts the term 'regional' to the dialects of the Hindi-speaking area. Half of the book is devoted to pre-Sanskrit, Sanskrit and Prakrit languages and the author has tried to prove that Sanskirt was never a spoken language of this country. This is a bold departure from various earlier scholars including Grierson and Dr. S.K. Chatterji. Much of the early historical material is taken not from the original sources in Tamil or Austric or Hetettite languages, but through Father Heras and Cornelius's articles in 'Tamil Culture'. The case of Tamil being older than Sanskrit has been much more strongly advocated in Tamil itself. But all that discussion has no bearing on modern Hindi.

The chapter on Prakrits and Apabhramsa is well-documented and shows a scholar's diligence. His analysis here that it was the sub-strata of casteism which created the wide cleavage between Sanskrit, the language of the upper-classes or elite and the Prakrit reserved for 'the women and the Sudras', is correct. But it is not religious taboo and social sanction that create a different language. There is also an inner logic of language that evolves on its own momentum. If the poetry of mediaeval saints is studied, there is an under current of common stock of metaphysical terminology and common spirit of revolt, which influenced the formation of Hindi language. (Dr. Hazariprasad Dwivedi has dealt admirably with it in his 'Nath Sampradaya'). Though the author admits their debt in the removal of social barriers, their contribution to the language of North India is not sufficiently stressed.

Prabhakar Machwe

Bhojpuri aur uska Sahitya : Dr. Krishna Dev Upadhyaya ; Published by Rajkamal Prakasan (P) Ltd., Delhi ; 1957 ; Price : Rs. 2. 25

THIS is perhaps the first attempt to write a regular history of the literature of a very important dialect of Hindi which has attracted the attention of scholars for a long time, but about whose literature, few seem to have bothered, and often not even speakers of the dialect themselves. Perhaps the dominant position which Braj, Awadhi and Maithili acquired in the realm of Hindi literature accounts for the comparatively meagre literary output in Bhojpuri though, in view of the very large number of Bhojpuri speaking people, this is a point which merits further investigation and which has not been touched upon by the author in the book, apart from quoting stray cases of certain schools on the subject.

While the description and assessment of available Bhojpuri literature, old and new, has been competently handled by the author, this is not true of the prefactory chapters on the Bhojpuri language. Opinions of diverse scholars and out of date theories (e.g. that of the inner and outer circles of Indo-Aryan languages) have been rather uncritically accepted. The attempt to establish a separate identity for Bhojpuri from Maithili and Megahi is unscientific and has involved the author in many contradictions. On page 11 he fails to include either Maithili or Magahi among the dialects of Hindi. On page 14 it is stated that Bhojpuri has no particular relation to Maithili or Magahi, and in the next para calls them real sisters. On page 21 while trying to discover fundamental differences between Bhojpuri and other dialects the author states that the pronunciation of the short 'a' in Bhojpuri is open like that in Western Hindi dialects. This is quite incorrect.

Anybody familiar with Bhojpuri would know that the short 'a' there is pronounced as a broad monophthongal 'au' sound approximating more to the closed 'a' of Bengali than the open 'a' of Western Hindi dialects. The author admits this when he refers to the 'au' like pronunciation of short 'a' Bhojpuri 'ह्वे'. The prefaratory chapters of the book, therefore, need thorough revision if this book is to become a reliable guide to the study of the Bhojpuri language and literature.

Yaduvanshi

Urdu Sahitya ka Itihas: A. Aijaz Hussain; translated by Shamsher Bahadur Singh; Published by Rajkamal Prakasan (P) Ltd., 1957; Price: Rs. 6.00; Pp. 327.

THIS is a Hindi version of the history of Urdu literature written by the learned author some 20 years ago, which has been revised and brought up-to-date. The original work needs no introduction. To all serious students it has long served as a valuable companion for the study of Urdu literature. To bring out its Hindi version is a very welcome move at the present juncture when it is increasingly felt that a familiarity with the Urdu language and literature on the part of all students of Hindi (and vice versa) is an essential requirement for the healthy development of both Hindi and Urdu. The two are very close to each other linguistically, being essentially two styles of the same language, and both grew and flourished in the same part of the country. Their literatures have developed distinctive features and independent personalities, but none the less they remain very real sisters. It is high time that the artificial barriers and antagonisms created between them during the days of our political subjugation, are now swept aside and a healthy environment is created in which there will be a natural give-and-take between the two and gaining vital sustenance from each other, they will together enter a new age of literary efflorescence.

Dr. Aijaz Hussain's book, now made available to Hindi students, is likely to go a long way in creating this environment and it is to be hoped that very soon histories of Hindi literature in Urdu will also be available to Urdu students.

Yaduvanshi

Saral Shiksha Manovigyan: Hansraj Bhatia; Published by Rajkamal Prakasan (P) Ltd., Delhi; 1957; Price: Rs. 3-50; Pp. 217.

THIS book can serve as a good introduction to Educational Psychology for those who are studying the subject for the first time. In a rapid sweep, the author describes briefly all the different ways, in which the science of Psychology has been pressed into the service of Education, and the main results that have been achieved thereby.

The book is descriptive rather than discussional since the aim of the author is to tell as simply as possible, the basic tenets of psychology as applied to education, without touching upon any controversies which have raged so fiercely in this field and without any augmentative adumberation of any particular point of view. But the very simplicity of the book becomes a weakness when it is achieved at the cost of depth and dignity. The last chapter is an example of what I mean.

The language and style of the book are on the whole commendable though the technical terminology used is in many places defective (e.g. प्रत्यय for concept on p. 41 and संयोजन for integration on p. 46) and sometimes even ludicrous (e.g. जीवनलेई for protoplasm on p. 26). The author is evidently unaware of the terminological work being done by the Central Ministry of Education.

Yaduvanshi

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WHO'S WHO IN THIS ISSUE

K.G. Saiyidain

M.A. (Leeds), Dip. Edn (Leeds), Educational Adviser to the Government of India, New Delhi.

Samuel Mathai,

M.A. (Bombay and Oxon). Secretary, University Grants Commission, New Delhi.

Prof. T.K.N. Menon

B.A. (Hons) (Madras), Dip. Edn. (Leeds and Berlin); M.A. Edn. (Leeds); Dean, Faculty of Education and Psychology, Baroda University, Baroda.

Mona Vergese

M.A., T.D.. (London), Ex-Principal, Teachers' Training College, Ajmer.

Andre Padoux

'Licencie' en droit et es Lettres, Diplome de l'Ecole des Sciences Politiques; Deputy Cultural Counsellor to French Embassy in India, New Delhi.

N.E. Williams

M.A. (Cantab)., F.R.G.S., Education Officer, British Council in India, New Delhi.

G.D. Parikh

Professor of Economics, Bombay University, Bombay.

B.N. Jha

B.Ed. (Edin); Vice-Chancellor, Gorakhpur University, Gorakhpur.

R.L. Sabharwal

M.A., Ph.D.; Department of Economics, Government College, Ludhiana.

Prem Nath

M.A., Ph.D., P.E.S., Senior Lecturer in Philosophy, Mahendra College, Patiala.

A.N. Basu

M.A. (London) T.D. (London) M.A. (Winetka), Professor and Head of the Department of Education, Visvabharati University, Santineketan (West Bengal).

N.C. Chanda

M.A., B.T., Headmaster, Jalpaiguri Zilla School, West Bengal.

N.M. Tiwari

B.Sc. (Hons)., M.B.B.S., (Bom), M.Sc. (Med), U.S.P.H.S. Fellowship (1956); Lecturer in Pharmacology, Medical College, Nagpur.

L.K. Govindarajulu

B.A.; B.L.; Director of Physical Education, Shri Venkateswara University College, Tirupati (Andhra Pradesh).

Muriel Wasi

B.A. (Madras), M.A. (Oxon), Assistant Educational Adviser (Publications), Ministry of Education and Scientific Research, Government of India, New Delhi, Editor, *The Education Quarterly* and *Youth*.

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Jnl Educ & Psy—Journal of Education and Psychology. T.K.N. Menon, ed. Rs 6.00. Faculty of Education and Psychology, M.S. University of Baroda, Baroda. (q)

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KEY TO ABBREVIATIONS

+ Continued on later pages of the same issue
& and
Ag August
Ap April
Bi-m Bi-monthly
D December
ed Editor
f Fornightly
Hf-y Half-yearly
J January
Je June
Jl July
m Monthly
Mr March
N November
no Number
O October
q Quarterly

The following is explanation of abbreviations used :

Sample of an entry from a periodical

Pearce, F.G.

An adventure in education. Educ Quar 9 : 343-346 D '57

Explanation : The article of F.G. Pearce will be found in Education Quarterly Volume 9 on pages 343-346 of the December issue of 1957.

Sample of an entry from an analyzed document :—

Libraries. Educ Bode Rajas 1957 : 56-70.

Explanation :—The chapter on Libraries will be found on pages 56-70 of the Educational Code of Rajasthan, 1957.

Sample of an entry from an analyzed publication.

Some reflections on effective teaching. J.M. Gibson. (In India. Ministry of Education & S,R. The field of education. p 1-4).

Explanation : The article of J.M. Gibson will be found in India, Ministry of Education and Scientific Research publication, "The field of education", on pages 1-4.

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ALL.INDIA EDUCATIONAL EDITORS' ASSOCIATION

THE ASSOCIATION

What it is and

What it does

The All-India Educational Editors' Association formed during the All-India Educational Editors' Conference convened by the Ministry of Education and Scientific Research at New Delhi in April, 1957, believes that educational journals have a challenging role to play in the task of educational reconstruction in India. As vehicles for exchange of information, educational journals should record experience objectively as disseminators of ideas, they should be characterised by integrity and strength of purpose. Only so can they bring fresh insight to bear on our educational problems and open up fresh fields of educational investigation.

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Create and preserve high traditions and standards of educational journalism;
Operate a central bureau of information to dessiminate educational news and intelligence;
Initiate on its own or in cooperation with other organisations and institutions, such activities as may be necessary to improve the standards of Educational Journals in India;
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Convene conferences, seminars and such other meetings of educational editors and other educational journalists;
Secure facilities and privileges to the educational press for the due discharge of its responsibilities;
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In the short period of its existence the Association has drawn considerable attention and has established close and vital link with the Education Clearing House of Unesco. The Clearing House has put at the disposal of the Association facilities that it makes available to Educational Journals.

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In This Issue

We have taken up for discussion in this issue of the Quarterly the subject of Examinations. Doubtless, a lively topic that has engaged and continues to engage the attention of thinking minds. It is of special interest to Indian educationists at the present time in their endeavour to meet the challenge of the current educational situation and to cast its future in the right mould. It is repeatedly taken up for study wherever our educationists meet, in seminars and conferences, in workshops and in committee rooms In this number we have the advantage of putting together the views of a few men and women who in their different ways are workers in the field. We have a Principal of a Training College, Heads of Higher Secondary schools, an Assistant Educational Adviser to the Government of India, a College lecturer, a Head of the Art Department of the Delhi Polytechnic, an official of the University Grants Commission and an Inspector of Schools, each one of them attacking the subject from different angles.

Should examinations be altogether abolished? In a piece of vigorous writing Muriel Wasi points out that before this question is raised, it would be worthwhile to ponder over two alternatives, whether school records could take the place of examinations or there could be a combination of examinations and school records. K.C. Khanna, drawing from his long educational experience, makes a plea for a judicious mingling of the written test with a searching oral test. Ayesha Jacob, after scrutinising the problem closely, expresses the view that the system could be more effective and fruitful if the relations between school and college could be more imaginatively adjusted. Salamatullah does not minimise the defects of even the well-tried methods of evaluation and puts forward the view that the remedy lies outside the field of examination itself, namely, the quality of the education that is imparted to our pupils. How far the system is valuable can be judged only by the kind of education by which it is influenced. The content of studies has a good deal to contribute to the quality of tests. Focussing his attention on examinations in Art, B.C. Sanyal says that to the extent that a body of theoretical knowledge in the subject is necessary, examinations are vital. But to discern the aesthetic sense of the pupil, the system is inadequate. Prem Nath lays stress on the social experiences of the pupil and makes a plea for bringing them into play in the curriculum. Social experiences enlarge the minds of pupils and the examination system should be used to find out how far the pupil has discovered the relationship between what he experiences and what he reads. Examinations in the field of technology are a class apart. The vagaries, so says B.D. Laroia, of the examiners are much less glaring as the question paper is objective

rather than essay type. As a result the service that the system renders in the field of technology corresponds to the demands that are made on it. As a change from the purely theoretical discussion on the subject, we have Margaret Benjamin giving us an account of an experiment in weekly tests conducted at a girls' institution at Bombay. It is an interesting contribution that tells of a few methods by which the character and personality of the pupils are assessed. Finally, Austin D'Souza critically dissects the shortcomings in our present system of examination and points out forcefully that much depends upon the teacher. If the teacher is a person of mark and true to his calling, the mental development of the students under his care is in safe hands, and the examinations will bear it out. In effect the subject of examinations either from the point of view of the virtues of the system or its defects cannot be taken in isolation from the other problems relating to the entire field of education.

It is significant that none of the contributors view the scrapping of the system with favour. The inevitable imperfections of a system do not by themselves justify its abolition. But they certainly point to the necessity of thinking out alternatives There is always a call for change and fresh thinking, should there be a forward movement, but in the process, one has to be wary about cutting the painter. The examination system, such as we have it, has, within its limitations, served a purpose. We have, therefore, to make sure that any alternative arrangement in its place is an improvement and serves our purpose better. In the final analysis it cannot be ignored that a true appraisal of a pupil's worth should take into account, in addition to his factual knowledge, his ability to think for himself and also how far the knowledge he has accumulated has helped him to shape his thinking.

—EDITOR

They Say :

ABOLISH EXAMINATIONS

THEY say : "Abolish Examinations". They also say examinations are no test of ability. Examinations induce last minute cramming. Examinations overlook day-to-day work for a year and judge the student on a final spurt that does not necessarily reflect progress. Examinations are an unfair risk because the opinions of examiners vary so widely. Examinations are also an unfair risk because a great many good students are bad examinees. Examinations, as a system, are bad because they set store by qualities in the student that have little relevance in either scholarship or work to later life.

It is as easy to make out a blue-print for abolishing examinations as for retaining them. The argument is sterile. The important questions to answer are : What do examinations seek to do ? Do they achieve what they set out to achieve ? If so, they require to be retained. If not, they require to be modified. These questions once answered, it will be possible for us to know what to reply to those who cry "Abolish Examinations".

MURIEL WASI, *B.A. (Madras). M.A. (Oxon), Assistant Educational Adviser to the Government of India, Ministry of Scientific Research and Cultural Affairs, New Delhi*

An examination is intended to be a test of work done over a certain period. At its best, this examination does not test only the amount of information accumulated on certain subjects over a given period ; it also tests the ability to think and the ability to arrange material logically. Currently, it tests the faculties of memory, imagination, originality, observation and sensibility. In certain subjects it may test accuracy and logic to a greater extent than the qualities I have mentioned earlier. *But at their best examinations test more than the quality of instruction. They are a true test of education.*

Acid Test

To say this is not to defend a system of examinations, because systems stand and fall on the skill with which they are applied, executed, maintained and adapted. It is possible that the examination system in India may have dated and does not meet the requirements of the Indian student at various levels of education today. But to say this is not in effect to condemn the examination as a test of education. For, at its best and wisely conducted, the examination is as good a test as any other test formulated by *Pandits*, poets and philosophers to assess the growing ability of the growing human being.

When we talk of examinations we generally have in mind a written test that entails the answering of a certain number of questions within a given time. For the Humanities, an examination is generally an examination of the eassy type and this appears to have come in recently for a great deal of rather harsh criticism. As an alternative to the essay examination, there is the quiz type which has always seemed to me much more inadequate way of testing even instruction than the essay type of examination. However, an examination is no longer merely a written test. It is generally a written test plus something else. That something else is a *viva*.

Essay Plus Viva

Is there anything substantially wrong with the written examination on the essay

pattern plus *viva* ? Fundamentally, there is nothing wrong with this test as a test of the knowledge that a student has accumulated within a given period and the qualities over and above the assimilation of material that he/she has been able to develop alongside instruction. In most examination papers there is a sufficiently wide choice for the student to be able to answer competently on material that he has studied with attention. It is only either the very capricious or the very poor academic student who is "caught out" by an examination paper of the kind that I have described.

But even if written papers are not particularly good tests the *viva* exists to raise the standing of the examinee. No *viva* was ever intended to reduce a grading. Every *viva* is intended to give some insight into those qualities of the student that have been seen to advantage in a written test but may be seen to greater advantage in a *viva*.

Why then are we so sceptical today of the examination system as we have known it in the first 50 years of the twentieth century ? I think the answer is (1) that we are aiming at something different, (2) that we no longer believe that a good examinee is necessarily a good citizen and (3) that we feel that examinations are so carelessly and, perhaps, even corruptly operated that they are as poor a reflection of examiners as they are of examinees.

Perhaps, if we examine these criticisms (in which there is some truth), we may be able to decide whether there is a case for continuing the examination system on modified lines in India.

Are we aiming at producing a product in India today that we did not seek to produce 50 years ago ? In certain respects : Yes. We now require a less literary and more executive person as a citizen of democratic socialistic State. We also require someone as concerned with things and the development of things as with abstract ideas and the analysis of abstract ideas. Above all, we require someone with abounding initiative so that he will not leave for others to do what he can so easily do himself. This being so, we require to develop qualities in students that the old literary, analytic, theoretical system of examinations did not seek to develop.

To admit this is one thing. To argue that examinations cannot develop this sort of person is, it seems to me, quite another matter and a fallacy. Some of the best executives that I have come across in varied fields of public service today have been men and women educated under the literary, theoretical, analytic system that is now so deplored. They have, over the years, adapted themeselves to executive work, I will not say without pain, but certainly with profit to themselves and their work. This proves that even if the examination system is not designed to produce perfect executives of itself, it does not prevent the making of good executives.

National Needs

Is a good examinee necessarily a good citizen ? No. Is a good examinee generally not a good citizen ? Equally, no. There is no immediate connection between these two things. The examination system does nothing to prevent citizenship and nothing to reduce it. Well-directed, it might provide us with well-informed citizens. Badly directed, it guarantees bad citizens.

Are examinations in India today carelessly and corruptly operated ? Yes, in all probability the degree of carelessness is greater than the degree of corruption, but both carelessness and corruption exist. Sometimes examiners are not truly qualified to examine ; sometimes they are so jaded and frustrated that they are no longer fit to examine. That being so, there is no doubt at all that our chief objection to examinations today is the way that they are conducted. This is not equivalent to a condemnation of the system *per se*, but it is a danger signal that needs watching.

My answer to the cry "Abolish examinations" is a question : Why ? If for a given project, a well-conducted examination is a good test of instruction and the development of faculties that go

with that instruction, there is no need to abolish examinations. Indeed, they may be a positive national asset. If, for a given project, examinations serve no purpose except to burden the students' mind and memory with a morass of unproductive detail, it is advisable to consider one of two alternatives: (1) Can a better result be achieved by such an alternative as school records? (2) Can a better result be achieved by combining examinations with school records? Either way abolition of an institution without an attempt to answer these two questions is rash and may prove to be the direct cause of a further decline in educational standards.

• Two things can be counted on in the future. One is that the country will never be free from the problem of the large number of young people to be educated. The other is that we will be harrassed by people with a slick solution, many of them well merchandised and not a few quite beautifully gift-wrapped.

—*Napier Wilt*, University of Chicago

• Should school curriculums be based on what students think they need? A child can hardly be expected to foresee his future needs, those elements of education that might make him a more useful, effective member of society..... ..(He) can hardly be expected to become aware of these things unless they are brought to his attention. His situation may be clearer if it be recalled that in any gathering the person who most needs a bath is not the one most aware of his need.

—*Joel H. Hildebrand*, University of California

EXAMINING TEACHERS

K.C. KHANNA, *M.A., Ph.D. (Lond.) F.R. (Hist.) S., M.R.A.S. Principal, Delhi Public School, New Delhi*

EVER since the beginning of the world when man started doing work with his hands, he has felt the necessity to evaluate his work. Tools and implements made and in fact any type of work completed were judged more in terms of quality and excellence than the amount of time spent. Satisfaction resulted from the close achievement of purpose. In such circumstances the stamp of achievement was related to the person doing the job and not to any absolute standard to which everyone doing a similar job had to conform. This was the basis on which arts and crafts were developed.

Examinations in the Past

In the academic field, our history shows that when in the more ancient times a *Snatak* had completed his work and stay with the *Acharya*, he was put to a very interesting kind of test in the company of highly learned people. His depth of learning, profound knowledge, keen intellect and ready mind were all put to the test during the course of high philosphic discussions. It goes without saying that in an oral test of this kind a good memory was considered as a major asset. Altogether such a test in those times was very conventional, and rough and ready.

In the first half of the 19th century when schools began to replace *Pathshalas* and *Maktabs* a different basis was evolved. Students were put to a written test in English and other modern curricular subjects and certificates of fitness and proficiency were issued on the basis of such written examinations held at specified periods in the life of a scholar. It must be remembered that the *viva-voce* had no particular place in this kind of evaluation.

Defects of the Present System

With small numbers, such a system seems to have worked much more successfully in the beginning. Subsequently, it steadily gave way under the weight of increasing numbers, until it was strained to a breaking point and reduced almost to a joke. In the course of time these examinations became a test of half-digested information which the candidate could use in the test. There was no certainty of understanding where excessive rote was involved. Concrete bits of information were few and far between and were lost in the wilderness of words.

In the early stages these examinations served their purpose for a time when services were able to absorb their products. Then the gold rush began. Universities and colleges were multiplied and discontented graduates began to flood the field of unemployment. The uprising national forces assailed this system of education and the great attack on the examination system began.

For years this attack has gone on unimpeded until the uselessness of examinations has become a truth needing no argument.

What is the Remedy?

It is, however, necessary critically to analyse the position. We find there is a good deal of unanimity in criticism but not so in the search for a remedy. There is a serious divergence of views which ranges from the wholesale disapproval of examination to a rationalisation of it and

a plea for improving the system.

When the teacher or the practising educationist hears this criticism from all sides including politicians, statesmen, social workers and even educational administrators, he is left quite bewildered. What is he to do ? While he realises the value of criticisms on the one hand, he also feels that he cannot lose hold of something, howsoever inferior, that has served some purpose in favour of an alternative about which there is no clear conception. He is at sea.

Let us pursue the position in which no examinations are held. How will teachers put their seal of approval of expected achievement ? By consulting their class notes on the work of students, by oral tests and their own personal opinion ? All this is open to criticism and abuse and, in any case, such a system will not produce standardised articles by any chance.

Would a mixed system, in which daily work is assessed with reference to its assimilation and periodic objective tests are held do ? Of course, even in this case the opinion of the teacher, based on as correct a record as possible, would be taken into account.

Distrusted Motives

The whole question is vitiated by the fact, howsoever unpleasant, that the motives or intentions of most people taking responsibilities today in our country, are distrusted. Very few people are acknowledged to be honourable enough not to compromise their principles and yield to outside opinions. The ordinary teacher is fully aware of the social pressures that will be put upon him at all levels to interpret his impressions about his pupils more favourably than he is prepared to do. He is naturally greatly afraid of falling into a risky position of this kind, even if he realises that the risk is educationally well worth taking. Besides, the average rung of teachers is not able to withstand external pressures. Nor does he possess an intellect of a high order, capable of giving correct judgments. So mistakes will be made and in plenty.

However, this improved system must be tried in an increasing degree as it begins to answer the purpose in view. The fact that it is impracticable or open to abuse should not deter us from launching upon this experiment that will enable us to assess the achievement of our students more accurately than we can do at present.

Written-*cum*-Oral Tests

The ideal system will be to combine the merits of a written test (both essay type and objective test) with a sharp oral test. Although it appears impracticable at first sight, it should not be difficult to arrange such a combined test once a year and, when viewed against the periodic objective tests and the opinion of the teacher, it would possibly give us a fairly accurate picture of the mind and achievement of the scholar.

Whatever measures of reform we adopt or initiate the change over will not be easy. The old type of examination is the only thing known to the present-day teacher, who will find it extremely difficult to adjust himself to other modes of evaluation. It must be started at the school stage. We must get out of the idea of awarding marks to Primary school children. In the Middle and Secondary stages the marks system as indicative of accurate achievement will serve a useful purpose. The School Leaving Examination, which should be the first public examination for a student, should include an element of oral testing in addition to an assessment of the regular work done during the course. This same system will have to be continued at the university level with some necessary and practical modifications.

It is necessary to advert to the policy of our Government in this regard. It has accepted the view that the possession of degrees should not be an essential qualification for entrance into certain kinds of services. Such a step would no doubt eliminate large numbers of people from proceeding unnecessarily to university degrees. Where senior public services

are concerned, it is difficult to imagine how a good university degree can be safely put aside without creating difficulties for those who have to sit in judgment as members of selection boards.

Changeover Would be Slow

Educational reform is not always an easy matter. It often moves slowly but surely. Judging the prevailing opinion on the subject of examinations today, it would not be an idle forecast, that during the next eight or ten years the teacher, whom we term as the Examining Teacher today, will tend to disappear. He will gradually appreciate and adopt the improved system of evaluation as he begins to understand it more and more. One hopes that the social pressures and baseless criticism will not apply as they do today. Just at present, however, we are in the midst of a somewhat depressing situation. Anyone, who does not set store by the formal kind of examination testing, on which we rely today, is left bewildered by the readiness with which the large majority of teachers continue to exploit this system. It appears sometime that these teachers will never be different at any time in the future. Not only teachers. Even parents and students cannot divorce their minds from the terminal or annual examinations, which loom so large in their educational effort. In Delhi Public School, where we have no system of examinations and where we try to assess the achievement of students progressively as they go along through the year, we are often confronted with the self-assured but mistaken response of some parents, who believe that it does not matter so much if their children ignore the first nine months of their work in the class with impunity if only they can pass some kind of a written test with success at the end.

These types will disappear also and not only will the teachers change but the parents and even the students will have to change their whole attitude towards the system of evaluation. The research unit set up by the Ministry of Education with the intention of promoting experiments in different kinds of institutions will no doubt produce good results. The objective tests will be standardised and the average teacher will begin to apply them and accept their result with confidence.

I have purposely stressed the social aspect of this important problem more than the technical aspect in order to convince the reader of its significance.

In an examination those who do not wish to know, ask questions of those who cannot tell.

—Sir Walter Alexander Raleigh

The Essay Type of Examination

AYESHA JACOB, *M.A., Principal, St. Thomas' Girls Higher Secondary School, New Delhi*

IT has been argued for quite a few years that the old type of examinations grossly fail to adjudge the personality and the real attainments of pupils; and yet a vast majority of our evaluations are still meant primarily to assess academic attainments only. In these examinations the questions are invariably of the essay type, and suffer from all the defects of subjectivity and unreliability. We know only too well, how this examination system dominates our whole educational set up making teaching a stereotyped and mechanical process—resulting in a great deal of dull note work among the learners and offering them few stimulating incentives.

Need for Reform

We all agree that an effective system of evaluation must include an assessment of the child's personality as a whole and must provide a cumulative record of academic attainments, social skills, interests, aptitudes and extra-curricular activities. Such a record should be maintained for each child, from one class to another, and later for admission into the University.

These evaluations, including examinations, would also provide a comprehensive means for keeping a check upon the work of an institution and offer a certain sense of security to teachers, pupils, and parents alike. Moreover, this system tends to turn the spotlight on our achievements no less than on failures and nobody need be in the dark about the real state of affairs. With the help of a scientifically devised evaluation technique we can prove to the hilt that we are maintaining the standards expected of us.

The Mistaken Emphasis

Unfortunately the emphasis still is on the old type of examination. At one time the ability to absorb a certain amount of bookish learning-and to be able to perform the required tricks with it—was thought to be the all-embracing proof of work well done. The ability of a pupil to surmount this hurdle of an examination stamped him or her as a being of superior calibre. In practice, however, we have often discovered that skills in reasoning within a closed field like Geometry is not transferred to real life situations—nor does the ability to reproduce predigested opinions on Shakespeare's characters mean that the individual has acquired literary sensitivity.

In spite of all these obvious defects in the traditional system of Examinations, the over-riding claim of the Universities to impose rigid conditions for college admission has greatly restricted the freedom of action of the more progressive among Heads of schools. Secondary education is generally regarded as a pre-university course—a means to an end—and not an end in itself. In all our planning the emphasis has been on preparing students for the universities and not on what we succeeded in making them by the end of their school days. To a certain extent the whole thing is motivated by a sort of shirking responsibility. By playing down the role of Secondary education and likening it to that of a feeder service we defeat the purpose of education.

The Challenge

That most exhilarating report of the

successful working of the interesting experiment by a group of thirty State and private schools in the United States, freed from Entrance Examinations by special agreement with the Universities, conclusively proves how well schools can function if left unfettered. They are free to prepare their pupils for the college in any way they like and on the strength of the school's internal evaluation they were admitted into Universities without having to sit for any other entrance examination.

The impressive success of this daring experiment is a challenge to Secondary education anywhere. It cries out for further experimentation. Boys from schools with a broad humanised curriculum have proved that they compare favourably with those from conventional "academic" schools. These experiments show that the very object of our veneration—'the academic examination system' —has turned out to be a wooden idol; and that to meet the requirements of the work-a-day world of this age we have to look for new scientifically designed tests for various special purposes

Testing Should be Dynamic

We have today a whole battery of special tests, such as I.Q. tests, ability tests, attainment tests, projection tests, perseverence tests, temperament tests and the rest. Not what a person knows, but what he is capable of doing and becoming is what matters. Unfortunately, the well entrenched examinations still hold their own against these progressive ideas, and in our existing set up we seem to be extremely disinclined to break away from tradition. We believe in the utility of evaluation and realise that the term is more apposite than 'testing' or examination, yet in fact everywhere today a student's claim for admission to university is dependent on his examination credits. This lack of balance in our evaluations can be set right only when we have evolved a satisfactory and comprehensive record form that would give as full a picture of each student as is feasible.

The assessment of the standard attained in specific subjects, should be secondary to a full evaluation of the student as an individual.

Since the avowed purpose of education is to develop character, aptitudes and behaviour patterns along with knowledge and ability, a complete evaluation is its natural corollary. Such an assessment will be more reliable than that supplied by the orthodox system of testing. Testing should be dynamic—not static—and evolved to enable schools, teachers, pupils, groups and others to determine what their objectives are and to assess whether they are being achieved. Above all, they must be allowed to remain flexible in use and be sufficiently unset to allow for further growth.

Objectives Defined

In order to devise a really good testing system we have to be perfectly clear about our objectives and we should analyse its purpose before elaborating techniques. According to Mr. James Hemming, a leading British educationist, the objectives are :

> The development of physical health ; the development of effective methods of thinking and the cultivation of useful work habits and study skills ; the acquisition of important information and a wide range of significant interests ; the development of increased appreciation of music, art, literature and aesthetic experience ; the inculcation of social attitudes and development of social sensitivity ; the development of better personal—social adjustment and the development of a consistent philosophy of life.

Evaluation should be the responsibility of the schools. Evaluation staff should, therefore, assist schools in measuring their achievements against their objectives, not to test schools against each other in terms of absolute standards. How this is to be done is the crux of the matter. Much time, money, thinking, planning has gone into this question ; but the fact that schools are not being released from the old examination bonds points to the fact that we are afraid to leave the beaten track.

New School-College Relationship

Let us first be convinced that education for life is more important than education for examinations. The defects of public examinations have been proved beyond doubt by educationists and yet universities are reluctant to accept students assessed internally. Further, the percentage of pupils entering the universities forms a negligible minority.

We need to establish a new relation between schools and colleges. Universities complain of the inadequate preparation of the students who go on to them. Schools complain about the rigid demands of the universities. There seems to be a mutual discontent resulting from a lack of clarity. In order to change our present evaluation system the establishment of a more satisfactory school-college relationship seems to me to be of utmost importance. This would depend on :

(a) A re-thinking of the total purpose of college life.

(b) New conditions for admission into colleges based upon a completely new educational purpose rather than upon academic attainment in specialised branches of study.

(c) A closer collaboration between schools and colleges in order that each may fully understand what they expect of each other.

(d) Devising techniques of evaluation and maintenance of records in schools which would supply the colleges with all they need to know in selecting their students.

Details of all these should be carefully worked out by an evaluation staff who could arrange for tests by an outside agency, if necessary, provided that these tests are based on general ability and not the acquisition of specific factual knowledge.

To sum up, I quote from the Report on Secondary Education of the Advisory Council in Scotland :* "It is clear, therefore that our supreme requirement of the Secondary school must be something which has hitherto been much less highly regarded, that it should provide a rich social environment, where adolescence grows in character and understanding through the interplay of personalities rather than by the imparting of knowledge. Education thus presents itself as preparation for life and an irreplaceable part of life itself : hence the good school is to be assessed not by any tab of examination successes, however impressive, but by the extent by which it has filled the years of youth with security, graciousness and ordered freedom, and has thus been a seedbed for the flowering in due season of all that is of good report."

● Journalism requires a lean muscular prose that marches on strong verbs to clear, precise statements of facts. Writing can be improved by practice and conditioned by good reading. —EDPRESS NEWSLETTER

* Cmd 700 S.H.M. Stationery Office 1947—page 10

IMPROVEMENT OF EXAMINATION

(A Point of View)

SALAMATULLAH, *M.Sc., B.T. (Alig.), Ed. D. (Columbia), Principal, Teachers' College, Jamia Millia Islamia, New Delhi*

THE examination system of India has been a matter of concern for the people in general and students and educators in particular for quite a long time. Its defects and its harmful effects on education have been frequently pointed out and remedies and improvements suggested by influential individuals and groups—both official and non-official ever since the publication of the Calcutta University Commission Report in 1919. But the process of reform has been very slow and halting indeed. Since the establishment of the All-India Council for Secondary Education certain concrete steps have, however, been taken to initiate desirable changes in our examination system.

Urgency of Examination Reform

The urgency of examination reform is more and more realised today by all concerned partly because the casualty figure in the public examinations held at the end of the Secondary education by various Boards and Universities has lately assumed a scandalous proportion. In certain cases as many as 60% of the candidates appearing at the final examination have not been declared successful.

The All-India Council for Secondary Education set the pace for reform in examinations by organising a seminar of the known experts in the field at Bhopal in 1956. Since then the Council and some other organizations have taken up the problem of popularising the new techniques of evaluation in a more practical way. An Evaluation Unit has been instituted by the Council to help improve our examination system gradually from its very roots.

Flaws in Remedies

All this has resulted in making quite a significant section of teacher in our country conscious of the need to learn better methods of assessing the outcomes of education. Consequently, a number of seminars and courses in this particular area have been conducted at various places during the last two years or so. But unhappily the emphasis still seems to be practically on the most easily examinable outcome of education i.e. knowledge of facts. The other important outcomes e.g., skills, understanding, attitudes, appreciations etc. are paid very little attention, if at all, in most of the seminars and courses in evaluation even now. The crucial difference between the traditional examination and the new concept of evaluation is often ignored. Evaluation is a comprehensive term which means assessment of as many segments of human behaviour as possible.

There is another misconception about evalution which is generally reflected in such seminars and courses. Participants often get away with the impression that the objective test is the panacea for all ills connected with examinations and that if they could replace the traditional essay type examinations by the new type of objective tests the whole problem would automatically be solved. This is why they feel a sort of self-satisfaction, when within a week or so they have learnt to frame 'true-false' or 'multiple choice' or any other type of objective items. This is, to say the least, an oversimplification of the real issue.

It is obvious that all the important outcomes of education cannot be assessed by objective tests. For instance, it is

not possible to evaluate one's attitude towards caste distinction or communal discrimination through an objective test, though from the educational point of view the evaluation of such a segment of behaviour is very important.

Moreover, even in the examinable sphere of behaviours, there are certain other more important outcomes of learning than memory of facts, such as reasoning, analysing, organising of subject matter etc. As it is more difficult to frame objective test items to assess the latter, they are generally ignored; and the test practically remains confined to the items which call for knowledge of memorised facts alone. Thus, one of the serious objections levelled against the traditional essay type examination becomes applicable to the objective test as well.

There is no denying the fact that the objective test is more reliable than the essay type examination because in the former the subjective factor of the examiner is eliminated. But this alone does not necessarily make the objective test a better tool of assessment from the broader point of view of educational objectives. The real thing is what is the expected outcome of the total educational process that needs to be evaluated.

Basis of Improvement in Examination

It is sheer naivety to think that the objective test by itself will lead to the educational salvation of our country. This can at best serve as a reliable means of evaluation and can in no way be the end. Any improvement in examinations cannot be effected, unless the quality of education is improved. This is linked with the basic question of objectives that education must seek to achieve. It must be clarified as to what qualities must be produced in our young men through education. Further, educational objectives to be of any practical significance, must be reflected in the content of education and in the methods of teaching. Thus, the problem of improving the examination system does in the last analysis, depend on that of the improvement in curriculum and teaching.

In order to evaluate properly the outcomes of learning, the curriculum should be drawn up in accordance with well-defined educational goals. It is to be clearly stated what a given content of the syllabus is expected to do the learner, that is, in what particular respect the mastery of that content is likely to modify his behaviour. The whole curriculum should be broken up into functional units indicating what each unit is meant for in terms of the learner's behaviour. This will greatly facilitate construction of appropriate tests to assess the outcome of learning and development of other adequate techniques of evaluation.

In the nature of things evaluation of total human behaviour involves subjective judgement as well as objective assessment. A characteristic like cooperativeness or initiative can be judged only subjectively in a given situation calling for the functioning of that characteristic. The educator cannot, therefore, rest content with the objective measurement of pupil success in a given field of learning. He has also to bring his subjective judgement to bear upon the evaluation of the pupil's total behaviour.

Even in the evaluation of attainment in subject fields where objective tests are very handy and useful, essay type examinations and oral tests have an important place. For instance, to judge certain aspects of competence in language only subjective evaluation is possible. The ability to read and speak correctly with proper modulation cannot be assessed objectively, nor can the ability to express ideas in a coherent and organised way in the written form be evaluated properly by objective tests. What is, therefore, needed is not to abolish essay type examinations but to use them for assessment of the educational objectives for which they are more suited. The main thing is the educational objective and not the type of test. Essay type questions should however, be definite as to what exactly they demand by way of answers.

Uses of Education Results

All the evaluation results based on both the objective tests and subjective judgement must be entered on a cumulative record form for each pupil, so that the same may be used to help him grow up as an individual and as a member of society. On the basis of this record, appropriate remedial measures should be taken to obviate weaknesses discovered in any segment of behaviour. This should also help to guide the individual pupil educationally and vocationally in the matter of selecting suitable fields of study and work. Examinations have so far served mainly one purpose, namely, labelling one 'successful' or failure. Now they must serve as tools of guidance for growth.

KINDLE THY HEART

Kindle thy heart; the light is come

Down from Heaven upon the earth.

Never mind if deaf or dumb,

Homeless, or of lowest birth.

The door is open—open to all,

Come with the 'pipe', come with the 'doll'.

—*Amalendu Ray*

Roundup of Activities

Ministry of Education

THE Ministry of Education and Scientific Research has been bifurcated into two separate Ministries, viz., Ministry of Education, and Ministry of Scientific Research and Cultural Affairs with effect from 10th April, 1958.

In the light of the rcommendations of the various Workings Groups on Education and the ceilings fixed by the Planning Commission, the finalised Educational Development Programmes for 1958-59 have been received from the States and are being examined in the Ministry,

BASIC EDUCATION

Administrative approval as well as expenditure sanction for Rs. 8,28,810 has been issued to Union Territories during 1957-58 towards implementation of **Educational Development Programmes of Union Territories in the Fields of Pre-Primary, Elementary, Basic, and Women's Education**.

Under the **Scheme to Relieve Educated Unemployment** grants amounting to Rs. 44,97,097 have been sanctioned to State Governments during 1957-58.

For **Educational Development Programmes of State Governments Relating to Pre-Primary, Elementary, Basic and Social, and Audio-Visual Education** a total sum of Rs. 3,43,52,709 representing second instalment of grants for 1957-58 has been sanctioned to State Governments.

A regional **Seminar on Multiple-Class Teaching** was held at Grafton (Australia) under the auspices of Unesco from 27th January to 28th March, 1958. An Indian delegation of four persons participated in this Seminar.

Available **Railway Concessions for Educational Tours** have been brought to the notice of State Governments and Union Territories requesting that all possible encouragement may be given to teachers for undertaking tours to places of historical, cultural and educational importance.

All State Governments and Union Territories have been requested to provide all possible facilities to the employees of the Government of India on transfer, in getting their wards admitted into educational institutions. They have also been requested to keep in view the educational requirements of the colonies of the Government of India employees, while establishing new schools under Second Five-Year Plan.

The first meeting of the **All-India Council for Elementary Education** held in March, 1958 at New Delhi considered several important issues in the field of Elementary education. The recommendations of the Council are under consideration.

National Institute of Basic Education is bringing out "*Buniyadi Talim*", a quarterly Journal of Basic Education from January, 1958. The Government Senior Basic School, Chitorni, was selected for action programme of improving a rural Basic school. Preminary work of survey, study of attitudes and group dynamics of the community was completed.

SOCIAL EDUCATION

On the recommendation of the Planning Commission a **National Committee on Women's Education** to examine the problem of adult women's education was set up. The terms of reference of the Committee are as follows :—

(i) To suggest special measures to make up the leeway in Women's education at the Primary and Secondary levels ;

(ii) To examine the problem of wastage in Girls, education at these levels ;

(iii) To examine the problem of adult women who have relapsed into illiteracy or have received inadequate education and who need continuation education so as to enable them to earn a living and participate in projects of national reconstruction ;

(iv) To survey the nature and extent of material and other facilities offered by voluntary welfare organizations forthe education of such women and to recommend steps necessary to enable them to offer larger educational facilities to them ; and

(v) To examine the possibility and methods of encouraging a larger number of women to go into vocational trades by providing suitable vocational training as a part of their formal education or through special courses designed for adult women.

National Fundamental Education Centre has started the first training course of District Social Education Organizers from 7th April, 1958. It is an in-service training course and will last for five months. Out of twenty District Social Education Organizers from various States who are expected to join the course, twelve have joined and eight are expected to join shortly. Unesco has provided the Centre with equipment worth $ 10,000 and services of two Experts, Prof. Charles Madge, expert in research and evaluation, and Mr. A. J. Halls, expert in audio-visual aids in education. They have joined the Centre on 9th December, 1957 and 7th March, 1958 respectively. The experts help in training programme and also in other functions. The Technical Co-operative Mission has agreed to give aid in the form of equipment and an expert in Adult education. This aid is expected within a period of about four months.

A Rural Education Committee with representatives from the Ministries of Community Development, Food and Agriculture, and Education has been appointed to examine the functioning of the Janata colleges, *Manjari* schools and Basic Agricultural schools. The Committee is visiting different parts of the country with a view to suggesting such modifications in the programme of these institutions as would enable the country to derive maximum benefit with the existing facilities and avoid duplication of efforts wherever it exists.

Third meeting of the **Standing Committee of the Central Advisory Board of Education on Social Education** held in February, 1958 emphasised the need for taking up evaluation projects and encouraging voluntary educational organisations.

A sum of Rs. 15,000 was sanctioned to **Hindustani Prachar Sabha, Bombay** as grant-in-aid for 1957-58.

A sum of Rs. 35,000 was sanctioned to the Jamia Millia Islamia (Research Training and Production Centre) for the project on the **Setting up of Adult Schools in the Country**, A further sum of Rs. 14,016 was sanctioned for evaluation of literature for neo-literates. The report of the Centre is in the press.

A sum of Rs. 720 was sanctioned to the Jamia's team to enable them to test Hoyatullah Ansari's scheme of **Teaching the Adults Reading and Writing** in ten days.

Out of Rs. 25,000 sanctioned to the Hindustani Culture Society for "**Preparation of eight-graded books for neo-literates**" about Rs. 23,000 have been spent so far. The compilation of Books I and II was completed.

Rs. 5,48,131 were sanctioned to various **Voluntary Educational Organisations** for strengthening and developing their activities in the field of Social education during 1957-58. The rate of Central

Government subsidy which was temporarily revised to 50 per cent has been restored to 60 per cent of the total approved estimated cost.

A sum of Rs. 35,000 was sanctioned to the **National Book Trust** to meet expenditure on various activities during April, and May, 1958.

The Vice-Chancellor, Jamia Millia Islamia was provided with Rs. 60,000 as first and second instalments of the total sanctioned grant of Rs. 1,02,747 for bringing out 25,000 copies of *Gyan Sarovar—Volume II*.

The Children's Literature Committee under the chairmanship of Shri K. G. Saiyidain, Secretary, Ministry of Education decided to award prizes of Rs. 500 each to authors of 22 books in various regional languages who submitted their books/mss. under the **Third Competition of Books for Children**. The Ministry will purchase 2000 copies of each of these books for distribution to the Primary schools, libraries and community development centres. **The Fourth Competition of Books for Children** has also been announced and the last date for submission of books is 31st August, 1958.

With a view to accelerating the growth of **Social Education Literature in Hindi** the Ministry invited the Indian Publishers to submit best books on popular literature for neo-literates published in Hindi in 1956 and 1957, before 15th March, 1958. A panel of reviewers will judge 325 entries that were received. About 60 books will be selected for purchase under what is popularly known as '50 : 50' scheme which provides that fifty per cent of the cost of these books shall be paid by the State Government and the balance of the cost price together with the cost of transport etc. shall be paid by the Government of India. It is estimated that about 5,000/10,000 copies of all the books depending on the price and actual requirements of the State Governments, may be purchased for distribution to schools, libraries and Social education centres etc.

Audio-Visual Education

At the Inter-Ministerial meeting held on 31.3.58 to chalk out production programme of films for 1958-59, the following educational titles have been included :—A. *General Publicity Programme*: (1) National Discipline Scheme ; *Integrated Publicity Programme* : (1) International Geophysical Year, (2) Seven Cities of Delhi ; C. *Instructional and Teaching Films* : (1) Currents and Tides, (2) Minerals of India. The revised scripts of the films on 'Potter' and 'Calcutta' have been approved and sent to the Films Division for shooting. Under the Exchange Programme four Czechoslovakian films were previewed.

The State Governments of Jammu and Kashmir, Rajasthan, Uttar Pradesh, Orissa, Kerala, Madhya Pradesh, Mysore and Madras have been paid sums of Rs. 5,750, Rs. 24,442, Rs. 1,08,983, Rs. 3,150, Rs. 17,700, Rs. 25,250 and Rs. 3,750 respectively as second instalment of Central assistance for their schemes on Audio-visual education during 1957 58.

Mr. Alaoui, Unesco fellow after finishing his training at the Films Division, Bombay studied at Delhi the programme of Audio-Visual education of the Ministry. According to his programme he left for Australia on 15th February, '58.

Films numbering 245 were acquired for the Central Film Library bringing the total number to 3761. 2318 films were issued to 468 member institutions during the period. 22 new members were enrolled bringing the total number to 1152. 18 Preview Committee meetings examined 681 films.

During the period under report the Mobile Cinema Unit organised 36 film shows in educational institutions of Delhi to evaluate and assess the usefulness of educational films in local schools. **Unit for the Production of Visual Aids** prepared the portrait drawings of Rabindra Nath Tagore, Subrahmaniha Bharati and Prem Chand for publication. A chart entitled "Coats of Arms" of Indian Universities and a poster on 'Q' system were published.

January number of the Audio-Visual education journal was published. Teaching notes of five filmstrips were translated into Hindi.

SECONDARY EDUCATION

A total sum of Rs. 2.69 crores was sanctioned as Central assistance to the State Governments for their educational development programmes for the **Reconstruction of Secondary Education** during 1957-58. This includes an amount of Rs. 42.61 lakhs granted for the improvement of salary scales of Secondary school teachers. In addition, an amount of Rs. 9.31 lakhs as first instalment of Central share was sanctioned to the various States for the introduction of 80 Agricultural and ten Science courses in their Rural Secondary schools. During 1957-58, 255 Secondary schools were converted into Multipurpose type and 231 schools were converted into Higher Secondary type.

Grants were sanctioned as follows for **Research in Problems connected with Secondary Education** :

	Institution	*Research Project*	*Amount* Rs.
1.	Thiagarajar College of Preceptors, Madurai.	An enquiry into the teaching of Social studies in the schools of Madurai.	560
2.	Shri Ramakrishna Mission Vidyalaya Teachers College, Coimbatore.	A study of the socio-economic conditions of High school students in Coimbatore District.	500
3.	Government Basic Constructive Training College, Lucknow.	(i) Determination of the allocation of time for the different crafts with reference to iterest-fatigue and productive capacity of pupils of Classes V and VI (Ages 11+ and 12+) (ii) A follow-up programme of technical teachers in service.	2,400
4.	Visva-Bharati, Santiniketan.	Preparation of standardised attainment tests in different school subjects.	500
5.	D.S. College for Women, Ferozepur.	The utility of the School Broadcast and the ways and means to make it more effective.	2,450
6.	University of Gorakhpur.	A sample survey of mental ability in urban and rural Secondary schools of Eastern U.P.	450
7.	University of Allahabad.	(i) Causes of failure in U. P. examinations. (ii) Survey of the load of works on Secondary school teachers.	2,285
8.	University of Madras.	Standardisation of Intelligence Tests.	740
9.	University of Poona.	Visual Education.	620
10.	Hindu College, Moradabad.	A comparative study of Integrated and traditional methods of approach in the teaching of social studies to class VI.	600
11.	University of Gauhati.	Follow-up study of teachers in training.	4,496

Voluntary Educational Organisations in the field of Secondary Education were granted financial assistance as follows during the period under report :—(1) Rs. 1,000 and Rs. 30,000 to All-India Federation of Educational Associations, Kanpur towards publication of Indian Journal of Education and construction of Association's buildings at Kanpur ; (2) Rs. 35,000 to S. R. S. D. Higher Secondary School, Lajpat Nagar, New Delhi for constructing first floor of the school building ; (3) Rs. 15,000 to Shri Guru Hari Krishan Girls Higher Secondary School, New Delhi towards electric installation and sanitary fitting in the school building ; (4) Rs. 1,00,000 to Shri Shivaji Education Society, Amravati for the establishment of Library, Reading Room and Museum ; (5) Rs. 15,000 to Shri Ramakrishna Mission Sarda Vidyalaya Girls High School, Madras for the construction of a Multipurpose Hall ; (6) Rs. 4,166 to Sarvodaya Education Society, Mysore for the purchase of equipment for laboratory ; (7) Rs. 30,125 and Rs. 31,250 to Ramakrishna Mission, Cherrapunji, Assam for the construction of varandah and additional wing to the existing High School building and for the construction of buildings for Students Home ; (8) Rs. 436 to D.A.V. Higher Secondary School, New Delhi towards recurring grant for the establishment of Educational and Vocational Guidance ; (9) Rs. 35,000 to R.M. Arya Girls Higher Secondary School, New Delhi for the construction of second storey of the school building ; (10) Rs. 1,402 to Jeevan Bharati, Surat towards Cooperative Training Programme; (11) Rs. 45,000 to Ramakrishna Mission Ashram, Patna for the construction of a Students' Home ; (12) Rs. 2,000 and Rs. 2,000 to the National High School (Girls) Triplicane, Madras for the construction of a building for Home Science and Fine Arts Section, and electric installation in the building; (13) Rs. 10,000 to Ramakrishna Mission Ashrama, Baranagore, Calcutta for the expansion of High School building and construction of Library and Reading Rooms and purchase of equipment ; (14) Rs. 2,000 to Ramgarhia Training College, Phagwara, Punjab for the establishment of a Psychological Bureau and Educational and Vocational Guidance ; (15) Rs. 38,000 to Sree Ramakrishna Mission, Kallai, Kerala State for the construction of Laboratory, Library and additional class rooms for the High School ; (16) Rs. 698 and Rs. 7,725 to Gujrat Research Society, Bombay as recurring grant for Psychological Research Bureau ; (17) Rs. 10,000 to Koshatwar High School, Pusad, Bombay State for the construction of Science Laboratories ; and (18) Rs. 2,000 to the Tilak Dhari Training College, Jaunpur, Uttar Pradesh for the establishment of an Educational and Vocational Guidance Centre.

During the period under report interest-free loans amounting to Rs. 2,02,454 were sanctioned to nine private institutions in the field of Secondary education for the **Construction of Hostels.**

A sum of Rs. 40,178 was sanctioned to Government of Andhra Pradesh for appointment of **Hindi Teachers in secondary Schools.**

The **Central Bureau of Educational and Vocational Guidance** participated in the University Youth Leadership Training Camp held at Jaipur from 21st to 24th February, 1958.

In 1956, the **Central Bureau of Textbook Research** was enrolled as a member of the Lithographic Foundation Inc., New York, for a period of one year. It has now been decided that the Bureau will continue to be a member of the Foundation.

Under the scheme, **'Promoting Gandhiji's Teachings and Way of Life in Schools and Colleges',** the Ministry invited Kumari Manuben Gandhi, to deliver a series of lectures on Gandhiji's life and teaching in some selected High schools of Delhi. The course lasted from 18th February to 17th March, 1958.

A Central Research Advisory Committee was appointed to coordinate research activities of the following institutions functioning under the Government of India :—(1) Central Bureau of Textbook Research, (2) Central Bureau of Educational and Vocational Guidance,

(3) Central Institute of Education, (4) National Institute of Fundamental Education, and (5) National Institute of Basic Education. The Committee comprises the representatives of all these Institutions.

Steps are being taken to get the **English Language Teaching Institute** registered. The Institute will start functioning from July, 1958.

Public Schools were granted financial assistance as follows :—(1) A non-recurring grant of Rs. 65,000 to the Lawrence School, Sanawar (Simla Hills) for 1957-58 ; (2) An *ad hoc* grant of Rs. 20,000 to Daly College, Indore for 1957-58 ; and (3) A sum of Rs. 13,722.22 nP. towards the final payment of the Government of India's share of expenditure on "Entitled children" for 1957-58.

Sanction of the Government of India was communicated to the Lawrence School, Sanawar for the transfer, free of cost, of the Power House worth Rs. 55,250 as on 1.10.1952.

The Rajkumar College, Rajkot, a public school, was inspected from 20th to 22nd February, 1958 by an inspection team, appointed by the Ministry while the Lawrence school, Lovedale was inspected from 17th to 19th March, 1958.

Education in Union Territories

During the period under review following sanctions were conveyed to the Tripura Administration :—(1) Rs. 3,675 during 1957-58 for constructing a house of the Primary School, Khowai and for levelling the playground of the school ; (2) Rs. 1,233 for a contingent of seven NCC Cadets that participated in the 1958 Republic Day Parade in Delhi ; (3) Rs. 2,650 during 1957-58 towards grants to private institutions of Music, Arts etc ; (4) Rs. 4,080 during 1957-58 for continuance of grants to Secondary schools for award of prizes ; (5) Rs. 3,000 during 1957-58 towards expenditure on the Annual Inter-School Sports held in January, 1958 ; (6) Rs. 7,980 during 1957-58 towards the cost of running four Tribal Boarding Houses ; (7) Rs. 4,480 as *ad hoc* grant to Prachya Bharati, Agartala for 1957-58 ; (8) Rs. 5,300 during 1957-58 as the grant of additional stipends to trainees in Junior and Post-Graduate courses and (9) Rs. 3,466, 09 nP. on the combined Cadre and Social Service Camp of Senior Division N.C.C. during 1957-58.

Rehabilitation of Displaced Teachers and Students

During the period under report, results of 22 persons have been verified from the records available in this Ministry on references received from various Ministries/Offices and Punjab University, Chandigarh.

39 certificates of Pakistani nationals have been forwarded to the Pakistan High Commission at New Delhi for transmission to the candidates concerned.

218 certificates of Indian nationals were received from the Government of Pakistan, through our High Commission at Karachi.

672 displaced students pursuing various courses have been granted financial assistance through the Social Welfare and Rehabilitation Directorate, New Delhi, involving an expenditure of Rs. 1,30,623.

HIGHER EDUCATION

The Government of India have generally accepted the recommendations made in the **Report of Three-Year Degree Course Estimates Committee** and steps are being taken to release **Central assistance** for the implementation of the scheme from 1958-59.

The scheme of **Village Apprenticeships for University Students and Teachers** that has been in operation for last two years, will continue during 1958 also. The Ministry of Community Development and the Ford Foundation in India agreed to extend necessary co-operation and assistance. The Universities, participating in the Scheme, were asked to take steps to implement the Scheme during 1958-59.

The Operational Agreement No. 41 of Technical Cooperative Mission that was signed on 31st May, 1955, operative for three years, to help develop **Home Science Education and Research in India** is coming to its close. An overall

assessment of the project implementation shows that about 89 per cent of the technical advice, 91 per cent of the training facilities and 79 per cent of the commodities (books and scientific equipment) provided under the Agreement were utilised. In view of the keen interest shown by the State Governments in developing Home Science education, the scope and coverage of the present Agreement was extended so as to operate the Project on regional basis rather than on institutional basis. The extended Project has been finalised.

Under the Exchange of Personnel Aspect (1957-58), of the **India Wheat Loan Educational Exchange Programme** two teams, one of ten University teachers and the other of four University administrators left for the U.S.A. on 22nd March, 1958 for short study tours. The University teachers will study the organisation of General Education courses in some of the leading Universities in the States, while the University administrators will study their organisational and administrative set-up.

Shri Ansar Harvani M.P. has been elected member of the **Court of the Aligarh Muslim University** *Vice* late Shri F.B. Tyabji.

Administrative approval and expenditure sanction was given for starting a **Degree College in Himachal Pradesh** at a cost not exceeding Rs. 25,000 during 1957-58.

The Government of India sanctioned the payment of a further sum of Rs. 35 lakhs as grant-in-aid to the **University Grants Commission**. This brings the total grant paid to the Commission during 1957-58 to Rs.3.50 crores. The Commission was also provided with Rs. 36,00,000 as first instalment of the grant-in-aid for 1958-59.

The Government of India accorded administrative approval and expenditure sanction for a sum of Rs. 1,80,768 to the Government of Rajasthan, for schemes relating to **Collegiate Education for Women**. Rs. 10,000, Rs. 1,53,750 and Rs. 70,857 were also respectively sanctioned to the Governments of Mysore, Orissa and Uttar Pradesh for schemes on Collegiate education for Women for 1957-58.

A further sum of Rs. 0.125 lakhs was sanctioned to the Government of Bihar for schemes relating to "**Assistance to Voluntary Organisations for running Private Classes at College Level for Girl Students**" during 1957-58.

The Government of India permitted the holding of an **Academic Diploma Examination of the University of London** in favour of Shri S.K. Rane at the University of Poona.

The holding of the **B.D. Examination of the University of London**, in India was permitted for a Missionary student of the Baptist Theological College in South Australia.

An *ad hoc* grant of Rs. 12,000 was sanctioned to the Pannalal Girdharilal D.A.V. College, New Delhi, towards its maintenance during 1957-58.

The Government of India sanctioned Rs. 90,000 and 80,000 as loans to four affiliated colleges, one each in Assam, Andhra, Orissa and Himachal Pradesh, and four affiliated colleges in Punjab respectively during 1957-58 for **Construction of Hostels**.

A grant of Rs. 1,77,000 was sanctioned to the Government of U.P. as the last instalment of Central share of the cost of executing Sewage Scheme at the Banaras Hindu University.

Rural Higher Education

Grants sanctioned to **Rural Institutes** during the period under report are as follows :—(1) Jamia Rural Institute, New Delhi—Rs. 1,03,396 ; (2) Balwant Vidyapeeth Rural Institute, Agra—Rs. 3,16,143 ; (3) Mouni Vidyapeeth, Gargoti—Rs. 1,04,655 ; (4) Gandhigram Rural Institute, Madurai—Rs. 1,26,059 ; (5) Rural Institute, Amravati—Rs. 1,56,874; (6) Sri Ramakrishna Mission Vidyalaya, Coimbatore—Rs. 2,70,342 ; (7) Lok Bharati, Rural Institute, Sanosara—Rs. 1,70,579 ; (8) Vidya Bhavan Rural Institute, Udaipur—Rs. 1,98,457 ; and (9) Institute of Rural Higher Education, Sriniketan—Rs. 1,50,000.

Stipends totalling Rs. 47,665 were granted for students in the ten Rural Institutes for the period January-March, 1958 in the case of seven institutes and for July-December, 1957 in the case of three.

Seventy-seven examinees are appearing at the first examination in **Two-Year Certificate Course in Agricultural Science** conducted by the National Council for Rural Higher Education at five different centres.

In pursuance of the decision on the question of recognising **Three-Year Diploma Course of the Rural Institutes** at par with University degree taken at the Ceylon meeting of the Inter-University Board in December, 1957, the Standing Committee of the Board examined the position further in details at its meeting at Madras. The Standing Committee decided to set up Regional Assessment Committees that will visit Rural Institutes of Higher Education to assess their standards.

The Assessment Committee appointed by the National Council for Rural Higher Education to assess the standards of achievement of the Rural Institutes and to look into their difficulties, visited two Institutes, namely, Lok Bharati Rural Institute, Sanosara and Rural Institute of Higher Studies, Birouli. The reports of the Committee are under examination.

The fourth meeting of the **National Council for Rural Higher Education** and its **Standing Committee** was held at Sriniketan (West Bengal) on 29th, 30th and 31st March, 1958.

During the period under review Regional Seminars were held at Amravati and Gandhigram.

EDUCATION OF THE HANDICAPPED

It has been decided to go ahead with the starting of the **Model School for Blind Children** at Dehra Dun. This school will at first open with Kindergarten and Primary sections. Ultimately it will be expanded to include Middle and High School sections. Applications for admission have been called for. Attached to it will be a Teacher's Training Centre.

Observation facilities in the field of the placement of the blind at Madras and Bombay have been offered to a fellow from Ceylon under the **Expanded Technical Assistance Programme of the International Labour Organisation.**

The Committee set up in January, 1958 to report on the completion of the **National Centre for the Blind**, suggested measures for the reorganisation of the existing organisations for the blind at Dehra Dun and the establishment of additional units to complete the National Centre for the Blind. The recommendations were accepted in principle.

A scheme for the setting up of a **Model School for Orthopaedically Handicapped Children** has been included in the Second Five-Year Plan.

It was decided to accept the services of Miss Henney Harvey, an expert in the placement of the handicapped from the United Kingdom for the **Employment Organisation for the Handicapped** under the Expanded Technical Assistance Programme of the International Labour Organisation.

PHYSICAL EDUCATION AND YOUTH WELFARE

During the quarter, a sum of Rs. 9,47,932 was paid to State Governments, Universities, N.C.C. Directorate of the Ministry of Defence and voluntary organizations like the Bharat Sevak Samaj, Bharat Scouts and Guides for conducting **Labour and Social Service Camps**.

A sum of Rs. 8,61,500 was sanctioned to 22 Universities and 12 State Governments for **Campus Work Projects,** namely, construction of 61 Recreation Halls-cum-Auditoria, three Open-Air Theatres, nine Swimming Pools, eleven Gymnasia, ten Stadia and three Cinder Tracks.

The meeting of the **Ad Hoc Committee for the Reorientation of the Coaching Schemes** held on 19th January, 1958 made certain proposals with a view to making coaching schemes more effective. The proposals will be placed before the All India Council of Sports at its next meeting.

The following grants were given during the quarter for **Promotion of Sports** :— Rs. 18,858 to the Basketball Federation of India, Ajmer, for conducting two coaching camps in Basketball ; (2) Rs. 222.42 nP. to the U.P. Council of Sports for purchase of sports equipment for a Hockey Coaching Camp ; (3) Rs. 9,700 for holding a Table Tennis Coaching Camp at Lucknow from 17th February to 3rd March, 1958 ; (4) Rs. 18,000 to the Kabaddi Federation of India, Jabalpur, for holding two coaching camps in Kabaddi ; (5) Rs. 50,000 to the Punjab Government for the construction of a Badminton Stadium at Amritsar by the Punjab Badminton Association ; (6) Rs. 5,000 to the Gymnastic Federation of India for conducting the National Championships in March, 1958 ; (7) Rs. 2,940 to the Table Tennis Federation of India, New Delhi for meeting the passage expenses of two Table Tennis players invited from Singapore to India during 1955-56 ; (8) Rs. 2,000 to the Manipur Administration for giving a grant to Manipur Polo Club ; (9) Rs. 1,050 to the Badminton Association of India, New Delhi to cover the expenses on salary of the paid secretary of the Association ; (10) Rs. 5,000 to the Basketball Federation of India, Ajmer for conducting the eighth National Championship Competitions at Patiala in December, 1957 ; (11) Rs 2,000 to the Basketball Federation of India for equipment ; and (12) Rs. 2,000 out of Minister's Discretionary Fund to enable Capt. Roop Singh, the famous hockey player, to meet expenditure on his illness.

It has been decided to hold a regional coaching camp in cricket at Bangalore in May-June, '58.

The meeting of the **Central Advisory Board of Physical Education and Recreation** held on 31st January, 1958 recommended that the Government of India should set up an independent committee to coordinate all schemes which touch upon Physical education, Recreation, Sports and Youth Welfare and evolve an integrated policy.

Under the scheme of **Seminars on Physical Education,** the first All India Seminar on Physical Education of the Principals of the Physical Education Training Colleges in India was held at Y.M.C.A. College of Physical Education at Madras from 26th February to 12th March, 1958. The second All India Physical Education Seminar for the State Inspectors and University Directors of Physical Education was held at Mahabaleshwar (Bombay) from 16th May to 30th May, 1958.

The **Lakshmibai College of Physical Education, Gwalior** was provided with Rs. 30,000 on *ad hoc* basis to meet expenditure of the College. Another grant of Rs. 3,000 payable in two equal instalments was sanctioned to the College towards initial expenditure on the preparation of the manuscript for the Illustrated Handbooks on the Syllabuses of Physical Education.

A sum of Rs. 10,000 was granted to the Government of Uttar Pradesh to cover 50 per cent of the total estimated expenditure on the purchase of Physical education and Sports equipment for twenty new *Vyayamshalas*, at the rate of Rs. 1,000 per *Vyayamshala*.

Rs. 20,000 were sanctioned to the Vishwayatan Yogashram, New Delhi for equipment.

A sum of Rs. 5,699 was sanctioned in favour of K.S.M.Y.M. Samiti, Lonavla to cover 75 per cent cost of Laboratory equipment for **Scientific Research in Yoga** during 1958-59.

An Inspection Committee of three members was constituted to make an on-the-spot study of the working of **Vishwayatan Yogashram**, Katra Vaishnav Devi, Jammu & Kashmir and to make recommendations to the Governmenr of India for further development of the Ashram.

An amount of Rs. 4,126 was granted to the **Bharat Scouts and Guides** to cover the cost of return airfare of two representatives deputed to the Far East Regional Conference, Baguio, Philippines.

The seventh **Youth Leadership Training Camp**, was held at Jaipur in February, 1958. Fourteen teachers from the Universities of Jabalpur, Gorakhpur, Kashi Vidyapith and Rajasthan partici-

pated in the Camp for short-term training in organising Youth Welfare activities in educational institutions more systematically. The total expenditure on the camp was Rs. 3197.87 nP.

In order to evolve measures for the improvement of the next Inter-University Youth Festival, cooperation and suggestions from various Universities were sought and a meeting of the representatives of Universities was held on 30th April, 1958 in this regard.

With a view to providing greater recreational facilities to Delhi students, a meeting of the representatives of the Ministries of Defence, Works Housing and Supply, and Education, C.P.W.D., and Town Planning Organisation was held to explore the possibilities of developing 'Ridge Area' near Talkatora Gardens into a **National Youth Centre.** The matter will be pursued on receipt of the considered view of the Town Planning Organisation regarding the suitability of 'Ridge Area' for the proposed Centre.

The restrictions on expenditure involving construction work have been relaxed in the case of Youth Hostels and a grant of Rs. 10,000 was sanctioned to Bihar State Government for the construction of two **Youth Hostels.**

During 1957-58 a total amount of Rs. 1,72,271 was sanctioned to nearly 210 batches of students from various institutions for **Educational Tours** in the country.

A sum of Rs 25,904 was sanctioned during 1957-58 to seven Univerisites and State Governments for expenditure on **Youth Welfare Boards and Committees.**

Two demonstrations under the **National Discipline Scheme**-one in honour of His Excellency Dr. Ho Chi Minh, President of the Democratic Republic of Viet-Nam and the other in honour of His Majesty King Zaheer Shah, King of Afghanistan were held at New Delhi on 7th and 14th February, 1958 respectively.

A **Refresher Course of the Physical Training Instructors** from various regions was conducted at Faridabad from 24th February to 8th March, 1958. Forty-nine Instructors of whom seven were women attended the course.

A **Training Course for the Physical Training Instructors**, newly recruited, is being conducted at Faridabad from 10th March, 1958. The course is of three months' duration in the case of civilians and two months for ex-Army personnel. About fifty Instructors are undergoing training.

PROPAGATION OF HINDI AND TECHNICAL TERMINOLOGY

During the period under report the Universities of Banaras, Delhi and Punjab were sanctioned initial grants of Rs. 2,400 Rs. 650 and Rs. 1,000 respectively for works in connection with the **Preparation of Terminological Indexes of All Standard Hindi Works-Old and Modern**, entrusted to them. Nine Universities in all were entrusted with the preparation of indexes verborum of fourteen Hindi Works envisaged under the scheme in the first instance.

Eight Universities and six scholars were entrusted with the preparation of sixteen works envisaged in the first instance under the scheme, **Publication of Omnibus Volumes of the Works of Eminent Hindi Writers.** The University of Saugar was sanctioned an initial grant of Rs. 3,000 for the works of *Ram-Bhakti-Shakha* poets other than Tulsi and dramatic, poetic and prose literature of *Bhartendu* period.

The Nagari Pracharini Sabha, Varanasi that was entrusted with the work of preparing **Hindi Encyclopaedia,** was paid a further sum of Rs. 15,000 bringing the total amount so far paid to Rs. 1.00 lakh. The third meeting of the Advisory Board of Hindi Encyclopaedia was held on 24th February, 1958 at New Delhi.

State Governments of Kerala, Madras, Mysore, West Bengal and Orissa were respectively sanctioned Rs. 12,600, Rs. 40,694, Rs. 65,977, Rs. 30,996 and Rs. 25,250 for promotion of Hindi during the period. The total grant sanctioned to all the non-Hindi-speaking States during 1957-58 was Rs. 5,87,483.

Grants to Voluntary Hindi Organisations were given as follows :—(1) Rs. 5,000 to Hindi Bhawan, New Delhi for Hindi Library ; (2) Rs. 30,000 to Hindustani Prachar Sabha, New Delhi for general activities and production of works in Devanagari script ; (3) Rs. 25,000 and Rs. 6,000 to Nagari Pracharini Sabha, Varanasi as the fourth instalment of the grant of Rs. 1.25 lakhs for bringing out a revised edition of Standard Hindi Dictionary and for publishing Hindi classics, and as the first instalment of the grant of Rs. 30,000 for the publication of a catalogue of Hindi manuscripts ; (4) Rs. 5,000 to Bharatiya Hindi Parishad, Allahabad as the first instalment of the grant of Rs. 15,000 for the publication of History of Hindi literature ; (5) Rs. 22,500 to Dakshin Bharat Hindi Prachar Sabha, Madras for the purchase of a propaganda van and a tape recorder ; (6) Rs. 40,000 to Hindi Sahitya Sammelan, Allahabad for propagation and development of Hindi ; (7) Rs. 30,281 to Akhil Bharatiya Hindi Parishad, Agra for providing training facilities to Hindi teachers from non-Hindi speaking areas ; (8) Rs. 1,615 to Madras University for carrying out morpho-phonemic analysis of Tamil language ; (9) Rs. 3,000 to Hindustani Hindi Sabha, Hyderabad for the preparation of seven languages dictionary ; and (10) Rs. 2,500 to Sansadeeya Hindi Parishad, New Delhi for propagation and development of Hindi. The total grant sanctioned to various Hindi organizations during 1957-58 was Rs. 1,91,381.

In connection with the evolving of **Scientific and Technical Terminology in Hindi** finalised lists of Terms in Hindi relating to Defence I, Engineering I and Posts and Telegraphs were brought out, while the following lists have been finalized and will be sent for printing shortly :—(1) Agriculture II ; (2) Chemistry II ; (3) Information and Broadcasting ; (4) Mathematics II ; (5) Medicine I ; (6) P. & T. (Designations) ; and (7) P. & T. (Overseas Communication Service).

The following lists were revised and put up before the Board of Scientific Terminology at its meeting on 2nd May, 1958 :—(1) Botany II ; (2) Defence III ; (3) Defence IV ; (4) Diplomacy II ; (5) Economics III (Labour Economics) ; (6) Education (General Terms) ; (7) Engineering II (Irrigation and Hydro-electrical Engineering) ; (8) Medicine Part I and II ; and (9) Posts and Telegraphs (Stamps & Seals).

Provisional Lists in the following four more subjects were circulated to State Governments, Universities, Ministries etc. for their comments :—(1) Chemistry IV ; (2) Economics IV ; (3) Education Psychology (I) ; and (4) General Meteorology.

The English version of **A Basic Grammar of Hindi Language** was published while the Hindi version is under preparation.

Dictionary of Words Common to Hindi and other Indian Languages—Hindi-Telugu will be circulated for comments to different bodies shortly.

A meeting of the **Recognition Committee of Hindi Examinations** was held at New Delhi on 16th and 17th May, 1958 to consider the applications received from various organisations.

A tentative scheme for **Translation of Standard Textbooks into Hindi** was chalked out. In this respect a consolidated list of standard English works to be translated into Hindi and other regional languages is being drawn up in consultation with Universities and State Governments. Actual translation work will be undertaken after the list is finalised.

The **Exhibition of Scientific and Technical Literature in Hindi** that was held for a period of eight days from 5th December, 1957 at the I.E.N.S. Hall, New Delhi, was again organised at the Delhi University, Delhi from 20th February, 1958 to 1st March, 1958 in order to enable University students and staff to get an idea of the progress and development of Hindi in the field of scientific and technical literature.

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

The Third Conference of the Indian National Commission for Unesco was inaugurated at Vigyan Bhavan, New Delhi on 21st February, 1958 by Prof. Humayun Kabir. The various Sub-Commissions met in the afternoon and elected members for the Executive Board as well as the Advisory Committee on the Mutual Appreciation of Eastern and Western Cultural Values. They also discussed the draft programme and budget of Unesco for 1959-60. The Commission could not continue its deliberations on 22nd February, 1958, on account of the sad demise of Maulana Abul Kalam Azad who was its President. The Commission also resolved that the remaining items of Agenda be considered by the Executive Board of the Commission.

Within the framework of the **Unesco Major Project on Scientific Research on Arid Lands** Unesco has agreed to offer to the Government of India some financial assistance, two fellowships and one expert for the establishment of a **Central Desert Research Station** at Jodhpur during 1958-59. The Organisation has also promised that request for assistance to the above Station in the coming years will be given highest priority.

An amount of Rs. 1,66,000 was paid to the **Unesco Research Centre on the Social Implication of Industrialisation in Southern Asia, Calcutta,** as the Government of India's third annual contribution for meeting the Centre's local expenditure.

An amount of Rs. 15,000 has been paid to the Unesco as the Government of India's fifth annual contribution to the **Joint Unesco-India Fund for Translation of Indian Classics into Western Languages.**

The United States National Commission for Unesco, Department of State, Washington, proposed a 'joint pilot discussion groups project' to the Indian National Commission for Cooperation with Unesco within the framework of the **Unesco Major Project on the 'Mutual Appreciation of Eastern and Western Cultural Values'**. The aim of the project is to develop mutual understanding between the peoples of India and those of the United States of America and to find ways for more effective communication and cooperation between them.

In view of the contribution which this proposal can make towards the implementation of the 'Major Project on the Mutual Appreciation of Eastern and Western Cultural Values', Unesco has offered a travel grant to enable the representative of the Indian National Commission who would be in charge of arrangements for the launching of this Project, to visit the U.S.A. and finalise detailed plans regarding its implementation both in the U.S.A. and India. Dr. N.S. Junankar, Secretary, Indian National Commission for Cooperation with Unesco and Deputy Educational Adviser to the Government of India who is in charge of preliminary arrangements for the joint Indo-U.S. Project was deputed to the U.S.A. for a period of six weeks under the Unesco Travel Grant. Dr. Junankar left New Delhi for the States on 12th April, 1958.

In pursuance of the resolution regarding **International Exchange of Publications**, adopted at the Ninth Session of the Unesco General Conference the Director General, Unesco forwarded a preliminary Report and two Draft Conventions inviting the comments of the Government of India. After consulting various Ministries/Departments, Unesco was informed that the Government of India were generally in favour of the International Exchange of Publications. In addition some useful suggestions were communicated for inclusion in the Draft Conventions.

In response to a request made by Unesco, the Indian National Commission furnished information regarding facilities that Government of India propose to grant to persons undertaking tours for educational, scientific and cultural activities.

Under its **Project for Production of Reading Materials for Neo-Literates and the New Reading Public** Unesco proposed to send gifts of reference works to a selected number of publishing concerns in India. In addition to 29 publishing Agencies suggested by Unesco, the Ministry recommended 16 prominent Publishers and eight Central State Libraries for receiving gifts of reference works. Unesco provided assistance to the extent of $.2000 in the form of equipment to the National Book Trust of India under the 1957 Technical Assistance Programme. In addition the National Book Trust of India is also getting a verityper.

Mr. Tong-in-Weesapen, a Thai national, who was awarded a **Unesco Fellowship** in librarianship returned to his country in March, 1958 after completing his study/training at the Delhi Public Library.

Mr. M.B. Bammate, Head, Philosophy and Humanistic Studies Section, Department of Cultural Activities and Prof. Bertrand, Deputy Director, Department of Social Sciences of Unesco and Mr. Shigeharu Mutsumoto, Vice-Chairman, Japanese National Commission for Unesco paid visits to Delhi and discussed with the officials of the Government of India, particularly those connected with the work of this Ministry and the Indian National Commission for Cooperation with Unesco about matters concerning Unesco Major Project on the Mutual Appreciation of Eastern and Western Cultural Values.

SCHOLARSHIPS

(A) For Studies Abroad

Government of India Schemes

Applications for **Partial Financial Assistance (Loan)** were received from 49 students. Loans amounting to Rs. 19,252.23 nP. have been sanctioned. Rs. 19,833.87 nP. have been recovered from students who were granted loans in the past.

775 enquiries regarding various overseas scholarships schemes and facilities for practical training abroad were attended to during the quarter.

Awards Made by Foreign Governments/Organisations/Institutions

Names of selected candidates were recommended to the French Government for eleven scholarships for post-graduate study under **French Government Scholarships, 1958-59.**

Applications for **Norwegian Government Scholarships, 1958-59** were invited by 25.5.58, while applications for two **Swedish Government Scholarships, 1958-59** were invited by 10.5.1958.

Selection for six **British Council Scholarships, 1958-59** was made.

Selection of the candidate for the scholarship offered under **London University Institute of Education Fellowship, 1958-59** was made.

The candidates recommended for two **Philippines University Scholarships, 1958-59** were approved by the University authorities.

Two more selected candidates for 1957 under **Colombo Plan** proceeded abroad. Applications for the 1959 scholarships were invited by 10.5.1958.

U.N. and UNESCO Fellowships/ Scholarships

Under **U.N. Social Welfare Fellowships/Scholarships Programme, 1958** names of three selected candidates were approved by the U.N. authorities and approval of the candidates recommended for the remaining two Fellowships is awaited. Applications for one more Fellowship were invited by 20.5.1958.

(B) For Studies In India

(i) For Foreign Nationals

Government of India Schemes

Selections for 38 more scholarships under **General Cultural Scholarships Scheme, 1958-59** were made.

Under **French Fellowships Scheme, 1957-59** one more French national joined his institution of study.

Under the **Programme for Exchange of Scholars between Czechoslovakia**

and India, 1957-58 the remaining two Czech nationals joined their institutions of study.

Under **Fellowships/Scholarships to Nationals of South and South-East Asian Countries (Colombo Plan), 1958-59** the Governments of Ceylon, Nepal, North Borneo and the Philippines requested that ten, 110, four and 18 seats respectively be reserved for their nationals for studies in India. The various Universities/institutions have been addressed in the matter.

Scholarships/Fellowships Offered by Unesco

Study tour programmes were arranged under the auspices of Unesco for one Pakistani national and ten nationals from Thailand.

(ii) For Indian Nationals

Sixty-five candidates were awarded scholarships under the scheme of **Merit Scholarships in Public Schools, 1957-58** of whom 62 joined their allotted schools so far.

Of the total of 200 scholarships to be awarded under **Merit Scholarships for Post-Matriculation Studies, 1957-58,** selections for 180 scholarships were made.

Twenty-three more candidates for 1957-58 **Research Scholarships in Humanities** commenced research in their approved subjects. Applications for 1958-59 scholarships were invited. The last date for submission of applications by the candidates to the Heads of Universites/Institutions is 2nd June, 1958.

Under the scheme of **Scholarships for Post-Matriculation Studies of Hindi to Students belonging to non-Hindi speaking States, 1957-58** eighty-three candidates were awarded scholarships of whom 68 have joined their institutions so far.

Under **Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme, 1957-58** 7,302 more scholarships (5,942 'Fresh' and 1,360 'Renewal') were awarded.

EDUCATIONAL INFORMATION AND PUBLICATIONS

Central Educational Library

During the quarter, the Reference Services compiled 13 bibliographies including 'Health and Nutrition Education' and 'Reorganisation of Education system in India' for publication in Central Educational Library Literature Notes. Index to articles for June, 1958 issue of the Education Quarterly and Monthly Index to articles for January, February and March, 1958 issues of CEL Literature Notes were also compiled. Indian Education Abstracts Vol. 3 No. 3 was brought out. Extracts of selected articles in the Times Educational Supplement for the months of December, 1957, January and February, 1958, were prepared and circulated to officers in the Ministry.

The Children's Library issued 22,000 books during the quarter and attended to 301 queries in addition to preparing one annotated bibliography containing 133 titles on folk tales in Hindi and evaluating 80 Hindi books for inclusion in CEL Literature Notes. The Library also participated in the Book Exhibition at Jodhpur on the occasion of the Literary Workshop organised by the Directorate of Social Education, Rajasthan Government, and in the International Children's Books Exhibition organised by Children's Book Trust on 30th April, 1958.

The Adult Literature Library enrolled 371 new members, bringing the total to 6,571. On average it issued 320 books daily.

During the quarter the Library received 1,010 issues of periodicals of which 730 were circulated, and added 1,401 new books to its various sectional libraries.

Publications

The following publications were brought out during the period under report :—

(1) The Education Quarterly—March, 1958.

(2) Youth—March, 1958.

(3) Annual Report of the Ministry of Education and Scientific Research—1957-58 (English)

(4) Annual Report of the Ministry of Education and Scientific Research—1957-58 (Hindi)

(5) Summary of the Annual Report—1957-58 (English)

(6) Summary of the Annual Report—195-758 (Hindi)

(7) A provisional List of Technical Terms in Hindi—Posts and Telegraphs

(8) A Provisional List of Technical Terms in Hindi—Educational Psychology I.

(9) A Provisional List of Technical Terms in Hindi—Educational Psychology II.

(10) A Provisional List of Technical Terms in Hindi—History (Pre-History)

(11) Finalised List of Technical Terms in Hindi—Economics

(12) Finalised List of Technical Terms in Hindi—Tourism

(13) Hindi Words Common to other Indian Languages—Hindi—Gujrati

(14) A Basic Grammar of Modern Hindi

(15) Report of the Hindi Typewriter and Teleprinter Committee—Part I

(16) Inaugural Address by K.L. Shrimali at the First Meeting of the Central Advisory Board of Anthropology

(17) Presidential Address by K.L. Shrimali at the 33rd Session of the Indian Historical Records Commission

(18) Rural Institutes for Higher Education by Louis Smith

(19) Thoughts on Indian Education by A. Chakrabarti

(20) A Hundred Years (Lawrence School, Lovedale)—Commemorative Address by K.G. Saiyidain

(21) Proceedings of the State Education Ministers' Conference, 1957.

(22) Home Science in Colleges and Univesities in India

(23) Handbook for Teachers of Basic Schools—First Reprint, 1958.

Publications were displayed at Parliament House for the Parliamentary Consultative Committee for Education in May, 1958, and also at Vigyan Bhawan New Delhi, for the National Conference on Reading. 2468 copies of publications were sold during the period under report.

Information Service

During the quarter under review 2218 written enquiries concerning facilities for Education India and abroad were dealt with. About 627 visitors sought information from the Information Library.

Information on the following subjects was collected and compiled :

(*i*) Recognition by the Indian Universities of the High/Higher Secondary School Certificate Examination of various Boards of Education in India/abroad and its equivalence accorded by each University.

(*ii*) Top-ranking Educationists in Agriculture in India.

(*iii*) Top-ranking Educationists in English Language and Literature in India.

(*iv*) Studies in Photography in the U.K.

(*v*) Graduate Studies for English-speaking students at the University of Stockholm.

(*vi*) Nine months research course in Drama in Education, Adult Drama and Play Production conducted at the British Drama League, 9, Fitzroy Square, London, WI.

Information on the following subjects was revised :—

(*i*) Public Administration in the U.K.

(*ii*) Facilities for advanced studies in Air-conditioning and Refrigeration in the U.S.A. and Australia.

Educational Statistics

"Education in the Reorganised States, 1955-56" was brought out during the period under report.

The collection of annual educational statistics for 1957-58 from the States. Universities and other authorities concerned was taken up.

The seventh and eighth **In-service Training Courses in Educational Statistics** for employees of State Governments and Universities were inaugurated by Dr. V.K.R.V. Rao Vice-Chancellor, University of Delhi, on 7th April, 1958 at

Vigyan Bhawan. This series of courses was started in 1950 and in the present courses 21 trainees from ten States and 30 trainees from 23 Universities participated.

On request from Bihar University, two officials were deputed in February, 1958, to help the University in organising a joint one-week In-Service Training Course for employees of the Universities of Bihar and Patna and their constituent and affiliated colleges.

A talk on Educational Statistics was given by Education Officer (Statistics) to trainees of Junior Training Course conducted by Central Statistical Organisation on 14th February, 1958.

Four Forms 'A', four Forms 'B' and thirteen Forms 'C' were scrutinised and discrepancies pointed out, where necessary.

Fifty-six important enquiries were answered during the period under review.

During February-March, 1958, grants amounting to Rs. 2.24 lakhs were sanctioned to the State Governmentts of Assam, Bihar, Jammu and Kashmir, Kerala, Madras, Orissa, Rajasthan, Uttar Pradesh and West Bengal as second instalment of **Central assistance for the Scheme on Planning and Statistical Unit** included in their Educational Development Programmes for 1957-58.

•Education should produce a self-directing, self-reliant individual, free from mental conflict, healthful in a physical sense, poised in his contacts with others, conscious of the problems which concern the social groups of which he is a part, sympathetically inclined towards his fellows, appreciative of the finer things of life ; in a word, education should produce the integrated personality. —*A brey A. Douglas*

EXAMINATIONS IN ART

B. C. SANYAL, *Head of the Art Department, Delhi Polytechnic, Member, Executive Board, Lalit Kala Akadami*

TRAINING in the creative arts of Painting, Sculpture and Graphic as well as other Plastic media is provided in Art Schools or Universities to impart technical skill of sufficiently high order and elevate the intellectual and cultural level of the average Art student. The most important function of the Art School, therefore, is to provide the right environment and atmosphere for creative work. Courses of studies must be so designed as to encourage self-development of the whole artistic personality of the pupil. Individuality of the apprentice artist should never be allowed to be suppressed.

Technical and Theoretical Guidance

Guidance in Art is principally technical and theoretical. Technical instruction is confined to demonstrations in the use of tools, handling of materials and media. Technique in relation to material develops from the understanding of the nature of material and the adaptability of the technique. Technical studies also cover the practices in the laws of perspective, Chiaroscuro colour chemistry as well as the methods and processes of carving, casting, moulding and modelling.

Instructions in theory should include studies in the different historical epochs of Art, appreciation of the Art through critical analysis and sound assessment and, in fact, all such studies that simulate artistic, sensibility and intellectual perception. Discussions and discourses on the theory and problems of composition, in terms of plastic idioms, such as space rhythm, balance, harmony, volume and tonal values, form a pivotal aspect of Art education.

The nature of instructions in Art being what it is—to develop the aesthetic sensibilities as much as the faculty for plastic expression—Art does not mean the acquisition of skill or proficiency in draughtsmanship only.

Good Artists may be Bad Examinees

An examination scheme modelled after the fashion of assessing manual dexterity and academic acrobatics can hardly be the ideal thing. Many a great Master in the realm of Art, painters and sculptors if made to sit for our Art examinations, would have failed miserably and forfeited their reputation. A rigid formal test can never be the measuring rod for summing up the creative potentialities of artists. Such tests are just good enough for estimating the attitude of an aspiring Art student.

Our present system with all its elaborate layout tends to lay stress on formal examinations as the ultimate objective. This attitude invariably reacts in the outlook of instructions dished out in the Art schools, robbing art education of much of the spirit of investigation and experimentation and the craving for original work so vital for an Art student.

A Scheme of Formal Examination

In the present situation some kind of formal examination as a means of final assessment is necessary since the end of a course of studies leads to a Diploma or a Certificate. To set a standard of values to such recognition, a system of assessment of merit has to be evolved. But, examinations based on the pattern quoted below can hardly be conducive to measure creative talent.

	DRAWING (*Full Figure from life*)	STONE CARVING
Subject :	(a) Male semi-nude (b) Female (Draped or undraped) One of them standing and the other sitting on a bare stool.	Study of bonny hands or feet from life (Human).
Medium, Material :	Pen, Pencil or Crayon. Superior Cartridge Paper.	Hard-baked brick.
Size :	Not less than 30" in length in standing figure and not less than 24" in seated figure.	Standard size (bas-relief high).
Time :	Ten hours (five hours for each drawing).	25 hours (five days—five hours per day with one hour interval after two-and-a-half hours).
Maximum Mark :	100 (50 for each drawing).	50.

Assessment of Total Personality

In order to as certain the worth of an Art student in the course of five years (National Diploma) it is most desirable that the total performance of the pupil be given foremost importance. A complete record of the student's progress and development should be maintained on the basis of day-to-day practice on such broad heads as :

(i) Tecbnical skill and draughtsmanship

(ii) Understanding of the techniques and material and mutual relation

(iii) Sense of Composition—analytical and constructive

(iv) Urge for experimentation in methods, media and form

(v) Capacity for original work

(vi) Mental growth—standard of critical appreciation, knowledge of Art history.

(vii) Awareness of contemporary idiom and response to environment

Notice should be taken of work produced outside the curriculum during vacations and on educational tours. Special significance should be attached to maintenance of sketch books.

The only formal test a student will be subjected to will be the submission of a Diploma Composition in the particular branch of specialisation for which the entire duration of the final year will be utilised.

The project undertaken by the student will be discussed with his teacher, guidance received from time to time, preliminary studies made and the job completed.

Finally each student should be called upon to put on show picked out specimens of work in the form of an exhibition that will reflect the student's ability, the artistic presentation and discerning selection of material. This way it will be reasonably possible to sum up the total personality of each student at the end of his academic career.

Go Ahead Without Examinations

Left to myself, I should do away with formal examinations altogether except for those who choose to become Art teachers or accept specialised jobs. Creative artists are not made by passing examinations. Such students who opt to pursue the ever illusive muse of the Arts and have the boldness of heart to pursue, will be exempted from examinations and free to continue to study as long as they like and leave the discipline of art school courses as and when they desire. Given the sympathetic environment and ungrudging guidance, such students will bring credit to art education independent of examinations.

SOCIAL EXPERIENCES IN THE CURRICULUM

PREM NATH, *M.A., Ph. D., P.E.S.*
Senior Lecturer in Philosophy, Mahindra College, Patiala.

For very long the traditional curriculum has been book-ridden, so to say. Mastery of facts in a specific field, no matter how far removed from the facts in other branches of knowledge and from the vital situations of life, was about all that the education and examinations in conspiracy with each other took in as their sole objective. The result inevitably has been incomplete education failing most of all in human adjustments and social purpose. Scholasticism is all right as far as it goes but when it takes the place of total education, it assumes damaging proportions. Mere mechanical verbalism can at best lead us into a morass of academic discussion or display without either solving any social problem or giving us any worthwhile insight into the human situations. Partly as a reaction to this disquieting educational scene and partly due to new experiments and experiences in social sciences and educational practice, a new concept has been gradually crystallising and has since come to stay. And that is, that the core of education is not the self-same facts but vital experiences in different fields of life.

Experience—the Soul of Education

The concept is not altogether new; philosophers from Plato downwards have been singing the refrain of experience as the soul of education and life. But it is only recently that the concept of experience has been so systematically reduced to concrete educational situations. In this particular task, it goes without saying, the pragmatic movement in education has played a leading role.

How does experience, educationally speaking, differ from the knowledge of facts? While facts may remain on a verbal level or be reproduced in a routine way, experience as such gets interwoven with the whole fabric of the personality and invests education with a rich meaning. That is to say, experience gives simultaneously or in stages true insight into the relevant situation, affects the emotions, reason and attitudes and in more tangible way makes for healthy inter-relationships and adjustments in life situations. Obviously facts isolated from the real experience have superficial influence on the learner who, more often than not, carries them as dead weight, while experience has a way of so influencing and individual as to make him ever more discerning and creative. As a matter of fact there can be a number of experiences which the curriculum can provide to pupils. Amongst such experiences may be counted language experiences, number experiences, scientific experiences, creative experiences, social experiences, etc. It is not possible to discuss all these experiences even in a sketchy way for the purpose of this paper. It is only with social experiences that this paper is concerned.

Need for Social Experiences

The need for social experiences is very

vital particularly when we have entered a phase of history that is marked by complexity and fast changes, requiring new patterns of behaviour. Our own country with her traditions and evolution constantly in danger for the past many centuries needs more and more of well-sorted social experiences to be integrated with the curriculum. The curriculum to be effective must reckon with all those day-to-day social situations of the child as well as those which are calculated to be met with by him in course of time. To be sure, lack of confidence or of ease in meeting the challenge of social situations not only contributes to a general feeling of inferiority but tells adversely on purely academic work also. It is through participation in social life and social tasks that the child attains to wholesome personality. To be creative in situations involving social relations, his life in his group, in the first instance, should be well-adjusted. He should be able to function as a member each of different groups with facility and should be able to detach himself with ease from one group and join the other in keeping with social exigencies. This insures against narrow loyalties and cliquism and conduces to healthy attitudes to functioning in heterogenous groups. In other words the child should be helped to develop "social intelligence"—words are Dewey's—to be able to deal competently with problems arising within different groups and be able to locate and use such material as is likely to bear on these problems.

The Teacher

The teacher, generally speaking, should be fully conversant with the socio-cultural problems and trends of the day so that he is in a position to lead his pupils to the right type of social experiences, able to create those situations and devise those methods that could have a socialising influence on them. Besides, when changes must be introduced in the social life of children to keep pace with the socio-cultural needs of the society, the teacher would do well to introduce them gradually and in parts so that no resistance is offered, nor tensions created in the minds of the young. Above all, the teacher himself should have a thorough insight into social values and dynamisms so that he never loses the social purpose of education and consequently succeeds in adjusting the traditional culture to contemporary changes coming in the wake of new ideologies and technology. As such he would locate social experiences within the framework of one world rather than that of isolated nations.

Let me select off-hand a few of the areas of social experiences to which the teacher and the curriculum may well attend.

I. Social Studies

Notwithstanding the differences in approach to the whole issue of social studies, the social studies programme generally needs an urgent reorientation. Graded courses suited to different age and intelligence levels granted, the courses may cover a wide range of social themes and concepts. The aim is to provide pupils with insights into social situations and social developments by depiction and analysis of facts and by clarification of concepts. It need hardly be stressed that clear-headed grasp of the interrelated social phenomena leads to improved social adjustments and social action; the whole range of new attitudes arises when problems have been properly understood. The programme as such may include the following items which, by the way, are given as representative and not exhaustive of the programme :

(1) *Social History of One's Country*

Any social problem of the day is rooted in the past. To fully understand its significance and to give it a better direction for future, it is imperative to follow its historical links. Often enough our whole approach to a social problem is superficial because we have failed to grasp the proper historical perspective. The curriculum of history, which has hitherto been mostly concerned with a

pack of facts about monarchs or wars, should undergo modification to include social dynamisms is a very real way. What is more, the history of a country should be set in the broad framework of the history of civilization so that social phenomena which are interlinked over a wide area are not narrowly studied.

(2) *Study of Comparative Cultures*

Courses on comparative cultures are bound to have a liberal influence on the minds of pupils. A scientific study of cultures would adequately spotlight the basically universal urges and aspirations of mankind and explain with sufficient reason as to why differences obtain in different cultures. If historical circumstances and exigencies are understood properly, one is bound to be sympathetic to social customs and traditions of other people. At the minimum, a study in contrast of two cultures, one competitive and the other co-operative, would show up in a telling way the advantages of cooperation in life, how the best achievements in civilization are the outcome of healthy co-operation.

(3) *Concept or Theme Courses*

Courses such as these are devoted to the clarification of basic concepts involved in different social theories and their bearing on practical life. Conceptual analysis of democracy and communism, for example, may prove under what circumstances democracy is a better way of life than communism. Again, the proper understanding of the relationship between man and his environments may throw in bold relief the behaviour patterns of the different people.

(4) *Study of Economic Processes and Functions*

Such a study seeks to interpret the economic basis of society to explain at length the economic processes and how they are interspersed with social events. All this is necessary if the pupils are to take their rightful place in society. At the initial stages of education the study may be concretised by instituting schools, farms, industries, co-operatives and banks so that the pupils understand properly the different economic processes from end to end and gain their lessons in Cooperation. It is a great social advantage if they understand the implications of inter-dependence in economic affairs not only regionally or nationally but also internationally.

(5) *Study of Influence of Technology on Social Life*

It hardly needs any pleading for a course like this. It is important to know how technology has brought about social changes and how it can be further used for facilitating the desired changes. Let it be understood that technology is not a demoniac force sent down on earth by the wrath of gods but every inch a process of human enterprise and co-operation. If as a result of technology and science atomic weapons are prepared in the service of destructive forces, the reasons have to be understood beyond merely blaming technology. The study should be able to reveal to advantage how technology has helped us to combat disease and to achieve better living conditions and all round improvement in the material standard of life.

(6) *Courses in Civics, Psychology, Sociology and Ethics* should figure prominently at suitable periods of the education of the growing children. They are calculated to give methodical understanding of the social phenomena and of responsibilities and potentialities of the individual.

II. Democratic Experiences

The democratic way of life cannot be won by simply reading literature on democracy. It is out of democratic experiences that democratic habits are formed. First of all the class room should provide such experiences. The teacher should help create an atmosphere where there is a mutuality of respect. From freedom of action there should be, as the child develops, freedom of thought so that he is able to take an open-minded and objective view

of things. Independent thinking does not mean, as is sometimes misunderstood, individualistic thinking or thinking in complete isolation from others, but as has been well said "thinking independently together." Group discussions and forums are therefore effective instrument for developing the habit of thinking critically about all vital matters. Besides, the school newspaper has been found to be an effective means of developing the habit of thinking critically about all vital matters.

In the management of the school affairs generally, the students should have a reasonable hand so that they learn from the start to assume responsibility which is the fly-wheel of democracy. It is a huge contradiction to expect individuals to become suddenly responsible when all along they have almost been ordered about.

III. International Understanding

Within the framework of democracy, experiences in international living and understanding should be encouraged and every effort made towards emotional maturity which is the bedrock of social solidarity and virtue. Amongst such experiences may be listed the following:

(a) *Right Information*—Reference may be made particularly to Unesco's publications on the ways of life of the different countries.

(b) *Face to Face Contacts*—Such contacts within educational camps and in international colleges abundantly show how soon people of different nationalities discover the common denominator of humanity and start getting on nicely together in the common task.

(c) *Exchange of Students and Teachers.*

(d) *Study Tours.*

(e) *Exchange of Gifts* between children of different lands.

(f) *Reorientation of the Curriculum*, particularly of the subjects of History and Geography. The textbooks should conform to the standards of expertness, impartiality and objectivity as laid down by Unesco.

IV. Community School Experiences

The rise and growth of the community school with the pioneering work in this field by the U.S.A., offers unlimited experiences. The school offers lots of opportunities for children, parents, teachers and the community to come together for the joint tasks of society. From the curriculum making to social festivals, social and economic programmes in the community, the children and adults representing different sections join heads and hand together for the successful completion of the tasks at hand. Such experiences are calculated to ward off conflicts and thus make for social understanding and solidarity coupled with social efficiency.

V. Role Playing

Role Playing is yet another instrumentality of education and its importance is being increasingly realised. Growing children down the ages have almost instinctively been rehearsing different roles of their fancy and thus unconsciously been lending themselves to such influences as their roles would impress on their minds.

Different techniques of role-playing have been perfected in the field of education, all of which it is not possible to essay in this paper. Reference may however be made by way of illustration to the "quickie". This may be played inside an hour or so. A situation familiar to the group is selected and the script is written and rehearsed by the 'actors.' The situation is played in three different ways showing three different approaches to handling the self-same situation. This is followed by discussion which highlights the difference between the three methods. Then the methods are compared for effectiveness and volunteers are asked to suggest if they would have handled the situation differently. Finally discussions are held to evaluate the insights gained. Thus role-playing, if handled properly, can be an effective method to provide common learning experiences which the lecture method generally fails to do.

EXAMINATIONS IN SCIENCE AND TECHNOLOGY

B.D. LAROIA, *B.A. (Oxon), Ph. D., D.I.C. (Lond.), Development Officer (Science), University Grants Commission, New Delhi*

"NO element in the structure of our national education occupies, at the present moment, more public attention than the system of examinations. It guards the gates that lead from Elementary education to Secondary education, from Secondary education to University education, the professions and many business careers", so said Sir Philip Hortog in 1935 while presenting to the British public his thought-provoking book entitled "An Examination of Examinations". How truly this description reflects the state of affairs in this country at the present moment! The Examination system in India is not only playing an important part in our education, but its weight is also being felt in the whole social and economic structure of the country.

The probe into the examination system started in several countries, particularly as a result of deliberations of the International Conference of Examinations held in United Kingdom in 1931. At the instance of this Conference, committees were set up in various countries to carry out investigations on the comparison of marks allotted to examination scripts by independent examiners. The Committee which was set up in England was presided over by Sir Michael Sadlar. A summary of the investigaions of this committee was published in 1935 when the second International Conference of Examination was held again in U.K.

Chance Plays a Dominant Role

These investigations have shown that the marks allotted independently by different examiners to the same scripts do not tally and rather vary as much as 45 to 100 percent. In one of the examinations, where systematic investigations were carried out, it was found that when several experienced examiners re-marked independently 15 scripts which had all received more or less the same marks from the original examining authority, the marks given by them not only differed from the original marking but also amongst themselves. It was also discovered that when these examiners were asked to mark these scripts again after an interval of 9 to 12 months, they changed their mind with regard to the verdict of pass, fail and credit in 92 cases out of the total of 210.

Clearly a test of this kind cannot inspire confidence.

Investigations have also shown that a change in the selection of particular examiners from a panel of persons who are all experienced and regarded as well qualified, tend to affect the fate of indlvidual candidates. With the change of the examiners, several candidates went down from class II to class III, showing thereby that chance plays a dominant role in the verdict given at different examinations on which careers of so many young men depend.

The vagaries of examiners, however, are much less glaring in the field of Science and Technology. Here the question paper is "objective" rather than 'essay-type' and for marking scripts more definite and detailed instructions are given than in the case of Humanities or Social Sciences. The systematic investigations have confirmed that the most precise results in examinations are obtained in those cases where detailed instructions are given and thereby the marking is standardised to a great extent. It is, therefore, not surprising that in the case

of examinations conducted in scientific and technological subjects, there is comparatively little difference between the average of different examiners, though the order in which the candidates are placed by different examiners differ greatly.

Undue Emphasis

There is a good deal of awakening with regard to be evil effects of an undue emphasis on examinations. Such over-emphasis has not only tended to retard the initiative of the teacher, but it has stereotyped the curriculum and encouraged mechanical and lifeless methods of teaching. Even as a test of intellectual attainment, the validity of the present pattern of examinations has been widely questioned. It has been repeatedly pointed out, for instance, that the present method of examination, by means of 'essay-type' questions, has obvious limitations as the evaluation depends on too many subjective factors.

Amongst the more undesirable effects of the present system of examinations, is the undue importance which is attached to the final examination. This has led pupils to neglect their work during the course of the year basing their hope to cram all what they can in the last two months or so before the examination. Perhaps Confucius had such pupils in mind when he said "there is love of knowing without the love of learning—to be clouding which leads to dissipation of mind".

Another bad aspect of the last minute preparations for the final examination is that at a very young age the students begin to lose the habit of continued and sustained work. The shortcomings which flow out of this, lead to several malpractices which are so well known in the conduct of examinations. Recently there were manifestations of gross indiscipline on the part of the examinees when they were not satisfied either with the question paper or with the supervision which they were subjected to during the examinations. The instances of walk-out from the examination halls and beating the invigilators in or outside the hall have not been too infrequent.

Failure of Large Numbers

The worst effect, in my view, of the over-emphasis on the final examination is that by minimising the importance of sustained and regular work, it reduces the majority of students to such a poor level of attainment that over 50% of them fail to come up even to the minimum standard of examination. This failure of large numbers not only produces disappointment amongst the candidates concerned but it also introduces a sense of inferiority complex in them at an early age.

There was a time when the univesities in India used to take pride for declaring the results with very low pass percentage. They used to deceive themselves with the thought that lower pass percentage reflected high standard of their examination and perhaps also of their instructions. Nobody cared to evaluate the adverse effects this large number of failures had on the development of higher education in the country. If on an average, 50% of the examinees fail, it only means that an adequate arrangement must be made to receive the failed students back in colleges for another year. This large number could only be taken in either by reducing the fresh admissions or by providing additional accommodation, laboratory equipment and staff. As most of the institutions were unable to provide additional facilities, they had to reduce their intake. Thus the capacity of an institution was automatically reduced by 40 to 50% that resulted naturally in retarding the growth of much sought-after Higher and Professional education. In the case of Science and Technology, the reduction in intake in turn reduced the number of the outgoing Engineers, Doctors and other technicians with the result that the country's progress towards industrialisation had to be slowed down for want of properly qualified personnel.

Examinations are Essential

The question, therefore, at once arises, "Should examinations be abolished? If not, what remedies can be

suggested?" It is difficult for any responsible citizen to suggest that examinations be removed root and branch. Examinations as a test of attainment in a School, College or University course are almost essential, however poor their performance might have been so far. We must, therefore, look forward to improve the examination system rather than playing with the idea of abolishing it altogether. It is only by carefully planned research and systematic experiments that the present examination system can be revised and new system evolved which is less liable to distressing uncertainties of the present system.

Investigations into the Problem

Lately, much interest has been shown by several educational organisations in the subject of examinations. The University Grants Commission initiated, two years ago, a research project at the Aligarh Muslim University under the able direction of Dr. Zakir Hussain, the then Vice-Chancellor of the university, to conduct a systematic investigation into the system of examinations and to suggest modifications in it. Four seminars are being arranged by the University Grants Commission during the current year on the system of examinations. These will be held at Hyderabad, Aligarh, Poona and Patna. The country can thus rest assured that the question; whether the existing system of examinations is capable of delivering the goods in the sense that it can successfully separate wheat from the chaff, is under critical review. It is not a matter, a decision on which can be taken in a hurry. We may quote the wise saying: "It is better to stir up a question without deciding it than to decide it without stirring it up".

It is undeniable that examinations as an end in themselves have been the product of tradition and of an unwillingness on the part of educational administrations to admit revision. Vested interests will not permit a change so long as they can hold their ground. Reform in examinations is thus not purely an academic problem, it is also an administrative problem and unless the problem is tackled tactfully at both these levels, hopeful results are not to be expected.

Periodical Evaluations

Several important factors come to one's mind when one thinks of reforming the present examination system. A start can be made by reducing the undue importance given to annual examination by insisting on a record of the student's progress throughout the year being kept on some system of cards which may indicate at a glance some salient aspects of the student's development during his career.

Efforts should also be made to incorporate the principle of evaluating sessional achievement of students in periodical instalments, so that manual strain on the pupil is reduced by not subjecting him to one examination at the end of his full course. In Soviet Russia, there is no examination for the first three grades in schools. The pupils are permitted on the basis of the progress made in the class work. There are regular examinations at the end of the Fourth, Seventh and Tenth grades in the school. These grades are the stages where certain subjects are completed in study and examinations are given in those subjects only. It will also be helpful if the number of external examinations is reduced to the minimum.

Objective Tests

As the subjective element is unavoidable in the purely essay-type of examination, it will be desirable to introduce certain objective tests of achievement in various fields of study, It may however, be remembered that objective tetss have also their drawbacks, for they sometimes may be a test of memory and information rather than of judgment of powers of knowing. On the other hand, essay-type of examination is also necessary because it reveals the creative power in a pupil. It, therefore, appears that a judicious combination of objective tests and an essay-type of examination if correlated with day-to-day attainment of pupils as reflected in their daily class record could

offer a fairly reliable estimate of abilities and achievements of pupil. The sessional assessments should, of course be supplemented by a comprehensive examination to be held at the end of the year. This should include both objective and essay-type tests along with the class records which should not carry less than 33% of the total marks assigned to a subject.

With all this, we may have to make a change in our way of thinking. At present the teacher is not usually trusted for evaluating his pupils, although in other countries he is considered to be the only right person who could evaluate his own pupils' progress.

Better Instruction

Side by side with the modifications being made in the examination system, improvement in the standard of instruction must be brought about as a matter of necessity. A maximum should be put to the work load assigned to each teacher per day. He should be given enough leisure to prepare for his class teaching and to devote some time willingly to the evaluation of each pupil's work under his charge. Better instruction also demands a more favourable teacher-pupil ratio to ensure better contact between the teacher and the taught. This will also enable the holding of more frequent group discussions and seminars.

It may also be worthwhile to bring about a radical change in the way of marking examination scripts. At present marks are given to each answer to a question and arithmetical sum of these is taken to guage the capability of a student. It is difficult to believe that the numerical marks could be regarded as an accurate measure of the student's capability of the precision which the arithmetical figures usually signify. To place a candidate with 299 marks in class II and another with 300 marks to his credit in class I may be a convenient procedure to follow but it cannot convince many that one candidate is very much better than the other. It should be more rational to evaluate an answer as excellent, good, fair, poor or bad. The students grouped together in a class under this sysfem could be regarded as more or less of equal ability.

Touching education and social life, as they do, on so many points, the problems of examinations are many and varied. To tackle them bravely would involve expediture but such an expense would be in the public interest.

*Examinations are formidable even to the best prepared, for the greatest fool may ask more than the wisest man can answer.
—Lacon

AN EXPERIMENT IN WEEKLY TESTS

MARGARET BENJAMIN, *M.A., B.T., (Bombay), T.D. (Lond.), Principal, Alexandra Girls English Institution, Bombay.*

THE Alexandra Girls English Institution, Bombay has been carrying out various experiments in Examinations and Weekly Tests over the past two years. The following is an account of an experiment in weekly tests, carried out in two classes—Standard VIII (33 students) and Standard IX (28 students).

Aims

This is a test of discipline and character, to see whether the pupils could avoid being dishonest and using unfair means when there was no supervision by staff.

Procedure

There are weely tests in the first term and in the second term. On an average each subject gets two tests in the academic year. In the first term, these two classes were told that there would be no teacher supervision fortheir weekly tests. The pupils were also told that in case they noticed any particular pupil or pupils being dishonest they should immediately create an uproar and put the pupil to shame because she was bringing down the moral standard of the class. In the second term these tests were supervised by the teachers as usual.

Evaluation and Results

It is not possible to make a statistical evaluation of this but from a Summary of the results given below it will be seen that in Standard VIII, in all subjects except Mathematics, the majority of pupils did better or the same under supervision.

The only subject where there is a greater variation and better results in the first term (without supervision) than in the second, was Mathematics. On investigation, the teacher reported that the Mathematics paper was a little more difficult in the second term compared to the first term. This investigation shows that on the whole the pupils could not have used dishonest means.

Summary of Results (Standard VIII)

In Classical Language and Social Studies there was only one test in the year, so these subjects have been omitted. The results at a glance are as follows :—

English

14 pupils obtained more marks in the second term with supervision.

15 pupils obtained about the same marks in both term tests.

Therefore, 29 out of 33 pupils did better or the same in the second term i.e. with supervision.

3 pupils only obtained more than five marks in the first term tests than in the second term tests which were supervised.

Regional Language

20 pupils obtained more marks in the second term with supervision.

9 pupils obtained almost the same in both tests.

Therefore 19 pupils out of 33 did better or the same in the second term.

3 pupils did better in the first term tests with difference of more than five marks.

The teacher felt this may have been because in the second term they have much more to study.

General Science

24 pupils obtained marks in the second

term tests with supervision.

5 pupils obtained almost the same marks.

29 pupils out of 33 did better or the same in the second term test, i.e. with supervision.

3 pupils only did better in the first term tests without supervision.

Mathematics

12 pupils obtained more marks in the second term test.

2 pupils obtained nearly the same in both.

18 pupils obtained many more marks in the first term without supervision than in the second term.

In standard IX in almost all the subjects the pupils did not do appreciably better in the first term without supervision, except in the Classical Language for the reason given below.

This investigation also shows that on the whole the pupils could not have used dishonest means.

Summary of Results (Standard IX)

English

11 girls got more marks in the second term test with superivion.

12 girls got nearly the same marks in both tests, 4 girls were absent.

Only 1 girl showed a great difference in marks. She obtained in the first term 35 and in second term 27.

Regional Language

14 girls did better in the second term with supervision.

9 pupils got nearly the same marks.

3 pupils did better in the first term.

Hindi

Except for 3 girls all did better or same in the second term tests with supervision.

Mathematics

14 girls got more marks in the second term tests with supervision.

7 pupils did the same in both tests.

Only 6 pupils did better in the first term than in the second term.

Classical Language

There were two groups—Persian and Sanskrit. Most of the Sanskrit pupils did much better in the first term without supervision and fared very badly in the second term. An investigation was made into this and it was found that the main reason for the failures in the second term was the fact the teacher had cyclostyled the question papers so badly that the children had great difficulty in reading the questions and spent a considerable amount of time going up and down trying to find out the correct words and questions. As a result many of them could not finish the paper.

• Work is the easiest way man has ever invented to escape boredom.

—*Le Recueil*

UNIVERSITY TEACHER IN MODERN WORLD

AUSTIN A. D'SOUZA, *M.A., B.T., Dip. Ed. (Lond.), A.I.E., (Lond.), Inspector of Anglo-Indian Schools, West Bengal, Calcutta*

EDUCATION is very much in the limelight these days. Hardly a week passes without an open attack by some public figure or politician on the system of education in general, and universities in particular. While criticism trips easily from the tongue and much of it is ill-informed, negative, and sterile, yet there can be little doubt that all is not well with Indian universities, to say the least! This is a real danger to the country. Our universities are the crown and apex of our educational system, the training schools of the leaders of tomorrow and of the teachers who will make or mar Primary and Secondary education. The need, therefore, to maintain them at a high level cannot be overstated. Hence it is essential that serious efforts be made to diagnose the diseases from which our universities suffer and endeavour to find suitable remedies, before these diseases prove fatal!

A Deep-Seated Malady

The use of unfair means at examinations, frequent strikes, indiscipline, violence, and other malpractices that have become all too common a feature of the university scene in India are symptoms of a deep-seated malaise in our universities. Instead of being as they should be, lighthouses of truth and learning, nerve centres of the cultural and intellectual life of the nation, powerhouses of vital ideas whose practical application will help to build the India of our dreams, they have, only too frequently, degenerated into intellectual hothouses or backwaters, divorced from reality, and from the new society taking dynamic shape outside their walls. Instead of being as their name implies, a *Universitas*, a community of devoted teachers and willing disciples, engaged in a common search after Truth, Beauty and Goodness, they have, only too frequently, become the playground of undisciplined students who seek learning the easy way, not for itself but as a passport to a white collar job; and of frustrated, ill-paid lecturers and professors who have no will or energy to devote themselves to the sacred cause of learning.

State Control

This sorry state of affairs in our universities has led one State Government after another, since Independence, to take the radical step of passing legislation to curb the autonomy of the universities and subject them to a greater measure of State control.

Desperate diseases call for desperate remedies but one wonders whether rigid State control, which is in the nature of a kill-or-cure remedy, may not have the former effect rather than the latter. Since the disease in this case is largely of the patient's own making, the remedy should be very much in the patient's own hands rather than be imposed from without. Moral pressure may be necessary from without, just as a doctor frequently has to exert pressure on a patient to take an unpalatable medicine for his own good. But we feel, in the last analysis, the reformation of the universities must come from within not from without, and that the remedy of a stricter State control may be worse than the disease. If a university is to live at all, it must live in an atmosphere of freedom, not of regimentation; for things of the mind and of the spirit, with which the university is primarily concerned, need

the fresh air of freedom in which to take root, grow and flourish.

Pupil-Teacher Relationship

Fundamentally the crisis in Indian universities is not political or economic, but intellectual, moral and spiritual; their most deep-seated malaise is not administrative or financial, but human. Stripped of all accretions and accidentals, education at a university is a bi-polar process in which a mature adult personality influences, through his words, ideas and example, the immature young men and women committed to his or her care. The ancient universities of Europe—Paris, Bologna, Oxford—grew up round a few great teachers and their pupils; in ancient Indian universities also teacher and pupils shared a common life, and education was a cooperative enterprise of teacher and pupil, living and working together, so that the teacher's personality and example influenced his pupil, as much if not very much more, than his instruction.

"In ancient India", said President, Dr. Rajendra Prasad in a recent public address, "master and pupil had a very close and cordial relationship like that of a father and son which had a great influence in moulding the life of the student. This vital relationship", he continued, "we miss in the modern system of education, where there is hardly any mental or spiritual communion between the teachers and pupils. Today human relationships in our educational institutions have become mechanical and commercial."

Who is to Blame?

The President has put his finger on the fundamental cause of the present educational malaise in our universities. If we admit the truth of the President's criticism, it is pertinent to ask who is to blame. Students, parents, and guardians —society as a whole which treats them with indifference, coldness and neglect and the Government—each must shoulder a portion of the blame for this degeneration in the all-important human relationship between teachers and pupils. But at least an equal share of the blame must be shouldered by the university lecturers and professors themselves.

While many of them have been, and are endeavouring heroically to fight against depressing circumstances and the evil spirit of the times that have contributed to this debasement of the pupil-teacher relationship, others weighed in the balance will be found wanting in so far as they have been more interested in furthering their own personal ambitions than in their students or in learning, and have, to a greater or less extent, been false to their calling and to their function in society.

University Teacher

What is the vocation of a university teacher, and what is his special function in society? There are two divergent points of view on this matter. The first point of view which is eloquently stated by Bruce Truscott in "Red Brick University" is that the university teacher is essentially a researcher, a disinterested seeker after truth for its own sake whose duty is to his subject and not to his students. The second viewpoint is that a university teacher's primary function is as a transmitter of the inherited culture of the nation and the race, whose duty is to his students rather than his subject.

Both these viewpoints embody a good measure of truth but each is by itself, in its extreme form, inadequate; in fact, these viewpoints complement rather than contradict each other.

A university teacher who seeks pure knowledge for its own sake is apt to retire into an ivory tower and lose all contact with the work-a-day world and his fellow human beings. He becomes selfish and self-centred and more and more unwilling to share his precious knowledge with others. Besides knowledge divorced from life and not used for the benefit of mankind is apt to become excessively academic and sterile, often positively dangerous; similarly, the university professor or lecturer who is only content

to pass on the inherited knowledge and culture of the race, and makes no attempt to add to it by extending the boundaries of knowledge himself, will rapidly lose the vital spark of the true teacher. Rabindranath Tagore compared a great teacher to a lamp that lights other lamps; how can a teacher keep alight his own lamp, unless he is prepared to replenish it with the pure midnight oil of study and research?

A model university professor or teacher in the modern world must, therefore, combine in himself both these functions for they complement and complete each other in every great teacher. He must be both a great researcher and a great teacher; both a transmitter of the inherited culture of the nation and of the human race, and an original contributor to that body of culture; both a disinterested seeker after Truth, Beauty and Goodness, and a sharer of these vital ideas and ideals with his students; both a discoverer of new frontiers of knowledge, and a practical man of affairs who is prepared to go into the dust and the heat of life, and use his newly discovered knowledge for the betterment of his country and the welfare of his fellowmen.

If we judged our university teachers by the above criteria, how many would make the grade? The best of them undoubtedly would, but the best are only a few.

There are also others of the second rank, so to speak, who are either good scholars or good teachers. But, unfortunately perhaps the majority are neither great scholars nor great teachers! Most university and college professors and lecturers are drawn from those students who work hard to secure a first class or a high second class that will enable them to get the post in the university or college they covet. But once they have attained their goal, they seem to lose all zest for seeking further knowledge and enlightenment and fritter away their time and energies in an unworthwhile mechanical routine. In western countries no university or college teacher is retained in service, or considered eligible for promotion unless he publishes a respectable number of original papers and books which are the fruit of individual research into his subject; in India, unfortunately, we frequently find lecturers and even professors who, year after year, publish nothing; many do not even keep up with the latest advances in their own subject, but merely deliver flat lectures from notes drawn up when they were students, or dictate notes cribbed from eminent specialists.

The majority of men and women employed in our colleges and universities are also wanting as teachers, not only because they have lost the vital spark through becoming fossilised in their knowledge, but because they have never studied the techniques of successfully imparting knowledge to others. Most lectures, so called, today in our Indian universities and colleges consist of "transferring a certain amount of second-hand, out-of-date information from the notebook of the lecturer to the notebooks of the students without it passing through the minds of either." The difficult art of lecturing, the improved techniques of the lecture—discussion on the workshop and the seminar, the tutorial system—no course of professional training in these skills is given to would-be university and college teachers with the result that the majority of them are poor teachers by any standard.

Extraneous Factors

The defects and deficiencies of the average university and college teacher outlined above are not entirely their fault. Much of the blame can be put down to extraneous factors such as overcrowded classes, poor salaries, lack of suitable library and commonroom facilities, inadequacy of staff, an examination system that encourages malpractices, vested interests and managements that exploit the teacher for their own ends, and several others. But the main burden of blame must fall on the teachers themselves, for, if they were the right type of teachers, they would triumph over even the most depressing of circumtances.

Who is an Ideal Teacher?

For work in our colleges and universities we need primarily the right sort of human beings; given such men and women everything else will follow in due course. What type of human beings are needed in our colleges and universities?

The ideal university teacher for the modern world can be described in a broad outline. He must be a true scholar; he must know his own subject thoroughly, both by keeping up-to-date with the latest findings in it all over the world, and by adding his own original contribution to the sum total of knowledge, however small it may be. And in order that he may not be narrow lop-sided specialist knowing "more and more about and less and less", his knowledge of his own subject must be broadbased on a truly liberal education. He must also be a capable teacher, knowing the psychology of his students and skilled in the art of communicating to his pupil not only knowledge but the skills, attitudes and values that spring from it.

To be both a scholar and a capable teacher, a university lecturer or professor must be a great personality, a well-balanced, rounded individual with many-sided interests and integrity and strength of character. To be such a person he must possess not only knowledge but wisdom which A.N. Whitehead defines as "the art of the application of knowledge"; he must not be a reed shaken in the wind, an Atheist or a Nihilist, but a God-fearing man who loves his fellow man and who has a philosophy of life and action that governs all he does and says. Such a personality will educate his pupils not only by his words, but, still more, by his example, not only by what he says and does, but still more by what he is.

• While the reasons why boys give the teacher—and the law—a rougher time than girls are numerous, education has unfortunately contributed to the situation. The relative absence of men on the teaching staff, particularly at the elementary school level, has resulted in the lack of sufficient models with whom boys could readily identify.

—*Peter Timothy Hountars*, University of Michigan

EDUCATION Today

Regional Basic Education Conference in Andhra

The Government of Andhra Pradesh have approved the convening of a Regional Basic Education Conference and the organisation of a Basic education seminar in the Telengana area of the State and sanctioned an expenditure of Rs. 5,500 for this purpose.

A Regional Basic Education Conference was held at Warangal in January 1958, in which all headmasters of Basic Training schools and many others participated. The Conference was inaugurated by Dr. Pattabhi Seetaramiah, former Governor of Madhya Pradesh.

*

Basic Education in Punjab

Forty Primary schools of ordinary type have been converted into Basic type and 15 new Basic Primary schools have been opened in Patiala and Bhatinda Divisions.

The State Government have also appointed a committee to evaluate the standard of Senior Basic students studying at Faridabad and Rajpura. The committee, after holding examinations, will award certificates equivalent to the certificate of Middle School Examination to these students.

* * *

A Workshop of Writers for Neo-literates

A six-week Workshop of Writers for Neo-literates was organised in January 1958 by the Expansion Section of the Education Department of Uttar Pradesh. Nineteen members representing both the Government and the non-Government educational institutions joined the Workshop.

For efficient working of the Workshop, the members were divided into three groups, one working on the language and style of literature for neo-literates, the other on the selection of subjects and the third on the inner and outer form of publications.

The Workshop decided that the literature for neo-literates should be produced in a vivid and familiar style easy to be grasped by the adult mind of average intelligence. Preference should be given to stories couched in simple sentences, nor should paragraphs be too long. The subjects for adults should be chosen in reference to their needs determined by their age, sex and interests. Books for neo-literates, it was also proposed, should be limited from 16 to 48 pages and printed in 16-point type with ample illustrations.

* * *

More Schools for Delhi

To provide adequate schooling facilities at the Capital, the Directorate of Education, Delhi prepared a plan for opening and upgrading of 68 Middle, Senior Basic and Higher Secondary schools during the session. Of these, 35 schools were opened on 1st April, 1958. These schools will provide admissions to about 5700 students.

Primary schools are being opened by the Delhi Municipal Corporation and New Delhi Municipal Committee.

Refresher Courses for Teachers in Mysore

The Government of Mysore have sanctioned a scheme for conducting seminars for Primary and Secondary school teachers in all regions of the State with a total expenditure of Rs. 1.57 lakhs. The scheme envisages a provision of Refresher Courses at 140 centres in the State on an average of seven for each districts, 50 teachers being trained at each centre. It also provides for the holding of seminars for headmasters and assistant masters of High schools.

*

Seminar on Secondary Education in Andhra Pradesh

Four District Seminars of seven days' duration each for headmasters and headmistresses of Secondary schools in the Telengana area were organised at Hyderabad City, Warangal, Mahbubnagar and Karimnagar during December, 1957 and January, 1958. Subjects relating to the reorganisation of Secondary education with special reference to the recommendations made by the Secondary Education Commission were discussed and several recommendations were put forth for consideration by the Government.

*

Delhi Teachers' Seminar

A seminar on "How to stimulate the interest of teachers and students in reading newspapers and other current literature" was held at the Central Institute of Education, Delhi, under the auspices of the Extension Services on 1st February, 1958. Dr. C.B. Mendenhall and Dr. A.F. Griffin, conductors of the seminar, stressed the importance of newspapers and illustrated how teachers could help students acquire interest in current literature.

Fifty teachers of various schools participated in the seminar.

*

Education Week in Delhi

Inaugurating the Education Week, organised under the auspices of the Delhi State Post-Graduate Teacher's Club from 21st to 26th April, 1958 at Government Teacher's Training Institute for Women at Delhi, Mr. C.D. Deshmukh, Chairman of the University Grants Commission, underlined the importance of Secondary education as the greatest link in the educational chain.

In his speech, Mr. Deshmukh said that education should be free and compulsory for all children up to the age 17. He also paid tribute to Maulana Azad, the impact of whose personality would be felt by the educational system of the country in the years to come.

The subjects discussed by educationists during the Week included "Secondary Education on its March," "New Trends in Secondary Education," "Improving the School," and "Guidance Programme in Schools."

An inter-school cultural programme was held on the final day when Prof. Humayun Kabir, Union Minister for Scientific Research and Culture, presided.

*

Secondary Education in West Bengal

The Government of West Bengal sanctioned the conversion of 12 High schools into Higher Secondary schools at an estimated non-recurring expenditure of Rs. 6,00,000. Sanction was also given to convert 76 selected High schools into Multipurpose schools with 82 diversified courses at an estimated non-recurring expenditure of Rs. 80,06,000.

*

Public Schools Headmasters' Conference

The twentieth annual meeting of the Indian Public Schools Headmasters Conference was inaugurated by Dr. K.L. Shrimali, Union Minister for Education, on 17th April 1958.

In his inaugural speech, Dr. Shrimali said that he considered the public school system as a source of social inequality as it catered primarily for "comparatively wealthier classes." Dr. Shrimali also pointed out the need for spreading Basic education among the masses, and appealed for adopting Hindi as the medium of instruction so that the public schools could

fit into the national system of education.

Representatives of 20 Public schools attended the four-day conference.

*

English Teaching Course in Uttar Pradesh

A ten-day British Council Course in the Teaching of English was jointly sponsored by the two Extension Services Departments working in Lucknow. Thirty-five teachers teaching English in the Lower Secondary and Higher Secondary classes of both boys' and girls' schools joined the Course. The Course utilized the resource personnel available locally in Lucknow as well as an expert specially provided by the British Council to direct the Course.

Much emphasis was laid on comprehension and application rather than on mere appreciation and passive recognition. Lessons were given on general linguistics and English language, speech therapy and spoken English, on changing teaching situation into learning situation in the classroom, on the use of audio-visual aids and methods of intensive teaching of the language in the first two years.

The chief feature of the activity was that the experts conducted the course during the day, while in the evenings they participated in conferences which were organised for different groups, such as teachers under training, in-service teachers, parents and others interested in the teaching of English. Five such conferences were held.

Immediately after the Course an association of teachers teaching English was formed in the capital town of Uttar Pradesh.

* * *

Students' Scientific Research Competition

The State Education Department of Uttar Pradesh organised a Students' Scientific Research Competition to encourage the students to take greater interest in experimental science as a hobby. Seven prizes of Rs. 200 each to B.Sc. students and ten prizes of Rs. 100 each to students of Higher Secondary schools were offered for outstanding work in any branch of science, both theoretical and practical, e.g. working models of modern scientific inventions, papers on scientific topics involving some original thinking, novel ideas regarding production of improvised substitutes for articles that are scarce and expensive, popular presentation of highly technical subjects and essays disseminating general knowledge regarding articles of everyday use, etc. A good number of students participated in the competition. They discussed a variety of topics and submitted a number of good models.

* * *

Technical Education in Andhra Pradesh

With the formation of a separate Directorate of Technical Education last year in Andhra Pradesh, five more institutions were opened and now the Directorate of Technical Education has under its control 29 institutions.

Some of the recent developments in the State in the field of Technical education are given below :

(a) Engineering Colleges

Construction of permanent buildings for the Government Engineering Colleges at Anantapur and Kakinada sanctioned at a cost of Rs. 32 lakhs is nearing completion. The intake of these Colleges has been increased by 55 during the year 1957-58. The Government have also sanctioned a sum of Rs. 4 lakhs for the development of the Waltair Engineering College, which is under the administrative control of the Andhra University.

(b) *Mining Institutes*

Two Mining Institutes at Diploma level, one for Coal Mining and another for non-coal Mining, were started in this academic year. Equipment worth Rs. 1.4 lakhs has been ordered for the two institutes.

(c) *Industrial Training Institutes*

The Government have opened two new Industrial Training Institutes, one at Nellore and the other at Visakhapatnam, to provide greater training facilities

at Craftsman level. Ninety-six trainees were admitted at Visakhapatnam in 11 different Engineering trades.

(d) In accordance with the recommendations of the State Board of Technical Education, the Government appointed committees who submitted their reports for integration of the syllabuses and for conducting common examinations with a common syllabus for various Technical courses in Andhra Pradesh.

*

State Board of Technical Education and Training in Mysore State

The Government of Mysore have constituted a State Board of Technical Education and Training consisting of 21 members, with the Minister for Education as Chairman and the Joint Director of Technical Education as member-Secretary of the Board. The Board will advise the Government on coordinated development of Technical education at all levels, on affiliation and recognition of Technical institutions, establishment and development of cooperative relationship with industry and commerce, and on the conduct of examinations and award of diploma and certificates conforming to the standard prescribed by the All-India Council for Technical Education.

*

Technical Education in West Bengal

The Government of West Bengal have sanctioned the establishment of four new institutions for diploma courses in Engineering. The institutions are: (1) Purulia Polytechnic, Purulia, (2) Jhargram Polytechnic, Jhargram (Midnapore), (3) Murshidabad Institute of Technology (Murshidabad) and (4) Ramakrishna Mission Silpapith (24-Parganas) Belgharia. Of these four institutions the first three have started functioning each with an annual intake of 180 students for different courses.

The State Government also have sanctioned the introduction of part-time L.M.E. and L.E.E. courses and also diploma courses for Mining at Asansol Polytechnic.

As regards Junior Technical schools, the Government have sanctioned the establishment of four of them in the State.

* * *

All-India Education and Vocational Guidance Conference

The Prantiya Shikshan Mahavidyalaya, Jabalpur was the venue for the third conference of the All-India Educational and Vocational Guidance Association. The conference was inaugurated by Mr. E.W. Franklin, Director of Education, Madhya Pradesh, on 12th April, 1958. It was presided over by Dr. K.G. Rama Rao, Director, Central Bureau of Educational and Vocational Guidance, Delhi.

The conference adopted a nubmer of resolutions emphasising the need for appointing full-time counsellors in schools for administering the educational and vocational guidance programme, and establishing a special agency or agencies for the Test construction at the national and State levels, which should cooperate with faculties of education and psychology of the Universities.

*

Pilot Projeet for the Educated Unemployed in Kerala

Two pilot projects for the educated unemployed have been started in Kerala. One trains educated youths as regular workers in small industrial concerns, while the other is a work orientation centre.

* * *

Propagation of Hindi in Mysore

As a part of the programme for propagation of Hindi in non-Hindi speaking areas, the State Government have sanctioned a sum of Rs. 71,910 for distribution among the voluntary Hindi organisations in the State, for conducting eight free Hindi classes in each district, for the libraries started and to be started at 30 centres, and for seminars of Hindi teachers and Pracharakas. Besides, the Government have sanctioned the appointment of 35 graduate Hindi teachers in 25 Primary training institutions of the State where no such provision existed so far. The average annual expenditure on this account is of the order of about

Rs. 75,000

* * *

Stipends for Backward Classes students in Punjab

The Punjab Government have sanctioned Rs. 3,35,721/- on account of grant-in-aid in lieu of freeships given to Scheduled Castes/Tribes and other Backward Classes students of the erstwhile Punjab area. Besides, a sanction of Rs. 36,982 has been made for the former Pepsu area on this account.

Moreover, a sum of Rs. 65,690 has been sanctioned on account of Harijan stipends to 1,041 students of the former Punjab State, and a further sum of Rs. 28,962 to 987 Harijan students of the former Pepsu area.

* * *

National Conference on Reading

Inaugurating the National Conference on Reading held at Vigyan Bhavan, New Delhi on 5th May, 1958, Mr. Saiyidain, Educational Adviser to the Government of India, pointed out the appalling failure of the present educational system to develop the taste for discriminating reading amongst the student population in particular resulting in a general fall in our academic standards. Mr. Saiyidain firmly repudiated the charge that children are not interested in books and appealed for measures "on a nation-wide scale, to create an abiding and healthy interest in reading, to develop proper skills and techniques of study and to produce the right type of literature to feed this interest."

Dr. E.A. Pires, Principal of Central Institute of Education and Director of the Conference, said that over-loading of the curriculum by schools, restriction of the assignments to textbooks, the nature of examinations, ill-equipped school libraries, inadequately read teachers, and lack of literature produced in the country were some of the factors for students not reading enough.

Many interesting problems of reading were discussed by various educationists during the two-day conference.

* * *

Seminar on National Integration

The role of Universities in serving as a catalytic agent for the synthesis of cultures on an intellectual basis was emphasised by Prof. Humayun Kabir, Union Minister for Scientific Research and Cultural Affairs, while inaugurating a two-day seminar on "Problems Relating to National Unity vs. Group Isolation." The Seminar was organised by the University Grants Commission at New Delhi on 17th and 18th April, 1958. Mr. C.D. Deshmukh, Chairman, University Grants Commission, presided.

In the inaugural speech Prof. Kabir said that India presented a remarkable variety of peoples who differed from one another in almost all the elements which were usually considered necessary to constitute a nation. In spite of these marked divergences, there was little doubt that for at least 2000 years or more, there had been a general feeling of Indian-ness which had transcended all these distinctions and made the many Indian communities one Indian people.

Mr. Kabir said that a critical study of Indian history indicated the lines on which national and emotional integration could be achieved in spite of the diversity of beliefs and practices among Indian groups. However, any attempt to deny or suppress these differences was not only bound to fail but was bound to lead to an exaggeration of the differences and an aggravation of bitterness. "Whether it be religion or custom or language or tradition, it is too late in the day to think of achieving absolute uniformity throughout India. Such an attempt would be against the very process of history." If it was accepted, Prof. Kabir added, that India was and would remain diverse, one of the main obstacles to the national and emotional integration of the people would be removed.

Talking of separatism and group loyalties the Minister referred to the language controversy. Analysing the problem, Prof. Kabir said that what was described as linguism or casteism or communalism was basically the expression of the fear of a weaker group that it might not receive

what was due to it. "If all men and women, regardless of language, religion, community or State could be sure of equal treatment, one of the major causes for group loyalty and consequent fissiparous tendencies would disappear."

In conclusion, Prof. Kabir referred to the ways in which Universities can help in the integration of the Indian people. "Not only do we suffer from a lack of intellectual integration of the different system of belief that are found in India but we lack even the basic requirement of a national system of education. Its absence is one of the main reasons why so many Indians exhibit even today a regional, linguistic or communal outlook." Prof. Kabir pleaded that if the universities in India were to play a creative role in the evolution of a common Indian consciousness, they should increasingly perform the task of helping to bring into one common pool the heritage derived from different elements in the national life.

A second way in which the universities could help was to encourage the formation of Associations which cut across the barriers of language, religion and community. The institution of the inter-university youth festival brought together young men and women from different parts of the country and gave them the opportunity of living in an atmosphere of common sympathies and interest. Similar occasions could and ought to be created in other fields and these would go a long way in building up loyalties which would be different from and to some extent mitigate the intensity of attachment to one's own religious, linguistic or communal group.

Thirdly, the Universities could inculcate in the mind of the younger generation a sense of purpose based on the immense opportunities presented by the modern age. Prof. Kabir said that the task of national regeneration offered a challenge to all Indians alike. "To work for an India in which all languages, all religions, all communities, in a word all interests and aptitudes will find ample scope for expression and fulfilment is the surest way of achieving national and emotional integration."

THE FOREIGN SCENE

Free School Meals in Kuwait

Seventeen thousand school children in Kuwait are now receiving free school meals through the medium of one of the world's most up-to-date canteen services.

A team of experts worked out all the detailed plans for the scheme and three years of work were brought to fruition when the Kuwait Minister of Education opened one of the largest kitchens in the world.

All school children are now receiving two meals a day : a mid-morning snack consisting of a glass of milk and a sandwich, and a lunch. The kitchen, with modern equipment for cooking, has it own bakery, butcher's department, deep-freeze installation, cold rooms and a highly mechanised sandwich preparation room.

The meals are distributed to all schools in a specially designed refrigerated or insulated vehicles, since the maximum temperature in Kuwait area often reaches 130 degrees F.

* * *

Appeal to Parents as City Teachers in the U.S A.

In order to meet the problem of shortage of teachers in the U.S.A., the Board of Education started the campaign for new teachers by appealing to qualified parents to take up the teaching career. The appeal was distributed by the Board's Committee on teacher recruitment to the parents of all junior and some senior High school pupils.

The extent of teacher shortage was disclosed in a report made public by the Division of Personnel, headed by Associate Superintendent, Edmund J. Gannon. The report revealed that more than 5000 teaching posts were vacant. About 500 supervisory and other positions were also unfilled.

* * *

Unesco Regional Seminar on Multiple Class Teaching

The opening ceremony of the Unesco Regional Seminar for South Asia on Multiple Class Teaching, organised in collaboration with the Australian National Advisory Com-

mittee for Unesco and the New South Wales education Department, was held on 12th February, 1958, at Grafton, Australia.

Twenty six delegates from 14 Asian countries, including India, and a number of distinguished New South Wales educators attended the seminar.

The seminar, which was run as a training course, ended on 28th March, 1958.

* * *

Renovation of Oxford University Buildings

A grant of $ 1,000,000 to renovate the buildings at Oxford University, Britain's oldest institution of higher learning was announced by the Ford Foundation recently.

Of the university's 20 colleges, 17 are in disrepair, having become eroded less by time than by the rumble and gases of industrial civilisation.

Early in 1957, the Oxford Historic Buildings Appeal was started in order to procure £ 1,750,000 for the purpose. Private contributions provided about $ 2,000,000 and the Ford grant brings the aggregate to $ 3,000,000.

* * *

Belgian Students Lecture on Popular Science

A contest among students for the best lecture on popular science was organised recently in Ghent, Belgium, by the Scientia Society for the popularisation of science. The winner of the contest selected "Theories of Fertility" for his theme, while subjects chosen by other candidates included "Carnivorous Plants", "The Importance of the 'Atomium' at the Brussels Exhibition" and "The laws of Mechanics and the Trajectory of the Sputnik".

A jury composed of university professors and scientists judged the lectures which were given before a large public audience in Ghent.

(Unesco)

* * *

Better Physics in U.S.A

A programme to help improve teaching of physics in High schools and colleges has been launched by the American Institute of Physics.

The programme is being conducted in collaboration with the American Association of Physics Teachers and the American Physical Society with the support of the Fund for the Advancement of Education and the National Science Foundation.

The plan has the following objectives: to make a study of a basic course in physics a "must" for every Secondary school student; to encourage qualified young people to seek careers in physics; to evaluate the feasibility of teaching physics by use of television and colour motion pictures; and to assess the increasing need for physicists in a technological society and to strengthen physics instruction for non-science majors.

* * *

Educational Facilities Laboratories in the U S.A.

The Ford Foundation has offered a grant of $ 4,500,000 to improve school facilities in the U.S.A. The grant will be used to form an independent and non-profitmaking organisation called Educational Facilities Laboratories with the headquarters in New York. The organisation will encourage research and experiments in construction of school and college buildings and act as an information clearing house.

Clarence H. Faust, vice-president of the foundation, said that the major concern of Educational Facilities Laboratories will be "how to use the education dollar—both public and private —most effectively and economically to develop efficient school and college plants and facilities".

* * *

Survey of Foreign Student Enrolment

A record number of fellowships and scholarships for foreign students—more than 75,000—is listed in the ninth edition of *Study Abroad*, the handbook on international educational opportunities published annually by the United Nations Educational, Scientific and Cultural Organisation.

Along with the educational opportunities, offered by governments, foundations, universities and other institutions in 83 states and territories, the handbook also contains the results of Unesco's fifth survey of foreign student enrolment around the world. In 1956, the survey reveals, there were an estimated 150,000 foreign students enrolled in 74 countries.

What do students study when they go abroad ? A Unesco survey of 36 selected countries showed that of a total of 114,145 students, the Humanities still held the lead, in 1955-56, with 26,342 students, as compared with 24,925 studying Engineering. Medicine ranked third followed by Natural Sciences. The Social sciences and Law came next.

* * *

International Association For Mass Communication Research

Fifty experts on informational media, from 15 countries, meeting recently at Unesco House, Paris, established the International Association for Mass Communication Research.

Created with the cooperation of Unesco, the new association, which is independent, has its headquarters in Paris, in the offices of the Institut de Presse, of the University of Paris. Its function is the promotion throughout the world of the development of research on problems related to press, radio, television and films.

At its two-day meeting the constituent assembly decided that two subjects inviting special study were : the influence of mass media on children, and the safeguarding of professional secrecy in journalism—the right of journalists to keep secret their sources of information.

M. Fernand Terrou, director of the Institut de Presse, was elected chairman of the Association's Bureau.

(Unesco)

* * *

Pakistan Seminar on Teaching about the United Nations

A seminar on methods of teaching about the United Nations organised in Karachi recently by Pakistan UN Association and the World Federation of United Nations Associations, drew school teachers from Burma, Ceylon, India, Iran, Nepal and various parts of Pakistan.

Addressing the delegates at the opening ceremony, the Pakistan Minister of Education, Mr. Kamini Kumar Datta, said that it was imperative for teachers to introduce into the school curriculum lessons on the United Nations and its Specialized Agencies. It was in the schools, he said, that the UN ideals of peace could best be inculcated.

A message from Professor Ahmed S. Bokhari, UN Under-Secretary for Public Information, emphasized the importance of making this subject a regular part of the preparation of prospective teachers. Groups as the Karachi seminar could do much to assist educational authorities in carrying out this task.

(Unesco)

* * *

Two-way Radio Talks

A two-way trans-Atlantic radio round table discussion was held recently in which three Soviet educators and Presidents of three American Universities participated.

While discussing the systems of education in the two countries Dr. Newson of New York University said that it was not common for American High school students to start extreme specialization, but they received a "rather broad background".

Dr. Chelikhin, Director of Moscow Institute of Power Engineering, disclosed that Soviet High schools did not give priority to the teaching of Physics, but sought to provide a background of knowledge in all fields.

The one-hour discussion showed that there was no substantial difference in the curriculums and objectives of the educational systems of the two countries. The main difference seemed to be in the stress that the Soviet Union placed on educational planning.

* * *

A total of 1,100,000,000 volumes—7,500 a minute—were published during 1957

7,500 Books a Minute Published in U.S.S.R. Last Year

in the Soviet Union in the 85 languages used in various parts of the country, reports a Unesco bulletin.

French writers are the most widely read foreign authors in the U.S.S.R., with Victor Hugo and Jules Verne heading the list.

The foreign author whose books enjoy the biggest circulation is Jack London; other favourites among American writers are O. Henry, Theodore Dreiser, and Mark Twain. Most popular English authors are Dickens, H.G. Wells, Daniel Defoe, Swift, Galsworthy and Shakespeare.

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Annual Session of the Soviet Academy of Sciences

The annual session of the Academy of Sciences of the U.S.S.R. opened at the hall of sessions of Moscow University on 25th March, 1958.

In his opening address Academician Alexander Nesmeyanov, President of the Academy, said that 1957 was a year of outstanding scientific and technical events in the country. While listing the scientific achievements of the country during the last year, he referred to the installation of the largest atomic machine in the world for studying elementary particles, the launching of Sputniks, and the organisation of Siberian branch of the Academy of Sciences.

Academician Alexander Topchiyev, Chief Scientific Secretary of the Presidium of the Academy presented a report on the work of Soviet scientists during the year.

* If there is something of interest to you on every page of the daily paper—foreign news, home news, sport, the theatre, music, books, stock exchange—you are very much alive. Not only does this mean a continually enlarging curiosity, but it is the best form of insurance against old age.

—William Lyon Phelps



The Teaching of Modern Languages, Report on the Unesco Regional Seminar held in Sydney, January-February, 1957 Australian National Advisory Committee for Unesco, Sydney

AN international seminar on the Teaching of Modern Languages, organised by Unesco, took place in Ceylon in August, 1953, and was attended by delegations from 18 countries, including India. A most useful outcome of this seminar was the publication of two most valuable books, "The Teaching of Modern Languages" and a "Bibliography on the Teaching of Modern Languages", both issued by Unesco.

The present volume is a report on a regional seminar on the same topic, intended to be a follow-up of the longer one held in Ceylon. It was attended by delegates from 16 States and Territories in South and South-East Asia.

The problem facing the majority of these countries is that of teaching and learning languages of wider communication, notably English, while some, for example Australia, are concerned about teaching English to immigrants. The two problems are totally different in character and manifestly call for different approaches, and this fact is clearly brought out by the report.

In most countries, represented at the Seminar, English has been taught for a good many years, largely according to the principles of the Direct Method School and a great deal of fundamental work in theuse of this Method was carried out by Palmar in Tokyo and West in Bonn, but, as the report says "the energy and effort into this task have not produced the desired results, largely through lack of discrimination in the methods and material used". The report is in essence a plea for a new approach to the problems, utilising the techniques of the comparatively new school of descriptive linguistics, represented at the discussions by one of its most distinguished exponents, Dr. Charles Fries, former Director of the English Language Institute, Ann Arbor, Michigan.

Those interested in current discussions about English syllabuii in India will find much to provoke thought in this small volume. For example, the opinion of those attending the Seminar was that all English teaching materials must be based on comparative analysis at all levels of the learners' language and English. In India at the moment even the basic materials for such a comparison do not exist. And I wonder how many syllabus-planners would agree with this—"While the teacher may be allowed considerable discretion regarding the manner in which he presents and drills each new sentence pattern, no such discretion should be allowed regarding the order in which these items are to be taught."

J. G. Bruton

Problems of Educational Reconstruction by K. G. Saiyidain; Asia Publishing House, Bombay; (Second

Revised Edition), 1957; pp 279, Price Rs. 10.50

AFTER the attainment of Independence, educational thinkers and administrators in India are faced with the stupendous task of reconstruction of Indian education so as to provide to the growing child a school environment, as an integral part of the total social environment, that would help him to cultivate his innate capacities and nurture and strengthen his individuality in an atmosphere of freedom. In this excellent treatise, Professor K.G. Saiyidain views the problem of educational reconstruction in a wider setting from a broad and catholic standpoint. To the author educational reform signifies much more than the meaning the term usually conveys—it is also social reform and reconstruction in the broadest sense of the word. The author says: "I find many walls crumbling—walls that have traditionally appeared to divide education from politics, from economics, from social controversies, from the many implications of modern scientific developments. I see the ramifications of the teacher's work going farther and farther into many other domains of life and the impact of work being done in other fields being felt by the teacher in his special province." The school of the future, as the author visualises, would be an integral part of the total social environment.

In the first part of the book, the author expounds clearly the principles according to which the school of the future should be built up. He describes the significant features and ideas that are to be found in many new schools and outlines a composite picture of our school of the future out of the common ideas and procedures of the progressive schools. He shows how the school may provide an active and creative environment to the child and how it may be a pulsating centre of community life. He devotes two good chapters to discuss the part that school education should play in promoting the happiness of the child.

The second part of the book describes new trends and problems of Primary and Rural education, Secondary education, Social education and Educational Administration. The author advocates a liberal outlook and a generous vision in educational planning and underlines the proposition that 'where there is no vision, the people perish.' He elucidates the intimacy of relationship between the various stages of education and shows that 'in point of basic significance, magnitude and intimacy of relationship with national life, Primary education is *more* and not less important than Secondary or Higher education.' All education, and particularly Basic education, should help the silent, many-sided revolution that is now being effected in villages. Secondary education can be vitalised through work. It is true that all our schools, as they are staffed and equipped now, will not be able to adopt the activity methods of education. But, as the author rightly observes, 'unless there is a leavening of the mass by a few schools which are prepared to do so, we cannot expect any forward educational movement.' He makes an earnest plea for a new spirit in administration which will *humanise* the relationship between children and teachers and educational administration.

The last part of the book is devoted to a discussion of the problems of teacher education. The author deals with the status of teachers in society and stresses the need of adequate and practicable methods of selecting candidates who are likely to make good teachers. The book concludes with a chapter on the teacher's role in educational renaissance and an appendix describing a valuable experiment in social training made during Labour Week in Kashmir schools.

The author deserves to be congratulated on the wise counsel he gives to the teacher and administrator on the vital problems of educational reconstruction in India. His views on the subject are fresh and stimulating and are in tune with the "incense breathing morn" of our freedom.

T.K.N. Menon

Maria Montessori: Her Life and Work by G.M. Standing; Published by Hollis and Carter, London; 1957

THE International Montessori Congress held in Rome in 1957 to celebrate the fiftieth anniversary of the opening of the first Montessori School helped to remind the world that the new and vital impulse in education associated with the name of Maria Montessori has already leavened educational thinking for more than half a century. Will it continue to do so ? The answer may lie somewhere in the three hundred and fifty pages of this review of her life and work by one who worked in close collaboration with her for more than thirty years, both in the training of teachers and as her official representative. The first of the five sections of this book is devoted to the life of Dr. Montessori, and it often reads more like a rhapsody than a report, much may be forgiven to a biograhper, who was also an apostle. Dr. Montessori, herself corrected it in matters of historical detail, and judged it "beautiful as a piece of writing".

Of the other four sections, perhaps the most challenging to the educationist are the two entitled "Psychology of Development", and "The Significance of Movement in Education". One may, or may not, agree with the Dottoressas' conclusions, as quoted here from her lectures and writings, but it is fascinating to follow the processes of thought by which she reaches them. She was an intellectual, and a Doctor of Medicine, and her scientific approach, conditioned by her early training, went, by induction, from observed phenomena to hypothesis, from the child—close study and observation of many children for twelve hours a day over many years—to the psychological principle that should guide its teaching. Most educational systems tend to move in the opposite direction—from theories and directions, down to the classroom where they must be tried out on successive generations of children before they can be discarded. Dr. Montessori is definitely kinder to the child.

Stimulating and inspiring, also is her eloquent championship of the personality of the child, and of the principles which, she claims, "develop and set free that personality" in a world fashioned by adults for adults.

Her biographer works hard to correct popular misconceptions about her system. Not indiscipline, but self discipline, was what she expected of the child. "Children become good and orderly as soon as they learn *how to work*.....the spontaneous interest of children is the mainspring of their work.....Rewards and punishments are unnecessary.. ..... Work is its own reward..... Children prefer work to play."

And for those teachers and mothers—who are inclined to be sceptical, this book has an enlightening chapter, with diagrams and photographs on "The New Third Factor in Education" The Prepared Environment with sub-titles for easy reference. "An Environment for Activity" "An Environment of Protection" The Environment Must Liberate the Spirit", and finally, "What the Prepared Environment Contains".

The sub-titles—every chapter has several—are a particularly pleasing feature of this book. They simplify the "gentle art of skipping and skimming" and enable educationist, teacher, mother, or mere reader to find what is wanted in the shortest possible time.

D.L. Sinai

The Spirit of Islam by Ashfaque Husain; Published by Asia Publishing House, Bombay; pp. 76; 1958; Price: Rs. 4.75

THE appearance of a good book on Islam is a rare phenomenon these days, and I should like to congratulate Syed Ashfaque Husain on the production of an excellent brochure. It is usual among scholars to consider the *fatiha* as an epitome of the *Koran*. Whether, speaking critically, this is so or not, is a matter of controversy and opinion. The reviewer is of the opinion that it is not so, and the artificial attempt to consider it as the summary of the teachings of Islam occasionally produces grotesque results. But in this case, the original is a masterpiece of the late Maulana Azad, and the

author of this little book has captured the spirit of the original with a great measure of success.

Islam is passing through critical times, politically, economically and spiritually. The crisis is unmistakable. To my way of thinking, the spiritual crisis is the most significant; from it stem a larger number of evils and shortcomings than from any other. Thus, the reinterpretation, even of the *basic principles* of Islam (*usul*), as distinguished from their applications (*furu*), calls for immediate attention.

The late Maulana Abul Kalam Azad wrote a classic commentary of the *Koran*, *Tarjumanu 1-Quaran* in Urdu. To this he prefixed an introduction, being an extensive commentary on the first chapter of the *Koran*, the *Fatiha*. The author has tried to capture its spirit in this book without producing a slavishly literal rendering. It is written in a simple and dignified style. The get-up is good. The Maulana's essential teaching is given to the English reader in an accurate and acceptable form.

As the booklet is not intended for the scholar, it would be out of place to examine it with a microscope and bring up the shortcomings to the public gaze, but perhaps three points may be mentioned. First, that the concept of religion given on page 14 is not as exhaustive or as logical as the well-known one of Descartes, to be found in most books on Comparative Religion. Secondly, at page 38, the word *rahman* is supposed to be derived from the root *rahm*. This is extremely doubtful, and it is now generally recognized that *rahman* is derived from a Christian name given to God in the Syriac chronicles, and has nothing to do with the root *ra hi-ma*. This is a common mistake made by Muslim lexicographers, and such mistakes will persist until the Comparative Philology of the Semitic Languages is prescribed as a subject for all theological students. And lastly, the name is misleading, because the unwary is likely to confuse it with Ameer Ali's well-known classic, *The Spirit of Islam*.

May we hope that the author will pursue the study of Islam in the light of the history of religions and comparative religion, and help in the formulation of a more modern, integrated and spiritual concept of the message of Muhammad than that which is given to us by the common or garden *mawlavi*.

A.A.A. Fyzee

Problems in the Improvement of Reading by Strang McCullough and Traxler; Second Edition, published by McGraw Hill Book Company, New York

THE reading problem in all its stages concerns everyone in the state, from the student, his teacher and the head of the institution to the parents, librarians, counsellors, psychologists and ultimately his employer.

McGraw Hill Book Company have recently published "Problems in the Improvement of Reading"—a rewritten, revised and enlarged, mammoth second edition by Ruth Strang, Constance McCullough and Aurthur Traxler, each an authority on the subject in its many aspects and drawing richly from their varied and long experience in dealing with this problem over long years of teaching; research and administration.

The book contains 412 pages including appendices, detailed lists of reference books at the close of each of its chapters, numbering 20 in all. It is divided into three parts according to the gradation of the problem. The problem viewed on the whole—throughout the school programme—beginning from the early 'grades' or classes which is the corresponding term in the Indian school system. The authors point out clearly how poor readers in the lower classes become behaviour problems. Through their inability to master the skill of reading, they develop defeatist attitudes and from then on start a sad story of rapid decay and downfall of many a promising career. Nor all backward readers acquire a defeatist attitude so early—some are hopeful about their reading and feel they can improve if given special help. The schools ask this specific question—"How to help all backward pupils gain the necessary proficiency in reading for

success in high schools? Chapter II contains the answer in detail with such practical suggestions as pinning the problem with reference to a particular class, then attacking it from all angles in the following manner—when to find time for reading instruction and guidance —the pupils to be included in such classes whether of low I.Q., gifted children, average or superior reader; conditions conducive to the improvement of reading; essentials of organisation and administration including essential of staff, and description of the reading specialist or consultant. The Librarian's, Guidance Worker's and Counsellor's contributions to the improvement of reading are all part of the total picture presenting the answer to this specific problem.

The viewpoint of the parents as well as the disadvantages arising from the very nature of their relationship has been adequately represented. How parents become immediately concerned when their child gives any indication of a reading difficulty since reading holds such an important place in our culture. The case of the child who is afraid or embarassed in school because of his poor reading is shown little sympathy at home and may even gather the impression that they are ashamed of him; about indifferent parents who give their children no time to read or study at home; a father's frustrated ambition and the fact that parents tend to loose perspective when it is their own child who has a reading problem—all this and more is found in this practical book.

For those who wish to become acquainted with the basic information and concrete suggestions that the book offers in part two, here is a foretaste of the wide field covered—topics of reading in the context of field of language, literature, mathematics, science and social studies. The authors hold that "what happens with languages is a matter of life and death; mental health or illness' and again that "reading is to learning what listening is to speaking."

Part three contains the remedial measures and appraisal techniques as well as interesting case histories of individual treatment of reading. A very profitable and interesting treatise on the subject, and according to the authors, provides "only one gateway to a vast and complex field."

Leila da Costa

The Child in the Educative Process by Daniel A. Prescott; McGraw Hill Series in Education; McGraw Hill Book Co. Inc., New York; 1957; Price $6.50 (49 sh.); pp. 550

'THE Child in the Educative Process' is a book which reflects our scientific age and the scientific-mindedness of U.S.A. It is like all McGraw-Hill books, good (matter, paper and printing) sound (views) and worthwhile to all interested in education, teaching and the school child.

If the principles, the method of collecting and recording data, and of drawing inferences which help a teacher to select her approach, her material and her attitude so that the child can develop, are used education will be vitalized and pruned of useless branches (viz. children forced into a common mould, driven at the same pace; treated as a class not individuals and prepared for examinations and not for life) will bear good fruit.

Dr. Prescott is a humble man. He does not claim he has found a panacea for the ills of education but offers a remedy he and a band of devoted teachers have tried and found good.

He begins by discussing the teacher's task. All true education depends on the teacher mainly. A country which does not give adequate emoluments to its teachers, does not give them the status and the recognition that is their due, is surely building its house on sand. What is the teachers's task as visualised by the author? To understand the principles that underlie all good education, to have more than a nodding acquaintance with Psychology so that though sparing the rod (or its modern equivalent) he does not spoil the child. Then he goes on to show the need to recognize each child as an individual and realising its potentialities, assist in developing them. Here

he emphasises the need to keep records of certain children and the importance of consultation with other members of the staff and the leader for it is the teacher's further task to help the child to fit into the group. Then comes a clear exposition on the psychological development of the child, how and why it behaves as it does at certain times. This involves visits to the child's home.

The first reaction on reading the above was that this experiment must have been in a select private school with small numbers in each class. It was not. The school was an ordinary American school and the classes had as many as 30 children in each. Unfortunately the classes in our 'ordinary'—in fact in most of our schools—have between 50 and 60 children where only the brightest and wickedest gain notice. Then the teachers mentioned were interested in the programme, kept such excellent records that one gets a good picture of the mind of the average American school child and show that the teachers took the trouble of visiting the homes of the children they were observing. Here for many reasons this is not possible under existing conditions.

As regards psychology, new methods and individual approach the attitude of most headmasters may be summed up by the following anecdote. A headmaster told the students of a training college: 'Forget all your Training College rubbish about psychology and new methods. You must finish so many pages in a period and you must not hold up the school work.' When that is the attitude of the large majority what are the teachers to do ?

The last part of the book deals with ways and means of putting into practice what Dr. Prescott has described in the first part of his book.

Mona N. Vergese

"Russko-Hindi Slovari" edited by Beskrovni, Moscow ; 1957

This book is a useful and handy short Dictionary of Russian with Hindi equivalents. The happiest feature of the work is the attempt to evaluate the sphere of Hindi words. For instance, the Russian word (cetkii) is first rendered as Hindi (saf) and then as (spashta). This treatment of the word happily reveals the actual Hindi usage as it is current at the present day. For the majority of Hindi speakers use (saf) only in their day-to-day colloquial speech. Only in literary sphere, the word spashta is used. Similarly, Russian (ustanovlenie) is first rendered as (qayamkarna) and then as (sthapan karna). It is hoped that our Russian lexicographers will further develop this 'pherical' treatment of Hindi vocabularies.

A few limitations of the work may also be mentioned here.

(a) Though this book may be useful to those who wish to comprehend any ordinary Russian work, it would be of little use to students of Russian composition. For except in the case of prepositions, no examples of Russian words have been given.

(b) There is a lack of modernity in the treatment of Hindi equivalents for scientific terms. Thus even the Hindi title page for this work uses (dhavanishatra) for Phonetics. The word (shastra) for science has now been discarded by all leading Hindi writers, on Science. The word (vigyan) is used instead. Again for (botanika) 'botany' (phizik) 'physic', the equivalents finalised and issued by the Government of India have not been consulted at all.

(c) Even important Russian scientific terms find no entry in this Dictionary. Thus on page 1257 in the Supplement there occurs (ogublenii) which apparently means 'labial', but the term has no entry at all in the Dictionary. Similarly, on the same page, (pod em) has been used in the sense of (tongue-) position, but the Russian entry of this word does not mention this sense. The non-occurrence of entries for terms actualy used in the book is a serious anomally. It is hoped that a subsequent edition will bring the word to a higher level of usefulness.

Siddheshwar Varma

Memory, Facts and Fallacies by I.M.L. Hunter; A Pelican Book; 1957; pp 185, price 3 s 6 d

THE author Dr. Ian M.L. Hunter is a Lecturer in Psychology at the University of Edinburgh. The different chapters in the book are, *What is Memory? Memorising, Why do we forget? Recalling stories and events, Repressing, Imaging and Improving Memory.* The approach of the author is experimental and the book is rich with references to interesting and useful experimental studies. The information is up-to-date, detailed and thorough. The book will be found useful by teachers and students of Psychology in the country.

The lay man will, perhaps, be interested most in the last chapter, namely, Improving Memory. Here is what the author says about this important topic :— "Memory, as we have seen, is not a faculty, but merely a name used to designate collectively a wide and somewhat heterogeneous range of processes. The chief of these processes are learning, retaining and remembering. Thus the question of improving memory breaks down, as a first approximation, into three questions. First, can learning be improved? Second, can retaining be improved? Third, can remembering be improved? The answer to the first of these questions is in the affirmative. The answer to the second and third is almost certainly in the negative....All this being so, the question is how we can learn to learn better. As the great American Psychologist, William James, said nearly seventy years ago, 'all improvement in memory consists in the improvement of one's habitual methods of recording facts."

The above statement, based on the evidence of a number of well-planned and accurately carried out experimental studies, shows that our knowledge of improvement in memory is where it was seventy years ago. We have perhaps advanced our knowledge in details of learning processes but the general truth was known much earlier.

Experimenting with nonsense syllables is a common technique in Psychology. The problem really is to obtain syllables which have no associations for the subjects. On page 16 the author gives a list of nonsense syllables with which he experimented. It includes the syllable "*Taj.*" It is really nonsense? A large number of the students of Psychology will associate it with one of the wonders of the world. The general conclusion of the experiment will, perhaps, be not very much affected by the inclusion of this syllable as it is only one out of ten, but it shows how careful one has to be in selecting nonsense syllables.

On the whole the book is a valuable contribution on the subject of memory. The style of writing is simple and interesting. Technical books of this nature are generally very expensive. It is a great advantage that present work has been published in the Pelican series.

Sohan Lall

Social Welfare and the Citizen edited by Pater Archer; Penguin Books, London; 1957, Price 3 Sh. 6 d.

THE book gives a comprehensive view of social services in Great Britain. The Instruction contains the philosophical basis of social welfare in a democratic society and the first chapter on 'Principalities and Power' gives the set-up for administering the various laws relating to social welfare passed by the British Parliament.

In recent years the social welfare legislation in England has been conceived on very comprehensive grounds. In the words of Beveridge Report it is intended to slay the "Five Giants" of poverty, disease, ignorance, squalor and idleness. It may perhaps be true to say that with the exception of some Scandinavian countries no other country has taken up social welfare legislation on such a systematic and comprehensive basis.

There is, firstly, the National Insurance Act of 1946 which covers practically everyone above school leaving age and below retirement age and covers unemployment, sickness, and widows' benefits. This is supplemented by the equally comprehensive National Insu-

rance (Industrial Injuries) Act, 1946 which covers practically all forms of accidents while on work. The benefits of these laws are further augmented by supplementary assistance under the National Assistance Act.

Secondly, there are various pieces of legislation in the sphere of health and social welfare which cover the handicapped as well as the aged. The most important social legislation of the modern times perhaps is the setting up of the National Health Service with its colossal cost of £ 515,000,000.

The book also explains the law prevailing in England pertaining to control of rents and the obligations of landlords, the law concerning the motorists, and the laws benefiting the family. One of the most notable pieces of legislation is the Education Act, 1944 which makes education a national responsibility.

On the obverse side of the legislation, giving benefits to the handicapped, is the tapping of the resources of the individuals for supporting this huge welfare programme by such devices as the Income Tax and the National Service. Illuminating chapters are found in the book on these two topics.

As the Indian Constitution also envisages the welfare state, the enlightened opinion in this country would do well to study the implications of this kind of state. This book will help anyone interested in the subject to do so.

Sohan Singh

Society and Culture in Mughal Age by Dr. P.N. Chopra, Published by Shiva Lal Agarwal & Co., Ltd., Agra, pp. 204, Rs. 8/-

The Mughals have, like their successors, left several imprints on the cultural soil of India. In this work the author has given an account of a few social and cultural aspects of Indian life during the Mughal period. Painstakingly the author has drawn upon the account of contemporary foreign travellers and the available sources in Persian, Hindi and Urdu, as revealed by the 25-page Bibliography at the end of the book.

The book is divided into six chapters dealing with different aspects of Indian culture between 1526 and 1707. The last chapter may be of special interest to the readers of *"The Education Quarterly"* as it deals with the educational conditions obtaining during this period. Some of the salient features of the period in this field are described below.

The teacher-pupil ratio was 1:5 on the average. Education, though not compulsory, was free and the teacher relied on the generosity of the rich, the nobles and the merchants, that was gladly showered on him. Though political and economic conditions were not always stable, there seemed to be no indiscipline among students. "The teacher was received with the utmost respect by his pupils, who would humbly touch his feet and speak respectfully and only with his permission". No annual examinations were held and therefore no regular degrees awarded. A good mastery of certain specified courses of which the teacher was the sole judge was sufficient for promotion to the next standard. To have studied in a reputed institution or under a renowned scholar was the greatest qualification one could have. One of the methods to advance education as well as determine the scholar's place among the learned was to hold debates and disputations (we call them 'workshops' and seminars) on controversial topics of biology, law, grammar etc. Women's education was not ignored but confined to princesses and upper class ladies. There is, however, little doubt about the *literacy* of the average middle class women.

An interesting and readable book, it is not only valuable to the student of Mediaeval Indian History but also deserves a place in every library.

Abul Hasan

The High School Library ; Its organisation and Administration by C. G. Viswanathan ; Asia Publishing House, Bombay ; 1957 ; pp. 154 Price : Rs. 7.50

Education is a continuous process and the library is an inseparable agency in

that process. The library in the school is perhaps the earliest stage in the use of this agency. The school library, therefore, has a very important role to play in this process of education, for it is there that the children will learn for the first time to love and respect books, to have faith in them and how to make best use of them. In a very real sense the success of the Public, College and University libraries will depend to some extent at least on how much these libraries are used by persons who have already acquired good library habits in their schools.

A book on the school library, therefore, no matter in which country or in which language, is always something to open with expectations. More so in India where books on Library Science in general are very few and on the school library perhaps none in English language except that of Ranganathan which incidentally is one of the most admirable of his forty odd books on library science. To that extent Viswanathan's *"The High School Library"* is welcome because it is one more addition to our growing literature on Library Science.

The author's aim in writing this book is "to provide a simple and concise manual to satisfy the requirements of the school librarian in this country, who more often will be a teacher than a full time qualified librarian". In other words this book is addressed to the teacher-librarian in the Secondary schools in India. Only a teacher-librarian will say whether the author has accomplished in full measure what he has aimed. But it is hoped that he will not be totally disappointed. For, in a small book of about one hundred and fifty pages Viswanathan has furnished enough material to make the teacher librarian aware of the importance of his role as a librarian and the hard work that is neededto achieve success.

The book is very well documented for the sources from which quotations have been given are mentioned. However, one wonders if all these numerous quotations have really added to the value of the book as a manual for his school librarians. For instance, the extensive quotations from the Report of the Secondary Education Commission which in one instance covers almost the whole of chapter 12, have no particular relevance in this book except to emphasise an already known fact that the present condition of the library in the school in India is very bad and that it must become ideal. The author is writing for a teacher librarian and for the library which according to the Commission does not exist in most of our schools, whereas the Commission recommends that every school must have a "full time, highly qualified and trained librarian, who should be on a par with other senior teachers in pay and status". It would have been more significant if the author had made any concrete suggestions to our schools to set up a library even in the existing circumstances. This is also true of numerous other quotations from English and American sources and particularly the one on pages 41 to 48. In England and America, the time for arguing the case for a library in the school has passed and the necessity of a school library is already recognised. The thinking in these countries is influenced by the fact that their progress so far has extended their horizon, but in India one has still to argue the case of a library, let alone the case of a school library. Such quotations, therefore, become somewhat misplaced, although their sources should certainly be indicated in the bibliography for further reading.

All the technique of library work can be learnt from standard works, many of which are included in the "select bibliography" at the end. A manual for high school library should, however, indicate where deviation from standard practices is necessary and fruitful. Only one instance of the absence of such indication is given here, in order to be brief, though there are many. In no Charging method described or mentioned in this book, is it possible to keep a record of what children are reading so that if they are not reading enough or properly, they could be guided. Yet, this is an essential record in a school library if not in public, college or university libraries. Ingenious librarians have devised more than one

Charging method to meet this requirement. A mention or a description of one such tested method known as the Graphic Method* would certainly have been more helpful to our librarians.

The publishers certainly deserve congratulations for brining out such a beautifully printed book, although the price seems to be rather high for either the school librarian or the school library to purchase.

N.M. Ketkar

Educational Evaluation and Testing Procedures in History and Mathematics (Report of the Rajpipla Workshop), Faculty of Education and Psychology, Maharaja Savajirao University of Baroda.

THE speakers at the inauguration of the Rajpipla Workshop stated that examination reform was 'the stiffest task', 'a burning educational problem' and one on which said Dr. Desai, quoting an American educationist, 'in no country in the world perhaps so much had been said and written about and so precious little has been done to perfect it. They also felt that though the need for reform is urgent yet administrators, educators and teachers (when is a teacher not an educator ?) will have to be properly oriented in the technique of the New Examination and the teachers adequately equipped and trained to use it in everyday classroom situations'. Everyone said that examinations find out how efficient instruction has been, whether 'desirable changes are brought about in pupils' thinking' and that examinations 'evaluate the pupils.'

One third of the report is devoted to the New Examination. The four steps in Educational Evaluation are mentioned. It is interesting that when discussing the third of these steps viz-Organising pupils' learning experience the order as cited is field work, visits and method. Tests are the last step. The essay type of questions receive mere mention, then come Multiple Choice, Matching Forms and True and False. One speaker commends the first, an other says that teachers commonly use the last but it is 'the least flexible' and 'the most difficult to handle effectively'. The sample examination papers use the last three. The five major criteria which 'a good examination or evaluation should meet' are also discussed.

The remaining 50 pages are given over to sample New Examination papers. Opening the book at random on page 41-a History Paper for Class VIII-one finds that the objective (stated first) is 'to develop in pupils an ability to draw conclusions for the future in the light of their past experience.' Eight justifications follow and nine Behaviours such as 'to judge,' 'to understand what is an effective way of securing peace in the country and the world', to 'develop.....tolerance, and become a peace-loving, democratic and enlightened citizen'. Then follow evaluation Tools. The direction begins by saying 'the following are some inferences drawn from the study of the ancient civilisations of the world. Examine each inference carefully. If the inference is completely correct, put A, if it is partially correct, put B etc.' Then follow ten inferences. Here is one: The uncivilized people are superior to civilized people in physical strength and courage.'

The next is a series of statements, each followed by four or more answers only one of which is incorrect and the directions go on to say 'Indicate the incorrect completion by marking its letter in the blank space.' After this follow questions with four or more answers and the candidate has to tick his choice. The question and answers deserve to be quoted for obvious reasons. Class VIII is asked: What element of the educational system followed by Confucius would you advocate for inclusion in our present schooling ?

A Practical Training
B Training for gentlemen
C Teaching of history and poetry
D Biographies of great men

Then come the 'match correctly' and '14 true or false statements' questions.

*Ernest Grimshaw. The teacher librarian. E.G. Arnold, 1952 10/6. p. 70—74

Three points of interest may be mentioned regarding the Mathematics Papers. Theoretical knowledge is tested, not the actual ability to do ; on P. 71 all the questions are based on the U.S. Wealth and Debt 1920-48 and on P 76. class VIII (again) is asked the fare from Bombay to Mathura and need to be provided with ready reckoners. Are they supposed to know how much the railway charges are per mile and the distance, for no mention is made of these ?

New Examination appears to be above the heads of those to be examined whether the questions are in the mother tongue, the national language or English. Secondly they ignore that very important exercise, the essay answer. This is perhaps to be expected for the workshop group seems to think language teaching has only passive value. Much that appears in the report is old, furbished up and renamed. 'Examinations' are now 'evaluation'. 'The Yes, No or May be' Question is now 'True or False', 'Rapid Reading' is 'fast reading'. So also the old-fashioned aims have now become objectives, the Herberatian steps have been discarded and method is just an appendage to organising pupils' learning.'

New Examination shares one thing with the old and that is the same stumbling block, namely the teacher. The case for the teachers, and there is a case, cannot be stated within the restricted space of a review. One thing must be said, however, in fairness to the teachers as examinations are under discussion and that is that even those who would, are robbed of their ability to teach, for their classes are far too unwieldy ; they have far too many registers and forms to fill in during the period ; books are often unsuitable and unobtainable ; and there are neither aids, time nor freedom for true education.

The examination system needs overhauling and it is because the examination system is bad and doesn't maintain nor demand high standards that today true education is the exception rather than the rule. Therefore this report should be read by administrators and teachers though it does not give brand new ideas it will force readers to think, to disagree may be, and perhaps act.

Mona N. Vergese

Adventures of the Upside-down Tree by K. Shridharani ; Asia Publishing House, Bombay, 1956

THE author of this amusing and enjoyable children's book is a well-known writer and journalist, and this addition to the list of the books he has written shows his great versatality as a writer. The book is full of whimsical fantasy, wit and wisdom, each chapter tells a different story, the unusual tree being the connecting theme and in a sense, the main character. It stays aloof from the affairs of kings, men and animals until it feels that they just cannot manage their affairs and difficulties without its help : then, like a king's wise minister, it gives directions and rulings, which are followed to everyone's entire satisfaction. The stories are droll and amusing, lending themselves beautifully for reading aloud to even very young children. They will love the dramatisation of animals and birds and the clever little jingles, which they will probably insist on memorising and using. The titles of each chapter—A Crocodile sheds Tears ; In which Sense survives Science ; Beards play their Part—to mention a few are very apt and likely to meet the curiosity and enthusiasm of the awaiting little listener. The black and white illustrations by Jean are very good and satisfying to the children who want to see what the characters look alike.

Karen Maitra

Nature Rambles by Margaret Martindale ; MacMillan & Co. Ltd. 1958 ; Price Rs. 2.40, pp. 154

A series of books under the same title 'Nature Rambles' makes an excellent replacement of the English nature study books at present used in schools, as the subject matter is given in relation to the Indian environment. Book IV is written in clear, concise and simple English and each chapter deals with subjects of

immediate interest to children. The first chapter is on the birth of the soil and the young readers are taken on a nature ramble and taught observation of all the lovely and interesting things they see around them; birds, insects and flowers. Chapters on air and gases give good balance and form to the book and the black-and-white diagrams and illustrations are excellent. It is a book which could be read for pleasure as well as for study.

Karen Maitra

Round the world in Eighty Days by Jules Verne, Retold by Margery Green; MacMillan & Co., Ltd. pp. 128. Price Rs. 1.25

THIS ever-popular classic has been retold in simple form and in a way which brings out clearly all the essential features of the original travel, adventure, mystery and romance. The English is graded to suit teenagers and the book would be an excellent addition to a school English course. The style is simple and racy, and the reader soon becomes engrossed in the plans of Phileas Fogg to go around the world in eighty days, when there were no aeroplanes to help out and the tour included crossing India by train.

Mr. Fogg is a character—rather stiff and cold in manner, so that the young reader is not quite sure if he is to be admired or not, but his cool, calm way of meeting difficulties and overcoming them, soon leads to admiration. The reaction of the man-servant with the quaint name of Passepartout, who somewhat unwillingly accompanies Mr. Fogg on the great adventure against time, the mystery which develops as a result of Mr. Fogg's strange haste and the advent of Mr. Fix, a detective who trails Mr. Fogg, all tend to keep a young reader's interest. Mr. Fogg's arrival in India will be of special interest to young Indian readers—the description of the places and the people, the way he overcomes a major difficulty, the need to travel across country on an elephant and the most dramatic part of the story—how he rescues a young widow from the funeral pyre and takes her along with him, until he can leave her in a place of safety. Of course, romance takes care of her in a surprising way.

Quite a lot of geographical facts are cleverly woven into the story and a young reader will certainly benefit in many ways by reading this interesting and delightful story.

Karen Maitra

English Grammar and Composition by W. Turner, Published by M. Seshachalam & Co. Price Rs. 3.75

This is a conventional stereotyped grammar book of a kind that is periodically being produced by authors and publishers, so presumably it fulfils a need. The preface tilts against imaginary opponents who are described as "Others who speak glibly of what they call 'the direct method". The suggessions seems to be that teaching by the Direct Method excludes the teaching of grammar; but in actual fact grammar in the form of structures, sentence patterns, etc. is very carefully worked into any properly planned Direct Method course.

The treatment of the subject, which is both orthodox and very ordinary is said to be based on "the opinion of the best and most experienced teachers of our time". The writer appears, however, to know nothing of the contribution to the teaching of English as a foreign language made by such experts as A.S. Hornby whose treatment in "The Advanced Learner's Dictionary of Current English" as well as in "A Guide to Patterns and Usage in English" is now accepted as the standard work in this field. Nor does this textbook take any account of the system of graded structures which has been adopted, with various modifications, in the syllabus of most Indian States, and which therefore must naturally be accepted as the basis of the teaching, whether a particular textbook writer approved of it or otherwise.

Consequently the claim made-or at least the hope expressed in the preface that "the book will be a contribution to English education" is not substantiated, for

it only follows old models, and is not even specially good of its kind. It does not provide an adequate number of exercises in Indirect Speech and Punctuation. In its treatment of adjective clauses, there is no reference to the distinction between defining and non-defining relative of clauses, and the consequent punctuation of adjective clauses. The treatment of adverb clauses is confused. The description of the adverb clause in Example 6 in the table on Page 270 is inconsistent with the explanation of adverb clauses of result given in Section (f) of Page 267.

The book appears to be carelessly and hastily compiled, as is shown in the following mistakes in English. "We would not expect the Class VIII boy to write such an essay, but the pupils of Class X or XII might be asked to write on" (Page 58). "He watches the plants with loving care, removing weeds and tying up weekly flowers if they need it. They are his children and he handles them with loving care". (From a model essay on "Our Gardener" page 361). 'As the poet Grey said : "Let not Ambition mock their useful toil" (the close of the same essay. Notice the spelling of the poet's name). One more example may be given on a question for comprehension of a passage on Page 416. "From Para I, why do you think that Bernard Shaw was going to debating societies ?" This is an example of the past continuous used for the habitual past, a very common mistake made by Indian students. Such mistakes, whether due to misprints, oversight, carelessness or ignorance, are quite inexcusable in a textbook on "English Grammar and Composition."

M. Choksi

Social Education in Rural Reconstruction ; Report of the 7th National Seminar, Dabok, December 12-18, 1956, published by the Indian Adult Education Association,Delhi. pp. 44, price Re. 1.

The key position 'Social education' occupies in any programme of rural reconstruction is self-evident in the context of conditions existing in India today. The seminar at Dabok considered the whole gamut of problems connected with this most vexed problem and the solutions suggested are almost universally acceptable. There may be differences of opinion here and there but the results of this corporate thinking will be found satisfactory on the whole.

However, I would like to bring in a note of cynicism here. What is the use of such seminars in a country of such vast proportions where budgetary allocation on Social education is almost next to nothing. Probably it will be useful at a later date when more funds and energies can be put into this field. In this sense, of course, this report will be highly useful.

Kul Bhushan

Geometrical Drawing for Students by Richard Marriott ; Methuen & Co. Ltd. London ; 1958 ; Price 7s. 6d. pp. 112

Geometrical Drawing is a subject which develops in the student the valuable ability to project himself mentally into a problem. A reading of this admirable book will, no doubt, help develop this faculty in those for whom it is meant.

The first part of the book deals with plane geometrical drawing. The graduated exercises are grouped around basic geometrical principles and the student is presented with an orderly arrangement of a comparatively small number of basic constructions which provide a key to a wide range of applications.

The second part of the book covers solid geometrical drawing, explaining first and third angle orthogonal projection, isometric and oblique projection, new views, sections, developments and interpretations.

A notable feature of this book is that all exercises are shown first in the form of pictures, then as they would appear when presented as formal problems. All worked-out examples are dimensioned so that the student can imitate the methods used and compare his results with those in the book. It should prove immensely

useful not only to High School students but for those choosing an engineering career.

T.S. Bhatia

Geography Broadcasts ; Published by the B.B.C. London ; 1958 : pp. 32

The brochure on Geography Broadcasts to Schools-Spring Term 1958, published by the British Broadcasting Corporation, is a well got up and useful visual-aid to radio programmes. The talks and the brochure on India, meant primarily for English schools, should help to enliven the classroom teaching of geography.

Without casting any reflection on the very commendable standard of the booklet, it is worth drawing the attention of the organisers of the programmes to certain aspects of it as reflected in the brochure.

The picture on the title page of transplanting paddy, is a typical village scene. So are the very large number of other illustrations covering the agricultural economy and village life of India. It holds the mirror up to nature. But what I am not sure of is the ultimate result—the impression which the students will carry away. India is fast heading for big social and economic changes and the old pattern of life is changing. By the time the school children of today come of age they will have to reckon with a new India. Therefore, I am afraid, the B.B.C. may be doing a disservice to the rising generation of India created by the Kiplings of yesterday. The B.B.C. programme should aim at providing an antedote to this ; but nothing in the brochure suggests any such higher objectives.

The progress being made in India in the industrial sphere needs greater emphasis. Also the cities and towns deserve better representation. These are serious omissions.

The brochure has too much of a regional bias. The India, beyond the Vindhyas, is practically non-existent. The eastern regions have not fared any better.

On the whole, the programme has failed to give a balanced coverage.

Ayesha Jacob

The Oxford School Dictionary; compiled by D.C. Mackenzie ; Oxford University Press, Bombay ; 1957.

This is a well-compiled dictionary for children. The number of words assorted will just about cover the needs of children learning the language. It is designed for pupils from 11—16 years of age. In addition to the words and their meanings; there is a list of abbreviations, and there are, besides, appendices which explain prefixes, suffixes and foreign words and phrases. At the end, there is a list of initial abbreviations and also a page and a half devoted to weights and measures.

The print is good and the meanings are given clearly so that children can understand without any needless strain.

The one important requirement of a dictionary for the use of children is that it should be able to retain the interest and what is more the patience of children. This requirement, the dictionary under review, abundantly fulfils. To stimulate the pupils' interest in foreign words, the needed etymological directions are given skilfully.

To build up the stock of vocabulary of children, this dictionary is very useful. Even adults, at a pinch, can use it, but its value is more for children.

N.K. Sundaram

Jeevi by Panna Lal Patel ; translated into Hindi from Gujrati by Padma Singh Sharma 'Kamlesh' ; published by Raj Kamal Prakasan, Delhi on behalf of Sahitya Akademy ; 1958 , page 272 ; Price Rs. 4.50

This Gujrati novel reminds me of popular folk romances like 'Heer-Ranjha' of Punjab, as well as the early twentieth century Bengali and Hindi romantic tragedies Strictly speaking it is not a tragedy, as in the end the lover elopes the beloved, though at that time she is a complete wreck and has totally lost her mental balance. The theme is conventional and there is very little suspense in

the story. But the strength of this writing lies in depicting the rural life of Gujarat in a realistic and effective manner. Shri Panna Lal has succeeded in creating the real rural atmosphere, and at many places there is so much tenderness in the descriptions that you feel that instead of a novel you are going through an illustrative book on folk life and beliefs of a particular region of this vast country.

The total impression created by this novel about the rural India is not a very happy one. The ignorance, apathy, meanness, superstitions, continued bickerings and back-biting—all this and much more prevails in the rural life of India according to this novel. The tragedy is that the author seems to be liking at least a part of all this. The whole story is based on escapism from realities and it flourishes mainly on escapism.

This Gujrati novel was selected by Sahitya Akademy for translation into other Indian languages under the scheme of translating selected works of various Indian languages on an all-India basis. I do not know whether this novel really represents the best novel in Gujrati literature, but it certainly does not represent the best of Indian novel.

It was really difficult to translate this writing, as it contains scores of Gujrati terms and the terms regarding folk life of a particular region. Still the translator has creditably discharged his duties. There is flow in the translation and it maintains some Gujrati touch also, which certainly helps in giving some idea of Gujrati style to Hindi readers. But as far as the verse part of the novel is concerned, I feel, he should not have rendered Gujrati folk verses into *Braj Bhasha*. Instead of this line by line prose translation a translation in simple Hindi would have been more desirable.

The translations of such novels should always carry a very brief survey of the concerned contemporary literature of that particular language and a small note regarding the author, along with the date of writing. It will add to the value of the publication as the readers will get a proper background.

Chandra Gupta Vidyalankar

Vishwa Sahitya Ki Ruprekha; Dr. B. S. Upadhyaya; published by Rajpal & Sons, Delhi; Price Rs. 12.

THE work under review is Dr. Bhagwat Sharan Upadhyaya's *'Vishawa Sahitya Ki Ruprekha''* in which the author has, on a vast canvas, presented brief surveys of the literatures in 28 important dead and living languages of the world—both oriental and occidental. The literatures included in the work are the follows :—

English. Arabic, Akkadi, Italian, Hebrew, Greek, Czech, Chinese, German, Japanese, Dutch, Danish, Turkish, Polish, *Pali*, Prakrit, Persian, Finnish, French, Egyptian, Yogoslav, Russian, Latin, Sanskrit, Spannish, Norwegian, Swedish and Hittite.

Dr. Upadhyaya's attempt is the first of its kind in Hindi—perhaps in any modern Indian language. His pioneering effort has achieved a success that deserves applause without reserve.

In this age of close Inter-regional and international contact, no nation worth the name can keep itself immune from the influence of others in any significant sphere of human activity—least of all in the sphere of literature. It is not possible to study a literature in isolation today. To make a full and complete assessment of the literary wealth of any language one has to undertake a two-pronged drive—horizontal and vertical. By a horizontal study is meant the study of all contemporary literatures and by vertical the study of one's own past literary heritage. It is a painful realisation that the Indian litterateurs in general is most backward as far as the question of erudition goes. It is really gratifying to find that one of our leading literary figures, Dr Bhagwat Sharan Upadhyaya, has hit upon and materialised the idea of presenting brief surveys of various literatures in a single volume. It goes without saying that Dr. Upadhyaya's laudable venture fills a void that had existed so long. Such a work was most needed at this time—not only because it will acquaint our writers with the histories of other important literatures, but also because it will help

bring home to our writers the fact that they must widen their mental horizon, equip themselves better intellectually and know other peoples more closely in order to understand their own literature more fully and profoundly.

The author has analysed the literary tendencies of the various ages in different literatures in a masterly lucid manner which speaks of his thorough and intelligent grasp over the subject.

The work has its limitation too. It represents only an outline—as the caption itself suggests. Frankly speaking, it couldn't have been anything more than that certainly a more thorough and detailed study was not possible within the short compass of the present volume. The author does not claim—and rightly—any originality in his present venture but the tremendous labour he has put in deserves all praise and commendation. An obvious omission, however, is the bibliography which would have been useful for a serious student of the subject. All told, it is a valuable work of reference.

'*Vishwa Sahitya Ki Ruprekha*' has earnd a well merited cash award from the U.P. Government recently.

Mahendra Chaturvedi

Proudh Shiksha Men Samajik Aur Rajnaitik Uttardayitva (Social and Political Responsibility in Adult Education) : Report of the International Seminar held under the auspices of Unesco Institute, Hambarg (8-13 September, 1952). Published by Indian Adult Education Association, Delhi pp. 120, price Rs. 2 50

IN 1952 a group of 38 experts on adult education belonging to 15 different countries got together in Hambarg (Germany) to discuss the question of social and political responsibilities of Adult education. Out of the various papers read in this seminar, a representative cross section has been presented here in 16 well arranged chapters. Beside an introductory chapter by Dr. Johannes Navrup, there are articles on "Adult Education in France", "Adult Education in England", "Some new developments in Adult Education work in Germany", "Political responsibility of a citizen", "Training of Personality in Adult Education", "Clubs for un-organised Youth in Netherland" "Government help in Begium to Political Groups and Adult Education", etc.

With the emergence of totalitarian political philosophies in the twenties and thirties of this century, and with the world divided now between Democracies and "Peoples Democracies", the question discussed at this seminar is of very great importance, especially for the preservation of the democratic way of life. Adult Education is the responsibility of every modern State today, but how far is this responsibility to be shouldered without regimentation of "political opinion", how far adult education helps in the correct approach to political problems by an average citizen, how far healthy democracy leans on well-informed and active voters, and how far the way to totalitarianism can be blocked by making people conscious of their responsibilities as citizens—to all these questions a reader will find some answers on which he can ponder with profit while reading this book.

My only regret is that this excellent book has lost some of its utility by an unequal translation. If our national language has to develop on right lines, we must see that books printed in Hindi are close to spoken language and well-phrased.

Kul Bhushan

स्वतन्त्र भारत में शिक्षा—लेखकः श्री हुमायूं कबीर, प्रकाशकः राजपाल एण्ड संस, दिल्ली, १९५७; मूल्य ५.५०. पृष्ठ संख्या २८१

यह पुस्तक लेखक की १९५५ की अंग्रेजी में लिखी पुस्तक का अनुवाद है। लेखक ने बुनियादी (प्राथमिक) शिक्षा, माध्यमिक शिक्षा, समाज शिक्षा, विश्वविद्यालयों की शिक्षा और सांस्कृतिक शिक्षा नामक विषयों पर लिखकर, शिक्षा के लगभग सभी विषयों को पुस्तक में शामिल किया है। इसके अतिरिक्त शिक्षा की कुछ

विशेष समस्याओं जैसे अंग्रेजी का अध्ययन, छात्रों में अनुशासनहीनता इत्यादि विषयों की ओर भी पुस्तक में ध्यान दिलाया गया है।

देश के स्वतन्त्र होने के बाद यहां की शिक्षा में कई परिवर्तन करने के लिये प्रयत्न किये गये हैं। उनमें से कुछ में अच्छी सफलता भी हुई है। साथ में शिक्षा के फैलाव में भी काफी प्रगति हुई। यद्यपि कई कठिनाईयों के कारण, विशेष कर धन की कमी के कारण, शिक्षा में उतना फैलाव नहीं हो सका जितना कि होना चाहिए था; तब भी इस दिशा में प्रगति सन्तोषजनक हुई है। स्वतन्त्रता के बाद इन ११ वर्षों में काफी समय तक देश की शिक्षा की बहुत जिम्मेदारी श्री हुमायूं कबीर के ऊपर केन्द्रीय शिक्षा मन्त्रालय के शिक्षा सलाहकार की हैसियत से रही। उस पद पर रहते हुए श्री कबीर ने देश की शिक्षा के लिये कुछ महत्वपूर्ण काम स्वयं आरम्भ किये। उसके साथ २ जो भी परिवर्तन और होते रहे उनकी उनको पूरी २ जानकारी ही नहीं थी बल्कि किसी न किसी रूप में उनका हाथ भी उनमें था।

पुस्तक में दिये गये विषयों पर शैक्षिणिक और सैद्धान्तिक विवेचन करने के अतिरिक्त हमारे देश की स्वतन्त्रता के बाद उसकी राष्ट्रीय शिक्षा प्रणाली में क्या २ हो रहा है इसका अच्छी तरह से विवरण दिया गया है। इसके साथ हाथ में लिये गये हर काम के दोनों पहलुओं की व्याख्या विचारपूर्वक और गहराई के साथ की गई है। यह काम श्री कबीर जैसे लेखक ही कर सकते हैं जिनके अन्दर शिक्षक, समाज दार्शनिक और प्रशासन के तजुर्बे बहुत ऊंचे स्तर के स्थित हैं।

देश ने प्रारम्भिक शिक्षा के लिये बुनियादी शिक्षा प्रणाली अपनाई है। यह प्रणाली देश की प्रचलित शिक्षा प्रणाली की बहुत सी त्रुटियों को पूरा करती है। परन्तु आधुनिक उच्च शिक्षा के लिये वह उसी प्रकार नहीं चल सकती जिस प्रकार प्रारम्भिक शिक्षा के लिये। लेखक ने बुनियादी शिक्षा की अच्छी तरह से प्रशंसा की और देश के लिये अत्यन्त उपयोगी और आवश्यक बतलाया है। साथ में यह भी कहा कि "परन्तु यहां एक चेतावनी दे देना उचित होगा। जहां बुनियादी शिक्षा के आधारभूत सिद्धांत—किसी दस्तकारी के माध्यम से बौद्धिक विषयों के आस पास की परिस्थितियों के साथ सह-सम्बन्ध—के समर्थन में सब कुछ कहा जा सकता है, वहां यह भी ठीक है कि हमें इस सिद्धान्त को इतनी दूर तक नहीं घसीटना चाहिये कि यह बिल्कुल बेहूदा प्रतीत होने लगे.....बुनियादी शिक्षा के ऐसे भी अनेक समर्थक हुए हैं, जिनका यह दावा है कि मामूली गिनती से लेकर 'थर्मोडाइनैमिक्स' तक सब विषय किसी एक ही दस्तकारी के माध्यम से पढ़ाये जा सकते हैं। स्पष्ट रूप से ही इस प्रकार के दावे अतिरंजित हैं, और थोड़ा सा विचार करने से ही यह स्पष्ट हो जायेगा कि सह-सम्बन्ध की कुछ अपनी सीमाएं हैं।"

माध्यमिक शिक्षा के विस्तार और पुनर्गठन की व्याख्या करते हुए लेखक ने कहा है कि "यह स्पष्ट है कि यदि प्रजातन्त्र को वास्तविक बनाना है, तो शिक्षा को अधिकाधिक सुलभ बनाना होगा। साथ ही हमें यह भी याद रखना चाहिये कि शिक्षा में केवल मात्रा का विस्तार काफी नहीं है। जब तक शिक्षा के रूप में भी सुधार न हो, तब तक केवल साक्षरता के प्रसार से उससे कहीं अधिक नई समस्याएं उत्पन्न हो सकती हैं, जितनी कि साक्षरता द्वारा हल होंगी...इस लिये हमें यह देखना होगा कि शिक्षा की सुविधाओं के विस्तार का परिणाम यह न हो कि शिक्षा के प्रमाप (स्टैण्डर्ड) नीचे गिर जाये। साथ ही हमें यह भी देखना होगा कि शिक्षा विभिन्न संस्कृतियों के सामाजिक मूल्यों की रक्षा करते हुए मनुष्य में स्वतन्त्र और सृजनात्मक भावना परिपुष्ट कर सके। हमें एक और खतरे से भी बचाव करना है। शिक्षा की सुविधाओं के विस्तार का परिणाम सैनिकीकरण (रेजीमेन्टेशन; विचारों पर अत्याधिक नियंत्रण) भी हो सकता है।"

विश्वविद्यालयों के कामों की व्याख्या करते हुए लेखक ने भारतीय विश्वविद्यालयों की विशेष जिम्मेदारी पर जोर दिया है। "विश्वविद्यालयों का एक और भी कार्य है, जो अन्य देशों के विश्वविद्यालयों की भांति भारतीय विश्वविद्यालयों को भी पूरा करना चाहिये।

यह कार्य है परम्परा और परीक्षण, स्थायित्व और परिवर्तन के बीच आवश्यक सन्तुलन बनाये रखना . अब हम एक ऐसे कृत्य की ओर जाते हैं, जिसे पूरा करना विशेष रूप से भारतीय विश्वविद्यालयों का काम है। वह कृत्य है—संस्कृतियों के समन्वय के लिये एक संयोजक अभिकरण (कैटेलिटिक एजेण्ट) के रूप में काम करना।" इसके साथ २ देहाती क्षेत्रों मे उच्च शिक्षा की सुविधाओं के न होने से राष्ट्र को क्या गहरी हानि पहुँचती है ? "इस प्रकार देहाती क्षेत्रों से शहरी क्षेत्रों की ओर लोगों का आते जाना भी विचार और चिन्ता का विषय बन गया है। इस स्थानान्तरण का एक बड़ा कारण देहाती क्षेत्रों में शिक्षा की सुविधाओं का न होना है।"

लेखक की उदार प्रवृत्ति और शिक्षा के सभी पहलुओं की उनमें अच्छी तरह से जानकारी मुझे पहले से ही पता थी। यह दोनो बातें इस पुस्तक में माला के अन्दर धागे की तरह घुसी हुई हैं।

इस प्रकार की तकनीकी पुस्तक का अनुवाद करना कठिन ही होता है, विशेष कर इस समय जब की हमने हिन्दी को अंग्रेजी वाला विस्तृत स्थान नहीं दे पाया है। पुस्तक की भाषा सुन्दर लगती है, परन्तु मुझे इसे पढ़कर समझने मे कहीं २ थोड़ी कठिनाई हुई। मैं नहीं कह सकता कि यह बात मेरे हिन्दी की ऐसी पुस्तकों के पढ़ने के कम अभ्यास के कारण है या पुस्तक की भाषा कुछ कठिन होने के कारण। पुस्तक की छपाई कुछ और अच्छी हो सकती थी। परन्तु उसकी बाहरी सजावट और जिल्द दोनों सुन्दर हैं।

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Bul W B Hd Mast Assn—Bulletin of the West Bengal Headmasters' Association. Hony. Secretary, West Bengal Headmasters' Association, 18 B, Syamacharan De Street, Calcutta-12. (q)

Bul Phy Edu—Bulletin of Physical Education. Rs 5.00. Sri Aurobindo Ashram, Pondicherry. (q)

Bun Tal—Bunyadi Talim. The Director, National Institute of Basic Education, 55 Friends Colony, New Delhi-14. (q)

CEL Lit Notes—CEL Literature Notes. Central Educational Library, Ministry of Education and Scientific Research, Government of India, New Delhi. (m)

CIE News Letter—C I.E. News Letter. Department of Extension Service, Central Institute of Education, Delhi. (m)

Christ Educ—Christian Education Rev. E.C. Reddy, ed. Rs. 2.00. The Methodist Church, Belgaum. (q)

Educ—Education. Rs. 10.00. Prop. T C E. Journals & Publicacions Ltd. P.O. Box 63, Lucknow. (m)

Educ Ind—Educational India M. Seshachalam, Managing ed. Rs. 5.50. 'Educational India' Office, Masulipatam (South India). (m)

Educ Quar—Education Quarterly. Rs. 8.00. Ministry of Education and Scientific Research, Government of India, New Delhi. (q)

Educ Rev—The Educational Review. A.N. Parasuram, ed. Rs. 5.00 14/A, Sunkuvar Street, Triplicane, Madras—5. (m)

Happy Educ—Happy Education. Rs. 2.00. Happy Education Centre, Daryaganj Road, Delhi-7. (m)

Ind Jnl Adult Educ—Indian Journal of Adult Education. Rs. 5.00. Indian Adult Education Association, 30, Faiz Bazar, Delhi. (q)

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Jnl Educ & Psy—Journal of Education and Psychology. T.K N. Menon, ed. Rs. 6.00. Faculty of Education & Psychology, The M S. University of Baroda, Baroda. (q)

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Vig Shikshak—Vigyan Shikshak. The Science Teacher V.N. Wanchoo, ed. Rs. 3.00. All India science teachers' association, 33 Probyn Road, Delhi-8. (q)

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Andhra Pradesh. Education department.

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KEY TO ABBREVIATIONS

+ Continued on later pages of the same issue
& and
An Annunl
App Appendices
Bi-m Bi-monthly
D December
ed Editor, edited
f Fornightly
Hf-y Half-yearly
illus Illustration
J January
m Monthly
Mr March
no Number
O October
p pages
q Quarterly
S September
w Weekly

The following is explanation of abbreviations used :

Sample of an entry from a periodical

Measures for improving teacher education. in India, K.K. Mukerjee Educ 37 no 2 : 33-35 F '58.

EXPLANATION : The article of K K, Mukerjee will be found in Education Volume 37 number 2, on pages 33-35 of the February issue of 1958.

Sample of an entry from an analysed document:—

Agricultural education and training. (In India Ministry of I & B. Publication division. Agricultural and veterinary education, training and research. p 6-7)

EXPLANATION :—The chapter on Agricultural education and training will be found in Ministry of I & B, Publications division booklet Agricultural and veterinary education, training and research, on pages 6-7).

Sample of an entry from an analyzed yearbook or Educational code.

Training schools and examinations for teachers. Orissa Educ Code 1952 : 226-258.

EXPLANATION: The chapter on Training schools and examinations for teachers, will be found in Orissa Educational Code 1952, on pages 226-258.

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AGRICULTURAL research—India

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Note on Contents

With the kind permission of Unesco, we are reproducing in this issue of *The Education Quarterly* two articles that set out the underlying intentions behind the educational efforts in the United Kingdom and in India. "Educational Assumptions in the United Kingdom" by Charles Madge and "Educational Assumptions and Problems in India" by Prem Kirpal are vivid accounts of the situation confronting both the countries in a vital field of human endeavour.

For the rest of the issue, except for a specialised contribution by Indra Swarup Srivastava on "Teaching Clause-Analysis", the journal has taken up for treatment a most absorbing theme—language teaching. The contributors are men and women with an intimate acquaintance with the several intricate aspects of the question. Helen Adiseshiah gives various helpful suggestions on the teaching of mother tongue to our pupils. Y.K. Sohoni sets out the important details that are to be remembered in learning a new language. How to teach English to Indian students is taken up by J. G. Bruton, who points out the inevitable difficulties that are involved in the teaching of English against the Indian background. Then we have "Teaching of a Foreign Language" by P. N. Banerjea ; P. K. Roy writing on "The Three-language Formula"; Andre Padoux on "Teaching of French in India"; A.S. Venkataraman on "Role of Grammar in Learning English", and Prabhakar Machwe on "Teaching Hindi in Non-Hindi Areas."

All these add to the variety of the discussion of this theme.

TEACHING OF THE MOTHER TONGUE

Can you teach me how to grow,
Or is it unconveyed,
Like music or witchcraft ?

HELEN ADISESHIAH, *M.A. (Madras), T.D. (London), M.A., Ph.D. (New York), studying Recent Trends in British Research in Child Development and Psychological Testing in London*

THIS IS A QUESTION mutely put to us by all children. It is a question, too, that we conveniently ignore. If we answer it at all, the answer is overwhelmingly antagonistic to all principles of the growth and development of the human individual. Nobody can *teach* a child how to grow ; he can only be *helped* to realise his fullest potentialities in accordance with his own pattern of development. This is specially true of the child's acquisition of the language arts—talking, listening, reading and writing. These skills are an exceedingly important part of the child's growth and development, and constitute a developmental task which it is imperative for the child to negotiate successfully, if he is to be a normal, happy individual, able to communicate normally with his fellow-beings, and himself understand the world around him.

The Young Child

The learning of the mother tongue is a bio-socio-psychological developmental task. Between the first and second year of a child's life, he learns to acquire the essentials of human speech and language. Though he has a long journey ahead of him, he has made a good start, especially if he has constant companionship with human beings. He has newly developing physical and psychological resources, his nervous system is becoming highly developed and more complex. He also faces new demands in society, which press him to express himself, and to understand his companions.

The infant who is biologically and psychologically ready to negotiate the developmental task of learning his mother tongue, is greatly helped by the adults in his environment who are on the watch to repeat the infant's sounds which make sense in the native language. He learns language in two stages : first, by responding to his own sounds as he produced them, and reproduced by others ; secondly, he learns and produces new and meaningful sounds, by the process of imitating the adults who come in contact with him.

Between the age of one to one-and-a-half, is the crucial period of speech production. He associates a specific sound, picked up from adult language forms, with a specific situation. He soon develops the one word sentence as a substitute for a complete thought. The utterance of the word "milk" in any language of the human race means "I want milk".

The next stage of baby-talk shows a rapid increase in vocabularly, but no consciousness as yet of grammatical forms. Language development and speech maturity are still within the four walls of the home. Development in the acquisition of the mother tongue is more rapid in more articulate, verbal societies than in primitive ones.

At the School Stage

When the child leaves behind him the pre-school stage and enters school around the age of five or thereabouts, he has command of adequate oral language and functional grammar, the latter being a new phase in development. He realises at this stage that there is a connection between experience and oral language, and links up pictures and words and experiences within his own cultural environment.

This article is concerned not so much

with the acquisition of the language arts in the mother tongue by the very young, as with the learning of the mother tongue by the children of the middle years of childhood. It is during this period that they enter into the phase of academic understanding of subjects scientifically taught.

Middle Years of Childhood

There are four important phases of language which make up the core of the language arts programme at school. They are talking, listening, reading and writing. Each phase is integrally related to the growth and self-realisation of the individual. Even though for purposes of convenience we may separate the four phases, they constitute the chief means of communication. It is necessary for us to keep in mind the individual capabilities and social capacity of the middle years of childhood, including the eight to eleven period, in planning a programme of guidance in learning the mother tongue.

TALKING

The case for free speech among school children is a strong one, and may be expressed axiomatically: The child comes to school to learn to talk ; the child learns to talk by talking ; he will talk with freedom only on matters which interest him ; he will talk best only when he is at home and at ease with his audience. The "good" child of a generation ago was a "silent" child. Unfortunately we still have in our own times, the old time tradition of the silent school. Oral expression is stifled in the suffocating atmosphere of such a school.

At a time when the gregarious instinct is at its height, children need training and practice in speech. The problem of teaching the mother tongue at this stage in its essence is the problem of teaching a foreign language. With Hindi for example, the child whose mother tongue it is, is confronted with variations of idiom and sound so great as to make pure Hindi almost a new tongue. In order to meet this problem, the school should include in its language syllabus, oral composition entailing speech training, composition work involving, besides training in expression, clear thinking, prose work, poetry with critical appreciation of the work of national poets, the study of grammar, the composition of plays, and the acting of plays.

The vocabulary of children in the middle years of childhood has widened and their mind is creative in the measure in which they are receptive. Their world has become larger and they are interested in things and people outside the home and the family circle. They ought normally now to have an urge to talk freely in the mother tongue and to write about events which interest them and which are within the range of their experience.

A specific suggestion for exercise in oral expression is strict observation to be reported. A valuable habit of mind may be cultivated if the teacher should guide the child to observe essentials and faithfully report them. The common objects of the classroom and contents of their pockets will provide many subjects of interest. After the description is spoken in simple and clear language, the class may ask questions of the speaker, and should be expected to answer any questions he may put to them.

Mental pictures are valuable as practice for oral expression. The guessing game is a useful and stimulating practice in oral expression. The child describes an object without naming it, until eventually the accumulating details reveal the object.

The debate and more formal exercises may be started with the pre-adolescent group. Informal class debates, a mock election, student government procedures are productive of oral expression exercises.

LISTENING

During these middle years, youngsters need abundant opportunity to exchange ideas for group aims and objectives and group activities. Exchange of ideas must necessarily entail meeting of minds which is impossible at an earlier stage of development. This obviously involves listening which is an essential part of social development and indispensable to the development of the language arts.

READING

It is necessary for teachers to distinguish two objects in helping children to learn to read. Firstly, we wish to put them in

possession of the ability to gain pleasure and profit from the printed page. Secondly, our aim is to give the children a technique accurate enough to turn the print into correct sound, and which will be expressive enough to make audible the beauty of words and their emotional significance. The distinction in the use of language here is obvious—firstly to inform and secondly to persuade. Language should be capable of radiating intellectual light and emotional warmth.

The mother tongue affords two kinds of reading corresponding to the two uses. The reading which aims to stir the emotions, is reading aloud. Silent reading at this stage should be informative reading. When the teacher's aim is to help pupils to feel the rhythm of prose and poetry and to attempt word music, the children should be asked to read aloud. Phrasing is of great importance in reading, especially in aiding understanding.

How to Foster Reading Habits

In order to discover what books would best appeal to children, it is necessary to discover what their interests are. In recent times, the regional languages in India have acquired a fare stock of books dealing with topics of interest to children of the age under consideration. But we have yet to have in India, a library of books that take into account either the basic principles of leisure and recreation for pre-adolescents, or are on current social and scientific topics and events that absorb youngsters. It is these principles which should be the chief consideration in any book that aims to hold the attention of a junior school child.

WRITING

There is great scope in the composition class for children to find an outlet for all their energies. They are ready to describe their experiences which affect their own lives and their immediate surroundings. With proper encouragement, children will readily write about them. With the pre-adolescent group, very concrete subjects should be given for written work, though it may involve imagination, for children are essentially imaginative. In fact, a good part of their lives is "make believe", and as occasion demands, this is successfully carried into the realm of literary pursuits. "Gang" activities are a fertile source of easy writing. School activities, perhaps a pantomime, school functions, the seasons of the year, school trips and expeditions, are concrete subjects that will readily appeal to the young writer. It is not advisable to ask them to imagine themselves to be something prosaic—as one writer trenchantly admonishes us, "Don't ask children to write on a boot-lace or a pen—they like to be neither". And yet, we must keep in mind that the fantastic makes an appeal to children of the middle years of childhood. Subjects dealing with the fantastic must be judiciously chosen by the teachers.

A good deal of guidance is necessary from the language mistress in the writing of composition. It is necessary for the teacher to help the children write a concrete plan of the composition. The plan in its final form to which the children have contributed a large share, should be written upon the blackboard, and then the pupils may base their composition on the finished plan. The subject may be imaginative or involve the use of knowledge gained from one activity or another, or a geographical or historical expedition to a place of interest.

Verse composition is indispensable for children of the middle years of childhood. The children may be given models, such as favourite ballads or narrative poems in the mother tongue, on which to base their lines. Or they may make up their own lines on the verse technique that has been taught. The creative instinct is strong and abiding in the child ; both the child and the poet are creators of music. The child strives to express himself through creative work. He finds it as natural to make patterns out of words in his mother tongue as he does to make patterns out of building bricks and puzzles. Some of our great Indian regional languages have a natural charm and haunting rhythm ; some, lilting music that entrances. Bengali, Hindi, Telugu and Urdu lend themselves readily to versification and childrens "jingles" are to be found most naturally in these musical languages.

Drama in the mother tongue has great possibilities. The children of the middle years readily write plays which are more or less conversation pieces based on fairy-tales

and children's stories. Sometimes they may dramatise incidents from the greater novels of their mother tongue.

The teaching of the mother tongue is incumbent upon our schools. It has been said that in all teaching, there should be one unifying force which should act as the integrating agent to bring together the various activities and undertakings of the school. The mother tongue is best suited to play such a part. Until recently the mother tongue in India has been relegated to a position of less than secondary importance. We are reminded by the late Sir Percy Nunn that to take away a people's language is to enslave them and commit them to bondage. The mother tongue is the heritage of the child in India. The school is the chosen agency to help the child learn his mother tongue scientifically and efficiently.

Do You Know?

- It is possible for anybody to learn a language in ten days, according to Dr. C. Gattegno, Professor, London Institute of Education.

- A gentleman in Burdwan offered a generous prize for the student who stood (or rather, fell) *last* in the recent Intermediate examination.

- The Union Ministry of Labour and Employment is setting up Employment Bureaus at various Universities in India to assist new graduates in finding suitable employment.

- A statistical survey recently made at Poona University revealed that nearly 60 per cent of the girl students came to the University to acquire culture "until we get married."

- The Indian Agricultural Research Institute, New Delhi has been granted university status by the Government of India.

LEARNING A NEW LANGUAGE

Y. K. SOHONI, *B. A., B.Sc. (Bombay), Diploma in French Civilisation, Post-graduate Lecturer in French, University of Poona, Poona*

DID NOT OUR Prime Minister, while addressing the All-India Writers' Conference held at Calcutta on December 24, 1957, say, "Every one should know three or four languages?"

The question of learning more languages is assuming greater importance in the new Indian context. Fourteen regional languages have been declared to be national and may be adopted as media of instruction at all levels in their respective jurisdictions; Hindi has been raised to the status of the Union language, calculated to replace English by about 1965; and English is to continue to be taught for its practical utility in the sphere of world affairs in general, and in the world of science and technology in particular.

In other words, our children, the future citizens of India, must know at least three languages, the mother tongue, Hindi and English. They would also do well to learn two more languages, an Indian classical language and a modern European or Asiatic one.

There are adults too—engineers, doctors, technicians or skilled workers—who are often called upon to participate in exchange schemes or attend international or inter-regional conferences and seminars. For any active participation worth the name they have to be conversant with the language of their foreign or regional counterparts. Although scientific and technical terms are tending to be international, diagrams, pictures or photographs constitute a universal language, the need to know another language will always be there, and it is both advisable and cheaper to introduce such people to it, in their own country or region.

Some people might complain that it is a burden to learn a second, third or a fourth language; but it is no longer a burden, since, in recent times, methods of teaching languages have improved, and scientific ingenuity has given us the means to learn more languages, more quickly, and in a far better way, than ever before.

To know a language means, ordinarily, to be able

(i) to understand it when spoken;

(ii) to express oneself orally tolerably well;

(iii) to read a non-technical book or article in the modern language; and finally,

(iv) to write sufficiently well in that language.

Given the normal time accorded to a language course in schools, that language can be "known" in about four years. Can we shorten this period? If we devote double the time, two years should be enough. By a further application of the rule of three, it will mean a year, and if we continue this operation, bearing in mind, of course, the limits imposed by the duration of the day and the capacity of the learner, the time should be reduced to a few months. This is not, however, true; for, life refuses to be thus governed by simple arithmetic. Hours of instruction or learning have to be so spaced as to allow intervals for the matter to settle in the subconscious and make indelible impressions.

Nevertheless it is possible to reduce this time effectively and appreciably. It is common experience that a few months' stay in the country or region in question, is enough to get a working knowledge of its language. The urgent need of understanding others, and of being understood by them and the change brought about unconsciously in the receptive set of one's personality by the favourable *milieu*, produce this result. Experiments in language pedagogy are therefore, more or less directed at creating

artificially these ideal conditions naturally obtainable in that country or region. The total time required for learning or teaching a language will, obviously, be reduced to the extent to which we succeed in creating such conditions.

An American Experiment

From the beginning of the Second World War, American military authorities needed men, who, on being sent to foreign lands, where military operations were going on, would be able to communicate with the natives in the tongue of the latter. As such linguists were not readily available in sufficient numbers, it was decided to train some for the purpose, by opening rapid courses with a practical bias. Audio-comprehension and a tolerably good oral expression were the main objectives, reading and writing being considered ancillary.

Instructions issued to the teaching staff were not imperative in character for actual results mattered more than the methods used. Each course was to last for a few months, not exceeding nine. The total amount of instruction imparted was fifteen hours per week. Of these, three were devoted to the theoretical part i.e. phonetics, grammar, formation of words etc. Twelve hours at the rate of two per day were given to drill work, done under the supervision and guidance of an Assistant having that language as his mother tongue. His role was confined to the teaching of conversation only. Grammar or structure of the language was dealt with by the Head Teacher. The latter was to seek coordination between his lessons and the practical work conducted by the Assistant.

The selected candidates were all adults and had to satisfy certain minimum conditions such as passing of an intelligence test, possessing language attitude, and were required to have had at least one year's training at a university.

The pupils for each course were divided into batches of ten. From time to time these were shuffled and re-formed into new batches—each still of ten pupils—so as to help the better gifted attain more progress and the less gifted get special attention from the teacher.

This is how work was carried on in each batch. The Assistant read a dialogue—prepared specially by the Head Teacher—a number of times. With gestures, facial expressions and intonation he helped the pupils understand the piece. After these readings the class repeated in chorus, after the teacher, each of the questions and answers. Then the repetition in chorus was resumed with the printed text in front. Ten minutes were allotted to this exercise. After this the class divided itself into two groups of five each. A pupil from one group put a question to his corresponding number from the other who was to answer it and *vice-versa*. Mistakes, if any, were corrected by the group-mates, while the Assistant exercised a general cheque. This exercise too was gone through for about ten minutes.

Finally all the students rose, kept away their printed sheets and divided themselves into five pairs. The Assistant wrote on the blackboard essential words and expressions, drawn from the oft-repeated dialogue. With the help of these as landmarks, each pair carried on simultaneously in its corner some conversation. It is said that the amount of of noise created compelled the interlocuters to be more attentive. In the midst of this exercise the words and expressions were wiped out from the board. The pupils had now to carry on some *extempore* conversation. The essential forms and patterns being previously mastered, it was easy for them to improvise conversations.

The next day there was an explanatory lesson in which the Head Teacher explained to the pupils the forms and constructions drilled into them on the previous day. Most teachers conducted these classes, as far as possible, in the foreign language itself, so that after a couple of months the theoretical and practical lessons were almost identical.

At this stage the theory teacher also took up reading and translation of unseen passages.

The students were allowed to say anything they liked on condition that they used nothing but the words and expressions already mastered by them. This liberty, constantly controlled by the teacher, prevented the lesson from becoming dull and boring. Elementary conversations and

dicussions on a wide range of everyday topics became possible.

Home-work was proportionately less than is normally expected of school or college students. Although insistence was laid on the spoken aspect of the language, general reading was also encouraged, and in a few cases, students appeared to have done quite a lot of wide reading.

Mechanical devices such as films, gramophone records and the radio were also used. Before projecting a film a brief summary of it was distributed to the spectators. At times the projection was punctuated with commentaries and explanations. If necessary, the film was shown a second, third or a fourth time also. Gramophone records reproducing the lessons of the Assistant helped students revise the portion in their leisure time. Tape-recorders were also used and these enabled the pupils to correct themselves.

Although each course was to last ordinarily for nine months, courses of a shorter duration were also organised for the benefit of the administrative personnel.

The success obtained in these courses was quite satisfactory ; the majority of persons so trained gave a good account of themselves and rendered invaluable service to the nation.

A Language Laboratory

This is the latest development in the technique of language teaching.

For the last five or six years, several American Universities have been striving to develop methods which, utilizing systematically the tape-recorder and films in special laboratories, create the most favourable conditions for language teaching. Among pioneers in the field may be mentioned Professors *Dostert* (Georgetown), *Borglum* (Wayne) and *Hocking* (Purdue). The success of their methods has been such that a number of foreign countries and international organisations, deriving inspiration from them, have constructed laboratories for the teaching and learning of languages.

A language laboratory generally consists of a number of soundproof booths, each being fitted with a twin tape recorder allowing the learner both to hear the model, and register his own performance in imitation of it. From inside the booths can be seen illustrative slides or films projected upon a large cine-screen. The auditorium also contains a T. V. set, a Radio, and a Radiogram which makes the playing of gramophone records possible.

A language laboratory can fulfil the following five functions, in addition to that of "seeing" :

1. group listening only ;
2. individual listening only
3. individual listening or recording ;
4. group listening and individual recording ;
5. individual listening and individual recording.

All these functions can be grouped differently. In fact a number of combinations of laboratory installations are possible.

A supervisor-technician has to be appointed to carry out repairs, if and when necessary, and to make sure that the machines are not misused.

A Yugoslav Experiment

In Europe, Yugoslavia too has recently constructed a language laboratory with equipment of American origin. This laboratory has mainly been used for teaching English to Yugoslav wokers.

Last year, another laboratory installed for the teaching of French, through the concerted efforts of the French Cultural Relations, the Institute of Phonetics of Zagreb and the "Centre d' Etude du Francais Elementaire" of St. Cloud (S. & O.), France. This Centre has, with the collaboration of the Zagreb Institute, evolved a method which is yet in an experimental stage.

In Yugoslavia the usual office hours are between 7 a.m. and 2 p.m. All afternoons are thus free, and students attending the French Course can remain at the Institute for three hours at a stretch.

Each complete lesson consists of three half-hour sessions in the laboratory, followed by three half-hour contact periods with the teacher. Two batches work alternately. This system permits the laboratory to be fully used for three hours.

First Half-hour Session and the Contact

Period : A short dialogue (with two or three voices), based upon a given situation from daily life in France, with words and expressions as recommended in the brochure : "Le Francais Elementaire", and accompanied by appropriate illustrative images, projected on the screen, is repeatedly released for a few minutes. The student in the booth who sees the images and listens to the dialogue finds himself placed in the same situation as one who observes foreigners talking to each other in their mother tongue. With the help of images he strives to understand the conversation which is repeated first slowly and then at normal speed. After this. images are no longer made to accompany the conversation which alone is reproduced. The student now tries to repeat it and records his own performance which he constantly compares with the original and tries to improve upon his previous performance.

The printed or cyclostyled copy of text is not yet given to the pupils. For, they must hear the language sufficiently frequently before they undertake any reading or writing.

The students now pass into an adjoining hall where, under the guidance of their teacher. they try to reconstruct in their mother tongue the conversation in question ; that allows the teacher to verify whether they have understood it. The teacher has finally the original conversation enacted by the pupils.

Second Session and the Contact Period : This time it is mainly an exercise in phonetics. A shorter dialogue, based on the same topic and using the same words and expressions as before, is released. It is not accompanied by any images as attention is to be focussed now on the correct reproduction of French sounds by the learner. These exercises are so composed as to allow the students to feel the differences between the foreign sounds and those in their own language.

The number and the variety of persons participating in the conversations accustom the pupils to different timbres and help them avert the danger of over-habituation to any one particular timbre.

In their meeting with the teacher, the students have their individual difficulties solved by him.

Third Session and the Contact Period : In this session a few paradigms in the language are introduced by means of words and expressions, of course, studied previously and through a dialogue (which constitutes the very life of the language) once again.

In the contact period, the teacher solves again the individual difficulties, and puts to them general questions to which answers have to be given, with words and expressions already studied. The students are not allowed to "invent" anything.

Thus all aspects of one given centre of interest are exploited. This method happily combines individual and the collective working. Now the pupil feels himself alone in his booth and has the illusion of receiving individual attention from the teacher ; now he is in the midst of his class-mates and feels the thrill of emulation.

Thanks to the laboratory, the average pupil who is usually not too highly motivated, finds that it is possible for him to compete with comrades he has considered better than himself. This acts as a powerful incentive. The laboratory increases the students memory span of vocabulary and sentence pattern. The teacher also can put his energies to the best use. He is not required to waste his time over endless drill which, though necessary from the students' point of view, is exhausting and boring to him. This drill work is done by the machine which knows no fatigue. The teacher can now play the role that is proper to him i.e. that of a competent judge and an irreplaceable guide. Is it not better to transform, for some time, the machine into a teacher than the teacher into a machine ?

A French Experiment

Questions which often pose themselves in language teaching are : How much grammar should be taught first ? How many words should be introduced first ? Which words and which rules of grammar should have priority ?

The answers to these questions should no longer be left to individual teachers who are most likely to be guided, in making such a selection, by subjective considerations. The basic essentials of a language, the first dose of a series to be subsequently

administered, must now be determined by scientific methods.

This has been done for French by the "Centre d'Etude du Francais Elementaire" of St. Cloud (Seine et Oise), France. The committee set up in 1947 for the purpose, carried out experiments and determined the necessary minimum of both grammar and vocabulary that should be given as a first instalment. Similar attempts were, no doubt, made in the past, but without any scientific basis. Moreover, the latter selection was made from the written language and not from the spoken one, on which the Committee laid, on the contrary, special stress ; this did not, however, mean stress on the colloquial or vulgar form.

Conversations with representatives of various professions and callings, drawn from all strata of society, were recorded bymeans of the tape-recorder. On studying these, the frequency of every term was noted and words were arranged in the descending order of frequency. Of these, the language specialists retained only those with a certain minimum frequency.

It was, however, found that a few words, though very useful, marked a very low frequency. These were, in general, concrete words. Concrete words are, in fact, used in writing or speaking under special circumtances, whereas words of a general character, in particular, grammatical terms and verbs, have a much greater and a stabler frequency. Contrary to what is usually believed, one cannot obtain by the criterion of frequency, words such as, "veston, autobus, timbre, epicier," meaning "jacket, bus, stamp, grocer" respectively. In the basic vocabularies, so far established on the principle of frequency alone, these concrete words were either left out or surreptitiously included under the mistaken impression that they satisfied the frequency test.

The Committee solved this problem by introducing the theory of what may be termed as "disposability". According to this theory, a word, though of low frequency, always is or should be at our disposal in spite of its not being used frequently enough. Disposability thus constitutes a second test, besides that of frequency. Whilst frequency corresponds to the "automatisms" of the language, disposability is linked with the "interest" which, notions expressed in words present to us. Therefore, by having recourse to the method of "centres of interest", the degree of disposability of these "disposable" words was determined. Pupils from French schools were asked to note down twenty most useful words relating to furniture, clothing, food etc. The words which thus received the highest measure of pupils' interest were considered to have that degree of disposability, and were consequently included in the basic list.

A careful analysis of the "recorded conversations" from the grammatical point of view, and the results obtained by extensive statistical surveys of frequent grammatical constructions and forms, helped the Committee determine the "Primary French" grammar i.e. that which comes first in importance and has thus to be accorded priority in the teaching of French grammar.

The principle involved here may be termed as that of limitation to teach fewer things in order to teach them better, to limit so as to be more effective. It is not a question of simplifying things ; it is a question of beginning at the beginning, of ensuring a solid foundation.

Suggestions

A perusal of the account of these experiments will show us how we may improve our language course :

1. In the introductory courses, priority be accorded to audio-comprehension and oral expression. Reading and writing in the language be undertaken at later stage.

2. If it is true that "practice makes perfect" more time be allotted to drill-work; the proportion of 1 : 4, or at least of 1 : 3, between theory and practice lessons be recommended.

3. Well-equipped language laboratories and libraries be installed at suitable centres in the country.

4. As a language laboratory will never be able to replace the teacher, for every language class, there should be two teachers, one of whom should be a person with that language as his mother tongue.

5. A series of language course books be

published, each dealing with the following two points in particular :

(i) Resemblances and differences between the pupils' mother tongue and the language to be taught ;

(ii) Characteristics of the language to be taught ; which will be the same for the pupils irrespective of their individual mother tongues.

6. Committees be appointed for determining basic essentials of grammar and vocabulary for each one of the main Indian languages included in the Eighth Schedule. Methods and principles to be adopted for preparing such "essentials" be the same as in "Le Francais Elementaire" established by the Lt. Cloud Centre in France.

A language laboratory, however well-equipped it may be, and methods of teaching, however improved they may be, will not alone work wonders. Success will finally depend upon the teacher and the student who are engaged in this business of teaching.

We must never underestimate the capacities of our students. We must rely on them if we are to meet the current challenge of having to prepare many thousands of our young citizens who would be able to master three or four Indian languages besides their own mother tongue, and perhaps one or two foreign languages.

The task is not an easy one. We must first overcome public apathy of students' work load, or even indifference towards sister languages. We must overcome the apathy or orthodoxy of some of our colleagues in regard to the changes that must be made, changes in methods of instruction and changes in professional attitudes.

This can only be done by demonstrating to the people and to our colleagues, the real importance of learning languages and the real effectiveness of these new tools and methods.

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TEACHING ENGLISH TO INDIAN STUDENTS

J. G. BRUTON, *B. A. (Hons.), Teachers' Diploma, British Council Specialist in the Teaching of English, New Delhi*

TEACHING ENGLISH to Indian students offers no more problems than teaching English to students of any other nationality —the problems are largely the same wherever you look. These problems have to do with sounds and structures, with the differences in these two areas of language from which the majority of the difficulties involved arise.

Different Sounds and Structures

No two languages in the world exhibit the same sound structure, which means that *any* learner of *any* foreign language has got to learn to pronounce some new sounds. If he doesn't learn them he will merely introduce the nearest equivalents of his native tongue into the foreign language, often with serious effect, so far as intelligibility is concerned. Every language has what are termed "significant differences", sounds which must be distinguished if speech is to be intelligible. For example, the difference between "t" and "th" is significant in English in words like "tree" and "three"; the simple vowel "e" is different from the diphthong "ai" in "bet" and "bait". So far as I know, "th" which is a single sound, and not "t" followed by "h", has no parallel sound in any Indian language, and large numbers of Indian speakers of English as a consequence fail to distinguish clearly between "tree" and "three"; and between "bet" and "bait" for similar reasons. Now nobody believes it is possible to teach Indian children to speak English with a British accent—indeed, it may not be desirable—but at least it should be possible to teach them a form of spoken English that is internationally intelligible, in which at least the significant differences are observed. The problems vary with the native language of the speaker—a Punjabi will have different problems from a Bengali—but it is a comparatively simple matter to isolate them and to devise means of dealing with them.

Stress patterns and the uses of pitch also differ considerably from language to language; most Indian languages distribute stress fairly evenly, whereas English possesses a fairly strong rhythmic beat occurring at regular intervals. This needs to be taught, otherwise the learner will carry over into English the stress patterns of his native language and this again will prove an obstacle to intelligibility.

It is perhaps in the other realm, that of structure, that the greatest problems arise, for here the differences are greater than those occurring in the value of phonology. To take one or two examples: in Hindi, there are various devices for transforming a statement into a question, the most common being to put *kya* at the beginning, at the same time changing the intonation pattern. English likewise has a number of devices, none of which even nearly correspond to the ones used in Hindi; sometimes the device is simple inversion: It is hot, Is it hot ?; He will come, will he come ? or the use of a so-called auxiliary: He speaks French, Does he speak French ? In another realm, Hindi uses *dusra* in the sense another, the other and next, whereas English discriminates carefully between the uses of these three expressions, so that *dusri kitab kali hai* can be rendered in three different senses. With definite past expressions like "yesterday" English uses a definite past tense—"I saw him yesterday"—whereas Hindi uses a tense corresponding to the Present Perfect," "I have seen him yesterday". These so-called "areas of difference" obviously need special attention in the teaching process, if the English learned by pupils is not to be markedly influenced by

the structural patterns of their own language. But before precautionary measures of this kind can be taken, the basic materials, in the form of analysis of the languages concerned, will have to be evolved, since at the moment they do not exist. Until this vital task is carried out, anything in the shape of a structural syllabus must be looked upon as an interim measure.

Modern belief about the processes of teaching and learning languages is based upon certain assumptions :

(a) That since language is primarily a spoken thing, an oral approach is the best, even when the ultimate objective is the creation of the ability to read the foreign language.

(b) That the prime objective of a language course should be to give mastery over the structural patterns of the language in question.

(c) That this mastery is most easily achieved by the use of drill techniques.

Ability to Read

There are many people in India who believe that the only ability in English that the Indian student really needs is the ability to read, since most students will have little necessity and practically no opportunity to speak English. Such people feel that from the very start every effort should be directed towards cultivating the reading ability. There are several objections to this. The major obvious one is that the student will want to pronounce what he reads and will do so even if not encouraged ; unless he is taught how to pronounce correctly the results will be disastrous. A further objection is that translation, if it is to be useful, must be accurate, especially where scientific texts are concerned, and students who have been brought up on reading methods tend to translate what they are reading, concentrating mainly on the content words (nouns, verbs, adjectives, adverbs) and ignoring functional words and syntactical devices such as verb endings. The result is an inaccurate translation which may be useless and even dangerous. A well-organised aural-oral approach in which due and orderly attention is paid to such important items as functional words and syntactical devices and which in addition equips a student with the ability to speak English correctly is a better preparation for reading than an approach based purely on the treatment of texts.

People who believe that Indian students need above all the ability to read are obviously primarily concerned about the use of English at the University level especially by students reading for science degrees. So far as they are concerned, it seems clear that for some time to come they will have to attend lectures delivered mainly in English and to use reference and other books written mainly in English. One hears many complaints about the knowledge of English displayed by undergraduates, usually accompanied by references to the standards of the past. It cannot be too strongly emphasized that the standards of the past will never return, since they were achieved under conditions which will never return. In view of this, there is the most urgent need for research into three fundamental questions :

(a) How much English do such students in fact know ?

(b) How much and what sort of English do they need to know for university purposes ? Should the emphasis be on spoken or written English ?

(c) What methods can most usefully be employed for filling the gap between (a) and (b) ?

I am sure that if reliable answers to these questions are found they will imply a total revision of the syllabuses, textbooks and methods at present employed in the compulsory English courses conducted by many universities, in which the main emphasis has so far been placed on literary appreciation.

Nobody would wish to see English courses in India bereft entirely of literary content, but there is no reason why material of a certain literary merit should not at the same time be used for teaching something about the English language. One of the obvious immediate objectives of teaching languages is utility, but we must not lose sight of the fact that there are laudable wider objectives that must be borne in mind. Surely we would all hope that learning languages would be one means of promoting international amity and that such learning would help to

widen students' general horizons and give them glimpses of other peoples and ways of life. In European countries, special importance is attached to this last objective, so that, for example, every attempt is made to make the English boy studying French feel as French as possible, partly by conducting classes as far as possible entirely in French, and partly by surrounding him with objects obviously related to life in France. To do this is not difficult in a European country, but it presents obvious difficulties in India, where the background to everyday life is so different from that found in the English speaking countries. The normal and quite justifiable tendency in India is to teach English against an Indian background, but there is a danger in this tendency of losing sight of what I believe is one of the most important objectives of teaching a foreign language.

Impressions of a Teacher

The Ministry of Education has received a letter from a teacher of a Government High School criticising some aspects of the existing educational situation and making some suggestions about the kind of problems that required the attention of educational administrators. We give below extracts from the English translation of the letter that reveal a genuine interest on the part of a field worker in this great problem and a sensitiveness and self-criticism which, alas, are not too common!

—EDITOR

"The present educational system is so defective and disappointing and its results can be so disastrous that (if care is not taken) it may become a hindrance in the way of the national urge to progress. India is planning to achieve its advancement, prosperity and happiness by constructing huge dams, launching big projects, making gigantic plants and starting large factories and workshops but has not cared to devise any scientific machinery or satisfactory method which could bring about transformation in man, who, though indubitably the chief instrument for the execution of these various projects, is heading towards a decline—socially, ethically, culturally, spiritually and intellectually . . .

"This sad situation can be remedied only if the present educational system is examined from the *practical* rather than the *philosophical* point of view The educational problems have, indeed, become so perplexing that unless they are examined rationally and scientific and realistic methods are adopted for their solution, it will not be possible to find the requisite type of "social engineers" for the country in future... The vision (of those who are reshaping the educational system) is sometimes so lofty and the mental depth so profound that they are apt to overlook and forget many basic and practical things which, as a practising teacher, I wish to bring to notice in the interest of the nation and the country . .

"The basic flaw in our educational system is that it is undemocratic . . . Every word of a high officer is taken as an order or a command which the teacher has to carry out without any interest or appreciation. These unconvincing orders often either emanate from, or are intended to appease or win the approval of, political leaders. The first and the most important thing is consequently to reorientate and reconstruct the educational fabric on *democratic* lines, in consultation and collaboration with the experienced, competent and effective workers in the field. ..The next important matter pertains to raising the teachers' status and this can, no

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Educational Assumptions in the United Kingdom:

*How Relevant are they for Other Countries ?**

CHARLES MADGE, *Educated at Magdalen College, Oxford, Professor of Sociology, University of Birmingham, England.*

IN THE UNITED KINGDOM, by the middle of the twentieth century, education has become one of the main activities—one is tempted to say industries—of the society. It is an activity predominantly carried out on a secular basis, on behalf of the State, by a large corps of teachers, an increasing proportion of whom have received special training, working in and through a highly elaborate network of institutions. Among the activities of our society, education is almost unique in being an activity imposed by statute on all citizens and their children whether they like it or not.

Yet all this organization, and the general conception behind it, is historically of very recent date. Education on this scale could not have been brought into being without the reform of parliament and the evolution of the machinery of government which took place during the nineteenth century. Parliament and government were reshaped because the towns were growing rapidly in population, wealth and influence. Urban growth in its turn was due to the development of industry and trade. Industrial development was the prime mover in the sequence of events which led to educational expansion.

This expansion still continues. It may well be that, from a later perspective, the process of interaction between educational institutions and the rest of the society will seem not to have got very far by 1958. The need for further educational expansion is generally accepted, but its relation to the other ideals and activities of the society is obscure. On examination, the idea of education in this country turns out to be a complex of ideas which are working themselves out in a number of separate dimensions, partially independent of one another. In this eassy I shall begin by attempting to set out four main dimensions of the educational idea, and three main institutional influences at work in its development.

I begin with a more or less Marxist dimension. Industry, I have said, was the prime mover in the great changes of the nineteenth century. Industrialisation forged and consolidated two social classes, the urban middle class and the industrial working class. Their successive rise to influence in the United Kingdom has supplied the political energy for the extension of education by the State. If we are to understand the values which are embodied in the educational system, we must think of them as evolving side by side with the values and interests of these two classes. To be more precise, a minority of the middle class—those who could be described as public-spirited or politically minded—has for at least a hundred years been active in promoting and improving the education of the under-educated : while a similarly active minority of the working class has been eager to obtain a greater share of the benefits of education. There has been an alliance, if not an exact correspondence of aim, between these two important minorities.

Because it has grown out of this alliance the ideology or philosophy of universal education is broad and vague in character. This has helped to avoid partisan conflict just as in the Church of England, sectarian conflict, has been avoided by the latitudinarian philosophy of unity-with-difference. Obviously there have been differences in English educational thought, as in English political or religious thought, but the

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prevailing climate has been of debate rather than struggle. There have been two class emphases, but a single dominant national aim. From the point of view of the labour politician, it has been essential to hasten the day when children of working class parents would have free access to educational privilege. From the point of view of the liberal-conservative (or, as he would see himself, nationally-minded) politician, it has been desirable to give talented children of all classes the educational means to contribute to national strength and productivity.

These are the public attitudes and ideologies, based on the dimension of Class. Turning next to the dimension of Family, we know that privately, in every home, there have crystallized around the situation and aspiration of each maturing family group a set of values about education which, while not entirely separate from the public values, was by no means necessarily identical with them. It is only recently, and even now very imperfectly, that the research methods of the Social Sciences have made it possible to investigate private opinion and to give it due weight alongside of public opinion. For example, politicians would almost certainly differ in their estimate of the extent to which working class parents desire education for their children beyond the Secondary modern school level. Recently published research[1] suggests that about half such parents are 'frustrated' by the failure of their children to attain the level desired. As more evidence accumulates, and the facts become more widely known, this will no doubt react upon public opinion and political leaders. In the meantime, social research can elucidate further the motivation towards education within the family. Private motivation is found to vary not only between social classes but within social classes. For obvious historical reasons, middle class families are more conscious of the importance of education in the competition for jobs and status. But a similar attitude is widely, and increasingly, to be found among working class families.

A third dimension is given to educational values by the tendency for the population to divide into the more and the less intellectually minded. So marked is this polarization that there may be said to exit a somewhat vaguely defined intellectual class, or intelligentsia. Some of its members are also class-conscious members of the working class or middle class. But for most of them, their intellectual affiliations count for more than their class origins. Naturally the more intellectual section of the population has a disproportionate influence on educational ideas and values in the society as a whole. Against it has to be set the distrust and fear of intellectualism which is conspicuous in all strata of English society (perhaps it is less so in Scotland and Wales). The long-standing hostility has its characteristic working class and middle class manifestations and has led educationists to try to popularize education by disguising it as play, (and, incidentally, to stress the importance of games as a form of education) In spite of persistent philistinism, the trend would now appear to be towards more widespread acceptance of the value of intellectual attainment. Making for this trend are current changes in occupational structure and also in the communication and accessibility of knowledge. The number of both full-time and part-time intellectuals is increasing as a proportion of the population. with perhaps a certain dilution of the 'pure' type of scholarship and of intellectual idiosyncrasy.

The fourth dimension is introduced by the continuing influence of the historical past. Educational institutions and values in the United Kingdom are in part highly traditional, but there are also strong tendencies towards innovation and experiment. Most educationists in this country place almost equal weight on tradition and innovation. The length of British history, the preservation of cathedrel and castle, church and monarchy, are balanced by ambition to excel in scientific discovery, in supersonic planes and atomic power stations. One must take full account also of the continuing power and influence of the Public Schools and of the Universities of Oxford and Cambridge, the traditional recruiting ground of *elites*. So far from declining in impor-

1. Floud Halsey and Martin: *Social Class and Educational Opportunity* (Heinemann 12/6) London 1957.

tance with the rise of the Welfare State, these privileged institutions are more than holding their own and represent the first choice of those who can secure admission to them.

Amid these multi-dimensional values, account must be taken of the influence exerted by three institutional systems in extending and consolidating the scope of educational opportunity. Firstly, the churches. Especially in the nineteenth century, many of the clergy worked for more widespread education, partly in its own right, partly because of the democratic element in the Christian ideal and partly as a means to evangelization. In spite of twentieth century secularism, it would be a mistake to under-estimate the continued influence of the Christian religion and its ministers : a diffuse moral influence extending widely beyond the relatively small circle of active believers and church attenders.

Secondly, there is the influence of economic institutions and of economic calculation. It has long been apparent that two factors which go a long way to decide the level of the economic productivity of a society are the literacy of its industrial rank and file, and the extent to which the most suitably endowed brains are selected from all classes for training, specialization and leadership. The need to increase national productivity in an increasingly competitive world has popularized and emphasized the calculation that education is an investment of national resources not only worth the cost but of high priority. This calculation unites working class and middle class leaders, public and private opinion, intellectuals and philistines, traditionalists and experimentalists. It is true that it has to overcome the resistance of educationally privileged groups, and also that it has to compete with other claims for finance, manpower, buildings, equipment and other resources needed. But there can be no doubt about the long-term effect of the economic spur on the process of extending and improving educational facilities.

Thirdly we must remember the influence exerted by those who are themselves professionally concerned with education. The individual teacher is disposed both by conviction and interest to try to persuade children, parents and the public at large to value education more highly. The organized teaching profession, by raising the status of the individual teacher, and by its own public relations, forwards this process of persuasion. Of special importance are those at the top—Directors of Education, Professors of Education, Headmasters of leading schools, Principals of Colleges, Vice-Chancellors of Universities. It may be noted that these key men often make speeches and sometimes write books, and from them proceeds a good deal of the verbalized content of what we may call the ideology of education.

To sum up the analysis so far, values assigned to education in the United Kingdom may be seen as lying along four dimensions :

1. *The Class Dimension* : Politically organized middle class aspirations (individual initiative in the service of national development) have combined with politically organized working class aspirations (equality of opportunity and collective betterment) to strengthen public opinion in favour of more and better education.

2. *The Family Dimension* : Private as well as public interest has become increasingly focussed on education as a means to social advancement, both in the middle class and working class families.

3. *The Intellectual Dimension* : The minority which places high value on intellectual attainment has grown in numbers and consolidated its position occupationally.

4. *The Historical Dimension* : Characteristic of British Society is its continued cautious balance between tradition and innovation, in education as in other fields.

Within these four dimensions, the of fluence of *the churches*, of *economic institutions* and of *the educational profession* itself, have helped to establish education on its present large-scale basis and may be expected to bring about continuing expansion.

II

First in Western Europe, but later throughout the world, the growth of industrial towns, the spread of their pro-

ducts through trade, the development of transport and communications with them and from them—this mechanically based process has been superposed on the social processes by which institutions evolve and adjust to one another. The cultural effect may be compared to that of conquest. It is possible that, before the industrial era, there was a comparable dislocation of 'social systems' in the generations that followed upon an invasion.

There are to-day many countries in the world which are being 'invaded' by technical and economic change. Every such country is pressing ahead with the development of its educational system, irrespective of wide variations in the political, religious and economic background. Education, as such, has become accepted as a universal, international value, quite apart from the different national traditions and goals. Those countries which have not yet established compulsory primary education are held back only by difficulties, insurmountable at the present stage, in providing staff and buildings.

Traditionalist resistances on the part of ruling minorities and religious groups to the extension of education and literacy seem to belong to the historical past, at any rate so far as opinions are expressed in public. The adoption by governments of progressive educational policies has come much faster in the rest of the world than it came in the United Kingdom during the nineteenth century. Other countries have in fact taken over, often with little alteration, educational institutions at something like the level to which they have been developed over the past 150 years of educational growth in the United Kingdom, Western Europe and North America. Countries which have only recently been 'invaded' by industrial methods, attitudes and products are therefore able to take advantage of a fairly lengthy experience in educational organization and technique. At the same time, in most cases they will seek a synthesis with their own inherited cultural traditions.

If the position taken in this article is broadly correct, their willingness to learn from the example of slow-growing industrial communities such as the United Kingdom and other European countries (or from quicker growing industrial communities such as the U.S.A. or U.S.S.R.) should not lead to a wholesale acceptance of institutions which have been shaped by the special circumstances of historical growth. This is true, naturally, not only of educational institutions, but of political and perhaps economic institutions also. But I think it may be especially important to stress the need for caution in respect of educational institutions. The 'idea' of education with its moral, rational and political components, exerts a powerful pressure towards conformity with western models. Just as primary education is compulsory for the population of the United Kingdom, so western methods of education look like becoming compulsory for the population of the whole world. I would not dispute the advantage of universal literacy, but can we be sure that a model for education developed in one particular country, or group of countries, can be transferred to other countries without more consideration than is usually given to their own historical and cultural background ?

To help in answering this question, let us consider some of the sorts of difference between countries which might be important.

First, difference in religion. So much emphasis has been placed on the essential unity of the major religions that it is now necessary to re-emphasize their divergence. Each religion has its own structure of beliefs and feelings linking the social, the natural and the supernatural. Some religions have many Gods, some have one God and some have no god. Some assert a strong claim to control social behaviour, public or private or both ; in some, this is a secondary or even non-existent function. All religions, as Weber pointed out, have different meanings for different historical epochs ; and within a single historical epoch, they have different meanings at different social levels. This too must be remembered in the construction of secular educational systems against a background of religion which is simultaneously developing at popular and esoteric levels, and probably also along diverging intellectual planes of traditionalism and 'modernism'. It cannot, moreover, be

regarded as a historical accident that the industrial civilization of the west germinated in Christian countries and was associated with Protestant and Puritan Christianity. Hence the invading culture of the West, (though appearing in secular shape except in the case of direct missionary effort) carries with it overtones of the Protestant ethical position, in its concern for individual character and social welfare.

A second major difference between the nations is the extent of their urbanization. Rapid as has been the growth of towns everywhere and, equally important, of communications between town and country, many nations are predominantly rural and will remain so in the foreseeable future. Almost certainly education, itself an urban product, imposes urban forms of thought and behaviour on rural populations without due regard to their relevance to rural life. This is not to say that education should not be bringing changes of knowledge, ideas and behaviour to the countryside. The question is whether the changes are appropriate, whether the knowledge can be utilized, whether the ideas are catchwords only. Second thoughts about rural education are a crying need in a world where peasants still make up the vast majority of the world's population. The compelling need to spread literacy and increase productivity must, as time goes on, be tempered by a deepened understanding of peasant life and values. This is not a matter of preserving backwardness, but of developing a progressive countryside which has its own cultural character as well as its own productive system, and is not merely an appendage of the urban economy.

A third great division among the nations is between those with a long and a short history of civilization. At one end of this scale are countries like India and China, with more than 2,000 years of cultural continuity ; then countries like those of Europe and the Middle East, with from 1,500 to 500 years of such continuity ; and finally the 'new' societies of America, Africa, Australia and Soviet Central Asia, in which an invading civilization plays the dominant role. Those elements in the cultural heritage which are distinctively national, embodied in national forms and institutions, make up a variable proportion of the national culture as a whole. Variable also is the disposition of peoples and governments to value the heritage of the past. How should it weigh in the scale against the need, so intensely felt in every country, to concentrate on increased economic productivity and on raising the material standard of living ?

A fourth difference is in the concrete application of the concept of social equality. Each country has a different history of social stratification. In each case, there will be a tendency for traditional systems of stratification to be weakened (though they may still show surprising strength) and for new systems of stratification to develop. In both these processes, education is a powerful influence. For under-privileged groups, it is a means towards emancipation ; for groups with inherited privileges, it is a means for retaining or improving upon their status. No government is able to abolish all forms of privilege by legislation ; no educational system can ignore the realities of an existing class or caste system. But educational authorities make slow or rapid progress towards educational equality partly to the extent that they understand this existing situation and frame their educational institutions accordingly. Related to this variation in the structure of social privilege is a parallel variation in the status of teachers themselves, especially of primary school teachers in a State system of secular education.

A fifth difference is in the position of women. This has an obvious effect on the education of girls and the recruitment of women teachers. More broadly, it affects the whole process of the transmission of values. Every child, every teacher, every parent, of whichever sex, is inevitably involved in it, not only in schools and other public social institutions but at the private level, in the family and in personal relationships, friendships, loves, rivalries and ambitions. Throughout the world there is a slow but sure trend towards redressing the ancient disbalance between the sexes, a trend which can be found in as many forms and at as many stages as there are human societies.

A sixth difference is more difficult to

formulate ; perhaps it can be indicated as variation in the prevalent pattern of authority. This pattern is partly expressed in systems of law and government, but it can also be seen in the conventional reciprocities of behaviour between, for example, father and son, master and servant, teacher and pupil. To those brougt up in one such pattern another pattern may seem outrageous. Forms of respect which in one country make those who give and receive them alike feel socially secure may seem to visitors from another culture the hallmarks of servility and despotism. In this area of cultural difference it is important to remember that the rules and conventions of social intercourse not only express but partly conceal the realities of inter-personal obligation and loyalty. In a world uncertainly pledged to a sort of 'co-existence' between democratic and autocratic societies, old and new, the political aspect of this difference has an immense educational significance.

Besides this political or civic aspect, there is a more general social-ethical aspect. In some countries, the main responsibility for ethical education is centred in the home. with or without the re-inforcement of religion ; in other countries, a large part of this responsibility is transferred to schools and youth organizations, with varying degrees of political direction. There is no doubt a connection between the way that the responsibility for moral or social education is parcelled out, and the structure of political authority, in each country ; but too little is known for anyone but a fanatic to lay down that all nations should conform to a single pattern.

In all six ways listed above, the United Kingdom is different from all other countries, both in its history and in its actuality. The particular history and actuality of the United Kingdom is reflected (though imperfectly and transitionally) in its educational institutions and in the values associated with them Therefore in considering the relevance of these institutions and values to their own situation, educationists in other countries might ask themselves :

1. How far does the living essence of the national religion (or religions) correspond to the inherent protestantism of the British educational system ?

2. How far does the ratio of urban to rural occupations and aspirations correspond to those of the United Kingdom and how fast is it likely or desirable that this ratio should change ?

3. How far is the characteristic British wish to preserve a balance between tradition and innovation appropriate to local cultural and economic conditions ?

4. How far do the local realities of social stratification call for a structure of educational privilege different from that now obtaining, for historical reasons, in the United Kingdom ?

5. How does the position of women compare with that in Britain, and what are the implications for the education of girls and the training of women teachers ?

6. Where does the school fit into the pattern of institutions which mould moral and political conduct, and how feasible is it to trasplant the ethos of British education ?

• Things move so fast these days that those saying it can't be done are interrupted by some one else doing it. —From *Business Briefs*

EDUCATIONAL ASSUMPTIONS AND PROBLEMS IN INDIA

PREM KIRPAL, *M.A., LL.B. (Punjab), B.A. (Hons.), M.A. (Oxon), Educational Adviser to the Government of India, Ministry of Education, New Delhi*

THE IDEAS AND institutions forming the educational pattern of India to-day arise out of three great forces which have shaped the social development of the past century. These forces may be termed: westernization, revivalism and synthesis. During the recent past they have combined together or contended against each other in bringing about almost all important changes in Indian society.

Western influences started much earlier, but it was only in the last century that they gathered force and exercised a powerful impact on the minds of the educated minority which lived mainly in towns and served loyally the British rulers. In 1835 Lord Macaulay recorded his well-known minute on Indian Education in which he ridiculed the old learning and literature of the Hindus as 'false history. false astronomy, false metaphysics, which attended their false religion'. Lord Macaulay's minute concluded by pointing out that 'the languages of Western Europe civilized Russia : I cannot doubt they will do for the Hindu what they have done for the Tartar." This cocksure certainty of European civilization, coupled with its emphasis on scientific achievement and social welfare, cast a spell over young Indians who received most of their education in the English language and regarded nineteeth century England as the fountain-head of civilization. The liberal and democratic ideas of the west. the humanitarian sentiment and missionary activity accompanying the terrible dislocation caused by the Industrial Revolution, and the practical ethics of Christianity in its Protestant form appealed to people who became impatient of ignorance, superstition, poverty and inertia pervading their own society. This glamour of the west has persisted in different forms and is a force to be reckoned with even to-day when we are planning and building a system of national education. The outlook and aspirations of the ruling class have been shaped very largely by western ideas and institutions, especially by the practice of Great Britain from which much is borrowed, sometimes without sufficient thought and discrimination.

The process of westernization provoked a reaction and a challenge from those who disliked this alien invasion of their minds and hearts and looked for inspiration in the learning and wisdom of their forefathers. Revolting against the claims of western civilization and the arrogance of foreign rulers, these traditionalists wished to revive the beliefs and practices of the past and brooded romantically over the real and imagined glories of India's ancient heritage. Like Lord Macaulay in reverse, Dayanand Saraswati, the founder of the *Arya Samaj*, a reformist movement of the north, saw everything good in ancient Hindu society and regarded western civilization as a decadent form of barbarism, concealing within itself the roots of its own destruction. As the new middle class of the towns grew in numbers and thrived on the gains of trade and commerce, the Hindu reaction to the onslaught of western civilization gathered strength and the ideology of the revivalists became a part of militant nationalism. In the field of education and culture, the revivalists expressed their passionate belief in the ancient learning and spirituality of the East, claiming for it a moral superiority which according to them the materialism of the west so glaringly lacked. While these revivalists proclaimed loudly the rightness of their ideology, they had few practical

suggestions which could be applied to the institutional pattern of education as it was evolving. Some talked of the glories of the ancient universities of Nalanda and Taxila, of the great monasteries of the past, and of the system of imparting teaching through the *guru*-disciple relationship in the primeval settings of forest and mountain. But these were romantic thoughts; in actual practice even the revivalists continued to learn the English language and western science, which brought economic gain. The importance of the revivalists lay in the emotional corrective which their ideology imparted to the process of westernization.

Both westerners and revivalists spoke in exaggerated terms and reflected the two opposing attitudes of the new middle class which was multiplying with all its frustrations, complexes, ambitions and sense of insecurity. The immaturity and naiveness of the former were only matched by the romanticism and emotionalism of the latter. Both these strands of our intellectual life, however, exercised powerful influence on national development during the past century and continue to colour the thinking of those who are responsible for the making of India's educational and cultural life of to-day.

The future, however, belongs to those who stand for a conscious and intelligent synthesis of East and West in the shaping of our educational system as well as other forms of social activity. Always in the long history of India the most creative periods have been those in which the national genius for synthesis has operated vigorously and all creative achievements in the past have been based on the virtues of tolerance, harmony and intelligence. It was, therefore, natural that with the strengthening of the national movement for independence and the successful conclusion of the struggle for freedom through good and peaceful means, the desire to synthesize the best of East and West should gather momentum. Men like Ram Mohan Roy, Tagore and Gandhi, Aurvinda Ghosh, Radhakrishnan, Jawaharlal Nehru and Abul Kalam Azad, who have contributed to the philosophy and practice of education in contemporary India, have been strong exponents of the need for such a synthesis. From this significant and dynamic urge have resulted all the new ideas and experiments in the educational field, such as Basic education in schools, Social education for the masses of the people and the establishment of Rural Institutes of Higher Education. Determined to preserve and blend the best of East and West in the realms of ideas and institutions, the educationists of India are working towards the completion of a national pattern of education which would harmonize our traditional values and ways of living with the requirements of contemporary society.

II

Within the operation of these three main processes of change resulting in distinct attitudes to all social activity, there are certain important needs and objectives which influence the growth of education and serve as strong incentives to its development. Six of these may be briefly listed here.

In the first place the need for the reform of the educational system is universal and is repeated year after year on innumerable occasions by all who think about educational problems. The old system of education built on Lord Macaulay's faith and on the requirements of the British Imperial rule in India is now considered to be entirely outmoded. The formal, uninteresting and highly academic teaching must give way to lively, experimental and practical work in imparting knowledge. Cramming and acquisition of mere information must be replaced by independent thinking and research. Universities should become real centres of learning and homes of vital thinking, instead of functioning as large, cumbersome factories for holding examinations and awarding diplomas. There should be suitable institutions for the countryside and Basic education must become a reality as early as possible. The Multipurpose school should be the centre of a reconstructed system of Secondary education.

Secondly, the requirements of economic development as expressed in National Plans for raising the standards of living influence the educational pattern. Urgent needs for technical man-power have to be met by

expanding facilities for Scientific and Technical education and setting up departments and institutions for specialised training in new fields. The determination to catch up with the more fortunate countries in material progress and social welfare is, perhaps, the most significant feature of the Asian Revolution of our times. Consequently, the highest priority is given to the expansion of Technical education, thus slowing down the speed of introducing free and compulsory education at the Elementary stage.

Thirdly, the adoption of democracy and a socialistic pattern of development, as the objectives of our national life, contributes powerfully to the quantitative development of education. Having launched upon the largest experiment in democratic government ever witnessed in the history of mankind and having proclaimed economic equality as the goal of a society so far ridden by caste distinctions and social privileges, the need for the education of the masses becomes imperative.

Fourthly, the secular character of the State in a society which has been profoundly moulded by religious beliefs and practices, poses a problem to educationists as well as to statesmen. While there does not seem to be any probability of going back on this new idea, the implications of a secular State have not been fully worked out in the educational system. At any rate the secular State must lean heavily towards a humanistic education which needs to be developed in quality as well as quantity.

Fifthly, a tremendous impetus to educational expansion is given by the awakening of the masses of people in rural areas. The desire of the villager to move with the times and to change his lot politically, economically and socially, is another feature of the Asian Revolution, and it is undoubtedly at work in India. The villagers want schools for their children and they are more conscious of the world outside their parochial limits than ever before.

Lastly, considerations of national prestige drive the government and the people to increased effort in the field of education. The India of to-day is conscious of its size, its past heritage and its potential role in the world of tomorrow, and this consciousness imparts a sense of urgency to the work of development in a field where so much remains to be done and where what is to be done must necessarily take time.

III

That brings me to the three great problems of educational reconstruction in India.

First of all there is the immense magnitude of the work which has to be done in order to provide the minimum requirements of society. When India gained her independence in 1947 the percentage of literacy was under fifteen per cent. of the total population and a vast proportion of women and of the agricultural population in rural areas were illiterate. In the first decade of independence nothing spectacular has been achieved for bridging this huge gap, though the foundations have probably been laid. In the meanwhile our population continues to increase and the problem is not merely that of dealing with large numbers but also that of dealing with fast growing numbers. Women and rural people pose special problems. Apart from this task of imparting minimum education, there is the problem of raising the quality of education at all levels and of providing the Scientific and Technological education which is essential for industrialization

The problem of eliminating illiteracy in India has a special aspect The vast majority of our people are illiterate, but they are by no means uncultured. The qualities of innate courtesy, kindness, generosity, tolerance and patience are evident among the village folk whose sensitivity, enables them to practise and appreciate traditional folk arts of great vitality, including a living contact with great literature, through recitations and the hearing of the old epics and of lyrical poetry. Would literacy raise the cultural level of these people or is there a danger that cheap literature and mass entertainment that accompany mere literacy would depress cultural standards ? Complete literacy must be the objective but a national plan for this purpose must take care to preserve and utilise the cultural values and the traditional arts of the people.

The magnitude of the task leads to the second great problem of finding sufficient resources to accomplish even the minimum requirements of our society in the field of education. Here our planners are confronted with a depressing situation that must lead to a sense of frustration. The cost of free and compulsory Primary education alone runs to such a high figure as to make its implementation almost impossible in the immediate future. The qualitative improvement of the entire system of education has an urgency but here again the costs are forbidding. Apart from the need for financial resources, there is a great paucity of trained teachers. The conditions are specially grim when one thinks of the needs of women and of the rural population.

The third great problem is related to this very aspect. Inspite of the powerful influences described above which mould our educational system and contribute to its expansion, Indian society does not yet attach sufficiently high value to education. Inspite of the magnitude of the task of eradicating illiteracy and improving the quality of education, and despite lack of resources in money and trained personnel, greater progress could have been made if there had been a strong public opinion demanding adequate facilities for education and willing to make corresponding sacrifices.

IV

The pattern of Indian Education outlined above is in a state of constant flux, but its main features and problems are more or less common to most Asian countries. These countries are in the process of transforming half-baked ideas and institutions borrowed from the west into indigenous systems rooted in the special needs and traditions of their peoples. This is being done in a revolutionary situation in which the countries of Asia, flushed with newly-gained freedom but conscious of their ancient heritage of culture and its values, have embarked upon the task of catching up with the West in the attainment of adequate standards of living and material progress. In this vast undertaking there is ample room for developing a new relationship between the Orient and the Occident.

In education as in other forms of social activity the great revolution is in and around the village. The peasants and villagers of India, forming about eighty per cent. of the country's population, desire literacy to-day and will demand formal education tomorrow. It is also in the national interest to recognize and fulfil these needs. In the course of completing the stupendous enterprise, Indian educationists are examining their basic concepts of education in order to build a modern structure on firm and stable foundations.

The synthesis of the best and most vital elements in the educational and cultural patterns of East and West is proceeding in India and also in varying degrees in other Asian countries. There is urgent need for research and experimentation in which educationists of East and West can collaborate most fruitfully through the United Nations programmes of Technical Assistance and bilateral arrangements between countries with fairly happy common ties. There is equally important need that disciplined enthusiasm and bold improvisation be evoked at the national level by national laders in the field of education.

Happily this collaboration between educationists of the Orient and the Occident to help in building up new patterns of education in Asian countries, thereby also making the peoples of the west more conscious and appreciative of the civilizations and societies of Asia, can be launched effectively through the World Organization in the fields of education, science and culture. It cannot be said that Unesco has yet succeeded in exploiting its immense opportunities for bringing about greater understanding between the peoples of different civilizations through appropriate action in its uncontroversial fields where the spirit of man seeks truth, harmony and understanding. But Unesco's latest enterprise in the form of a Major Project for the Mutual Appreciation of Eastern and Western Cultural Values is a happy augury, presenting a challenge to educationists of East and West.

Roundup of Activities

Ministry of Education

Elementary and Basic Education

FOLLOWING the recommendation of the **All-India Council for Elementary Education** on the drafting of a model legislation for the introduction of free and compulsory Primary education in the country, steps were taken to collect information from the State Governments and Administrations of Union Territories on existing legislation in this regard, departmental regulations and bye-laws made thereunder and difficulties, if any, experienced, with suggestions for improvement.

Administrative approval and expenditure sanction for Rs. 2,38,707 was issued to the Administration of Andaman and Nicobar Islands towards implementation of **Educational Development Programme of Union Territories in the Fields of Pre-Primary, Elementary, Basic and Women's Education for 1958—59.**

In pursuance of a Resolution adopted at the last meeting of the Public Schools Conference, it was decided to set up under the chairmanship of Shri G. Ramachandran a **Committee on the Introduction of Basic Education in the Public Schools** in this country.

To improve and strengthen post-graduate Basic Training colleges it has been decided to set up an **All-India Evaluation Committee on the Post-Graduate Basic Training Colleges** to visit such colleges, examine their working, locate their weak spots, suggest remedial measures and future lines of development.

In the **National Institute of Basic Education** two research projects on the development of correlated syllabus for Basic schools and on fixing targets for crafts for various grades in Basic schools have been taken up by two Research Fellows joined recently. A three-week workshop of the teachers of Ghittorney School near Delhi was organised in connection with the action programme. A brochure entitled, "Progress of Basic Education" is in the press, while the manuscript on "Fibre Craft" has been completed. Reports of two research projects were completed.

Under **Educational Development Programme of the Second Five-Year Plan,** financial assistance to voluntary organisations were given as follows :—

(1) Khalsa Basic Training College for Women, Sidhwan Khurd, Ludhiana, Punjab Rs. 4,000

(2) Bhansali Gramseva Mandal, Takli, Saoner Taluka, Bombay Rs. 15,763

(3) Dayanand Training Institute, Nawanshahr, Punjab Rs. 5,400

Under **Miscellaneous Scheme for Basic Education,** All-India Science Teachers' Association, Delhi, was provided with Rs. 5,750. Rs. 3,400 were sanctioned to Dev Samaj College for Women, Ferozepur, for research on paper machine work under the **Central Scheme for Production of Literature and other Material on Basic Education.**

Certain concrete measures towards effecting **Economy in Expenditure on School Buildings** have been suggested to the State Governments who have been advised to utilise the resulting savings for the expansion of educational facilities and the provision of more amenities to teachers.

Four **Regional Seminars on Orienting Elementary Schools towards the Basic Pattern** were held at Chandigarh, Puri, Bhopal and Gandhigram during June-July, 1958.

Under the Scheme of **School Building Project,** five **Regional Seminars on Economic and Functionally Useful School Buildings** were held at Mount Abu, Chandigarh, Bhopal, Calcutta and Mysore during May-August, 1958.

A monograph on school buildings entitled, "Schools for All" was prepared.

The second meeting of the **National Committee on Women's Education** held at Madras from 1st to 4th August, 1958, discussed among other things the draft outline of the report which the Committee is likely to submit to the Government by December, 1958. 4,760 copies of the questionnaire on Women's education have been circulated for eliciting opinion on the various problems concerning Women's education.

Under the second Five-Year Plan a **Scheme for the Relief of Educated Unemployment and Expansion of Primary Education** was approved by the Government of India and circulated to State Governments and Administrations of Union Territories for implementation. The scheme provides for the appointment of 60,000 teachers and 1,200 inspecting officers during the Plan period. About 15,000 teachers are proposed to be appointed during 1958-59. The Government of India will bear the entire cost on the emoluments of the teachers for three years from the year of appointment. They are intended to be utilised mainly for the opening of schools in schoolless villages.

The first meeting of the study group of the **Manpower Committee on Educational Personnel** was held under the chairmanship of the Secretary, Ministry of Education, on 14th July, 1958. The Planning Commission and the Ministries of Home Affairs, Labour and Community Development were represented on it.

Field work on the **Educational Survey of India** was completed in all the States, except in Madhya Pradesh and Himachal Pradesh, and the State Tables and Reports are under compilation.

SECONDARY EDUCATION

Attended by 37 delegates, a seminar on the promotion of **Research in Problems of Secondary Education** was held at Srinagar from 17th to 20th May, 1958. Its purpose was to discuss and coordinate research projects taken up by various Teachers' Training colleges and University Departments of Education. A number of new projects were also discussed and approved. During 1958-59 grants amounting to Rs. 23,659 have so far been sanctioned for such schemes.

In the **Central Bureau of Educational and Vocational Guidance** a project involving the preparation of job profiles in respect of a selected group of mechanical trades, such as, turning, fitting, mechanical work, was undertaken in collaboration with the Directorate of National Employment, Daryaganj, Delhi. A comparative study was made of norms for the Raven's Matrices Test (of abstract intelligence) prepared by the Allahabad Bureau of Psychology and the Central Bureau. An informal conference of representatives of Central Universities on educational and vocational guidance was held on 27th, 28th and 29th June, 1958. Dr. Wesley Lloyd, Chairman of the American Personnel and Guidance Associations Committee also attended the conference.

The Central Bureau of Textbook Research has completed the Social Studies syllabus, on which the Bureau has been working since October last. A special number of 'Educational Forum' published by the Department of Extension Service, Central Institute of Education devoted to curriculum and textbook problems. The **Syllabus on United Nations** was taken up as a project to be experimented upon during 1958-59. So far initial work on the detailed writing up of the syllabus was carried out in the Bureau during this period. The material that is now complete is awaiting actual try-out to begin shortly. A **Seminar on Textbook Problems in the Classroom** was held in collaboration with the Department of Extension Service of the Central Institute of Education attended by Secondary teachers and heads of institutions.

In the **Central Institute of Education,** of the 18 students who appeared for M. Ed. examination held in April, 1958 all passed, two securing marks of distinction. In the B. Ed. examination held in April, 1958, 91 candidates appeared of whom 87 passed. Five students passed with distinction.

As in the previous years, the Government of India have accepted the invitation of the New York Herald Tribune authorities to send a student to the States at the end of this year for a three-month visit to represent India at the **New York Herald Tribune Forum for High Schools** from January to March, 1959, in which student-delegates from a number of countries are expected to participate.

Education in Union Territories

It was decided that children of ex-convicts and tribals in the Andaman and Nicobar Islands may be exempted from payment of tuition fees in the various schools of the Islands up to High school stage.

AUDIO-VISUAL EDUCATION

The Government of India have decided to hold a **Seminar on the use of Audio-Visual Aids in Fundamental Education and Community Development in India** at New Delhi from 8th to 27th September, 1958, in cooperation with Unesco. Delegates from 20 Asian countries are expected to participate.

The rough cuts of the films, 'Indian Games', 'Janta College' and 'Herbarium' were previewed, of which 'Herbarium' has been approved.

The synopses of the films, "Teaching Elementary Mathematics" and "Minerals of India—Manganese" were approved and sent to the Films Division, Bombay.

Under the Technical Cooperative Mission Aid Programme materials have started coming from the U.S.A. for the **National Institute of Audio-Visual Education.**

By way of implementing a recommendation of the **National Board for Audio-Visual Education,** it has been decided to include a representative of All India Radio on the State Audio-Visual Boards/Committees, in consultation with the Ministry of Information and Broadcasting.

Under the **Exchange Programme of Films,** thirteen Canadian and six Czech films were previewed during the period under review. Necessary permission for dubbing selected foreign films was received from four foreign firms and preliminary action for their dubbing at the Films Division, Bombay was taken.

A sum of Rs. 5,150 was sanctioned to the Tripura Administration for implementing schemes on Audio-Visual Education during 1958-59.

The **Unesco Travelling Library** is now on its last lap of travel at Hyderabad. From there it will be sent to the National Fundamental Education Centre, New Delhi.

129 prints of the films, "The School Secondary Education" and "Literacy for Progress" and 37 prints of "Training the Rural Teachers" in different versions were received from the T.C.M. for distribution among the State Governments and Administrations of Union Territories.

223 films and 33 filmstrips were acquired for the **Central Film Library** bringing the total to 3981 and 1536 respectively. 1986 films were loaned out to 380 member-institutions during the period. Ten new members were enrolled bringing the total to 1162.

The **Preview Committee** held 13 meetings and 45 films including three feature films, *'Pardesi'*, *'Mamta'* and *'Do Ankhen Barah Hath'* were previewed.

The **Mobile Cinema Unit** conducted 35 film shows in the local educational institutions including two special shows, one for the Indian Athletic Team participating in the third Asian Games, Tokyo, and the other at the Occupational Therapy House, New Delhi.

The April, 1958 issue of the "Audio-Visual Education" journal was brought out, while the July, 1958 issue is in the press.

A poster on the theme, "Paid in Taxes and Returned in Benefits" was prepared for use in Social Education programmes. Five wall portraits in the series, "Eminent Indian Personalities" in the fields of art, literature and science were prepared, while work on one more picture has been taken in hand.

Charts on "Nitrogen Cycle and Carbon Cycle in Nature" were sent to press, while

work on two more charts, viz., "How Akbar Governed" and "Akbar's Empire" has been undertaken.

A detailed outline of the monograph on "Production and Use of Filmstrips" has been prepared and approved.

Teaching notes of nine filmstrips were translated into Hindi bringing the total to 23.

HIGHER EDUCATION

A **National Conference on Reading** was convened by the Ministry of Education at New Delhi on 5th and 6th May, 1958 to consider the problem of creating and developing the basic skill of reading for pleasure among the students at the Elementary, Secondary and Collegiate levels of education. Attended by representatives of twelve States and Union Territories, the Conference considered the report of the work done under the Pilot Project in Reading in seven selected Delhi schools in 1957-58 with the object of trying out various schemes under experimental conditions for developing proper reading habits among the students. It made a number of recommendations for the promotion of general reading in our schools and colleges. The report of the Conference, that is being published, is expected to form the spearhead of a movement for improving national interest and taste in reading.

The Operational Agreement 41 under the Technical Cooperative Mission Programme for assistance to **Home Science Education and Research in India** was extended for a further period of three years from 1st June, 1958. Technical assistance under the extended agreement will be concentrated in four institutions, namely, (1) S.N.D.T. Women's University, Bombay, (2) Viharilal Mitra Institute, Calcutta, (3) Lady Irwin College, New Delhi, and (4) S.I.E.T. Women's College, Madras. These institutions will serve as regional demonstration centres for guiding teachers' training in all institutions in their respective regions and will receive the following aid for that purpose :—

(1) services of nine American experts in Home Science ;

(2) sixteen training facilities for Indian teachers in the U.S.A., and

(3) $ 80,000 worth books, equipment etc.

A grant of Rs. 1,500 was sanctioned to the **Home Science Association of India** towards the expenditure on their third biennial conference.

Under the **India Wheat Loan Educational Exchange Programme,** a group of ten University teachers was sent to the U.S.A. in March, 1958 to study the organisation of the General Education courses in some of the leading universities there. In exchange, four American consultants in General Education have been invited to advise the Indian universities in evolving such courses. These consultants have been assigned to the Universities of Aligarh, Andhra, Mysore and Sri Venkateswara.

A team of ten Indian educationists was sent to the U.S.A. in August, 1958 under the Programme to study the prevailing examination system and methods of evaluation in some of the leading universities there with a view to introducing reforms in the examination system in Indian universities suitable enough to relate it to the actual process of education and to eliminate the evils of examination-mania that has been disproportionately dominating the entire system of education in the country so far.

The Rajya Sabha has elected Shri Tarkeshwar Pande to be a member of the Court of the **Banaras Hindu University**, vice Dr. Radha Kumud Mookerji, with effect from 6th May, 1958.

In exercise of the powers conferred by Clause (1) of Statute 12 of the Statutes of the Banaras Hindu University, the President in his capacity as Visitor of the University was pleased to approve the election by the Court of the University of Shri Jyoti Bhushan Gupta to be the Treasurer of the University.

The Banaras Hindu University Enquiry Committee that was appointed by the President in his capacity as Visitor of the University on 20th July, 1957, submitted its report in April, 1958. Pending a full consideration of the Report of the Enquiry Committee, emergent action was called for to stem the rot and to prevent further deterioration in the academic life and administration of the University. Accordingly, in exercise of the powers

conferred by Clause (1) of Article 123 of the Constitution, the President was pleased to promulgate the Banaras Hindu University (Amendment) Ordinance, 1958 which came into force on 14th June, 1958.

A sum of Rs. 870 was sanctioned as the final instalment of the Government of India's grant-in-aid for meeting expenditure on the work of the Banaras Hindu University Enquiry Committee.

In pursuance of item (iv) of Section 8 of the Banaras Hindu University (Amendment) Ordinance, 1958, the President in his capacity as Visitor of the University was pleased to nominate the following persons as members of the Executive Council with effect from 12th July, 1958 :—

(1) Shri M. Patanjali Sastri, formerly, Chief Justice of India ;

(2) Shrimati Hansa Mehta, formerly, Vice-Chancellor, University of Baroda ;

(3) Dr. H.N. Kunzru, M.P.,

(4) Prof. A.R. Wadia, M.P., Director, Tata Institute of Social Sciences ;

(5) Shri S.K. Basu, M.P.,

(6) Dr. A.N. Khosla, M.P., Vice-Chancellor, University of Roorkee ; and

(7) Shri Sukhdev Pande, Birla Education Trust, Pilani.

The Vice-Chancellor of the Banaras Hindu University will be an *ex-officio* member of the Executive Council.

His Excellency the Governor of U.P., in his capacity as the Chief Rector of the Banaras Hindu University was also pleased to nominate Dr. B.S. Haikerwal, Additional Secretary to the Government of U.P., Education Department, to be a member of the Executive Council.

In exercise of the powers conferred under item (ix) of Clause 8 of the Banaras Hindu University (Amendment) Ordinance, 1958, the Government of India have nominated the following to be the Chairman and member respectively of the Screening Committee of the Banaras Hindu University with effect from 12th July, 1958 :—

(1) Dr. Radhabinod Pal, formerly, a judge of the Calcutta High Court—Chairman

(2) Shri Krishna Murari Lal, Retired Chairman, U.P. Public Service Commission—Member

The Vice-Chancellor of the Banaras Hindu University will be an *ex-officio* member of the Screening Committee.

The President in his capacity as the Visitor **of the Aligarh Muslim University** was pleased to nominate Dr. Syed Husain, Retired Principal, Nizam College, Hyderabad as a member of the Court of the University *vice* Dr. Abdul Haq, deceased.

The President in his capacity as the Visitor of the **University of Delhi** has been pleased to renominate from 30th August, 1958, the following Officers as members on the Finance Committee of the University for a period of three years:—

(1) Shri Prem Narain, Deputy Financial Adviser, Ministry of Finance, Government of India.

(2) Dr. N.S. Junankar, Deputy Educational Adviser, Ministry of Education, Government of India.

The President has also been pleased to sanction the amendment of the Statutes of the University with a view to establishing the Faculty of Music and Fine Arts at the University.

Following the recommendations of the **Camp College Enquiry Committee**, and pending a final decision with regard to the management of the Punjab University Camp College, the Government of India approved the proposals submitted by the University of Delhi for the establishment of four **Evening Colleges** for the benefit of the in-service persons with effect from the current academic year. To start with, these Colleges will provide instruction for the Preparatory (Arts) Course of the University of Delhi. The colleges will be run by the Managements of the Delhi College, P.G.D.A.V. College, Deshbandhu College and the Dyal Singh College Trust Society. Government have agreed to give grants to these colleges on "cover-the-deficit" basis up to a maximum of Rs. 15,000 for each college during 1958-59.

Rs 1,21,000 were sanctioned to **Deshbandhu College**, Kalkaji, New Delhi as an 'on account' grant-in-aid for its normal maintenance during 1958-59. The introduction at the Deshbandhu College, Kalkaji, New Delhi, of the teaching of Hindi as an elective subject in the B.A. course of the University of Delhi from the current

academic year was approved.

The Prime Minister in his capacity as the Acharya (Chancellor) of the **Visva-Bharati**, Shantiniketan was pleased to nominate Shri Pavitra Kumar Basu, Director of Audit, Defence Services, New Delhi as a member of the *Artha Samiti* (Standing Finance Committee) of the University for a term of three years from 29th July, 1958.

A sum of Rs. 22,500 was sanctioned to the **Gurukul Kangri Vishwa Vidyalaya** as first instalment of an "on-account" grant-in-aid for 1958-59 towards normal maintenance of the Gurukul.

A grant of Rs. 1,27,865 was sanctioned to the **Jamia Millia Islamia**, New Delhi as the first instalment of an "on-account" grant for 1958-59 towards its maintenance expenses.

A sum of Rs. 1,90,00,000 was sanctioned to the **University Grants Commission** as the Government of India's grant-in-aid during 1958-59.

The Government of India have approved the deputation of the Secretary, **Inter-University Board of India**, to Montreal (Canada) to participate in the 8th Congress of Commonwealth Universities to be held in September, 1958. It has been decided in principle to make a grant Rs. 8,200 available to the Board for this purpose.

Instalments of **Loans for the Construction of Hostels for Colleges** were sanctioned as below :—

	Rs.
(1) Kirori Mal College, University of Delhi	50,000
(2) Shri Ram College of Commerce, University of Delhi	50,000
(3) Dev Samaj College for Girls, Ambala City	20,000
(4) Radha Krishna Arya College, Nawanshar (Jullundur)	50,000
(5) G.H.G. Khalsa College, Gurusar Sudhar (Ludhiana)	70,000
(6) D.A.V College, Amritsar	26,000

Rural Higher Education

During the period under review, *ad hoc* recurring **Grants for Rural Institutes** were sanctioned as follows :—

	Rs.
(1) Gandhigram Rural Institute, Madurai	24,536
(2) Jamia Rural Institute, Jamia Nagar, New Delhi	18,155
(3) Vidya Bhavan Rural Institute, Udaipur	25,539
(4) Balwant Vidyapeeth Rural Institute, Agra	24,432
(5) Lok Bharati, Sanosara	28,085
(6) Rural Institute, Amravati	22,180
(7) Sri Ramakrishna Mission Vidyalaya Rural Institute, Coimbatore	24,630
(8) Mouni Vidyapeeth Rural Institute, Gargoti	2,328

Further, a grant of Rs. 50,000 was released as second instalment of non-recurring grant approved during 1957-58 for Mouni Vidyapeeth Rural Institute, Gargoti.

Institute of Rural Higher Education, Sriniketan was also given a recurring grant of Rs. 76,195 that was approved during 1957-58, but released in 1958-59.

An **Assessment Committee on Rural Higher Education** was constituted with the following members to consider the recognition of the Diploma in Rural Services for purposes of employment in posts where a first degree of a University is the requisite qualification :

Shri C.V. Mahajan,
Member, Union Public Service Commission, (Chairman)
Shri K. G. Saiyidain,
Secretary, Ministry of Education
Shri R.C. Dutt,
Joint Secretary, Ministry of Home Affairs
Prof. S.N. Bose,
Vice-Chancellor, Visva-Bharati, Shantiniketan
Dr. A.C. Joshi,
Vice-Chancellor, Punjab University
Shri T.S. Avinashilingam,
Director, Ramakrishna Mission Vidyalaya Rural Institute, Coimbatore
Shri K.P. Sinha,
Advisor (Education),
Ministry of Community Development
Dr. N.S. Junankar,
Deputy Educational Adviser,
Ministry of Education

The first meeting of the Committee was held on 1st August, 1958 at New Delhi.

An **Inspection Committee to visit the Rural Institutes** has been reconsti-

ted with the following members :—

Dr. N.S. Junankar,
Deputy Educational Adviser,
Ministry of Education ;

Dr. R.K. Singh,
Director, Balwant Vidyapeeth Rural Institute, Agra ; and
A representative of the
Ministry of Community Development.

The **National Council for Rural Higher Education** conducted the first examination in Two-Year Certificate Course in Agricultural Science in April, 1958. Out of 76 candidates who appeared at the examination 65 candidates were declared successful.

EDUCATION AND WELFARE OF THE HANDICAPPED

A suitable building at Dehra Dun is being rented for the establishment of a **Model School for Blind Children.** The Model School will form part of the National Centre for the Blind. This year admission will be open to blind children between 5 and 11 years of age. Eventually the Model School is expected to become a fullfledged Secondary school for blind boys and girls. Attached to it will be a department for the training of teachers for the blind.

Miss Ina Beatrice Harvey, an I.L.O. expert in the placement of the blind and the physically handicapped is expected to arrive in this country by the middle of September, 1958. She will advise the Government of India on the establishment of an **Employment Organisation for the Handicapped.**

PHYSICAL EDUCATION AND YOUTH WELFARE

During the quarter under report a sum of Rs. 12,62,738.50 was paid to State Governments, universities, N.C.C. Directorate of the Ministry of Defence and voluntary organisations like Bharat Sevak Samaj, Bharat Scouts and Guides for conducting **Labour and Social Service Camps.**

Under **Campus Work Projects Scheme** during this period a sum of Rs. 36,000 was sanctioned to three universities and one Public school, for the construction of two recreation halls-cum-auditoria, one swimming pool and one stadium.

The following grants were given during the period under report for **Promotion of Sports** :—

(1) Rs. 2,065 to the Kerala Sports Council, Trivandrum to cover the expenses on salary of the paid Secretary of the Council ; (2) Rs. 2,041.66 in favour of the Basketball Federation of India, Patiala to cover the expenses on salary of the paid Secretary of the Federation ; (3) Rs. 3,150 to the National Rifle Association of India, New Delhi to cover the expenses on salary of the paid Secretary of the Association ; (4) Rs. 11,070 to the National Rifle Association of India, Ahmedabad for conducting two coaching camps in rifle shooting ; (5) Rs. 4,600 in favour of the Registrar, Sardar Vallabhbhai Vidyapeeth, Vallabh Vidyanagar to meet 50 per cent expenditure on holding coaching camps ; (6) an advance of Rs. 11,100 for meeting expenses on Regional Coaching Camp in Cricket at Bangalore ; (7) Rs. 2,10,681 in favour of the Indian Olympic Association, New Delhi to meet expenses on the Indian contingent for participation in the Asian Games ; (8) Rs. 1,900 to the Annamalai University, Annamalai for holding a coaching camp ; (9) Rs. 3,640 in favour of the University of Rajasthan for holding coaching camps in basketball ; (10) Rs. 1,691.28 in favour of the Badminton Association of India, New Delhi for meeting expenditure on intensive Coaching Camp in Badminton organised at New Delhi from 15th January to 1st February, 1958 ; (11) Rs. 1,00,000 to the Chairman, Rajkumari Sports Coaching Scheme, New Delhi for the continuance of the Scheme during 1958-59 ; (12) Rs. 208 in favour of the Registrar, Allahabad University, Allahabad for holding a coaching camp in football , (13) Rs. 900 to the Registrar, Nagpur University, Nagpur for holding coaching camps in volleyball *kabaddi*, hockey and football ; (14) Rs. 3,504 to the Indian Hockey Federation, Madras for meeting the deficit on Inter-State Schools Hockey Championships held at Bhopal in December, 1955 , (15) Rs. 1,050 in favour of the National Rifle Association of India, New Delhi for meeting expenses on

salary of the paid Secretary attached to the Association ; (16) Rs. 5,000 to the Indian Hockey Federation, Madras for conducting National Championship Tournaments at Ernakulam ; (17) Rs. 370 to the Basketball Federation of India, Patiala for meeting expenditure on the deputation of Shri Mehar Singh (Secretary of the Association) to attend a Physico Therapy course at Madras , (18) Rs. 2,600 to the Tripura Administration, Agartala for meeting expenditure on football and volleyball coaching camps ; (19) Rs. 1,682.26 in favour of the Badminton Association of India, New Delhi for meeting expenses on the salary of the paid Secretary attached to the Association , and (20) Rs. 5,000 to the Badminton Association of India, Bombay for meeting expenses on the National and Inter-States Badminton Championships at Hyderabad during 1957.

Rs. 165 were spent by the Ministry on the purchase of some books on sports and games.

The first meeting of the *ad hoc* Committee constituted by the Government of India to enquire into the persistance of low standards of performance by Indian teams and athletes in the Asian and Olympic Games was held on 7th July, 1958 at New Delhi.

The Central Advisory Board of Physical Education and Recreation at their last meeting held in January. 1958 at New Delhi had set up a Committee to evaluate the existing literature and consider ways and means for the preparation of fresh and attractive literature on Physical education, Recreation, Sports, Games etc. The Committee consists of the following :—

(1) Shri S D Chopde,
Principal,
Y.M.C.A College of Physical Education, Madras ;

(2) Shri P. M. Joseph,
Principal,
Lakshmibai College of Physical Education, Gwalior ;

(3) Shri B. P. Sinha,
Principal,
Government College of Health and Physical Education, Patna ; and

(4) Shri H. V. Deshpande,
Liaison Welfare Officer,
Home Guards, Amravati.

The first meeting of the Committee was held at New Delhi on 13th-14th June, 1958. The report of the Committee is still awaited.

An advance of Rs. 11,250 was drawn for meeting expenditure on the Second All India Seminar on Physical Education at Mahabaleshwar.

A grant of Rs. 1,840 was sanctioned in favour of the Government of Andhra Pradesh for the payment of grants of Rs. 400 to Shri Gowthami Vyayamshala, Rajahmundra and Rs. 1,440 to Shri Hanuman Vyayamshala, Amraoti to cover 50 per cent estimated expenditure on the purchase of equipment for each *vyayamshala* during 1958-59.

A grant of Rs. 3,000 was sanctioned to Hanuman Vyayam Prasarak Mandal, Amravati to cover 50 per cent of the deficit incurred in its demonstration tour in Delhi, Punjab and Jammu and Kashmir in 1956.

An *ad hoc* grant of Rs. 1,00,000 was given to the Lakshmibai College of Physical Education, Gwalior for meeting its expenditure during 1958-59.

Rs. 3,750 were sanctioned in favour of the Tripura Administration for the purchase of equipment for the Vivekananda Vyayamagar, Agartala.

Rs. 10,200 were given to the Director, K.S.M.Y.M. Samiti, Lonavla, Poona for meeting recurring expenses on *yogic* scientific research during 1957-58.

A grant of Rs. 8,000 was sanctioned in favour of the Director of Research, K.S.M.Y.M. Samiti, Lonavla towards expenses on the deputation of Dr. S. L. Vinekar to the U.S.A. for higher training in Psycho-physiology.

An expenditure of Rs. 1,013.34 was sanctioned for expenses on the deputation of Shri G. D. Sondhi as Indian official representative to the Asian Congress on Physical Education held at Tokyo on 21st and 22nd May, 1958.

The **8th Youth Leadership Training Camp** was conducted at Taradevi (Simla Hills) from 9th to 23rd June, 1958. 31 teachers from the Universities of Madras, Kerala, Bombay, Poona, Calcutta, Punjab and Delhi participated. This was the first camp of all India character and the idea behind organising an all-India camp was to facilitate wider exchange of ideas and

experiences and better understanding between various linguistic and geographical regions of the country. An amount of Rs. 17,250 was sanctioned for the camp.

A grant of Rs. 2,100 was sanctioned during the period under report to Kerala University to meet 75 per cent expenditure in organising a Youth Leadership Training Camp.

A grant of Rs. 5,000 was sanctioned to Agra University towards 50 per cent expenditure in organising a **Recreation Camp** for students drawn from several institutions affiliated to the University. This was the first grant given for a camp of this kind. It is proposed to render suitable help to the universities to conduct such programmes during long vacation periods

The grant for **Students' Tours** has been raised to the extent of full 3rd class railway/bus fare at students' concession rates. During the period under report, an amount of Rs. 27,429 was sanctioned to students of nearly 25 educational institutions to undertake tours. These grants are admissible in the case of tours sponsored by educational institutions only and in cases where the strength of the party does not exceed 35.

The extent of financial assistance to State Governments for the construction of **Youth Hostels** has now been enhanced ; the Government of India will meet full cost subject to a maximum of Rs. 40,000 for each hostel.

The **Vth Inter University Youth Festival** will be held at Talkatora Gardens, New Delhi from October, 27 to November 5, 1958. Items of programme remain the same as in the last festival. Bulletin of Information and Entry Forms have been sent to all universities, and preliminary work in organizing the Festival has been undertaken.

The proposed pilot **Survey of Living Conditions of Students** could not be taken up as originally planned during the last academic year owing to various technical difficulties. The revised questionnaire together with the design for the Survey and other instructions has been sent to the three Universities of Bombay, Kerala and Lucknow that have been selected for the project. The actual execution by the university authorities is expected to be completed during August-November, 1958.

The Ministry's **Programme of Youth Welfare** is being slightly modified to extend its scope to a larger section of youth population. The modified programme will be circulated among universities and State Governments after it is finalised.

SCHOLARSHIPS

(A) FOR STUDIES ABROAD

Government of India Schemes

Names of the eight selected candidates under **Central Overseas Scholarships Scheme, 1958-59** were announced.

Applications under **Partial Financial Assistance (Loan Scheme)** were received from 59 students. Loans amounting to Rs. 12,316.29 were sanctioned while Rs. 12,188.12 were recovered from students who were granted loans in the past.

Applications for five scholarships under the **Programme of Exchange of Scholars between India and China, 1958-59** were invited by 31st July, 1958.

293 enquiries about various overseas scholarships schemes were attended to during the quarter under report.

Awards by Foreign Governments/Organisations/Institutions

Applications for one scholarship of **Free Hanseatic City of Hamburg Scholarship, 1958-59** and those for one scholarship of **German Academic Exchange Service Scholarship 1958-59** for 'Indology' were received. Selections are expected to be made shortly.

Name of the selected candidate for **Norwegian Government Scholarship, 1958-59** and that for **Swedish Government Scholarship, 1958-59** were recommended to the respective Governments for the award of scholarships.

Names of the candidates recommended for six **British Council Scholarships, 1958-59** were approved by the British Council authorities.

The two selected candidates for **Philippines University Scholarship 1958-59** have gone to the Phillippines.

Two more selected candidates for **Colombo Plan Scholarships, 1957** proceeded abroad.

U.N. and Unesco Fellowships/Scholarships

Name of the selected candidate for the remaining Fellowship under **U.N. Social Welfare Fellowships/Scholarships Programme, 1958** was recommended to the U.N. authorities. One selected candidate has gone abroad so far.

(B) FOR STUDIES IN INDIA

(i) **For Foreign Nationals**

Government of India Schemes

Of the total of 132 candidates selected under **General Cultural Scholarships Scheme, 1958-59** 78 have so far joined their institutions of study.

Under the Programme for Exchange of Scholars between China and India, 1958-59 nominations for five scholarships for Chinese students were invited for their placement in Indian universities/institutions.

Selection for six scholarships under **Scholarships to Sikkimese Students, 1958-59** for degree/diploma courses were made.

(ii) **For Indian Nationals**

Applications for **Merit Scholarships in Public Schools, 1958-59** were invited. The last date for receipt of applications by the State Governments was 1st July, 1958.

Under the scheme of **Merit Scholarships for post-Matriculation Studies** selection for eight more scholarships for 1957-58 were made. The last date for receipt of applications for 200 scholarships for 1958-59 from State Governments was 15th July, 1958.

One more candidate for **1957-58 Research Scholarships in Humanities** commenced research on his approved subject. Applications for the 1958-59 scholarships were received and are under consideration.

The last date for receipt of applications for 'Renewal' and 'Fresh' scholarships under **Scheduled Castes, Scheduled Tribes and Other Backward Classes Post-Matriculation Scholarships** Scheme, 1958-59 was extended up to 18th August, 1958. A sum of Rs. 45.07 lakhs was placed at the disposal of about 1893 institutions for making *ad hoc* payments for four months in advance to all the eligible candidates, from the commencement of the 1958-59 academic session.

Selection for the remaining 27 scholarships under **1957-58 Scholarships for post-Matriculation Studies in Hindi for Students belonging to non-Hindi Speaking States** were made. Twenty-nine more candidates joined their institutions. The last date for receipt of applications for 110 scholarships for 1958-59 was extended up to 1st August, 1958.

SOCIAL EDUCATION

Grants amounting to Rs. 1,25,901 were sanctioned to ten **Voluntary Educational Organisations in the field of Social Education** for strengthening and developing their activities in Social education and library service during the quarter ending June, 1958.

A grant of Rs. 1,04,578 was sanctioned to the Vice-Chancellor of Delhi University for setting up a **School of Librarianship** at the Delhi University. The school will have the following functions :—

(1) To organise courses for training District and State Librarians.
(2) To organise courses, such as, refresher courses for certificate in librarianship, courses for children's libraries, for school librarians, courses in the use of special library material etc.
(3) To conduct research in librarianship.
(4) To produce teaching materials for library training courses.

The date of starting the first training course has not been finalised so far, as it will take some time for the University authorities to make preliminary arrangements.

The Government of India have recognised the Registration Examination of Library Association of the United Kingdom as equivalent to a Library Diploma of an Indian University.

Mr. Samuel Aftikhar, a Unesco Followship holder from West Pakistan arrived at Delhi on 20th June, 1958. As desired by Unesco, he was attached to Research, Training and Production Centre, Jamia Millia till 31st

July, 1958, to study research work done at the Centre for ascertaining readers' interests and vocabulary levels.

A sum of Rs. 25,000 was provided to Hindustani Culture Society, Allahabad, for the preparation of **Eight Graded Books for Neo-literates.** This is the second instalment to the Eight Graded Books Fund created by the Society in August, 1957.

The Popular Encyclopaedia Committee met on 19th and 31st March, 1958, to consider certain matters regarding the finalization of manuscript for Volume II of **Gyan Sarovar.** A sum of Rs. 20,000 was released to Vice-Chancellor, Jamia Millia Islamia, as second instalment on the expenses for the production of Gyan Sarovar, Vol. II.

The scheme of M/s Vishwa Bharati, Lucknow, for bringing out Hindi Encyclopaedia entitled, **"Vishwa Bharati"** in ten volumes was approved by the Ministry and it was agreed that the Ministry would assist the Publisher to the extent of 50 per cent of the loss on the cost of production. Accordingly, Rs. 20,000 were sanctioned to the Publisher for the publication of Volume I that has now been brought out. Another sum of Rs. 50,000 was also sanctioned to the Publisher for bringing out further volumes. The second volume is in the Press and is likely to be out shortly.

Expenditure sanction for eight **Sahitya Rachanalayas** (Literary Workshops), four for training authors in the technique of writing for neo-literates and four for training authors to write for children was sanctioned to the State Governments noted below at an estimated cost of Rs. 11,000 each during the current financial year :—

For Neo-literates : Punjab, Delhi, Bihar and Madras. **For Children** : Assam, Rajasthan, Madhya Pradesh, and Andhra Pradesh.

The nomenclature of 'Literary Workshop' has now been changed to *'Sahitya Rachanalaya.'*

REHABILITATION OF DISPLACED TEACHERS AND STUDENTS

During the period under report, verification of results of 16 persons was made from the records available in this Ministry on references received from the various Ministries/Offices, Punjab University, Chandigarh.

15 certificates of Pakistani nationals were forwarded to the Pakistan High Commission at New Delhi for transmission to the candidates concerned.

124 certificates of Indian nationals received from the Government of Pakistan, through our High Commission at Karachi were despatched to the persons concerned.

A sum of Rs. 23.44 lakhs was sanctioned to various States for direct aid to displaced students from West Pakistan for the year 1958-59.

A sum of Rs. 2,169 was sanctioned to the Faridabad Development Board for Provident Fund Scheme for the teaching and clerical staff employed in Boys' and Girls' High school at Faridabad (Township).

PROPAGATION OF HINDI AND EVOLVING OF TECHNICAL TERMINOLOGY

The 12th meeting of the **Board of Scientific Terminology** was held at New Delhi on 2nd May, 1958.

The following lists have been finalized and sent for printing :—(1) Defence II, (2) Defence V (3) Educational Psychology, (4) P & T (Designation) Overseas Communication Services, (5) Chemistry II, (6) Diplomacy, (7) Railways.

The following lists have been approved by the Board of Scientific Terminology and these are being referred to the Cabinet for final approval :—(1) Defence III, (2) Defence IV, (3) Diplomacy II, (4) Economics III, (5) Education (General Terms), (6) Engineering II, (7) Medicine II (Parts I & II), (8) Botany II, (9) P & T (Stamps & Seals).

The following lists have been published as Provisional. These are being circulated to State Governments, universities, Ministries etc. for their comments :—(1) Geology, (II) Defence VI, (3) Meteorology, (4) Education II, (5) General Banking and Trade, (6) Botany III, (7) Zoology II, (8) Chemistry III, (9) Chemistry IV, (10) Mathematics III, (11) Law I, (12) Law II, (13) Agriculture III.

The 11th meeting of the **Hindi Shiksha**

Samiti was held at New Delhi on 11th July, 1958.

Grants to Voluntary Organisations for Promotion of Hindi during the period under report were given as follows ; (1) Rs. 5,000 to Nagari Pracharni Sabha, Varanasi as the second instalment of the total grant of Rs. 25,000 for carrying on research of old Hindi manuscripts, purchasing photo-stet machine and preserving, housing and binding the manuscripts on scientific lines ; (2) Rs. 2,700 to Sahityakar Sansad, Allahabad for publishing *Sanskrit Sahitya Ki Bhumika ;* (3) Rs. 10,500 to Hindi Sahitya Sammelan, Allahabad, being the first instalment of the additional total grant Rs. 42,000 sanctioned for the purpose of preparing English-Hindi Dictionary ; (4) Rs. 1,900 to the University of Kerala as an *ad hoc* grant for carrying out the work of morphophonemic analysis of Malayalam language ; (5) Rs. 3, 500 to the University of Saugor for the preparation of terminological index of the works of *Bhartindu Harishchandra ;* and (6) Rs. 1,700 to the University of Agra for preparing terminological indexes of the works of Shridhar Pathak as well as *Pirya Pravas* of Ayodhya Singh Upadhyaya.

For **Promotion of Hindi in the non-Hindi Speaking Areas,** during the period under review, the State Governments/ Administrations of Union Territories of Andhra Pradesh, Tripura, Andaman and Nicobar Islands, and Manipur were respectively given Rs. 18,000, Rs. 15,000, Rs. 19,200 and Rs. 12,900.

Sixteen **Prizes for Hindi Books of Outstanding Merits** published during the year 1955 were to be awarded. Out of these the following seven prizes of Rs. 2,000 each were awarded and awards in the remaining subjects are under consideration :—(1) *Geet Govind* by Shri Vinay Mohan Sharma; (2) *Adi Vidrohi* by Shri Amrat Rai ; (3) *Bharatiya Kristhi Ka K. Kh.* by Shri Jaichandra Vidyalankar ; (4) *Parvati* by Shri Ramanan Tewari ; (5) *Rimjhim* by Shri Ram Kumar Verma ; (6) *Jhaj* ; *Ka Panchachi* by Shri Illa Chandra Joshi ; and (7) *Bari Bari Ankhen* by Shri Upendra Nath Ashka.

The third **Seminar of Hindi Teachers** was held at Patna from 17th to 26th June, 1958.

Nagari Pracharni Sabha, Varanasi have finalized 40,000 words for inclusion in the **Hindi Encyclopaedia.**

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

Information on **Indo-US Project for Developing Mutual Understanding between the United States of America and India** and deputation of Dr. N.S. Junankar to the States for finalising detailed plans was reported in the last number of this Quarterly. As a result of his consultations and negotiations, an agreement was reached between the U. S. National Commission for Unesco and the Indian National Commission regarding the Project.

The **Executive Board of the Indian National Commission for Unesco** was reconstituted with the following members :— (1) Shri K. G. Saiyidain, (2) Dr. Zakir Husain, (3) Dr. A.L. Mudaliar, (4) Prof. M.S. Thacker, (5) Smt. Rukmini Devi, (6) Prof. M. Mujeeb, (7) Shri D. H. Sahasrabudhe, (8) Dr. K. S. Krishnan, (9) Dr. M. Babar Mirza, (10) Dr. C. P. Ramaswami Aiyer, and (11) Dr. V. Raghavan.

The reconstituted Board at its meeting at New Delhi on 22nd July, 1958 considered, among other things, Unesco's draft programme and budget for 1959-60 and the future of the Research Centre on Social Implications of Industrialization in Southern Asia, Calcutta. It also considered the ways and means of India's participation in Unesco's Major Project of Scientific Research on Arid Zones as well as the Associated Schools Project. The Board adopted the report of the National Advisory Committee on Major Project on Mutual Appreciation of Eastern and Western Cultural Values, that met a day earlier.

The **National Advisory Committee**

for the Major Project on Mutual Appreciation on Eastern and Western Cultural Values was constituted with the following members :—(1) Shri P. N. Kirpal, (2) Shri Krishna Kripalani, (3) Dr. Tara Chand, (4) Dr. C. P. Ramaswamy Aiyer, (5) Prof. M.S. Thacker, (6) Dr. Krishna Lal Shridharani, (7) Dr. C.D. Deshmukh, (8) Prof. M. Mujeeb, (9) Shri M.T. Vyas, (10) Dr. P. Maheswari, (11) Dr. Rustom Masani, (12) Mr. Justice P. V. Rajamannar, (13) Shrimati Rukmini Devi, (14) Prof. C. V. Joshi, (15) Shri R.K. Ramadhyani, (16) Shri V.K.R.V. Rao, and (17) Dr. N.S. Junankar (Member-Secretary). Its first meeting held on 21st July, 1958 was presided over by Dr. Tara Chand, M.P.

The Committee considered the draft work plan on the 'Project' for 1959-60 prepared by the Unesco Secretariat with reference to the recommendations of the International Advisory Committee. It also considered the suggestions made regarding the ways and means of India's participation in the Major Project and generally approved them. The Committee also approved, *inter alia*, the programme of action mutually agreed upon between the Indian and the United States National Commissions for developing mutual understanding between the peoples of the U.S.A. and India.

Technical assistance by way of services of foreign experts and ancillary equipment and training facilities abroad are made available under the **United Nations Expanded Programme of Technical Assistance of Unesco.** The proposals for assistance under this Programme during 1959 were invited from various educational and research institutions, universities, State Governments and the Central Ministries. On the basis of the requests received, proposals for technical assistance were formulated and sent to the Department of Economic Affairs for transmission to the United Nations Technical Assistance Board.

The Unesco Secretariat are planning to issue **International Directory of National and Regional Educational Associations.** This is intended to be a follow-up to the Directory of Organisations engaged in Educational Research, published in February, 1957 number of "Education Abstracts." In order to make the directory as comprehensive as possible, the Secretariat had requested the various National Commissions to supply a list of educational associations existing within their respective countries. The requisite information pertaining to India was forwarded to the Organisation.

Unesco Secretariat was supplied available information on the **Unesco Questionnaires** on the following subjects :—(i) Cinema and Film Statistics—Information for the year 1957-58 ; and (ii) Newsprint and other printing and writing paper (1957).

Under **Unesco Project for Production of Reading Materials** Unesco offered two more contracts for translation into Hindi of titles of World Classics and two titles of the Science Fiction to two publishing agencies, viz., M/S Hindi Pracharak Pustakalaya, Varanasi, U P. and M/S. Rajpal and Sons, Kashmere Gate, Delhi out of the suitable publishing concerns recommended by the Ministry.

EDUCATIONAL INFORMATION AND PUBLICATIONS

Information Service

During the quarter under review, 2543 enquiries on various aspects of education in India and abroad were dealt with. 740 visitors sought information from the Information Library.

Information on the following subjects was collected and compiled during this period :—

(1) Research Course in Drama in Education, Adult Drama and Play Production—conducted by the British Drama League, London ;

(2) Courses of study In Glass Technology —U.K. and U.S.A.; and

(3) Facilities for study in Hotel Management and Catering—Austria, France,

Germany, U.K. and U.S.A.

Information on educational facilities available in various branches of Engineering and Technology in India was revised and brought up-to-date.

About 3,000 copies of literature pertaining to universities and colleges abroad were sent to the various Students' Advisory Bureaux/Committees in India.

Central Educational Library

During the quarter under review, the reference service compiled ten bibliographies, including, "School building and equipment" and "School journey, trips and excursions" for publication in CEL Literature Notes. It also compiled Monthly Index to Articles for April, May, June and August, 1958, issues of CEL Literature Notes.

Indian Education Abstracts Vol. 3 No. 4 was published and distributed. Vol. 4, No. 1 is in the press, while Vol. 4, Nos. 2 and 3 are under preparation.

Abstracts of selected articles in 'Times Educational Supplement' for the months of March and April were prepared and circulated to officers of the Ministry.

December, 1957, issue of CEL Literature Notes was published and distributed. January-September, 1958, numbers of CEL Literature Notes are in the press, while October, 1958 number is under preparation.

The Children's Library issued 3042 books during the quarter and attended to 409 queries. The Library evaluated 85 Hindi books for inclusion in CEL Literature Notes and prepared two bibliographies. This library also participated in the project of creating reading interest among children organised at the Central Institute of Education, Delhi, by sending 1,000 books.

The Adult Literature Library enrolled 194 new members, bringing the total to 6765. It issued, on an average, 350 books daily.

During this quarter the library received 1100 issues of periodicals of which 650 were circulated.

During this quarter the library added 1,733 new books to its various sectional libraries. The library attended to 791 queries from readers and members.

Publications

The following publications were brought out during the period under review :—

(1) The Education Quarterly, June, 1958
(2) Youth, June, 1958
(3) A Review of Education in India, 1957-58
(4) A Standard System of Roman Transliteration
(5) Hindi Words Common to other Indian Languages—Hindi-Oriya
(6) Presidential Address by Dr. K.L. Shrimali at the Eighth Conference of the Akhil Bharat Rashtrabhasha Prachar Samiti at Bhopal on July, 19, 1958
(7) A Provisional List of Technical Terms in Hindi—Defence VII (Notices and Sign-boards used in I.N. Establishments)
(8) Schools for All
(9) Basic Hindi Vocabulary—500 words
(10) Basic Hindi Vocabulary—2,000 words
(11) Hindi Ka Prachar Aur Vikas—Ek Samiksha, 1956-57
(12) Rural Higher Education Annual
(13) A Provisional List of Technical Terms in Hindi—Mathematics IV (Calculus)
(14) Finalised List of Technical Terms in Hindi—General Administration
(15) Reports of Committees appointed by C.A.B.E. (1938-43)

1,448 copies of publications were sold during the period under report.

Educational Statistics

"Education in India," 1955-56, Volume II, was brought out and its distribution was almost completed. Manuscript of "Directory of Institutions for Higher Education in India, 1958" was finalised and sent to the press.

The seventh and eighth **In-service Training Courses in Educational Statistics** organised for the benefit of the employees of States and Universities concluded in the beginning of May, 1958. Shri K.G. Saiyidain, Secretary, Ministry of Education, gave away the certificates to 30 trainees from 23 universities on 2nd May and Dr. P.D. Shukla, Deputy Educational

Adviser in the Ministry of Education, to 21 trainees from States and four from the Planning Commission on 9th May, 1958.

During this training the trainees were given instruction in elementary statistics and intensive training in organising collection of statistics from educational institutions under the jurisdiction of States and universities. They were shown round Army Statistical Organisation, Jamia Millia Islamia, National Physical Laboratory and Statistical Workshop of Delhi School of Economics to make their programme as profitable as possible. Besides, two film shows, lectures on 'Educational Guidance in Secondary Schools,' 'International Cultural Cooperation,' 'Educational Systems in the U.S.A., U.S.S.R. and U.K.' were arranged for the trainees to keep them abreast of educational development in this as well as foreign countries.

On a request from the Agra University, two officials were deputed to help the University in conducting an In-service Training Course in Educational Statistics to train the staff dealing with statistical work in the University and its affiliated colleges. The course lasted from 9th June, to 14th June, 1958. The statistics for the year 1955-1956 were also reconciled.

11 Forms 'A' 5 Forms 'B' and 30 Forms 'C' were scrutinised and discrepancies pointed out, wherever necessary.

Sixty-one statistical enquiries were attended to during the period under review.

★ Kindling of interest is the great function of the teacher. People sometimes say "I should like to teach if only pupils cared to learn." But then, there would be little need of teaching———*George Herbert Palmer*

★ Character is like a tree and reputation like its shadow. The shadow is what we think of it ; the tree is the real thing ——*Abraham Lincoln*

TEACHING OF A FOREIGN LANGUAGE

P.N. BANERJEA *M.A. Director, School of Foreign Languages, Government of India, New Delhi.*

BEFORE THE DAWN of independence, the only foreign languages taught in India were English, on a fairly wide scale, Persian and Arabic to a limited extent and Latin and French in a few Missionary Schools. The method of teaching followed was the traditional grammar-cum-translation method.

After independence, however, both the Government and the Universities realised the need for imparting instruction in a number of key foreign languages like French, German, Russian, Chinese etc. The introduction of these languages has stimulated the interest of a fairly large circle of students and others and they have taken kindly to the courses of instruction run at various educational centres.

It is interesting and instructive to go into the question of the teaching of a foreign language as it is actually done and as it should be done.

The method followed practically at all centres of teaching in our country is the orthodox grammar-cum-translation or indirect method. This method was, until a few decades ago, the only one adopted for teaching foreign languages all over the world, and even to this day it holds the field in most of the oriental countries.

The other two methods which prevail in the advanced countries of the world are the so-called direct method and the method which is a judicious blend of the direct and indirect methods. It will be pertinent to examine the comparative merits of these three systems.

Defects of the Orthodox Method

The first method suffers from the inherent defect that a rigid course of grammar, right from the beginning, supplemented by exercises in translation is apt to detract from the interest and pleasure of learning the subject, and, in many cases students' interest and enthusiasm gradually wane and some are compelled to give up the pursuit as an idle chimera. Even those who grapple with and surmount the difficulties and successfully complete the prescribed course of instruction fail, generally speaking, to acquire a thorough grip of and mastery over the idioms and genius of the language which elude and baffle them. Students trained in this method are quite at home in reading literature in the language acquired but are hardly able to speak and write with a natural flow of diction and with idiomatic propriety. In practically all the progressive countries of the world, this method which was long tried and finally found wanting has been discarded, but unfortunately most of us in this country still cling tenaciously to this worn out and effete system. It is high time the language teachers in our country who are wedded to this system pondered seriously and replaced the system by some more modern and scientific system, suited to the requirements of our students. In this context, a few words on the teaching of Arabic and Persian in this country will not, it is hoped, be out of place. For ages India has been well known for Persian and Arabic scholars. It is, therefore, to be pitied all the more that these two languages are treated and taught at schools and colleges in our country as 'classical' and not as modern, living languages. The result is that the best products of our Universities are not able to read a newspaper or magazine in modern Arabic or Persian with a moderate degree of ease and accuracy, and they cannot speak or understand the spoken language. This sad discrepancy in our system of teaching

Arabic and Persian at schools, colleges and even at universities needs immediate attention and gradual overhaul so that the students of Arabic and Persian in India may not continue to labour under this serious handicap.

The Direct Method

The second method, the so-called direct method, is nature's way,—the way a child learns its mother tongue. Right from the beginning of the instruction the teacher uses only words of the language taught without using a single word in the language known to the students. It goes without saying that this system can be used only if there is ample illustrative material in the shape of appropriate books, sketches, concrete objects etc. Under this system the appeal is made direct to the sense perceptions of the students, and, provided that there are suitable textbooks, charts, pictures etc. and there is the requisite language atmosphere outside the precincts of the school, this system is ideal for achieving the best results within a reasonable period of time. What is meant by "atmosphere" is that there must be an appreciable number of people outside the school speaking that language. This method is followed fairly widely in many progressive parts of the world. In some cases the results achieved have been very satisfactory, but in others this method has not yielded the desired results because of the paucity, nay, the dearth of suitable direct method textbooks and adequate equipment as also the lack of appropriate atmosphere or environment. With time and assiduous attention, the first lacuna can be filled but there is no philosopher's stone which can create an atmosphere where it is lacking.

The Third Method—A Compromise

The third method is a compromise—a half-way house between the first and the second. In other words, it combines the best features of both, i.e. the indirect and the direct method. This method, if properly followed, is quite adequate to the purpose. One can reasonably expect to obtain the best results by a judicious regulation of the dose of the mixture (indirect and direct methods) given to the students in successive stages. By a judicious regulation of the dose is meant that in the initial stage the indirect bilingual or translation method plays a dominant role ; in other words, every new word or idiom or phrase or grammatical point is explained through the medium of the students' mother tongue or in the language which is the medium of instruction in the School. An expert teacher will, however, gradually reduce the element of translation and by resorting to the practice of explaining new words and idioms by means of simple words in the language itself can achieve a good result. In the less advanced stage it is a good practice to give the equivalents of new words and terms or expressions both in the language which is the medium of instruction in the school (which is generally the mother tongue) and also to explain these by suitable words and expressions in the foreign language under study. If the best resuts are to be achieved under such a scheme, grammar should not be taught independently as a separate subject, but as part and parcel of the language as a "mingled yarn", as something interwoven with the very texture of the language. In other words, every lesson in the text-books is to be followed by lexical as well as grammatical explanations and illustrations so that grammatical elements are absorbed gradually and easily—almost imperceptibly—by the students.

Paucity of Suitable Textbooks

In teaching a foreign language, apart from the technique of instruction, much depends on the selection of a suitable text-book. Although several attempts have been made—and some with considerable success—in many advanced countries to compile suitable text-books for language teaching based on the principle of word frequency, the problem has not yet been completely solved. If there are excellent books for some languages and for some class of students, the same cannot be said of all languages and for all categories of students. For example, there is a good crop of suitable text-books for the more popular languages

foreign language in question and help the students in tidying over whatever difficulties they may have in understanding the programme. A quick way of imparting the knowledge of a wide range of commonly used terms in different branches of knowledge is to make a liberal use in the classroom of excerpts from current journalistic and periodical literature and encourage the students to cultivate the habit of reading periodical literature in the language.

Once a budding writer came to see Victor Hugo, the great French writer of the 19th century. After the usual exchange of courtesies, Victor Hugo asked the young writer point blank whether he had formed the habit of poring over a dictionary. The young writer was struck all of a heap. Victor Hugo assured him that he was quite serious and wanted a straight answer. The young writer confessed that he had not cultivated the habit of reading a dictionary. Victor Hugo advised him to read a dictionary if he wanted to be a writer. Every one cannot become a writer by reading a dictionary, but every student can enlarge and perfect his knowledge by consulting a good standard dictionary. So the teacher should inculcate in the students the absolute importance of referring to a good dictionary every now and then.

To sum up, language teachers should meet periodically at convenient centres and to exchange notes and discuss the ways and means of improving the technique of teaching. A Central Institute of Foreign Languages staffed by qualified teachers whose advice would be available for all who want it can be of inestimable benefit ; for, it can guide and co-ordinate the activities of language teachers.

• No man fully capable of his own language ever masters another.

—*G. B. Shaw*

THE THREE-LANGUAGE FORMULA

P.K. ROY, M.A. (*Calcutta*), *B. Ed., Dip. Edn.* (*Edin.*), *Reader in Education, Central Institute of Education, Delhi*

WE are living in a time of rapid change. It is the function of the school to take cognizance of this change and adjust its programme accordingly If the children are to grow into responsible citizens and feel secure in society, the school must help them to face the challenge of tomorrow with confidence. A school curriculum to be effective must give due consideration to the needs of the individual and the demands of society.

In the reorganised curriculum for the Secondary schools there are two parts : the core curriculum and the specialised group of studies. Languages form the part of the core curriculum. After debating for a long time the educators have arrived at an agreed formula regarding the languages to be taught in school. A pupil in a Secondary school will now be required to learn at least three languages—his own language, Hindi and English. In Hindi-speaking areas the pupil should take up another Indian language. The question now arises whether an average pupil can cope with this pressure of languages or not.

Even before the acceptance of this formula some of the States used to provide for three languages in their schools. In West Bengal a pupil had to learn English, a classical language and his mother tongue. In Uttar Pradesh, a classical language is optional but some knowledge of Sanskrit is necessary to complete a Hindi course. It should however be pointed out that the achievement in a classical language has never been spectacular. A pupil, for example, after completing a school course in Sanskrit cannot read a simple story with comprehension.

The Foreign Example

At this stage it may be worthwhile to consider what the practice is in foreign countries in regard to the provision of languages other than the mother tongue. Practically every European country includes one modern language in the Secondary school curriculum. Many of these countries include a classical language also. In a country like England there is a lot of diversity. The majority of pupils attend Secondary modern schools which do not offer modern or classical languages unless a particular school provides for the G.C.E. course. In the Grammar school also the pupils are free to choose their courses. Since the G.C.E. regulations permit them to one or more subjects at a time at an examination, many pupils do not offer languages. A bright child aspiring to enter a good university however will study two languages besides English. In France one modern language is compulsory but another may be taken as an optional subject. In Germany a classical-side pupil takes three languages and others two languages besides German. In countries like Switzerland and Denmark the pupils learn several languages because their countries are surrounded by bigger and more important countries. It is therefore abundantly clear that the three-language problem at the Secondary level is not unique for us.

When to Begin

The three languages may seem to be too many for the average Secondary school pupil, yet each one of them has a justification to stay in the curriculum. The mother tongue must be the medium of instruction so that the child may be able to express himself fully and learn to think for himself. Hindi is our national language which is to serve as a common link between the different States. English will remain a medium at

the University stage for some time to come. It will be also the language through which our students will keep in touch with advances in the fields of science and technology. Although we need all the three languages, they cannot be started all at once. The mother tongue will be there right from the beginning. But what about the other two ? On this point we may consider the opinion of an expert. Dr. Penfield, a brain physiologist from Canada, in a broadcast talk over All India Radio last year, explained the role of the human brain in the learning of secondary languages. His point was that the brain of a boy in his teens is not the same as that of a child under ten. The brain is not a machine but a living, growing, changing mechanism. Dr. Penfield also holds that in the early period the child is depositing within the brain, language units which are later utilised for all additions to the vocabulary. These units are recorded in the nerve cells of the brain for use in that language at a time when they are needed. We are told that if language learning starts before the age of ten it may be easier for the child. After that the brain becomes rigid, slow and less receptive.

The advantage of an early start in the learning of languages is easily understood. Even the psychologists emphasise the need for an early start. They point out that although individuals differ in language aptitude the differences are not so marked in early childhood. These differences are so marked in the adolescent period that teachers find it a difficult task to organise their language instruction in a satisfactory manner.

What are the difficulties in the way of introducing a second language at an early stage ? There is the question of priority in the curriculum. Will the introduction of a second language help or hinder the learning of the three R's ? But more important than this is the question of qualified teachers. If we have to introduce two languages at the Primary stage we cannot obviously start English at the Primary stage for all schools. But experimentation should be encouraged and those schools willing to provide for English in the Primary grades should be allowed to do so. In a school system where diversity is possible, interesting results are sure to follow. If enough schools join in such projects a comparison with other schools following different programmes of work will be possible and conclusions drawn would be of use to all interested in education. Although English cannot be introduced in the Primary school except in a limited way it should be possible to introduce Hindi sufficiently early, may be by the second or third year of Primary school.

How Much ?

Since the three languages require differential treatment we will have to consider the level of achievement we should aim in respect of each. First the mother tongue.

In our system of schooling, the mother tongue has not been given much importance so far. Although it is now the medium of instruction in most areas, not enough attention has been paid to this subject. We must realise that securing a good standard in the understanding and use of the mother tongue is of utmost importance to us. When a pupil fails in Mathematics or Geography he is merely deficient in those subjects but a pupil who fails in his mother tongue remains fundamentally uneducated. Many of our young men fail to think clearly or independently because they have no strong hold on the mother tongue. If we want our future citizens to be fit members of a democracy we must teach them how to think, and how to avoid confusion in the use of words. This we must do in school and through the mother tongue. One of the reasons why the results are so discouraging is that teachers of the mother tongue have not been given an important place in our schools. In many cases they are poorly paid and inadequately equipped for teaching. One thing however is important to remember in this connection. To improve the knowledge of the mother tongue the entire staff should cooperate. Every teacher in his own way has a responsibility towards the mother tongue, since he teaches in and through it. If we can make the pupil's own language an important one he will come to respect it and it will be easy to transmit the tradition and culture of the race through it. This will pave the way for further enrichment of the language.

As for the other two languages, Hindi and English, our aim should be practical. We should be satisfied if the pupils at the end of the school course can read with comprehension unseen passages and express their own ideas in simple language. The purpose of learning these languages is to be able to communicate with others. In the case of English the pupil should also be able to use reference books especially in his own special subject whether it is Economics, Physics or Biology. In the past we offered in the main a literary course in the school with the hope that the pupils might develop a taste for English literature. It is very difficult for a pupil at the Secondary stage to develop a taste for a foreign literature. Now that the period of instruction is to be curtailed one should be very clear about what is possible under the circumstances. Emphasis should now be on understanding the language rather than appreciating literature. While framing a syllabus of a particular subject we should not forget the total burden a pupil will have to bear.

In the case of Hindi very similar observations can be made except that the pupil has a greater opportunity of using this language when he travels or goes out of his State. As an adult he will use it in business or in service. Since the instruction will begin in the Primary grades the pupil will have longer time to master it.

Requisites of Success

In the light of the foregoing discussion we can now consider how far the three-language formula can succeed. In the first place the educational objectives should be very clear in our mind. We should formulate objectives in respect of each language keeping in view the needs of our time. The syllabus through which these objectives are to be attained should be realistic. It should not put unnecessary burden on the pupil nor should it interfere with the courses offered to suit the individual differences in interest and aptitudes.

Secondly, teaching methods should be improved. This will not be done merely by organising courses on a particular line. Schools should be encouraged to experiment in different methods of language teaching and specialist help may be given to them when necessary. We should not commit ourselves to one particular method. Various methods should be tried and the best results should be given adequate publicity. There are now several language institutes in the country. They should not only be training teachers but should undertake large scale experimentation. The improvement in teaching method should be a joint enterprise of teachers and research workers.

Thirdly, qualified teachers should be recruited. It is not enough to see that the teacher has received some sort of training ; it is necessary that the teacher should be a scholar so that he can arouse in the child a love for his subject. The Training colleges should do something to improve the quality of language teachers. These teachers should be able to speak the language they teach.

Fourthly, language teaching should be related to the activities of the school. Not only the mother tongue but other languages also can be related to extra-curricular activities of the school. Debates, dramatics, and literary activities should be fully exploited for the purpose of language teaching. A teacher of English who is experimenting with a new method in a local Basic school told the present writer some time back that the activity method of teaching languages goes very well when she attempted to relate the day's lesson to the activities in other periods.

Lastly, the examination in the school should be aimed at evaluating the well-defined objectives. Emphasis should be on understanding and not on mere facts. Oral examination in all the languages should go a long way in defeating cramming

The three-language formula has been accepted as a necessity. It should be possible to review the position from time to time. If the States allow variations within their own areas it should be interesting to compare results. An evaluation team either set up by the All India Council for Secondary Education or by some other agency may report every five years or so the progress in this field.

Teaching of French in India

ANDRE PADOUX, *Licencie en droit et es Letters, Diplome ed l'Ecole des Sciences Politiques, Deputy Cultural Counsellor to French Embassy in India, New Delhi*

FROM WHAT I HAVE SEEN, I feel that during the last few years some important changes have taken place in teaching French in India : there seems to be less students than before in degree courses in French (excepting in Bombay, perhaps,) and there are naturally less and less French courses in Secondary and Higher Secondary schools. There has, however, been a marked increase in the number of students in the certificate and diploma courses in French, in universities, several foreign languages schools, and in the practical courses of the *Alliances Francaises* and the like.

That change might be due to the fact that less people are interested in French as such (though the usual answer to the question : "Why do you study French ?", is, according to my experience : "Because it is a sweet language, and permits to read French literature"), and that larger numbers discover that a knowledge of French can prove useful in several countries outside France, and for scientific and technical studies. In several universities I noticed that a majority of students came from colleges of Science and Engineering. In the *Alliance Fracaise* of Calcutta, for example, the number of students (for a two or three years' course in practical French) increased in the last four years from nearly 300 to approximately 700, with a fair proportion of Science students.

Methods of Teaching

Some changes seem also to appear in the methods of teaching the language. A number of professors and teachers of French appear to be dissatisfied with the traditional method of teaching, that is bookish in the extreme, being inspired by the curious idea that one can learn a language without learning how to speak it, or that one can read and understand a language without knowing its grammar. Indeed, the French grammar often appears as a stumbling block to students in this country, who, generally speaking, know very little grammar. In this respect students who know Sanskrit always are at an advantage. The old methods also permit all too easily students to memorise translations of "seen" passages for their examinations and to succeed brilliantly without knowing much. One should also add that the prescribed texts are often very much out of date. The "Roi des Montagnes" of E. About, which is so often prescribed, is both difficult and without any reference to contemporary conditions. One should wish, for the good of the students, that it should be completely discarded.

Indeed, the Indian Association of Teachers of French has, during its seminars in the last four years, repeatedly emphasized the need of adopting such methods in the teaching of French as would lay an equal emphasis on the spoken and the written aspects of the language. In that respect they insisted on the usefulness of the so-called "direct" method. The method is indeed a good one and it gives excellent results in the *Alliance Francaises* of Bombay, Calcutta, Delhi and Madras ; but it can be used only if the teacher has an excellent practical knowledge of the language and has studied French phonetics, which is not always the case.

A further development of the direct method is the "audio-visual method". It is now used in Pondicherry, notably for the students of the Medical College (where professors are Indian and French, and courses are either in French or in English), and in Calcutta. The aim of the method, that is based on a statistical study of

frequencies of use of words, is to permit students to speak and understand French within three months.

The Main Problem

One feels that the main problem in the teaching of French in India today is that of teaching it in as practical a way as possible. True, there still are people whose interest in French is purely literary and academic. Further, teachers of French need a good theoretical and literary background. But most people wish to acquire rapidly a practical knowledge of the language ; for some it is the written language, for others the spoken. The methods of teaching should therefore be orientated accordingly. This is one of the preoccupations of the Indian Association of Teachers of French. Teachers also, sometimes, find it difficult to know about new methods or new books (they sometimes keep to nineteenth century authors only because they do not know where, and how, to get cheap editions of more recent works). There is, equally, a problem of keeping the teachers in touch with French language and civilization : a teacher who never speaks French with French people for years cannot but forget some of it. It is precisely with a view to palliate this difficulty that the Association is organizing seminars each year, that have proved very useful.

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doubt, be accomplished partly by enhancement of their salaries. But this is only one aspect of the matter. The real solution of this problem lies in vesting them with such powers as would help them to play a notable and worthy part in the service of the public . .

"Daily I come across instances, in my own class, of children who have no bent of mind for study but are forced by their parents to do so. The teachers make them learn by heart algebraical formulae, geometrical propositions or English idioms, with the inevitable result that this creates aversion and hatred in the students against the school, the teacher and the society. They suffer from maladjustment and only create confusion instead of proving beneficial for society . . .

"It would be a good idea if a link is established between the various centres of the Employment Exchange located in different parts of the country and the various Middle and Secondary schools and the candidates are selected on the basis of the confidential reports given by the teachers about them. Our schools are like factories producing goods but unable to know or determine their price . . .

"The idleness of the teachers during the vacations is another reason for the degradation of their status (I am talking of the villages.) While some "farmer-teachers" are busy with their work, others like me idle away the whole day in gossip. It is therefore highly desirable that officers in charge of the Education Department chalk out programmes of constructive work in different regions of the State in which, during the vacations, teachers may take part. . . Their hankering after tuition work is another factor responsible for the decline in their status in the urban areas . . .

"As a result of the untiring efforts of the Ministry and those of the late revered Maulana Sahib, the teachers' salaries have been increased. But believe me most of them are not doing any thing new or of any consequence. The Primary school teachers are particularly unmindful of their duties . . . Their only objective is to please the A.D.Is. and to seek employment near their home, even though this may result in ignoring the dictates of their conscience . .

"The foregoing analysis leads to the conclusion that the teachers have to be gainfully occupied during the vacations and suitable methods should be devised in order that lakhs of hours of these educated youngmen may not be wasted."

Role of Grammar in Learning English

A. S. VENKATARAMAN, *B.A., L.T.*,
Retired Headmaster, Madras

WHEN A FOREIGNER learns a new language, his sense of logic dominates. It is not easy for him to reconcile himself to the position that logic and language go ill together or to the corollary that practice and language go hand in hand. A foreign learner, like a petty capitalist, wants quick returns. The argument that what holds good for the mother tongue is also true of a foreign language is out of place in learning a new language. Possibly for this reason, children's success in learning a new language other than the mother tongue is due to the fact that they bring minds, not matured in logical thinking to the learning of languages. As a result they absorb the language form very well. Linguistic proficiency, rather imitative reproduction, may be said to be in inverse ratio to ability in logical thinking.

Foreign Learner is Handicapped

In the first place there is an essential contrast between a foreigner's way of thinking and that of a native of the language. For one thing, and that is what really matters, the foreigner is always on guard, not to commit mistakes consciously or unconsciously. That is a laudable motive indeed. But the moment you develop this complex, there are two alternatives which you have to face. Either this fear leads to too many mistakes when you use the language or to too little of them when the fear consumes itself. This means, you become, in fact, tongue-tied. More often it is the latter.

The native on the other hand never thinks of mistakes at all. For whatever he speaks is his own language (as easy and as natural as he breathes) and when he goes wrong he has no fear of mistakes and is not ashamed to have them corrected. The foreign learner on the other hand suffers under a double handicap. It is not his language. He cannot avoid mistakes and when he commits them, he is very sensitive about criticism, which leads to unwholesome complexes.

Language *versus* Grammar

The result is that the latest stress in the teaching of English as a foreign language at least in the early stages is on elimination of possible errors, and in fact, that is the underlying principle in determining the early syllabus. In any language in the early stages of learning there is a tug between fluency and elimination of mistakes and the latest trend is to emphasis the latter. In pursuance of this principle also the importance of grammar needs to be examined.

It is accepted that the formal teaching of grammar is out of place and that grammatical nomenclature need not be adopted in the first few years. For that matter, you may have mastered books on swimming without practice or skill in swimming. "Learn swimming by swimming" is a good maxim. He who has never taken a plunge will never be able to swim though he may have studied any number of books on the subject. That is what is called the principle of specific practice.

In the same manner, one can never acquire a command of English by studying books on grammar. In the early stages a native child absorbs language forms by dint of habit. In the case of foreign learner drill takes the place of habit. The foreign learner needs to be taught and trained by means of drill though it may be mechanical. To the

extent that the mechanics of the language are mastered without the device of a dull drab routine and to the extent that interest is relied on to lessen this monotony, the method is acceptable. The question is how to impart or import interest into teaching. It is for this purpose that we have recourse to realism. If the lessons could be related to immediate or familiar experience in home or school life, they could be rendered realistic and therefore interesting.

Practical Experience

From this point of view, we have to depend on experience as it comes (or as it can be probabilised) and not one that is only fancied and unreal. Dr. Palmer, the language expert in his book, THE PRINCIPLES OF LANGUAGE STUDY, in discussing the question of graduation in language learning sets forth the following :

(a) *Ears before eyes* : The student to be given ample opportunities with appropriate intervals, of hearing a sound or combinations of sounds, a word or groups of words before seeing them in their written form.

(b) *Reception before reproduction* : The student to be given ample opportunities with appropriate intervals, of hearing a sound, combinations of sounds, a word or groups of words before being called upon to imitate what he hears.

(c) *Oral repetition before reading.*

(d) *Immediate memory before prolonged memory* : Matter heard a long time previously not to be reproduced until proficiency in matter just heard is attained.

(e) *Chorus-work before individual work* to ensure confidence.

(f) *Drill work before free work* : Free work not to be attempted until proficiency in the corresponding forms of drill work is attained.

English—A Living Language

In the learning of grammar there are certain postulates which it would be well for us to consider. The English language is a living language just as Indian culture is a living culture. It has grown, and is still growing. So, the rules of English grammar cannot be rigid. They cannot be final. They are bound to change and are limited only by the development of the language. It is from the practice of great writers that the principles of grammar have to be deduced. As the practice varies, usages being subject to variation, grammar has to change itself to altered needs and circumstances. It should be a trifle elastic. In the process of growth the English language has cultivated an energetic habit and is growing simpler in grammar.

In its development English has shed much of its inflexion and has grown simpler. Two changes in particular deserve our consideration. Case terminations have been replaced by prepositions and inflections in the case of verbs have been replaced by auxiliaries. Coupled with these, the borrowings from other languages have added to the richness and variety of English.

Function—not Form

It is now clear that rules of grammar cannot be dictatorial in character. In this connection it is well for us to remember that the older generation of grammarians in England followed the lead of Latin and Greek grammarians and made the definitions in English grammar depend on word-form. This will never do, for there are very few inflexions. So the emphasis has to be shifted from form to function. The first thing a learner realises is that almost every word in English does duty as more than one part of speech. For example, the word *round* is either a noun, verb, adverb, adjective or preposition.

In the words of Mr. E. A. Macnee, "The science of grammar is based on the usage of the best writers and speakers and use is its only sanction. For example, the grammatical rule that the verb agrees with its subject in number is based on the fact that the best writers and speakers use a verb in the singular with a singular subject and a verb in the plural form with a plural subject. If the best speakers and writers were to change their custom and use the same form of the verb

for both singular and plural subjects, the grammatical rule would be altered accordingly. Language comes first, grammar afterwards."

A few examples may serve to illustrate the position :

1. Where the function varies without a form :

Copper *wire*	(noun)
Wire cage	(adjective)
Wire the cage	(verb)

2. Where the change in accent indicates a change of function. Stress the first syllable, you have a noun. Stress the second, you have a verb :

pres'ent	present'
pro'ceeds	proceeds'
rec'ord	record'
un'dress	undress'
reb'el	rebel'
con'flict	conflict'

3. Where the change in the word-order brings about a change in meaning :

You are going.
Are you going ?

4. Where the change in function arises from a change in the word-order :

(a) The dog bit the man.
The man bit the dog.

(b) He struck a man dead.
He struck a dead man.

5. Where the words of a phrase tend to form certain compounds :

A child *not yet three.*
He is *tired of eating sweets.*

6. Words which are now becoming common, e.g.

six-foot scale
seven-hour day
six-day week
five-rupee note
three-year course

7. Where the simple present or present continuous is changed for the future :

We return (for "shall return") home tomorrow.
We're going to the pictures to-night.

8. In modern English there are few verbs which are exclusively intransitive-nearly all can be used either transitively or intransitively. Such freedom is not found in other languages such as Latin, Greek, French, or any of the Indian vernaculars, e.g.

He does not shave every day.
He has shaved his beard.

9. With the addition of a preposition, a transitive character and differences in function and meaning may arise e.g.

He *looked* wise.
He *looked* at the wise men in the room.

10. The English language is fast growing in such a way that the grammatical labels sometimes require a revision. To quote from OUR LIVING LANGUAGE by Grattan and Gurrey (Nelson), look at the word *at* in the following sentences :

(1) They laughed *at* our remarks.
(2) These are the remarks *at* which they laughed.
(3) These are the remarks that they laughed *at.*
(4) These are the remarks they laughed *at.*
(5) Our remarks were laughed *at* by them.

In (1) and (2) they are admittedly prepositions. No. (2) is beloved of foreigners and would be "correct' according to native writers but it is not idiomatic English. In the other three sentences it is clear that the word is not *pre-posited* to anything. So, for clearness' sake we should call it a *post-position.* Possibly for this reason some persons have been led to think that its position at the end of a sentence is incorrect.

Here let me draw the attention of readers to the words of a critic. He should be called an orthodox grammarian but he is modern in practice. And he is said to have declared, "The preposition is a bad word to end a sentence with." Does this not mean that even such critics are convinced how natural the position of the *pre*-position is at the *end* of the sentence ?

To quote Mr. J.H. Jaggar, "Merely to move the preposition produces, 'He hoped that the accused would be able to maintain himself without recourse to what he had been driven,' which is inferior in form to the original sentence, 'He hoped that the accused would be able to maintain himself without recourse to what he had been driven to.' "

11. Where the statements are idiomatically all right but logically or grammatically unsound :

(a) Let us make a covenant, I and those (*us* for *me* and *thee*).

(b) I am late, are'nt I ?
(c) Do you mind me smoking a pipe ? (*me* for *my*)
(d) Who are you speaking to ?

All these serve to indicate, if proof were needed, how the so-called lapses of grammar have made the language idiomatic, and so we are used to the remark, very correct of course, "It is good English or bad English," but not, "It is good grammar or bad grammar." Either it is grammatical or not so.

Active and Passive Voices

Arguing in the same strain we cannot but turn our attention to *active* and *passive* voice in grammar. Perhaps we can distinguish between persons who are natives of the language and those who are not, by the way in which the passive is used. Probably 90 per cent of the sentences spoken or written are of the type replacing the indefinite pronoun or reflexives in other languages.

"Someone has stolen my books"
We prefer :
"My books have been stolen".

In fact a great deal of harm has been caused by teaching the passive voice as if it were merely another way of expressing a sentence in the active voice :

e.g. Rama likes girls.
Girls are liked by Rama.

Gandhi can read English and Hindi.
English and Hindi can be read by Gandhi.

In both cases, the passive form is fantastic. The correct notion is that some sentences are appropriately used in either form, though the mechanical process is adopted to turn active into passive. It would be wrong for us to think that every sentence in the active could be rendered in the passive. The agent 'by' is unnatural in English ; most sentences needing it belong rightfully to the active voice, and should never be put into the passive voice, even as an academic exercise.

Grammar—not separate from Language

From the foregoing paragraphs it will be evident that grammar is not a separate subject, not even a separate item of English work. If it is so marked in our time-table or syllabus, this is done only for convenience. It helps us to get the "feel" of the language. As one recent writer puts it : "The study of the language as we hear it and see it and say it, of its analysis into several parts and our ability to put it together again and follow patterns already learnt—this is grammar, and this is language." I.A. Gordon has defined grammar as "a body of empirical rules which explain and regulate the structure of the sentence." No less an authority than Otto Jespersen himself admits that there is what may be called a grammar of relativity but no absolute grammar, never. And yet we find books on grammar being prescribed in our schools and sold by thousands !

It would be an endless affair to go on enumerating what are called foreigners' mistakes (for that matter, among other things, the position of adverbs is a fertile source of errors and often causes headache to many a foreign learner), but let us be warned to remember that in the early stages the correct usages or structures—the more frequent ones, perhaps also the more useful ones among them, should be included in the syllabus in the first four years of an English learner's syllabus.

• Heedless of grammar, they all cried, 'That's him !'
—Richard Harris Barham

TEACHING HINDI IN NON-HINDI AREAS

PRABHAKAR MACHWE, *M.A., Ph.D. (Agra), Assistant Secretary, Sahitya Akademi, New Delhi*

WHAT IS A NON-HINDI AREA ? Excepting Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan and Himachal Pradesh, which are generally regarded as the Hindi-speaking areas, (probably part of East Punjab and Delhi are also included in it), thie rest of the country is regarded to comprise non-Hindi areas. But in the Hindi area itself the region where Maithili is spoken, or western Rajasthani is spoken, teaching modern Khariboli Hindi is also a problem But leaving aside these predominantly Hindi-speaking areas, there are many cities and towns, especially in the border areas (like Nagpur in the previous Madhya Pradesh), Bombay or Calcutta, where a majority of population understands what Dr. Suniti Kumar Chatterji has aptly called 'Bazar Hindi'. Even in certain tea estates in Assam, where a majority of labourers come from the Bhojpuri area, simple Hindi is fairly understood. So while dealing with this problem scientifically, a rule of three cannot be laid down for the entire non-Hindi area.

Degrees of Understandability

In regions like Maharashtra or where there are Nepali-speaking people (say in Darjeeling or Kalimpong). Hindi can be more familiar because the Devanagari script of Hindi, Marathi, Sanskrit, Nepali is the same Gujarati is very akin to western Rajasthani and so is Bengali to easternmost Hindi or Maithili. In all these north Indian languages, except Kashmiri and Urdu, the scripts being based on a common Devanagari pattern, Hindi alphabets can be understood more easily than in the south, where the Dravidian scripts are different. Especially Tamil is farthest from Hindi in several respects. Urdu is comparatively near, as only the script is different while the word-stock and syntax are more or less the same. So the time which a Marathi school boy or girl will require in picking up Hindi will be much less than what is required by a Tamil or a Kashmiri student.

Script is therefore the first problem. There are many apparent difficulties in the Hindi script, for example रवाना and खाना (*Ravana* and *Khana*) are written in the same fashion, while pronounced differently. The Sanskrit *varna* ऋ 'R' is pronounced differently in different Hindi areas as *Ri*, *Ra*, (*Ru*, in certain non-Hindi areas). Similarly the *varna* ज्ञ 'Jnya' is invariably pronounced by Hindi speaking persons as '*gya*'. The difference between ड (*da*) and ड़ (*rha*) is also amazing, because in Sanskrit there is no such second letter. But in Hindi the second letter is used also in writing Sanskrit words like जड़. Besides these peculiarities of phonetical rend rings, even the type used for *Aa*, *Jha*, *Na*, *Ksha* is not the same. Both the following types are common, which conjure a non-Hindi reader : अ, अ ; झ, झ ; ण, ण ; क्ष, क्ष.

Half-accented Ending Vowels

Once while I was teaching Hindi to south Indian students, a student asked a very pertinent question : Why do you pronounce in Hindi every word as if it is lame at the end ? Instead of saying *saba* you say *sab* (सब्) ; instead of saying *namaka* you say *namak* (नमक्). I had no cogent reply except that such was the usage of vowels in Hindi.

Strictly speaking, many vowels in Hindi are half-pronounced or not pronounced at all, for example *usaka* is written, but it is

pronounced as 'uska' (उस्का) ; or *gati* is written, but pronounced as *gat*. I am not touching the *vabayora bhedah* and *sashayora-bhedah* of Brijbhasha.

Many a time a person who is well-versed in Sanskrit finds himself at sea when a Punjabi *pandit* or a Bengali scholar reads Sanskrit with all their peculiarities in pronunciation. When a rigid language like Sanskrit could not have a uniform pronunciation, it is difficult to expect uniformity of pronunciation in Hindi from non-Hindi scholars.

Grammatical Difficulties

The greatest stumbling block to non-Hindi persons in learning Hindi is the very flexible nature of Hindi grammar. The gender is a very big handicap. How is *khat* or *patra* (letter) masculine, while *chitthi* (letter) is feminine? There is no *reason d'etre* by persons who belong to the language-areas where there are three genders.

Such peculiarities of Hindi grammar, are partly due to the influence of dialects, and their uses are many ; and my purpose in this article is not to draw the attention of the new learners of Hindi to all these technical intricacies. Some way to simplify Hindi grammar should be found by experts, if Hindi has to spread far and wide.

Paucity of Bi-lingual Teachers

The problem of Hindi teaching in non-Hindi areas is made all the more poignant when we see that there is not enough material in the form of books, language self-teachers, bi-lingual dictionaries, polyglots, grammars of Hindi, explained in various regional languages and similar material. It is strange to note that there is a Hindi-Russian dictionary published in Moscow, while there is no Hindi-Kashmiri or Hindi-Assamese dictionary ! There is no standard Hindi-English dictionary also. So the difficulty of learning Hindi is enhanced.

It is worth noting here that whatever little material exists in this branch of Indian philology, it is mostly compiled by the non-Hindi speaking scholars. For example the Dakshin Bharat Hindi Prachar Sabha has published Hindi dictionaries in Tamil, Telugu and Malayalam. Also there are Gujarati-Hindi and Hindi-Gujarati as well as Marathi-Hindi and Hindi-Marathi dictionaries that are all compiled by Gujarati or Marathi scholars. Similarly Anjuman Taraqqi-i-Urdu, Aligarh has published an Urdu-Hindi dictionary. More such lexicons and language teachers are needed.

Special Editions of Hindi Classics

As it is difficult for a student who has learnt Hindi newly to read and understand Tulasidas's 'Ramayana' or Jayasi's 'Padmavat', it is necessary that special editions for such students who have newly learnt Hindi be published with selections and translations from such classics.

It will be very useful if some of Prem Chand's stories or such works in simple Hindi are also published in various regional scripts, that will popularise these authors.

Some histories of Hindi literature are appearing in various Indian languages In Telugu and Urdu such histories have recently appeared. But if such books introducing Hindi literature and its treasure are made available in various languages in non-Hindi areas, they will go a long way to popularise Hindi, than mere language teaching.

Audio-Visual Methods

Hindi can be made more popular through community singing, marching songs, recitations, elocution competitions (as are held in Youth Festivals), interesting games and tests of translation from and into Hindi, documentaries in Hindi, illustrated periodicals manuscript-magazines and so on. All these interesting ways of making Hindi more palatable and easily understood should be tried.

Hindi will be learnt more easily if instead of teaching the script and the grammar and following the dreary method of cramming the synonyms, Hindi is first made acceptable through conversation. and after the student has learnt how to speak, reading is introduced and writing is taught at the end. It is not through competitive examinations that Hindi can be made

popular, but through real liking for the language that has to grow from within, and not imposed from without.

That people will gradually learn more and more Hindi-Hindustani is certain. But merely learning the alphabet or having a smattering knowledge is not enough. Sufficient knowledge of Hindi should become part and parcel of general education courses at the college stage.

Finally it may be noted, as Dr. D.D. Karve of Poona has pointed out on the basis of statistics, that only one crore out of some fourteen on sixteen crores of Hindi-speaking persons are literate, while the rest of the literates i.e. two crores of Indians, belong to the non-Hindi areas. So the approach in teaching Hindi to the non-Hindi knowing persons should be one of humility. It should not at all smack of any such feeling that Hindi, being a language of the majority area, should be learnt by all other regional language people, who are in minority. Such an attitude will be harmful in propagating Hindi. I have learnt, in this connection, that non-Hindi-speaking persons resent merely Hindi-knowing teachers in their areas. Because even on the basis of elementary statistics it is true that one who knows more than one language is better equipped for the pilgrimage to knowledge which is education, than the one who knows only one. Needless to say that if the Hindi-speaking persons start learning more languages, the problem of teaching Hindi to non-Hindi regional schools and colleges will be eased.

English — As She Is Wrote (By Students)

• SEVENTH-grader's "quote" from the Declaration of Independence : "....Every man should be divided equal."—From *NEA Journal.*

• "She heard hoofbeats in the distance, but they were not those of her lover."—From *High points.*

TEACHING CLAUSE-ANALYSIS

INDRA SWARUP SRIVASTAVA, *M.A., B.Sc., M.Ed. (Lucknow), Lecturer in Education, T. D. Training College, Jaunpur*

THERE IS NO DENYING the fact that the way clause-analysis is taught in many States of India does not develop correct language habits in pupils. In the old traditional method the teacher required his pupils to separate clauses, label them as noun, adjective or adverb clauses and to state their relationship. That a particular part of a sentence is noun clause which acts as an object to a transitive verb offers no clue to the pupil in framing a complex sentence of a given type. Thus, the ability to dissect sentences and perceive relationship in their parts does not ensure the ability to construct sentences of a given pattern.

Hence, let us consider new objectives and evolve new techniques of teaching and testing clause-analysis. From this it should not be construed that a child cannot learn complex or compound sentences without the help of this mechanical procedure The point in question is that if the teacher is required to teach clause-analysis at all—as he is in many States in which old formal grammar looms large in English syllabuses—how can he make the best out of it ?

At the outset it must be made clear that it is not essential to label a clause as a noun clause or an adjective clause or whatever it may be. This practice, in accordance with a recent circular from the Board of High School and Intermediate Education, has been abandoned in U.P. It is better to call a clause as a that-clause or a which-clause or a why-clause etc., if there ever arises a need of describing it.

Objectives

The teacher should help his pupils achieve the following graded specific objectives :

(a) To develop the ability to separate clauses.

(b) To help pupils cultivate the habit of building up of complex sentences based on a given model.

(c) To develop the ability to analyse sentences to test their grammatical construction for correctness.

(d) To develop the ability to transform a few simple sentences into a complex sentence and *vice versa.*

Techniques of Teaching

To achieve the first objective, write on the black board a number of two-clause sentences, to begin with. Read them aloud to the class and in most of the cases the intonation and pauses used in reading would suggest the clauses. For example, the teacher can pause at the obliques while reading the following sentences loud and can suggest clauses

(i) Can you tell me/why you came late ?

(ii) I am sure/you would do well in the examination.

In writing, sometimes, though not generally, commas separate clauses. For example, the use of commas in the following sentences indicates the number of clauses :

(i) While I was sowing seeds, Harry was digging up potatoes.

(ii) When George arrived home, his sister was listening to the wireless.

If these devices fail, the old method of formal grammar should be applied and the pupils should be asked to pick up finite verbs whose number indicates the number of clauses.

The following example shows what is required of a High School pupil in his Final Examination.

Q. Separate the clauses in the following sentence :

He knew that though he was

neglecting his studies he would succeed in the examination.

A. Clauses :

(1) He knew

(2) though he was neglecting his studies

(3) that he would succeed in the examination.

A teacher should not feel complacent if his pupils can do this much. He should now provide them with model substitution tables which can supply a number of complex sentences of a given pattern. The following tables illustrate the construction of two and three-clause sentences :

1. I know that (You are a good teacher.
   (He is a good student.
   (She excels in dancing.
   (You are interested in learning.
2. Please ask him if
   (He is ready to go.
   (He can type a letter for me.
   (She can sing at this time.
   (He can prepare a plan of this work.
   (He is ready to work with me.
3. I am sure

(he would come)	(	
(he would)	(	he is invited.
accompany us)	(	
(he would pay us)	if (	he is requested.
a visit)	(	
(he would dine)	(	
with us)	(	

To avoid confusion, it is a better plan to let pupils substitute whole clauses and not words so that they may perceive whole clauses at work in a sentence. These tables should be drilled till the oral production of sentences based on them becomes automatic.

Another suitable exercise for this purpose is to supply a model, separate it into clauses and ask pupils to prepare parallel sentences.

Example : Model - I wish/I knew/ where Mr. Green was living now.

Parallel Sentences : I wish I knew where he was loitering now. I wish I knew where I could now find a park in this city. I wish I knew where my brother was waiting for us now.

Sometimes, pupils may be required to produce orally a number of sentences involving that-clauses or why-clauses without the help of any model. For this purpose a game may be arranged. One group may be asked to produce sentences containing that-clauses such as 'I believe that India will make rapid progress', while the other group may respond by producing why-clauses such as 'Do you know why she acted like that'. Next time the sequence may be reversed. The group that fails to respond within a minute loses a point. Thus, within 15 minutes or so, the group that produces a number of sentences wins. Similarly, a game may be arranged in which pupils speak as many complex sentences as possible, on a picture, on an object, or on a series of actions in a manipulated situation. For example, one group may say, 'This is the picture which Pradeep has made.' The other group may respond by saying, 'The picture shows a village which is situated near a river'. In this way a particular type of clause may be practised in life-situation.

For achieving objective (c), such incorrect sentences as, 'This is the boy he is my friend', 'Though novel reading is very useful for us..' can be picked up from pupils' written work and may be given to them for correction. Pupils will take pleasure in looking at their own mistakes and in analysing sentences.

Exercises on transformation are quite easy, but specific instructions must be given here.

Example : Transform the following simple sentences into a two-clause complex sentence :

Ramesh is my friend. Do you know him ?

Do you know Ramesh who is my friend ?

Techniques of Testing

The following questions can be used in testing all the four abilities :

1. Separate clauses in the following sentence : 'He who knows he knows everything knows nothing.'
2. Give five examples of sentences containing that or when-clauses.
3. Frame five sentences of the following model : 'This is because he failed to impress us'. 'She must weep or she will die.'
4. Break the following into two simple sentences : 'This is the city where my friend

who is in Calcutta now lived five years ago.'

5. Transform the following simple sentences into a two clause-sentence :

'Suresh is my friend. He lives in my neighbourhood. He always helps me in time.'

Perhaps, this article indicates that functional grammar if methodically taught can develop language abilities. For instance, abilities associated with learning clause-analysis can ensure proficiency in oral and written composition.

Language ?

- Language is not an abstract construction of the learned, or of dictionary-makers, but is something arising out of the work, ties, joys, affections, tastes, of long generations of humanity, and has its bases broad and low.—*Walt Whitman*

- Language is fossil poetry. —*Emerson*

- Language, as well as the faculty of speech, was the immediate gift of God. —*Noah Webster*

EDUCATION Today

Seminar on Orientation of Primary Schools

A regional seminar on orientation of Primary schools into Basic pattern was held at Puri under the auspices of the Union Ministry of Education from 24th to the 30th June, 1958. Forty persons, of whom twelve were from Orissa, took part in the seminar. Other participants were from Bihar, West Bengal, Assam, Tripura and Manipur.

*

Primary and Basic Education in Madhya Pradesh

The Government of Madhya Pradesh have decided to open 400 new Primary schools in Mahakoshal region in rural and urban areas with a population of over 500, and 125 non-Basic classes in the Vindhya Pradesh region.

Four Basic Training schools are to be opened in Madhya Bharat region to train a large number of untrained staff. In the Bhopal region since the five existing Basic Training colleges are found to be inadequate one more Training college will be started at Gandhi Nagar.

*

Training of Primary School Teachers in Mysore

A short term (ours) of three months duration was decided to be started at two centres in South Kanara District for the training, in each centre, of 40 trained teachers who are not acquainted with the Basic way of teaching, at a total cost of about Rs. 10,000. Besides, the Government have sanctioned the training of 100 Senior Primary school teachers in Agricultural Craft for a period of seven weeks at a total cost of Rs. 22,000.

*

Elementary Education in Minicoy Islands

The taking over of a private school in Minicoy by the Administration was deferred as the islanders insisted upon getting facilities for religious studies during school hours. However, another school was opened by the Administration as a feeder school to the Government Elementary School in March 1958, to meet the needs of Pallisseri village in Minicoy which is more than 1½ miles away from the place where the present Government Elementary School is situated. The strength in this school was 257 when it was opened but it had reached 290 at the close of the academic year.

* * *

Social Education in Delhi

Under the chairmanship of Dr. K.L. Shrimali, Union Minister of Education, the Coordinating Council for Social Education, which met in New Delhi on August 8, 1958, discussed improvement of library services in the Union Territory of Delhi, working of Social Education Department of Delhi Municipal Corporation, and the observations made by the Estimates Committee on the working of Janata College, Alipore. The main discussion centred round the question of unified control of Social education in Delhi.

Adult Education Classes in Literacy House in Lucknow

The Literacy House in Lucknow has taken over six adult education classes sponsored under the new scheme of the Union Ministry of Education. The six classes which have a strength of 150 in all are meant to impart instruction in reading, writing, arithmetic and social sciences.

The purpose of the experiment is to determine the ability necessary for adults to acquire education up to Primary school standard.

The scheme will also help to find out the type of reading material necessary for such Adult schools.

* * *

The Madras Teachers Contributory Provident Fund Insurance Pension Scheme

The Madras Government sanctioned a scheme of Contributory Provident Fund Insurance-Pension in the first instance for all teachers of Elementary schools and certain categories of teachers of Secondary schools under aided managements, municipal councils, district boards, and panchayats, with effect from 1st April, 1955. The Government had been considering the question of extending the scheme to other categories of teachers. They have now amended the scheme and extended it to all other categories of teachers in Secondary schools and to the teachers in other schools recognized by the Education Department such as Nursery, Montessori, Kindergarten and pre-Basic schools, Oriental schools and schools for the handicapped children, Training schools and Anglo-Indian schools. The scheme came into force in respect of these categories of teachers with effect from 1st April, 1958.

*

Home Science in Secondary Education

A Seminar-cum-Training Course in Home Science for teachers of Multipurpose schools in the Southern Region was conducted by the Avinashilingam Home Science College, Coimbatore for five weeks from March 24 to April 29, 1958 under the auspices of the All India Council for Secondary Education. Thirty-two teachers from the four States participated in the Seminar which was directed by the Chief Economist, Directorate of Extension and Training, Union Ministry of Food and Agriculture. The participants worked in groups and analysed some important problems encountered in Home Science education.

*

Madras State Education Advisory Committee

The Government of Madras has set up a committee entitled Madras State Education Advisory Committee, comprising representatives of all parties in the legislature in order to advise the State Government on educational matters generally. The Committee consists of 14 members including the Minister for Education as the Chairman. The functions of the Committee will be to review progress and to offer advice on policy governing the whole field of educational administration.

*

Nationalisation of Textbooks in Andhra

The Government of Andhra Pradesh have decided to nationalise the textbooks in the State in order to eliminate the defects in the present system of prescription of textbooks. To start with, a scheme has been approved by the Government to print textbooks for Primary classes (I to V standards) in Telugu medium. This scheme will be implemented from the school year 1958-59.

The printing of textbooks will be entrusted to the Andhra Pradesh Textbooks Press, Hyderabad which will be under the administrative control of the Education Department.

*

Improvement of Libraries in Andhra Pradesh

By the end of March 1958, the libraries in 46 Secondary schools in Andhra Pradesh were equipped with useful books at a cost of Rs. 1,15,000. Sanction was also accorded by the State Government for incurring an expenditure of Rs. 50,000 during 1958-59 for the purchase of books on Social Studies and General Science in 46 High schools in the Telengana area.

Moreover, in order to provide library

facilities in the Telengana area similar to those available in Andhra area, the State Government sanctioned a scheme for the opening of District Central Libraries in each of the district headquarters towns of the revenue districts of the Telengana area. A non-recurring expenditure of Rs. 1,54,800 was granted for the purchase of books, furniture etc. for these libraries.

* * *

Seminar on Evaluation and Examinations in Rural Institutes

The need for raising the status of rural institutes to the level of universities was emphasised by Mr. K.G. Saiyidain while inaugurating the third inter-State seminar on "Evaluation and Examinations in Rural Institutes" held at Jamia Millia Islamia, Delhi on July 27, 1958. The five-day seminar, organised by the Union Ministry of Education was attended by 40 delegates from rural institutes of various States.

*

Reorganisation of J.J. School of Art in Bombay

The Government of Bombay has reorganised the Sir J.J. School of Art, Bombay, into three independent institutions, viz., the Sir J.J. School of Art, the Sir J.J. College of Architecture and the Sir J.J. Institute of Commercial Art. The conversion of the various sections of the school into their separate independent institutions was to ensure free scope for future expansion.

*

Higher Education in Orissa

Some of the recent developments in the field of Higher education in the State of Orissa are the following :—

1. The State Government sanctioned a grant of Rs. 4,90,000 representing its matching share towards the construction of University buildings at the University Campus site at Bhubaneshwar.

2. A sum of Rs. 2,00,000 representing the matching share of the State Government against the University Grants Commission's share of Rs. 4,00,000 was sanctioned towards the construction of the Engineering College at Burla.

3. Construction of a new hostel building at a cost of Rs. 4,54,000 for the Shailabala Women's College, Cuttack was taken up and a sum of Rs. 90,000 had already been spent for the purpose.

4. A sum of Rs. 3,10,000 was granted by the State Government towards the purchase of Basanta Nibas Palace, Parlakhimedi, Ganjam, for use as a hostel for the Sri Krishna Chandra Gajapati College, Parlakhimedi.

*

Refresher Course in Economics in Punjab University

The department of Economics of Punjab University recently completed a 12-day refresher course in economics under a scheme of the University Grants Commission.

The Course, claimed to be the first of its kind, covered economics teachers of the affiliated colleges of the university and its objective was to bring to focus the more prominent developments in each field of economics and to indicate the standard courses, books and journals where such developments had been expounded.

Spread over 24 lectures and seminars, the course covered developments in most fields of economic analysis and policy. with particular reference to the problems of the economic developments of India. Mimeographed copies of the synopses of the various lectures and papers read at the seminars were circulated among the participants.

*

New Faculties for Delhi University

The University of Delhi will have new Faculties of Human Geography, Sociology, Social Sciences and Commerce and expand its Faculty of Law during the Second Plan period.

Provision of these and other educational facilities in the University involves a total expenditure of Rs. 14 lakhs—both recurring and non-recurring—which has been sanctioned by the University Grants Commission.

In addition, the Departments of Buddhist Studies and South Indian Languages will be established.

The University which has a Chair in

Buddhist Studies will conduct research in Buddhist philosophy.

All these new departments will be equipped with libraries for which the Commission has given its sanction.

The Institute of Music, proposed recently by the Vice-Chancellor, will also be established. The Commission has given its sanction to this proposal.

*

General Education in Indian Universities

Three U.S. educators have recently come to India to act as observers and consultants at three Indian Universities in order to facilitate the introduction of General education to the University curricula. The three Universities are Aligarh, Andhra and Mysore.

During their ten-week stay in India the American educators will make available to their Indian counterparts U.S. experiences in the field of General education which could be adapted for use in India.

The U.S. team comprises three distinct fields—History, Religion, and Physics.

Detailing the concept of General education, a member of the team said the basic philosophy behind it was to evolve an integrated pattern which introduces a student to subjects outside his specialised field of study. For instance, an engineer at Massachusetts Institute of Technology would be called upon to study philosophy. Similarly, a student specialising in social sciences would be required to know a little of engineering and technology.

The group voiced the unanimous opinion that the introduction of General education in India would in no way affect specialization in technology which is of vital importance in the context of India's accent on rapid industrialization.

The educators have come here under the General Education Project which was initiated two years ago as an adjunct to the U.S.-India Wheat Loan Educational Exchange Programme. WLEEP originated as a result of the $ 190 million U.S. wheat loan to India in 1951 which stipulated that the first $ 5 million paid by India as interest was to be placed in a special fund for assisting Higher education in India and for exchange of educators between India and the United States.

Under this project ten Indian teachers are currently in the United States studying General education techniques there.

The American team which is reciprocating the Indian visit, has already been briefed on the pattern of Indian General education by the Indian group who met in the United States. The visitors will now concentrate on the implementation of principles of General education.

* * *

Student Information Bureau in Orissa

The Student Information Bureau in Orissa had issued 1358 letters up to the end of March 1958 in reply to queries made by the students about various courses of studies and offers of scholarships received from the Government of India and other sources. The letters from students indicated a great desire to study different branches of medicine and surgery in the United Kingdom.

The Bureau organised a series of four career lectures during the quarter and they were on "Competitive Examinations", "Public Service", "Science and Technology," and "Social Service as Careers".

The Bureau is publishing a monthly Bulletin for purveying news about scholarships and information regarding study abroad.

* * *

Double Shift System in Andhra Industrial Training Institutes

In order to increase the out-turn of the trained personnel from the existing Industrial Training Institutes with the minimum additional expenditure on buildings and equipment, the Government of Andhra Pradesh have decided to introduce a double shift system in the Industrial Training Institutes at Kakinada, Anantapur and Vuyyur. A few new trades have been introduced while the seating capacity of the existing trades has been doubled.

The total outlay in introducing the double shift system in the above three Industrial Training Institutes involves a recurring expenditure of Rs. 8.34 lakhs

on salaries of staff and contigencies, Rs. 15.19 lakhs on construction of new buildings and workshops and Rs. 12.18 lakhs on purchase of equipment and furniture.

* * *

India's Contribution to the World of Bibliography

August 15, 1958 marked India's first major contribution to the world of Bibliography. On that day appeared the first issue of the "Indian National Bibliography", one of the major projects undertaken by the Ministry of Scientific Research and Cultural Affairs to aid scholarship and literary development in the country.

The Bibliography is an endeavour to give a systematic and exhaustive list of all the books published in India, in English as well as in the languages recognised by the Constitution. It is being published by the Central Reference Library of the Government of India, now situated in the National Library, Calcutta.

To begin with, the Bibliography will be published quarterly, but will ultimately be turned into a monthly publication.

Prof. Humayun Kabir, Minister of Scientific Research and Cultural Affairs, in a foreword to the first number, says that the National Bibliography is the first major contribution to the world of bibliography made by independent India. It is also the second such attempt undertaken in the world, and follows the pattern of the British National Bibliography.

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The World Assembly of Youth

The third general assembly of the World Assembly of Youth (WAY), attended by more than 400 delegates and observers from about 80 countries was inaugurated by the Prime Minister of India at New Delhi on August 3, 1958. In his opening address the Prime Minister appealed to the young men to strive to bring the world together and to work against the artificial barriers which separated peoples. The need for closer cooperation between nations was emphasised also by the President of the WAY in his address.

With the Declaration of Human Rights as the basis of its work, the WAY is a non-political international organisation devoted to the welfare of the youth of the world. Founded in August 1948, the WAY has its branches in 52 countries. It is closely linked with the UN and has consultative status with its specialised bodies like UNESCO, UNICEF and FAO.

In India, the WAY was founded in 1951, though it started functioning only in 1955 when the second National Committee was constituted.

At its general assembly, the WAY conducted Workshops to discuss problems in educational, economic and social fields. After the general assembly session followed a four-day meeting of the general council of the organisation.

On August 2, 1958 an international exhibition representing youth movements in different parts of the world was opened by the Director of the South-East Asia section of the UNESCO.

★ THE FOREIGN SCENE. ★

First Afro-Asian Conference on Education

The first Afro-Asian Conference on Education was held from April 22 to 30, 1958, in Colombo, Ceylon, under the auspices of WCOTP. Participating in this historic conference were 87 delegates from 24 countries in Africa and Asia and observers from 11 international organizations including the United Nations, Unesco, the International Labour Office, and the United Nations Food and Agriculture Organization.

The main items on the agenda for discussion were (1) The Role of African and Asian Teachers in the Promotion of East-West Understanding, (2) Promoting the Economic and Professional Interests of Teachers, (3) Public Support for Education, (4) Ways of Strengthening and Developing Teachers' Organizations, (5) Curriculum, and (6) Textbooks and other Teacher Aids.

At the opening ceremonies, the President of WCOTP emphasised that there must be unity within the teaching profession and that the only fundamental basis upon which the unity of teachers could be established throughout the world was dedication to teaching the young.

The Prime Minister of Ceylon, in declar-

ing the conference open, said that the great task facing the peoples of the world today was to secure and achieve unity in diversity. He called upon teachers everywhere to work for the realization of the essential unity of a common humanity. He felt that teachers had the power to contribute greatly to the task of creating East-West understanding.

After the opening plenary sessions, the conference first split into two groups to consider (1) the role of the Afro-Asian teachers in the promotion of East-West understanding and (2) promoting the economic and professional interests of teachers. The reports of these two groups were adopted in full plenary and the conference again divided up, this time into four groups, to consider the balance of the agenda items.

During the conference, a Workshop for educationaleditors was held. The content of the journals that were examined varied considerably from strictly academic to matters of policy only or those magazines providing teaching aids for teachers of specific subjects (Mathematics, Geography, etc.) at different levels of education. The conference thought that for areas where associations were struggling for larger membership, more emphasis should be placed on policy matters. However, because of the importance of teaching aids and other subjects, it was decided that the content of magazines should be one-third policy, one-third teaching aids, and one-third cultural matters. It was also suggested that advice should be sought on the question of selection and presentation of news.

* * *

European Educators Meeting to Discuss School Programmes

Educators from 23 European countries plus Morocco and Tunis met at Sevres, near Paris in April 1958 under the auspices of the French National Commission for Unesco to re-examine what should be taught in their High schools. The meeting was partly financed by Unesco. Among other problems, they considered how much Science should be introduced into High schools.

In explaining the background for the meeting, Unesco's Director-General, Dr. Luther H. Evans, stated : "The European Secondary school curriculum has been built up over many, many years. The question now is : how can educators expand courses in science and social studies to meet new technological demands into an already full curriculum without overburdening the student ? How can they reconcile traditional cultural values with the necessities of a society progressively more oriented towards science, technology and economics?"

Specific points covered at the meeting included : how to select children for the different types of Secondary schooling and at what age ; how to cope with the increasing number of students entering or wishing to enter High schools ; raising the age limit of compulsory schooling , psychological aspects of teaching ; the role of teachers and teacher organizations in revising school curricula ; how much general culture and how much specialization a child should receive from school. (Unesco)

* * *

Unesco Aid for Arab Refugee Schools

Just ten years ago, the Unesco General Conference, meeting in Beirut, Lebanon, decided that the Organization should assist Arab refugees in the Middle East by providing them with schools. At the beginning of June, 1958, a meeting was held in Jerusalem between representatives of Jordan, Lebanon, the United Arab Republic, the Cultural Committee of the Arab League, Unesco and the United Nations Relief and Works Agency, to review progress achieved and discuss future prospect.

In 1949 the programme started with 30,000 pupils meeting in tents or out in the open for a few hours of schooling each day. Today over 100,000 children are attending proper schools, and some of them go on afterwards to vocational training establishments.

In the 800 schools which have been set up some 3,000 teachers ensure six years of Primary schooling for the refugees. But this is not enough, the meeting concluded, to prepare the young refugees to make a useful contribution to community as adults. Primary schooling should be extended to at

least eight years.

Whether this recommendation will be followed depends on the fund available. For the present year the budget is $5,700,000, financed by voluntary contributions from a small number of member states of the United Nations.

The meeting passed a recommendation calling upon the United Nations to establish a permanent budget for the education of Arab refugees to which all member states should contribute, instead of the present voluntary system which makes long-term planning impossible. (Unesco)

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Inter-American Seminar on Over-All Planning for Education

An Inter-American Seminar on Over-All Planning for Education was held in Washington from June 16 to 28, 1958. This seminar was sponsored jointly by Unesco and the organization of American States (Pan American Union). The agenda covered the following points: philosophy and scope of over-all planning for education; organization, methods and techniques of over-all planning for education; educational administration; educational finance, qualitative and quantitative planning for education, and other general improvements.

Dr. Carr, Secretary General of WCOTP submitted a paper on "Teacher Education" for the consideration of the Seminar.

* * *

Conference on Visual Aids

The National Committee for Visual Aids in Education organised a conference at Bedford College, London, on July 11 and 12, 1958 to consider various aspects of the production and use of visual aids in education. The sessions were mainly devoted to the use of films in science teaching, the use of tape recorders in Primary schools, and other discussions and demonstrations of teaching aids. Attached to the conference was an exhibition showing a wide range of audio-visual equipment and accessories, including television. A number of new films and filmstrips were also shown.

* * *

Seminar in Dubrovnik on University Education

An international seminar to discuss questions relating to University education was held from the 16th to 26th July, 1958 at Dubrovnik, Yugoslavia. The seminar was jointly organised by the Community of Yugoslav Universities, the Yugoslav Union of Students, and the Yugoslav National Committee of the World University Service in cooperation with the Yugoslav National Commission for Unesco. Unesco, the International University Association and the World University Service also cooperated in the successful organisation of the event.

* * *

Television and Adult Education

The possibilities of television for Adult education and ways of producing programmes of educational, scientific and cultural value were discussed by television experts and adult education authorities from some 20 European countries and from the United States, Canada and Japan, meeting from May 12 to 21, 1958 at Marly-le-Roi, near Paris. The conference was arranged by the French National Commission for Unesco and the French Ministry of Education, with assistance from Unesco.

The experts tried to assess the results of experiments in the use of TV for adult education being carried out in various parts of the world particularly large-scale programmes in group viewing in such countries as Italy, France and Japan. The economic, social and cultural factors which affected such programmes in different countries were also considered in suggesting ideas for future experiments. (Unesco)

* * *

Workers Universities in Yugoslavia

The institutions for adult education in Yugoslavia have acquired an increasing importance in the educational system of the country. The so-called workers universities bear particular significance in this connection, not because of their number but because of the high standard of their organization and the results achieved. At present the

workers universities exist in 93 towns of Yugoslavia.

About one-third of the Yugoslav industrial workers lacked the necessary qualifications for their jobs, while only one-twentieth of the workers in the mining industries were adequately trained.

The existing school system could not cope with these problems, and the socio-political organizations were burdened with too many other tasks to be able to devote their full attention to this question. Thus, the need was felt for an institution whose only aim would be to educate the workers.

The workers universities are social educational institutions which, through preparatory schools, seminar groups, courses, lectures and other programmes of collective work, undertake the economic, professional and general education of the workers. The socio-economic aspect of their educational programme deals with the study of practical business, problems of economic organizations, organization of the production process, productivity factors, planning etc. In addition to this the workers university includes practical training of the members of the management bodies.

A small number of the most developed workers universities (Beograd, Sarajevo, Novi Sad) concentrate on training and specialization of the managerial personnel in enterprises. Special attention is being paid to the training of the presidents of the Workers Councils and Management Boards, as well as to other members of management bodies of the economic organizations.

More than 1.1 million people participated in the lecture programme carried out by the workers universities in the course of 1957; 97,000 workers attended the preparatory schools, seminar groups and courses during the same year. The trend of development of the workers universities indicates that by a substantial increase in the teaching staffs, adequate premises and modern teaching aids more significant and fruitful results can be obtained.

* * *

Ghana Becomes 80th Member State of Unesco

Ghana, year-old West African nation, has become a member state of the United Nations Educational, Scientific and Cultural Organization. This brings to 80 the total membership of Unesco. The Gold Coast which became independent at midnight on March 5, 1957 has been an associate member of Unesco for several years. (Unesco)

* * *

Afghanistan Joins Unesco "Free Flow" Agreement

Afghanistan is the twenty-seventh country to join a Unesco-sponsored international agreement which eases the circulation of educational, scientific and cultural materials.

Under this agreement governments undertake not to impose import duties on books, newspapers, magazines, works of art and articles for the blind. Also exempt are newsreels, educational films, sound recordings and scientific equipment to approved institutions. (Unesco)

* * *

WCOTP Meeting in Rome

The WCOTP Assembly of Delegates met in Rome this year from July 31 to August 7. The theme for the conference was "Public Support for Education."

All meetings were held in the Conference Building of the Food and Agriculture Organization of the United Nations. Apart from delegations from member associations, more than 100 inter-governmental organizations, non-member educational associations, and non-governmental organizations interested in education were invited to send observers. Among the topics for discussion were rural education, technical and vocational education, educational journalism, WCOTP's relations with the United Nations and Unesco, education for handicapped children, the results of the first Afro-Asian Conference on Education, the report of the WCOTP Committee on Africa, and general administrative matters.

* * *

In July 1958 two new names were added

to the list of Oxford Colleges, when the Duke of Edinburgh presented Charters of Incorporation to Nuffield College, first founded twenty-two years ago, and to St. Edmund Hall, first founded about seven hundred years ago. Since the war, Oxford has increased its total number of colleges, both by new benefactions such as those which founded St. Antony's and Nuffield, and by promoting to collegiate status institutions such as the ancient St. Edmund's Hall and the women's non-collegiate Society of St. Anne's.

New Colleges at Oxford

Another entirely new college is contemplated, to be built in Holywell Great Meadows. It will eventually accommodate 400 students, of whom up to half will be scientists, mathematicians or engineers.

* * *

In order to raise the standard of the increasing number of young specialists graduated in the U.S.S.R., new rules have been laid down for admission to higher schools. These new rules stipulate that preference will be given to young people who have had at least two years' experience in industry, agriculture or in any of the other branches of the national economy and culture, and have proved their worth.

Improving Standard of Specialists Graduates in the U.S.S.R.

Last year, out of the 430,000 who were admitted to higher schools (including correspondence and evening institute students), 290,000 (64 per cent) had already worked or were still working in production. Under the new rules of admission it is envisaged that this figure will be increased to 80 per cent.

Other measures are also being taken to bring higher education closer to production. Up to now many agricultural institutes have been located in cities. They had everything they needed, except for one essential thing—the land on which their students could put into practice the theoretical knowledge acquired during their years of study.

Consequently a decision has been taken to transfer these institutes to the country side, mostly to experimental stations and State farms. Students will be able to take a direct part in practical work operating farm machinery, working with the livestock and in field teams. In this way they will acquire a better knowledge of the various jobs on a farm and the conditions of production.

* * *

More than 1,000 home economists from 56 nations opened the Ninth International Congress on Home Economics in the United States on July 28, 1958. The meetings, arranged by the American Home Economics Association, were held on the campus of the University of Maryland.

Ninth International Congress on Home Economics

The Congress participants represented all branches of home economics—work-teaching, dietetics, extension services, adult education, business, research, and health and public welfare.

During the week-long meeting the delegates exchanged ideas and developed their own knowledge on the over-all theme of the Congress: "Education in Home Economics Relative to the Social and Economic Conditions of the Various Countries." They also toured government agencies and other places of professional interest near the University and in Washington, D.C.

The main address was delivered on July 28 by General Carlos P. Romulo, Philippine Ambassador to the United States, the topic being "The Social and Economic Problems of the World Today." Ambassadors of all the countries represented in Washington and many government officials were invited to attend the opening plenary session.

The meeting provided a combination of plenary sessions and discussion groups. Congress participants studied the problems that the present-day social and economic conditions brought to families. They also tried to determine which of these problems could be alleviated by education in home economics and how home economics education and services could be developed for the special conditions in each country.



External Examinations in Secondary Schools: edited by the late G.B. Jeffrey, published by G. Harrap & Co. Ltd. London; 1958, pp. 128; price 7sh. 6d.

THIS is not a book for everybody, nor even for every teacher, but it is a 'must' for all concerned with educational policy in India. The late Dr. Jeffrey, of course, needs no introduction, for he was one of the foremost figures in British education and for many years was Director of the Institute of Education, London, in which capacity he is known to many in India. It may be taken for granted that a book edited by him has much in it that is worthy of careful study and very careful consideration.

The experience recorded and the opinions offered in the various chapters of this book are not immediately relevant to present conditions in India, but (and this is why the book is important to us) they are bound to be very relevant indeed within the next few years. In Britain education is universal, free and compulsory up to the age of 15, and ere long it will be so up to 16; there is also generous provision of scholarships for higher education, both technical and general. One of the main problems in Britain is, therefore, that of selection of those best fitted for the various types of Secondary education and higher education. In India, as we know only too well, we have only just begun to tackle that problem, or indeed even to feel the need to tackle it. At present every child in India who can somehow manage to get into a Secondary school, and every student who can get into a University, does so, whether he or she can really benefit from such education or not. British experience in this matter of selection may be of very great value to us in the near future.

The attitude of most British educationists can be summed up in less than a dozen words, 'The fewer external examinations, the better for the pupils'. But, if selection is essential, as it obviously is, there must be *some* external tests, if for no other reason than that standards must be uniform for admission to the various types of higher education. The question is, at what stages are such external tests essential, and what should be their nature.

In Britain the first external examination is the 'Eleven Plus', which has been, and is, a cause of much controversy. This examination is intended to select those fit for Secondary education of an *academic* type in what are called in England 'Secondary Grammar Schools'. Grammar school pupils, if successful, generally enter the 'white collar' professions and those for which a university degree is necessary. About 25% of all Elementary school pupils are selected for Grammar school education on the results of the 'Eleven Plus' examination. Those not selected for the Grammar schools pass into what are now known as 'Secondary Modern schools', in which they receive Secondary education of a less academic and less specialized character. Many of Secondary Modern schools (which cater for about 70% of the

school-going population over the age of 11) are excellently staffed and equipped, and are in many respects not at all inferior to the Grammar schools. But so great was the outcry of the British public against the idea of making a final selection for higher education at so early an age as eleven, that a second chance has now been given at 12-plus for pupils in Secondary Modern schools, while at 13-plus there is a selection examination for pupils desirous of entering a third type of Secondary school,—the Secondary Technical school, which provides courses leading to specialized training in Higher Technical schools, preparing non-graduate employees for trade and industry.

The tendency in Britain, therefore, is all in the direction of not making a final decision compulsory at an early age, but of allowing children (who may be none the less intelligent for being 'late developers') to switch over to the more academic courses if their bent lies in that direction. This is now further facilitated because Secondary Modern schools are permitted to prepare and present suitable pupils for the General Certificate of Education at the Ordinary level (corresponding roughly to the Matriculation stage in India), and, if a pupil is successful in that, he or she can sit for the G.C.E. at the Advanced Level after a further two years of study (i.e. at the age of about 18), and thus qualify for admission to a University. (India educationists, please note, University education from 18 upwards, not below).

Several of the essays in this book relate the experiences of those concerned with the various types of schools and with the examinations for which they prepare their pupils. The last essay describes how the G.C.E. examinations themselves are conducted. It is useful reading for those concerned with the conducting of public examinations in India.

I cannot end this review without quoting a passage written by the late Dr. Jeffrey in his introduction, dealing with the knotty question of the effect of external examinations upon the professional freedom of teachers, and the desirability—as he thinks—of placing more and more responsibility on teachers, for assessing their pupils' abilities, and less on external examination. He says :

"Anyone who has seen the efforts of other countries to move rapidly towards universal education must acknowledge that teachers are not always fit to receive this measure of professional responsibility, and that, when they are, they are sometimes reluctant to accept it. It is often possible to meet a right political demand for the spread of education only by using such teachers as are available. Their qualifications may be little in advance of those of their pupils, and they lack any adequate standards of professional conduct. There may thus be no practical alternative to a rigid centralized control in which the teacher is told in detail what to teach and how to teach it. There must, indeed, be effective supervision to ensure that the instructions are obeyed. However unavoidable this phase may be in the educational history of certain countries at certain times, it implies the negation of all that goes to make good teaching. In such circumstances the whole art of educational administration is to pass through this phase as quickly as possible : to be ready at all times to relax controls and to recognize that teachers generally are worthy of a greater measure of professional freedom and responsibility ; to work steadily towards the stage at which all questions of professional practice are decided as far as possible by the teacher in his own classroom or otherwise by teachers in their corporate capacity''.

We in India are no doubt still in the 'unavoidable phase' above referred to, in which there must be 'rigid centralized control' (or its equivalent under provincial autonomy) and 'effective supervision'. But *are* our Ministries and Departments of Education keenly aware, at the same time, that such conditions imply *'the negation of all that goes to make good teaching?'* Unless they are so aware, and proceed from such an understanding of educational verities, there is a grave danger of our education falling into the pitfalls of totalitarianism, and of not giving the rising generation of country the kind of training helpful in the development of India as a free democracy.

F.G PEARCE

Principles of Secondary Education by Bent & Kronenberg ; published by Mcgraw-Hill Book Company, Inc., New York ; Third Edition ; 1955 ; pp. 542

FOR over 15 years 'Principles of Secondary Education' has been a standard text in the Teacher Training institutions of the United States. The present edition while retaining the original framework gives an up to date account of the developments and changes which have taken place in educational thinking and practice in the States since the first editions were published in 1941 and 1949.

The topics discussed in the book include, *inter alia*, the performance of Secondary education, the organisation of Secondary education, the Secondary curriculum, the content of General education, the place of Vocational education in the Secondary curriculum and the place of guidance in the activities of the Secondary schools. The discussions are ably supported by factual data and carefully analysed and interpreted through statistics. Running throughout the wealth of material presented are the philosophical views of the authors such as, that Secondary education should provide for a general background for all vocations rather than for special training for certain specific or particular vocations ; that Secondary education should be organised as a distinct but closely articulated part of the entire educational programme, that it should be concerned with the development of an adolescent as an individual personality, and so on. But perhaps the one point which the authors have emphasised most throughout is that the American Secondary school unlike its English or Continental counterpart—which despite recent liberal legislations continues to be restricted mainly to pupils from the upper economic and social brackets —has little sympathy with the class tradition and that one of its avowed objectives is to educate all youth regardless of the social and economic characteristics of their parents.

The foreigners who are often critical of the relatively low standards of the American Secondary school forget that the authors want their readers to understand that scholarship is not the only or even the most important aim of the American school.

There is no dearth of good literature on Secondary education in the States. But the present document is one of the very good references that one could recommend to a student interested in developing an objective understanding of the strength and weaknesses of the average American Secondary school.

VEDA PRAKASHA

Keep Them Out of Prison by R.A.F. Cooks ; published by Jarrolds publishers Ltd., London, 1958 ; pp. 191; price 16sh.

HERE is an interesting and illuminating book on a very topical subject—helping the juvenile delinquents in the process of making healthy adjustments to his own weak ego, family and community, through a cooperative living in a residential hostel or an after-care home. The author describes in a straightforward and sympathetic manner the actual experiences of living with 106 delinquent boys over a period of five years, and brings out the increasing importance and need of such hostels and after-care homes as an effective means of rehabilitating them economically and also from the mental health point of view.

The book has 18 chapters. The first chapter gives a historical background of the "Approved Probation Hostel and Home Rules of England," passed in 1949. The concluding chapter sums up some of the most potent causative factors of delinquency and describes in a very succint style some useful preventive measures which can be adopted in any country for handling the delinquent boys. Eight chapters have been devoted to the stories of eight delinquent boys. As we read through these chapters we learn how these delinquent boys come of homes which are defective in many ways, where there are no opportunities for developing their individuality, where parents never realise their responsibilities towards their children, where no positive value systems are allowed to affect the life of the child, where discipline means either repression or licence, where the atmosphere is so uncongenial that it only engenders the feelings of

insecurity and inadequacy, which, in turn, lead to such compensatory behaviour as larceny, theft, aggressiveness, dishonesty, lying, and spasmodic acts of house-breaking or car-lifting. Other chapters provide us with a useful information about the leisure time and recreational activities in which the inmates of the Leicestar Home were engaged, the details of the care given at the home, the day-to-day problems which baffled Mr. and Mrs. Cooks, the methods adopted to and stimulate the interest and the cooperation of the community in its organization and development besides the useful statistical data in regard to the schooling, health status and institutionalisation of its 106 inmates.

When one reads this book from cover to cover, one is impressed with a sincerity of purpose that has motivated Mr. Cooks to write it. There is no indication of any pedantary or sophistication in the subject matter or in the linguistic style. He is clear about what he wants to say, and he says it boldly and directly, although, always sympathetically. He wants people to think more about the responsibilities of parenthood as a preventive measure of very vital importance. He wants them to give a "Home" to their children—a home where the child learns many of life's fundamental lessons, where he develops his skill in managing his interpersonal relationship, where he learns the basic lessons of obedience to authority, so essential to happy living. In the security of a home, tampered with parental patience, tolerance and understanding help, is assured the development of the much needed sense of belonging. It was this sense of belonging which was never developed or sustained in the homes to which Keith, Joseph Allan, Charles Bird and Herry James and the like belonged. It is this fundamental truth which inspired Mr. Cooks to leave his police job and to run the first residential hostel in Leicestar like a home. A home is different from a hostel, in as much as the latter lacks the closeness of interpersonal relationship, the human touch which heals the sores of frustrations and tension. Mr. Cooks says it quite emphatically. "No matter what knowledge one possesses, it is vital, when dealing with human beings, to establish a good personal relationship. Unless this healing relationship is established then nothing can be achieved—Indeed more harm can be done." Another important cause of delinquency pointed out by the author is the absence of religious influences on these boys' everyday life. But what is this religious influence? Mr. Cooks' answer is very refreshing indeed! Being religious does not mean merely going to church or observing rituals. True religion, says the author, consist in living and enjoying an honest and useful life. "Those who make religion something which has only contempt for this world and enjoyment and who use it to try to shelter young people from certain aspects of life which they consider unhealthy or undesirable, make a grave mistake. They would do better if they got out of the churches themselves."

The author refers to the adverse effects of sensational headlines in certain sections of the press, of the television, of the crime films and of the schooling which increases a sense of inadequacy among students. Even the wrongly understood and much advocated cult of freedom and of self-expression does not escape his criticism. The author devotes a number of pages to the woeful lack of opportunities for recreational and leisure time activities. His views about the purpose of sports and activities of physical recreation are worth mentioning. He speaks like a practical psychologist when he writes, "While believing that a lot can be achieved through physical recreation, it would give a wrong impression if one should think that this was uppermost in my mind. Through sport, some attempt was made at coordinating the mind and the body; producing physically fit boys and being away with that street corner slouching, developing a pride in the way one carries oneself and, above all, learning to play the game in other way."

Interspersed here and there, there are valuable and practical suggestions about the choice of suitable probation officers, about achieving the maximum co-ordination between parents on the one hand and the court and the Home on the other, about the bases of admitting boys to such a Home, about the exclusion of certain types of homosexuals, about the growing need of flexibility in the period of stay of its inmates and about the necessity of running it as a small establishment rather than like a big institution or an "approved school."

All in all, it is a very thrilling book, punctuated by a number of humorous flashes and in spite of Mr. Cooks' innocent jibes at Psychologists and Psychiatrists. The publication will be welcomed by all those who are concerned with the care and treatment of delinquent young boys and girls.

B. D. BHATIA

Adult Education at a Tropical University by S.G. Raybould, published by Longmans Green & Co., London, 1957 ; pp. 114 ; price 12 sh. 6d.

THIS little book is concerned mainly with the adult education programme through extra-mural classes carried out at University College, Ibadan, and the lessons of the author's experience in this tropical country. The book begins with a statement of the historical background which led to the establishment of arrangements for adult education courses in Nigeria. The chapters that follow deal with a description of the country and the practical problems connected with adult education activities in that region. All of this makes interesting reading and would be of value to all those concerned with the extension work of Universities in the less advanced regions of the world.

The author is led to discuss general principles underlying the whole idea of extra-mural activity by Universities. In the United Kingdom extra-mural departments were established a long time ago ; for instance University extension work was started at Cambridge more than eighty years ago. The purpose of extra-mural activity by British Universities was primarily to make available to the wider public the benefits of liberal education. Various Commissions appointed by the British Government dealt with the question of extra-mural studies in different colonial countries. Part of the intention for setting up extra-mural studies in the West Indies, Malaya etc., was to help towards creating better political understanding, but the conception of extra-mural studies was wider and more far reaching than that of merely political understanding. The report of the Commission on Malaya, for instance, said that it was for the University to "take a lead in the whole development of adult education, not indeed as letting fall from its rich table a few crumbs for the benefit of the unfortunates below the salt, but rather as itself seeking renewal of vigour and conviction from the community to which it owes its life. It was as much in University interests as in those of colonial society at large that the Asquith Commission pressed for a strong and fully staffed department of extra-mural studies as a normal feature of a Colonial University." The arguments in favour of extra-mural facilities being provided by the Universities are summed up as follows :—

(1) that in colonial territories there are many persons who would have profited by a full-time University education, but had not the opportunity for it and who should therefore be given the chance to attend extra-mural classes,

(2) that facilities of a "refresher" kind should be provided for people who have already had a good general, specialised or professional education, so that they may keep abreast of new thoughts in their own fields of interest and work,

(3) that the Universities should influence educational and cultural activity in their countries at all levels,

(4) that it is in the interests of Universities themselves that through extra-mural activity their existence and work should become widely known and valued in their territories and that by the same means, they themselves should learn how best to relate their own work to the needs of their own communities,

(5) that unless the Universities establish close and friendly relations with the people of their territories, their staffs and *alumni* may become a divisive rather than unifying influence,

(6) that extra-mural education can make an important contribution to equipping colonial peoples for the responsibilities of self-government.

As a country progresses in its social and cultural life, some of the arguments for extra-mural studies become less important and indeed in an independent country, the question of equipping colonial peoples for the responsibilities of self-government does not arise. In the closing chapters of the

book, the author returns to a discussion of general principles and he points out that in England the extra-mural departments find themselves today near the end of a period of educational development, in which one by one the needs which adult education movements including the departments have helped to meet are now being met more appropriately by other institutions—schools, training colleges, technical colleges, evening institutes and universities in their undergraduate work. In every country when the problems arising from a backward situation have been largely met, the question will arise, "what is the *essential* function of university adult education department, that will remain when all adults are literate and when there is adequate provision of technical and professional education in schools and universities ?". In the last chapter of the book Professor Raybould briefly provides the material for an answer to this question. Two somewhat extreme positions are found in (1) the view held in France. In that "the business of Universities is the discovery of new knowledge, the training of young scholars to continue the work of research, and the education of men and women destined for the learned professions. For a university teacher who is capable of work of these kinds to do more in the way of adult education than give an occasional lecture to a popular audience is to stray from his proper duty. University adult education is a contradiction in terms." As against this is (2) the view held largely in Britain that "it is in the interests of the universities themselves and an important part of their duty, as well as of value to the rest of the community, that they should play not merely an active but a leading role in adult education". According to this view, extra-mural work by universities should be concerned with humane or liberal studies and it should give particular attention to social studies and those aspects of other studies which illuminate man as a social rather than a solitary being. Advocates of this view think that the trend towards stressing the vocational aspects of extra-mural studies is straying away from the great tradition. At the Bangor Conference of Unesco, a synthesis of the French and British views was presented by a German, Professor Wilpert of Cologne University. Prof. Wilpert argued that if the pursuit of truth was the primary function of university, this would include a closer association between the university and the community. "The research function of the university is but one expression of its more comprehensive purpose of trying to discover the truth about ourselves and the universe in which we live. Research may be useful and necessary for material progress ; but it is, or should be undertaken in universities—not primarily for this reason and not only in this field, but so as to illuminate the immaterial as well as the material aspects of man..... The responsibility of the universities for finding, conserving and transmitting truth, however, calls for a wider educational effort than simply the training of young scholars and the preparation of men and women for professional work. If society is to be healthy and able to deal satisfactorily with the problems posed by a changing world, all its activities and not merely those directed by members of the professions, must be based on the best knowledge available and carried on by men and women capable of thinking rationally about these problems. It must therefore contain institutions and persons dedicated to the discovery, communication and application of truth in many fields. The universities and their staffs are such institutions and persons ; but unless there exists an effective two-way communication between them and the societies of which they are part, neither the one nor the other will be completely healthy." Prof. Wilpert supports the British practice of universities participating extensively in adult education and makes plea for a special emphasis in the work on liberal non-vocational education and particularly on social studies.

Universities exist not only for their own sake but for the sake of society, even if the universities are not supported from public funds. It is because of this that they have the function of transmitting knowledge as well as those of discovering and conserving it and that they undertake the teaching not only of students who will themselves become professional scholars, but of many more preparing to enter

other walks of life. It is desirable that the teaching of full-time students should be supplemented by extra-mural education for adults. This may be in two main directions: (1) in making available to the public a knowledge of some of the latest developments in the physical sciences and (2) in fostering the study of the humanities and social studies.

"Adult Education in a Tropical University" should be read by all those who are concerned with the political education of this large democracy. It is only when the adults in a community are not simply literate but educated in a true sense of the word, and constantly keep in touch with new developments in the physical and social world, that a democracy can function healthily.

SAMUEL MATHAI

Educating Our Rulers by A.D.C. Peterson; published by Gerald Duckworth & Co. Ltd., London, 1957; pp. 93; price 7sh.6d.

THE Estlin Carpenter Lectures, delivered in Oxford in 1957 by A.D.C. Peterson, Headmaster of Dover College, are now available in book form. Mr. Peterson's lectures are concerned with Secondary and University education in the U.K. in what he calls the 'post-revolutionary' era—the era dominated by a concentration of managerial power and advanced technology. Education is too often rooted in the past according to the pattern laid down by those who taught the present generation of teachers, whereas all education should be directed towards the needs of tomorrow. The new 'ruling class' will be an *elite* drawn from all sections of society but sharing the common characteristic of high scientific skill. It has become a commonplace in these days to hear the cry raised that our scientific knowledge has outstripped our sense of morality. What is the answer to this dilemma?

Mr. Peterson argues with conviction that the old hard and fast dividing line between Arts and Sciences in our curricula must go. The well-educated man or woman of the future will be one who has a foot in both camps. The chief reason for the opposition to increase in provision for scientific studies, he thinks, is that up to now the scientific specialist has been more or less insulated from the humanities, from any contact with the values handed down from generation to generation. The complaint of 'over-specialisation' generation is a familiar one to those concerned with education in our century—and not only the schools but the universities and their requirements have been to blame. Mr. Peterson's solution is a bold one—the introduction of mixed Arts and Science courses, with a bias in favour of Science. In his interesting diagnosis of the needs which the old educational set-up was designed to cater for, Mr. Peterson points out, *inter alia*, the large numbers of men trained in Arts who went into colonial administration. The need now is not for the prefect/fag mentality but for the practical wisdom which is inspired by scientific knowledge.

Much of what Mr. Peterson has to say, it must be remembered, comes out of the pressing problem which educationists in the U.K. face today—the terrific shortage of Science teachers. This shortage is likely to become even more acute unless schools can draw on a pool of teachers who, although not specialists, do know enough to be able to teach Science subjects up to Sixth Form standard. On the vexed question of the Comprehensive school one observation made is of special interest—that the gradual elimination of wage differentials may remove an important incentive for a potentially scholarly boy to excel. The influence of boys who are not going in for academic work at an advanced level can be an undesirable one. Some balance has to be struck between the needs of the outstanding student, whether they be specialists on the Arts or Science side, and the requirements of every man. In an age which is, whether we like it or not, largely one of mediocrity it would be unwise to introduce an educational system which itself propagates this mediocrity. Some of the suggestions made however are excellent—as for example that of 'Science Greats' (combining Physics and History), but some may view with alarm a tendency to levelling down of standards inherent in

much of what the author says.

Points for consideration in India are several. In 'Pass' courses in universities, Arts and Science subjects could be combined with advantage—and against the objection of lack of laboratory facilities Mr. Peterson reminds us that on the Continent a high standard is reached in scientific studies with far less 'lab' work than is undertaken in the U.K. The effect of introducing practical scientific subjects like Agricultural Science would be most valuable and this would go a long way towards counteracting the glamour of black-coated jobs that unfortunately still casts a baneful influeuce on our students. Graduates trained in both Arts and Science subjects would be an invaluable asset in the kind of Multipurpose school that seems to have come to stay. Graduates trained in the way Mr. Peterson envisages would be unlikely to swell the ranks of the unemployed, and this should give us food for thought.

MARGARET CHATTERJEE

Problem Children by Uday Shankar ; published by Atma Ram and Sons, Delhi ; 1958 ; pp. 210 , price Rs. 8.00

THE problem of the behaviour disorders of children is progressively attracting greater and greater attention of the educationists, psychologists and parents. It is being gradually realised that strict discipline is not the only corrective of children's misconduct. It may even be overdone and, as such, may produce more harm than good. The volume under review is a contribution to the understanding and handling of 'Problem Children.'

The author propounds the thesis that children have certain fundamental needs. Important among these are needs for security, love and affection, doing new things, understanding the environment and freedom to experiment. "Maladjustment or mental ill-health is largely the consequence of misdirection or lack of satisfaction of these fundamental needs".

The plan adopted is to discuss, at first, the problem of mental deficiency or dullness which is more congenital in origin. This is followed by fuller discussions of delinquency and backwardness. The other difficulties or disorders like aggression, lack of concentration or restlessness, obstinacy, shyness or recessive behaviour, anxiety and nervous states and speech difficulties, are discussed in subsequent chapters. After that two chapters are devoted to sex perversions or problems and to sex education which questions, though important, are not often discussed openly. The last chapter is devoted to a general consideration of various therapeutic methods, which may be applicable in individual cases according to their age, nature of the symptom and social or other conditions under which they live. There is also a chapter on "Child Guidance Centre" which deals with the staff, accommodation and equipment of the centre.

The author has considerable experience of working with problem children. The book abounds in illustrative cases handled by the author. The approach to the problem is psycho-analytical. The theories and conclusions advanced are compared with the findings of other workers in the same field, showing thereby a good deal of study by the author. Indian conditions of family, school and society are constantly kept in view. The book is detailed, comprehensive and easy to understand. It is a valuable contribution which would be found helpful by educationists, psychologists and parents.

There are, however, two points which deserve mention. Occasionally the author's style of presentation becomes vigorous—almost bordering on dogmatism. This appears a bit jarring as the rest of the presentation is quite scientific. Again, psycho-analytical truths are sometimes paraded in nakedness. These truths may appear disgusting, not to psychologists, but to the layman and particularly to the parents, and produce an unreceptive frame of mind. It is easy to see that these points arise from the author's love of the subject and desire for accuracy. But where the laymen and parents are concerned, it is wise to exercise a little caution. A psychiatrist friend of the reviewer once said : "must we expose our psycho-analytical gods to the cold wind of public censure ?" Meagre drapery would be found more alluring than stark nakedness. By following such a

course we would, perhaps, not be honest but we would be wise.

SOHAN LALL

Rajendra Prasad: Autobiography; published by Asia Publishing House, Bombay, 1958; pp. 604; price Rs. 22.50

THE first President of the Indian Republic tells us himself in the Foreword to this book, and in Chapter 107, "I Write in Jail", how it came to be written. "A greater part of this book was written by me in prison between 1942 and 1945. It brings the story of my life to 1946. The original was written in my own language, Hindi. It has already undergone two editions in that language and it is only now that it has been possible to bring out an English version of it. I took to the work of writing my reminiscences in jail. I started it in Sikar, in 1940, where I had gone for rest during my illness. As is my wont, while in Sikar, I would get up daily at four in the morning and write for two or three hours before the others woke up.....Two years later, when I entered jail, some of my friends insisted that I should complete the work. I hardly knew where I had left off. The manuscript was lying somewhere in my village and I could not think of sending for it lest the C.I.D. should read it. However, trusting to my memory, I picked up where I left off, and began writing further. Gradually, the size of this manuscript also began to swell.

"Sometimes I used to wonder if it would be of any use writing my reminiscences or autobiography. Whatever I possess or have achieved is entirely due to the goodness of my brother and Gandhiji. I was not sure if there was anything which others could learn from me or my life's account. I had no doubt dedicated myself to public work, particularly Congress work. Perhaps my autobiography could be a source of information regarding our political struggle. But, sure enough, it could not be of any historical value.....I had no source of reference with me except my own memory which from the point of view of history, could not be an authentic source.....Only such matters have been put down as I could remember while writing. One thing I can say, with confidence, and that is that nothing has been knowingly mis-stated or wrongly put. My friends insisted that I should have it published....particularly because it was in Hindi."

In the above extracts are revealed, in the President's own words, the strength and the weakness of this book. Its strength lies in its appeal as a fascinating human document—the life-story of a man who can tell of his rise from his childhood in a small village of Bihar to the great position he now holds, without a trace of affectation or self-consciousness, with the simplicity and the directness of the truly great.

The weakness of the book, arising mainly from the circumstances in which it was written, lies chiefly in defects of style—its discursiveness, the want of a definite plan in the sequence of its one hundred and fourteen chapters, and the indifferent English of the translation. The warmth and naturalness of the original Hindi are lost greatly in this translation into a language which demands brevity, understatement, epigram, and some humour for good literary style, and we feel this version would benefit greatly by pruning down and rearrangement of chapters and sentences to make more rhythmic reading. We hope this will be done, to enhance the appeal of this book to the immense English-reading public of India, and of the world.

For this is definitely a book that should be read by as wide a circle as possible, and a life-story that should be told in many languages and to many peoples, in a style that can speak to their hearts. It is written from the heart, naturally and simply, the story of a man's triumph over ill-health and the grief of family bereavements, of his quiet devotion to a life of service to the call of the poor, the hungry and the oppressed. Few readers can fail to be touched by its obvious sincerity, its human quality, and many will enjoy the gentle humour of the chapter describing the marriage celebrations of the young Rajendra Prasad at the age of thirteen. "We reached the bride's place at eleven at night. The bride's party was getting nervous because of the delay in our arrival, and though relieved when we arrived, they were a bit

disappointed as our party was not to their expectation in pomp and show. But their spirits revived when they saw the ornaments, dresses, sweets and other presents which we had brought for the bride. Whether they felt happy to see the bridegroom, too, I do not know!"

The same engaging frankness occiasionally enlivens the many chapters on his work for the National Congress, as one of Gandhiji's chief lieutenants, his leading position in the Bihar Congress, and, later, in the Working Committee of the All-India Congress Committee. "The Socialist Party had already come into existence in India and Nehru, though not a formal member, had views which often tallied with those of that party. Most of us had as little understanding of socialism as faith in it. At the meeting I found that he and I had differences of opinion on some matters. The differences were not so much on the Congress programme or procedure as in our attitudes. Even if both of us agreed on a given matter, we usually had two different ways of tackling it."

Again, with candour admirable in a politician, he says in 'Preparing for Elections'. "We had to give adequate representation to all prominent castes. It is disgraceful for an organisation like the Congress to do so, but success in the elections was our first objective, and secondly it should not be overlooked that the Congress is a widespread organisation consisting of people of all castes. The fact, however, remains that though from the point of view of practical politics our nominations proved a great success, we ought not to have even thought in terms of class or caste distinctions."

With his trained legal mind and his experience in the legal profession, the author is more at home in the elucidation of principles and the arguments which sustain them, than in the delineation of a character or the etching of a profile. Principles, not personalities, come alive in this book. Great men move through its pages, but not one of them, not even Gandhiji, has been given a character-portrayal that lives in the memory. But to the analysis of Gandhiji's great doctrine of *Ahimsa*, the author brings all the qualities of his own mind and spirit: "It is not usually remembered that it is in violence that cowardice lies and not in non-violence. If one is afraid of hurting one's adversary and desists from harming him, that is not non-violence. Only he can be called non-violent who, be he strong or weak, desists from causing hurt to others because of his belief that it is wrong to hurt others.....The courage of the *Satyagrahi* is born of conviction. There is no element of fear in it."

It is passages like these, to which Rajendra Prasad has brought not only the wisdom of the finely-trained, experienced mind, but also the high sincerity of one who has really practised what he believes in, that make his Autobiography an inspiration and a challenge to its readers.

D.L. SINAI

The Crux of Philosophy by Peter Vadachery; published by Industrial School Press, Ernakulum; pp. 117

IT requires considerable courage to write about metaphysics today making exclusive use of a mediaeval scholastic vocabulary and more or less completely ignoring the progress in knowledge that has taken place from the Renaissance up to our own day. Yet this is the task to which Father Peter Vadachery sets himself. The 'crux of philosophy' in his view is 'the commonsense idea of being' which he thinks underlies every man's experience and on which a genuine science of 'being' can be built. The proper field of metaphysics is the traditional one—the investigation of 'being' or that which is. The commonsense notion of 'being' is indeterminate but it is here that the psychological origin of the metaphysical principle of 'being' can be found—the notion of a 'something' which becomes more and more determinate as knowledge advances. In places Father Vadachery's use of this notion is reminiscent of the Lockean substratum—a something we know not what—but it is evident as his argument progresses that he is intending something other than this. It is to be doubted whether the common man makes use of the term 'being' to the extent that the author imagines. It could be said

that the notion of 'being' is nothing more or less than a philosophical refinement of the commonsense notion of 'thing.' This for example could be said of the Aristotelian treatment of substance. The metaphysical disposition to investigate the 'origin' of the world to which Father Vadachery very rightly refers takes us however beyond the investigation of 'thinghood' and into a field where the theist rather than the philosopher proper has something valuable to say.

The main body of the book consists of a competent account of the concept of 'being' from Aristotle down to the scholastics, an account which leans heavily on the strict Thomist treatment of this theme. The author might have shown somewhere how Christian theology was able to combine the Greek concept of 'being' with the Judaic belief in Jehovah as the whole mediaeval discussion of essence and existence (and God as *Sum qui sum*) hinges on this identification. For the Thomist account of contingency already presupposes a doctrine of creation which is avowedly theological rather than philosophical. Also in this section of the book some reference might have been made with advantage to St. Anselm, for it is in his *quod non maior cogitari potest* that the ontological issue is best stated and not in the garbled form which is found in Descartes.

As might be expected in a discussion of essence and existence on traditional lines there is in part some misunderstanding shown of 'modern' philosophy. There can be no compromise between those who think of 'existence' as something timeless and those who recognise in 'existence' something inevitably bound up with the conditions of space and time. Father Vadachery finds in modern philosophy a concentration on 'the problem of the reality or essence that is existing'. In fact what modern philosophers have tried to do is to come to terms with the scientists' substitution of quality by quantity, substance by function. The issues which lie behind any discussion of the form and matter of experience are too large to be considered here. It is doubtful, however, if any serious philosopher can afford completely to ignore what Kant has to say on this question. If Father Vadachery reads any of the later works of Russell he will find an answer to the Meinongian 'realist' treatment of universals. Russell's whole work is after all a kind of commentary on the text *entia non multiplicanda sunt.*

This book is, however, a brave attempt and it is to be hoped that Father Vadachery will follow it up by a work in which the problems raised by modern science are not side-tracked and in which his theistic assumptions are brought out more into the open.

MARGARET CHATTERJEE

Education for Better Living
published by United States Department of Health, Education and Welfare

'EDUCATION for Better Living' has been published by U. S. Department of Health, Education and Welfare as 1957 Yearbook of Education Around the World. Its theme is the role of the school in community development in sixteen selected countries of the world ranging from Peru and Bolivia in South America to Germany in Europe, Gold Coast and Ethiopia in Africa, Iran in the Middle East, India and Cambodia in the Far East.

The first part covering 212 pages gives concrete information about programmes in action relating to community schools and their requirements, adult education and problems of citizenship and group action. The writers are top-ranking educationists who write about their particular field of activity or experiment with authority. Each one of the fifteen chapters in this part makes an interesting and absorbing study. The *nucleo escolar campesino* of Bolivia (a central school with 20-30 sectional schools fed by it) has achieved very good results as a community school. Santa Barbara School in a province in Central Philippines assumed leadership of the community with fruitful results. The tented schools for the nomadic communities in Ethiopia and the tribal schools in Iran have cut fresh ground by moving along with the roving communities to the needs for which they catered. Benjamin Franklin High School, located on the upper east end of Manhattan Island in New York City applied with great success

the community school programme to a neighbourhood. The sanitation campaign was designed to clean up East Harlem ; while the other project had as its objective the provision of sufficient play areas for its 30,000 children of Elementary school age.

The second part convering over 60 pages deals with some common tasks awaiting attention in the field of community school programmes, such as the training of leaders, the preparation of materials and the process of growth of community education. The three chapters in this part contain some highly stimulating material, which throws a flood of light on the conditions necessary for the achievement of success in the fields outlined above. It is worthwhile quoting the basic competencies of community school teachers :

1. The teacher should know the concept, purpose and scope of community school education.
2. The teacher should understand the culture patterns of the community and the changing social structure.
3. The teacher should know school community relations and their organisation.
4. The teacher should know the area of the community school programme.
5. The teacher should know the need for a growing curriculum.
6. The teacher should know the essential techniques and skills in community development.
7. The teacher should know the newer teaching methods and how to use newer teaching aids.
8. The teacher should know how to teach adults as well as school children.

The chapter on the process and technique adopted to produce suitable reading material for children in Thailand is one of the most illuminating and instructive and proves that the example is worth following wherever childrens' books are in short supply. Likewise, the work of the Bureau of Indian Affairs (U.S.A.) indicates the specific approach which must be adopted in producing suitable literature for adults who had grown without any schooling. The chief features of such work should be simple graded vocabulary, mature concepts on subjects of felt need in areas of adult interest related to real local situations presented in short sentences and logical sequence. New community schools can be effectively started only after the community has been given an opportunity of discussing the proposal. In fact, such a proposal should be mooted in a manner calculated to produce a feeling that the community itself wants to meet this particular need. The small school at a place called Taffo near Adisababa is a wonderful example of what can be done by harnessing local enthusiasm. Any one really interested in promoting a programme of community development through schools must first pass through the Book stage of reading about community development all over the world. After this is the Look stage during which observation of actual programmes in progress and listening to discussions of more experienced people are essential. Then you are ready for the Action Stage, which involves ascertaining of needs, training of leaders, mobilizing governmental and non-governmental support and finally getting the schools started.

The third part, which is in some ways perhaps the most important part of the book, covers just over 50 pages. Its three chapters are devoted to a discussion by leading authorities of some common understandings about the dimensions of education, the relationship between education and cultural change and between schools and other community agencies at work. These pages contain some home-truths which cannot be ignored without imperilling the tasks in hand. In this connection perhaps it will be most helpful to quote the issues involved as brought out by Dr. Verna A. Carley, Community School Adviser in International Cooperation Administration :—

1. To what extent is a government genuinely committed to the task of improving the lives of its citizens ?
2. To what extent are the schools cooperating with national programmes which aim to better conditions of living for the mass of people ?
3. To what extent can a government progress in a programme demanding a broadened base and methods inherent in the democratic process if the courses, methods and practises in its schools are based on class or status system ?

4. To what extent have community education programmes developed without the benefit of the school system ?

5. To what extent are the educational processes involved, the effects on the peoples themselves as well as material results, considered in developing programmes of education ?

6. Are the schools helping to put knowledge to work for the improvement of living of all members of the community, or are they guarding it as a badge of superiority in a 'Strata' society ?

7. Are the schools through their curricula and methods diffusing the knowledge and developing the attitudes and skills which are fundamental in the improvement of present-day living and the solving of current problems. or are they simply passing on facts and behaviour patterns belonging to another age and social structure ?

8. Are teachers clinging to out-moded curricula and methods by choice or prejudice, or because they lack the knowledge and assistance to revise and adjust them ?

9. To what extent are Ministries of Education, universities and normal schools cooperating in the preparation of school personnel for the broader aims of education? Are they 'marking time' or actually working against such programmes ?

Mr. Humayun Kabir's chapter on Education and Village Improvement in India, gives masterly analysis of our past developments and the present position. Western education in India suffered from all the defects of colonial education and it destroyed the Indian cultural pattern. Tagore's vision resulted in the establishment of Santiniketan and Gandhi's understanding of India's national problems produced the scheme of Basic education. Both these programmes stimulated the adult education movements of 1937 and 1948 and finally converged in the Community Project Administration Programme which has made good progress during the last eight or nine years. As a result of the Basic system, which is democratic in nature, community-based and cooperative in character, there is every likelihood of 100% children being in school Community Project Administration areas by 1961. The contribution of the communities towards the growth of both Elementary and Secondary education has been very considerable. The twin objectives of the Administration to promote education and economic well-being have progressed well, but in separate channels. The village school teacher has not been mobilised for community development work on account of his inadequacies resulting from deficient training and low pay. The change-over to the Multipurpose pattern in the case of Secondary schools may give indirect help in the course of time. The Universities have so far stood outside the community programme but for occasional labour camps.

The administration is based on the Block System and village level workers and has, with some reason under the American influence, devoted its chief attention to agriculture.

Dr. Adams in his chapter on Education and Changing Social Patterns has made a very forceful plea in favour of the need for community schools to meet the challenge of changes, which are coming fast everywhere. The Old type of school, keeping itself within its own shell, adds to social erosion and does not help society to revise itself. The leaders of the community school must understand how traditions are formed and must take note of the moods which dominate the thinking of the community. If education steps forward into this position with courage and understanding, it will help society to survive.

Dr. Beatty, discussing the relation of education with other professions, asserts the view that the function of the school has been exaggerated and that society improves through a change in individual and social attitudes. The approach to community development is many-faceted and the attacks must be keyed to social and economic needs felt most by the community itself He illustrates his point by giving the pertinent example of a village community, which thought of directing its attention to infant mortality only after the experience of saving its hogs from cholera. In this way one problem leads to another, and all that a community will require, after it has gathered a little confidence, is the requisite degree of proper guidance.

This review can be appropriately wound

up by the remark that the idea of the community school is excellent, as has been proved by the good results achieved by the nuclear schools of the Andes or the community schools in hundreds of *barrios* in the Philippines. Even though specialised agencies may be able to accomplish much good work, yet education remains the foundation of all development. Of course, experience will tell us what approach to adopt and techniques to follow in the case of a particular problem facing a particular community. At present our schools are limited by many factors including tradition, social and economic conditions, and above all, the generally-held view about the scope and purpose of education. If the schools of today have to play a dynamic role by assuming leadership of the community, they must give up their traditional role of producing good citizens and waiting for indirect improvement to be effected over a long period from generation to generation. The community school functions in a democratic way. Perceiving that education is capable of becoming an instrument of immediate social progress, it throws the attention of the child into the centre of all those forces, which are operating on the life of the community. Education thus becomes a cooperative programme utilising the skills, abilities and efforts of the entire citizenry towards the solution of common problems. The school does not replace other agencies ; it puts them together in a cooperative chain. If the school becomes the centre of organising community life, it enriches its own programme by providing highly fruitful learning experiences and proves in the words of Dewey that education is not preparation for life, but life itself.

K.C. KHANNA

Evaluation Techniques for Classroom Teachers by Baron, Denis and Bernard, Harold W. ; Published by McGraw Hill Book Company, New York, 1958 ; pp. 297 ; price $ 5.50

CLASSROOM teachers need to ask themselves at least three basic questions in assessing or evaluating pupil development—what are the things that need to be evaluated ?—how should they be evaluated ?—and when, or at what intervals, should they be evaluated ? Unless all these questions are asked and answered, there cannot be any adequate evaluation of pupil development.

In this country we have inherited a rigid system of evaluation based almost entirely on written examinations of the essay type in which these questions have seldom been seriously asked. In recent years, the movement of mental testing with its emphasis on quantitative measurement has been responsible for developing a concept of evaluation that is also partial and inadequate. 'Evaluation Techniques for Classroom Teachers' seeks to give a wider interpretation to evaluation by making the use of scales, inventories, sociograms and teacher observation and interpretation a part of the evaluation programme in addition to intelligence, achievement and diagnostic tests.

Another important point made by the authors of this text is that the first step to be taken by teachers in evaluating their pupils is to determine objectives—to decide what the testing programme is designed to do. The following objectives are suggusted for such a programme : "to gain insights into the social facility of the pupils as individuals ; to obtain information about their aptitudes for learning in general ; to obtain information about their special talents or relative strengths ; to discover their present status in subject matter achievement ; to find clues to ways of overcoming specific weaknesses ; and to motivate pupils to put forth consistent and serious effort." This list of objectives suggests that the tests are to be used not as ends in themselves but as clues to the improvement of learning and instruction—as devices designed to facilitate each child's growth by using their results as corroborative data and as supplements to the teacher's observations. This is a point that can hardly be over-emphasized when we believe and maintain that the teacher needs to see the total functioning of the child and not just his functioning in a restricted test situation.

Teachers have traditionally been, and many of them are at present, concerned mainly with the academic adjustment and achievement of pupils. The authors, how-

ever, stress the need for teachers to attach equal, if not more, importance to other phases of adjustment such as the personal and the social. This would necessitate the employment of a variety of methods of evaluation covering a large number of areas of functioning such as health, attitudes, ethical ideals, aesthetic appreciations, family relationships, and inter-personal adjustments. This text offers helpful suggestions to teachers for estimating the capacity of their pupils for learning, for evaluating pupil achievement, for estimating readiness for learning, for appraising personality, for evaluating classroom social relationships, for studying interests and attitudes, and for using rating techniques in pupil evaluation. It also contains useful chapters on how to construct and use teacher-made tests, how to improve appraisal practices and how to plan a programme of evaluation. There is also a brief but useful appendix on organising test results for interpretation.

This is a useful book for schools wishing to develop effective evaluation techniques.

E. A. PIRES

Principles and Practices in Guidance by Emery Stoops and Gunnar L. Wahlquist ; published by McGraw-Hill Book Company, Inc., New York, 1958 ; price $ 5.50

THIS volume represents another addition to the already considerable number of texts available for a basic course in guidance. In the Preface the authors suggest that it may also be used as a handbook by the professional counsellor or guidance teacher. The work must be appraised then with both these purposes in mind.

The book is organised around three basic principles—the first maintains that guidance is a continuous process. Hence the authors' attempt to deal with guidance at all levels from the Elementary through the Junior High and Secondary schools to the college level. However, one cannot help noticing that the emphasis is largely on the Secondary school stage, the references to the other levels being few and far between.

The second principle pertains to the basic steps in the guidance process. It is the authors' observation and experience that principles grow out of practice rather than practice developing from principles. To follow a natural rather than a logical sequence the five basic steps in the guidance process are presented first in chapters one to eight. They are listed by the authors as :

1. Getting information about the individual
2. Getting information about environmental opportunities
3. Putting this information together or counselling
4. Helping the student to find his place
5. Determining results or the follow-up.

Following presentation of the five basic steps, the general principles of a good guidance programme are considered in the remaining six chapters.

The third principle which guided the development of this book resulted from the fact that the authors found most beginning classes in guidance containing people with a wide variety of backgrounds and needs. Hence they present material in this book which they hope will be of value not only to the graduate student but also to the administrators, Elementary and Secondary school teachers, counsellors and guidance workers.

In attempting to serve both as a text and a handbook to the professional worker, the book serves neither purpose as well as it might. Some of the topics are too sketchily covered for use as a basic text and the treatment of others seems too elementary for use as a handbook by professional workers.

The chapter on "Counselling" illustrates the point. The treatment given to this very important service in the guidance programme is rather superficial—the theory and techniques of the counselling interview, the relationship of the counsellor and the counsellee, the different approaches used by the directive, non-directive and eclectic schools have not been touched upon at all. Further the case records which occupy more than half of this short chapter reveal nothing of importance concerning counselling techniques. For graduate students seeking information on these essential aspects the value of the book is necessarily limited.

Then again, in the chapters entitled "Information about the Individual", the authors have dwelt almost exclusively (except for brief passing references to Rating Scales and Sociograms) on tests as sources of information about individual students and ignored the other equally useful source of such information—the non-testing techniques. This is a serious omission in a book which is intended as a handbook for teachers, since the latter are more suitable for use by teachers than psychological tests which require special training and skill not often possessed by teachers.

Howevever, there is also much that is both useful and well-presented. Chapters four and five dealing with information about educational and vocational opportunities are fairly comprehensive in their coverage and offer many pertinent as well as practical suggestions to teachers and administrators wanting to introduce group guidance activities in their schools.

The above two chapters, together with Chapter 11 are the best in the book. The latter includes material on the guidance budget and other aspects of organisation seldom found in guidance texts. Since the budget is the chief controlling factor for the guidance programme, the authors have done well to draw attention to this aspect of organisation. Other chapters deal with such administrative questions as basic principles of a guidance service, the qualifications and training of guidance personnel, establishing public relations and evaluating the guidance programme.

The sum up, this book contains a great deal of useful material, well organised and written in a style easy to read. There are numerous charts and forms which will prove valuable to school teachers and administrators initiating new guidance programmes. For guidance-minded teachers, there are specific suggestions about ways in which they may contribute to and profit from a programme of guidance services. When supplemented by more comprehensive works, this book might also serve as a basic text in a general course in educational and vocational guidance.

K. WADIA

Statistical Calculations for Teachers by J.E. Jayasuriya ; published by MacMillan & Co., Ltd., Bombay, 1957.

IN the hoary past, the primitive man used numbers for the purpose of counting and presumably the first herdsmen used numbers to count their flocks. With the advancement of civilisation, the use of numbers extended beyond the field of counting to that of measurement and this has brought about a change in the concept of number—a change not properly appreciated on account of the fact that the same symbols have always been used for both purposes. The steady march of Science has witnessed the phenomena of direct physical measurements, the adoption of units and the idea of comparative measurements culminating in correlation as known to modern statisticians.

In the realm of education today, the teacher has to take an intelligent interest in the several educational problems and has to be acquainted with methods which may help him to assess the quantum of knowledge imparted to his pupils. A knowledge of statistical methods is, therefore, very necessary for a teacher. This little book 'Statistical Calculations for Teachers' by J. E. Jayasuriya attempts to provide an integrated course in elementary statistical methods as applied to marks from tests and examinations. The book initiates the novice and stimulates the expert and helps build and sustain the interest by well-graded examples which a teacher comes across in his daily avocation. Any one more interested will no doubt consult better standard works but for those who wish to grasp the elements of the subject, this book should fulfil a real need. On the whole, the author has dealt with the subject in such a way that even those who do not possess sufficient mathematical background may be able to derive the utmost benefit from its study.

T. S. BHATIA

The Use of Force in International Relations : By Dr. A. Appadorai. Asia Publishing House, Bombay. 1950. pp. 124. Price ; Rs. 5.75

THE gathering mist of cold war and the annihilating potentialities of the

nuclear weapons makes it imperative for the mankind to device some means to shun war, if it wants to survive extinction. The control and regulation of force in the International Relations is a subject on which much has been written in recent years by the western writers, but in the book under review, one finds the first attempt of the Indian scholarship at a scientific probe into the problem. The book will interest the layman and professional alike not only for the presentation of the Indian viewpoint on the world affairs but also for the lucid treatment and the valuable suggestions made therein.

Dr. Appadorai in his 'Analysis of the Problem' points out, that, except for a theoretical recognition of difference between a just and unjust war, the mankind had long submitted to war as the only means of settling international disputes. After the First World War, however, three attempts have been made to restrict the power of the states to resort to war, viz., the Covenant of the League of Nations, the Pact of Paris and the Charter of The United Nations. The fact that the former two failed to prevent the outbreak of the Second War and further that despite the United Nations we are living in "perpetual fear of atomic war, leads the author to attribute the present malady mainly to the inability of the International Law to change the *status quo* without resort to violence. The reliance of Portugal on a 300 years old treaty for its, otherwise untenable, claims on Goa and her refusal to take into account the drastically changed political situation ever since, is the latest reminder to the need of "perfecting the means of peaceful change in society so that there is no temptation on the part of an individual state or of the International Community to resort to war." The author seems to be sceptically optimistic about the efficacy of Article 14 of the Charter of the United Nations, which provides for "peaceful adjustment of any situation regardless of origin". He would, therefore, like certain unofficial bodies in every country to make suggestions for peaceful change.

Besides his thesis for perfecting the means of peaceful change, the erudite author lays down an elaborate plan for co-existence in the International Community. This includes detailed scheme for Disarmament, withdrawal of Soviet forces from the countries of Eastern Europe, increase in the number of the permanent members of the Security Council, recognition of Red China, independence to colonial territories, reconsideration of western attitude towards SEATO and Baghdad Pact. The economic development of the backward countries and a sound system of education with a view to developing attitude of tolerance and good will further form an integral part of the "Plan for Peace" as enunciated by Mr. Appadorai. Without entering into the merits of the details, it can be safely asserted that this Plan, if accepted by the Big Powers, will go a long way in laying down solid foundation of peace in the world.

RAMESH KUMAR MISRA

Development Work among Rural Women by Dr. Krishna Bai Nimbkar; published by Indian Adult Education Association, Delhi, 1958

DR. Krishna Bai Nimbkar's book entitled 'Development Work among Rural Women' is well written and interesting for a social worker. There are occasional literary flights in the midst of which the idea which is intended to be brought out loses a good deal of clarity. The portions about the "lamp lighter" in the introduction and again on pages 34 and 35 are good language, but the ideas these portions are intended to convey become dimclothed 'in beautiful words.

A fairly good idea has been given of home improvement and extension work in the United States and in Japan. Describing the conditions in India and quite rightly too, it is recognised that the conditions are very different. Thereafter, the discussion tends to be rather sketchy. This booklet is written for the use of social workers at village level, who would benefit greatly from the author's stories of her experiences gained during her visits to the rural areas. Possibly, it would have been better if,

based on the writer's personal knowledge, the need of our villagers had been analysed a little more fully. Only on the basis of this analysis it would be possible to discuss (a) the various schemes already evolved for meeting some of these needs and (b) the schemes necessary to meet them fully.

There is some reference to two schemes, one of which has been put into practice for some time and the other has apparently not been functioning effectively so far. The first one is the programme of the Community Development and the N.E.S. Blocks of the Government of India. There is a curious mix up of the functions of the *Gram Sevika* under these two schemes. In some states it appears that the main function of the *Gram Sevika* is Home Economics Extension. A more comprehensive view would have added value to the book.

The most glaring omission is any reference to the schemes of the Central Social Welfare Board, in particular the Welfare Extension Projects. The fact that the organisation of work for the welfare of women and children in the Community Development Blocks could not proceed apace and, therefore, a new scheme had to be evolved for this purpose in collaboration with the women workers of the Community Development Administration and of the Board's Welfare Extension Projects would seem to be a matter of some significance. This has not been recognised in this book.

Mrs. Nimbkar's advice to Social workers —Appendix I page 37—is very sound. She explains how the village housewife should be approached, conversation techniques to be used by her and, above all, how she must be equipped with resourcefulness and poise and be prepared herself to adopt and adapt to the attitudes she may not have known before.

Thousands of our *Gram Sevikas* are doing excellent work in the villages. They are the ones who are going to change the picture of rural India.

Unfortunately, their basic educational standard is very low, Middle or Matriculation. Therefore, the booklet should have been written in Hindi and the regional languages. As it is, it should serve as a useful guide to the untrained educated Social worker and also to those who administer programmes.

RAKSHA SARAN

Directory of Agencies for Recreational and Cultural Activities in South East Asian Countries published by Indian Adult Education Association, Delhi; pp. 203; price Rs. 10.00 or £ 125

THIS Directory provides information regarding various forms of cultural and recreational activities prevalent in South East Asian countries. It covers India in detail and Burma, Ceylon, Malaya and Pakistan in brief. The information is supplied mostly under seven broad heads; aims and objects, activities, membership, office bearers, personnel and sources of income. Only one basis of classification has been employed throughout. The countries as well as the agencies have been reported in alphabetical order. Information about India, that occupies more than half of the publication, is supplied State-wise.

In the Introductory Note the compilers admit that the work is not complete. For there are many countries and many organisations engaged in recreational and cultural activities in the region, that have been left out owing to non-availability of time and the requisite information. A supplement to the Directory is, however, expected to be issued if a sufficient number of agencies supply information at a future date.

Since cultural and recreational activities are fast becoming important media in Social Education, the Indian Adult Education Association should be congratulated on bringing out this useful work that would serve as a guide book to those working in the field.

ABUL HASAN

Education Book Guide prepared by the National Book League, London; Councils and Education Press Ltd.; Vol. III 1958; Price 14sh.

THIS purpose of this annual publication, first published in January, 1956, is "to bring together titles of all books suitable

for use in schools, whether in classroom or library, published in the United Kingdom in the twelve preceding months. Books for all ages up to 18 are included."

Bibiliographies are always very helpful. Their usefulness increases as their scope becomes more and more specific. For instance, almost all of the titles included in this guide may be found in the appropriate issues of the British National Bibliography which is an authentic list of all books published in the United Kingdom. But in this Guide the titles have been selected on the basis of their suitability for schools. The Guide thus becomes specifically useful for school authorities and librarians in England. Its usefulness is further increased by the inclusion of a descriptive not about each title and indication the age-group or class for which the title is considered suitable by the compiler.

Two questions will continue to be asked about any bibliography which is selective for different classes of readers : (1) How to determine the suitability of a title for a particular class of readers ? (2) Are there not more books than those included which may also be suitable for that class of readers ? While much progress has been made to establish criteria to determine suitability of reading material to reading public, titles and readers continue to baffle. The inclusion of *Medieval American Art* by Keleman Pal with 788+388 pages including plates and costing 105 sh. as a suitable book for a school library in England would invite both these questions. However, the National Book League whose objective is to promote the reading of books which 'educate' and 'entertain' has compiled a very outstanding guide for the benefit of schools in all English-speaking countries.

The value of this Guide to Indian schools is also considerable particularly at a time when the study of English is receiving fresh consideration and the report of the Pilot Project of the Ministry of Education to encourage reading habits in children in seven selected Delhi schools has revealed the paucity of good English books, especially of children's books. Of course, for successful use in our schools this Guide will have to be supplemented by similar guides from the United States and other English-speaking countries.

It may be interesting to see what kind of books on India are published in England year after year which are considered as suitable for English schools. The *History of India* by J.C. Powell-Price included in 1956 Guide is a fairly advanced work. There is no significant title in 1957 Guide. 1958 Guide includes Harold Elvin's *Ride to Chandigarh*. The descriptive note under this title mentions Chandigarh as a newly-built capital of Pakistan ! Surely many other and better books on India are published in England each year and British school children can read them to their advantage.

N.M. KETKAR

Shikshalaya Vyavastha (in Hindi) by M.L. Jain ; published by Shivalal Agrawal Co. Private Ltd., Agra; 1957; pp. 163 ; price Rs. 3.00

THIS treatise on school administration, as has been stated in the authors' introduction, is intended to meet the needs of students of education at the college level. The subject has been discussed in 23 chapters. From the titles of these chapters, one would be inclined to infer that all aspects of school administration have been covered. The treatment of the sub-topics, however, is restricted, superficial, out of date and perfunctory. Since the emphasis is on the operational aspects of school management—the mechanics of administration, the philosophy of educational administration has hardly been touched. If the book had been based more on modern books on educational administration, and far less on 'Suggestions for the organisation of schools in India' by Ryburn published in 1935 (first edition) and 'Indian school organisation' by Wren published in 1920, (which appear to be the main source books) it would have served a useful purpose. As it is, not much credit can be claimed for it. The general get-up and the form do not come to expectation. As unfortunately happens with publications of this type, there is no index and no bibliography at the end.

It is no doubt true that there is a dearth of suitable literature on educational administration in Hindi, and therefore per-

haps the book will have a market. But students who want a proper appreciation of the philosophy of educational administration will perhaps find it more profitable to rely on modern publications by eminent thinkers who have studied the subject in its true perspective and have tried to relate it to the democratic processes and aims of education.

R.K. SINGH

Bacha Khan : Biography : by Farikh Bukhari ; Translated in Hindi by Jagannath Prabhakar ; Published by Narayan Dutta Sehgal and Sons, Delhi ; 1958 ; pp. 367 ; Price Rs. 6.00

THE sub-title of the work is "Biography of Khan Abdul Ghaffar Khan and the Sacrifice of Frontier Province in the Struggle for Independence." This work is the translation of the original in Urdu, published in Lahore in 1957.

A thirty-seven page introduction describes in detail the history and geography of the North-West Frontier Province, and the ancestry of Bacha (Badshah) Khan. His early life and formative period, about which the reader would like to know more, is summarily dealt with in the first eight pages. Born in 1890, the second son and fifth child of a well-known landlord of Utmanzai named Behram Khan, Bach Khan had his early education in a Mission school. He could not complete his further education in the Aligarh University, nor could he follow his elder brother in pursuing higher education in England, as his mother 'would not leave him alone'. It is a pity that when his mother died, Badshah Khan could not see her, nor attend her funeral. He was then in jail.

It was the reading of the daily 'Zamindar' of Maulana Zafar Ali, and the weekly 'Al Hilal' of Maulana Abul Kalam Azad which marked a new turning in Bacha Khan's life. The young Pathan, full of patriotic fervour was arrested in 1919 without any reason, and was subjected to the worst rigours of a cell in an obscure frontier jail. All these early thirty years are packed in the first fifty pages.

What follows from page 51 to 215 is a careful and detailed documentation of the struggle for independence of the *Khudai Khidmatgars* and the people of the frontier, the strong unity among different communities, all centred round a pivotal, gigantic figure like Bacha Khan. His rock-like character, his undaunted love for truth and the miraculous story of the impulsive and quick-tempered pathans taking to the doctrine of non-violence preached by Mahatma Gandhi—are all delineated in a rather journalistic style, spiced with sentimental slogans (in capitals) and apt quotations of verses and quartrains in Urdu and Pushto. It is a powerful story of a humble but strong soldier of peace, who is almost patience incarnate. He is deeply rooted in spiritual values.

From pages 217 to 288, much space is devoted to the situation after the formation of Pakistan and Bacha Khan's reincarnation. The underlying argument is that the self-styled patriots of Pakistan are harassing and curbing the fundamental liberty of a real patriot. This account has been openly propagandistic. Yet reading it, one feels that Bacha Khan's life is a silent commentary on theories of nationalism and also bi-nationalism.

Again some material of human interest appears in the appendix in part II. A very interesting, straight-forward letter dated Dec. 10, 1934, addressed from the Byculla Jail to Gandhiji ; another letter dated March 14, 1935 addressed to 'Dada' (Dr. Khan Saheb) and a few humorous quips are some specimen of this material. One of the incidents related in Bacha Khan's own words is as follows : "Crossing the Attock bridge, the Punjab Police took me in custody. I spread my bed under a tree and squatted. A Sikh soldier came near me and said—we are very fortunate in having your 'darshan'. I replied—Sardarji, I do not consider myself less fortunate".

The translation is very competently done. The language is racy and this again proves that there is hardly any difference in simple, spoken Urdu and Hindi. I wish the line-drawings reproduced in the first pages were not given in red colour and at one place.

PRABHAKAR MACHWE

Vir Sipahi and Jadu Nagari—Adaptations in Hindi by Shri Kant Vyas; published by Rajpal and Sons, Delhi, 1958; price Rs. 1.50 each; pp. 98 and 92, respectively.

IN his adaptation of 'Ivanhoe', Shri Kant Vyas has done well in leaving out Scott's long descriptive passages. Children want action and adventures. They do not care for lovely meadows and beautiful sunsets. It is here that the writer of 'Vir Sipahi' has a distinct advantage over Scott. By sticking close to valiant knights, thundering barons and damsels fair, the author has brought out a book that will indubitably thrill all who read it.

Shri Kant Vyas has made laudable attempt in bringing out a Hindi edition of "Alice in Wonderland". This book has charmed millions of readers all over the world and there was really a need for bringing it within reach of Hindi-knowing children. Writing in plain simplle anguage, the writers takes us through the Allacies strange adventures in 'Jadu Nagri', and one can feel the situation getting "Curiouser and curiouser". The drawings, however, leave much to be desired. Perhaps in second edition they will be improved upon.

Vaigyanik Chand by Basant Kumar Chatterji Published by Narain Dutt Sehgal and Sons, Delhi; pp. 89; price 1.50

BASANT Kumar Chatterji's 'Vaigyanik Chand' is perhaps the first Hindi book on 'Sputniks'. The author has done great service by bringing out the book, because today there is growing emphasis on science and general-knowledge in Indian schools. In simple Hindi he has unfolded the story of Sputniks from the very beginning. The book can also be of a great help to the adult non-technical reader in understanding the somewhat complex nature of Sputniks. The general lay-out and get—up is certainly not up to the mark.

TARA TIKKU

दीवाने ग़ालिब—सम्पादक, मुग़नी अमरोहवी और नूरनवी अब्बासी; प्रकाशक : नारायण दत्त सहगल ऐण्ड सन्ज, दिल्ली; डिमाई साइज, पृष्ठ संख्या 216; मूल्य 6 रुपए

हिन्दी के साहित्यकारों ने सदा यह बात मानी है कि उर्दू हिन्दी की ही एक शैली है जिसमें फारसी और अरबी शब्दों का बाहुल्य रहता है। भारतेन्दु हरिश्चन्द्र स्वयं उर्दू के कवि थे और 'रसा' के तखल्लुस से लिखा करते थे। उन्होंने अपनी किसी कविता में फ़ारसी पढ़ने की आवश्यकता पर ज़ोर दिया है। द्विवेदी युग में भी हिन्दीवालों को उर्दू से परिचित कराने के उपाय बराबर होते रहे हैं। सरस्वती में उर्दू कवियों पर लेख निकलते थे। इंडियन प्रेस से उर्दू कवियों के ऊपर कई पुस्तकें निकली थीं। हिन्दी पत्रिकाओं में उर्दू कविता के स्तम्भ बरसों तक चला किए हैं। 'चांद' में यह स्तम्भ 'केसर की क्यारी' नाम से छपता था और उसका सम्पादन प्रयाग के उर्दू शायर 'बिस्मिल' साहब करते थे। बाद को एक संग्रह भी छपा जो बहुत प्रचलित हुआ। पण्डित रामनरेश त्रिपाठी ने 'कविता कौमुदी' में एक भाग उर्दू का भी रखा। आधुनिक समय में श्री अयोध्या प्रसाद गोयलीय ने 'शेर-ओ-शायरी' और 'शेर-ओ-सुखन' जैसी पुस्तकों से उस परम्परा को क़ायम रखा। हिन्दीवालों में उर्दू कविता की रुचि देख उर्दू के कई शायरों ने अपनी रचनाएं नागरी लिपि में छपाईं। चकबस्त का 'सुबहे वतन', फ़िराक़ का 'इन्द्रधनुष' और साग़र का 'रस सागर' उनमें प्रमुख हैं। मैंने कुछ अच्छे शायरों के और संग्रह भी देखे हैं। आधुनिक शायरों के परिचय देनेवाले कई संकलन भी इधर प्रकाशित हुए हैं। हिन्दी के लिए यह प्रवृत्ति बड़ी स्वस्थ है और उसे बनाए रखना चाहिए और मज़बूत बनाना चाहिए।

कुछ समय से ऐसी भी आवश्यकता प्रतीत हुई कि प्रसिद्ध उर्दू शायरों के प्रामाणिक परिपूर्ण संग्रह भी प्रकाशित किए जायं। स्वाभाविक है कि मिर्ज़ा ग़ालिब

की ओर लोगों का ध्यान गया। लहर प्रकाशन, प्रयाग ने सम्भवतः इस दिशा में पहला प्रयास किया और मिर्ज़ा ग़ालिब की कविता का सबसे बड़ा संग्रह छपाया। पूरा तो यह नहीं था; बहुत कठिन चीजें छोड़ दी गई थीं और शुद्धता की ओर भी विशेष ध्यान नहीं दिया गया था। प्रस्तुत पुस्तक 'दीवाने ग़ालिब' जैसा कि प्रकाशक ने कहा है—"हिन्दी में ग़ालिब का पूरा दीवान ज्यों-का-त्यों प्रकाशित करने का पहला प्रयास है।" इस प्रयास के लिए प्रकाशक और सम्पादक दोनों ही बधाई के पात्र हैं। उर्दू समालोचकों में इस विषय में दो मत नहीं हैं कि मिर्ज़ा ग़ालिब उर्दू के सबसे बड़े कवि हैं। बड़ा कवि किताबों की जिल्दों में नहीं बन्द रहता। ग़ालिब के न जाने कितने शेर लोगों की ज़बान पर हैं और जीवन की अनेकानेक परिस्थितियों में लोग उन्हें कहकर, गुनगुना कर अपने भावों को व्यक्त करते हैं। उन्होंने कभी ग़ालिब के दीवान को नहीं पढ़ा, कोश लेकर उनके शब्दों के अर्थ नहीं लगाए, किसी समालोचक की सहायता से उनकी ख़ूबसूरती नहीं देखी, समझी। उन्होंने कहीं सुना है, किसी को कहते, किसी को गुनगुनाते और उनकी पंक्तियों को अपनी स्मृति में बाँध लिया है। मैं भी अपने आप को इन्हीं लोगों में समझता हूँ। कुछ समय हुए मैंने ग़ालिब पर एक कविता लिखी थी, उसके एक पद पर यही भाव मैंने व्यक्त किया था :

मैंने तुमको है पढ़ा नहीं मुर्दा जिल्दों में
बैठ बल्ब के नीचे काली रातों में,
मैंने तुमको है सुना ज़िन्दगी के मुँह से
मन के सौ आघातों में, प्रत्याघातों में,

शब्दों से मैंने राज़ तुम्हारा कब पूछा ?
पूछा है मैंने दिल्ली से, मेहरौली से,
जिसकी सड़कों के ऊपर तुम भटके-भूले
जिसकी गलियों के तुमने फिर-फिर मोड़ गिने
गालिब, बह ग़ल्बा ला दो मेरे जीवन में
जिससे मेरा अंदाज़े बयाँ कुछ और बने।

(आरती और अंगारे)

ग़ालिब की समस्त उर्दू रचनाओं को पहली बार पढ़ने का अवसर मुझे 'दीवाने ग़ालिब' से ही मिला है। आशा है कि इस प्रकार का संतोष मेरे जैसे बहुत से लोगों को मिलेगा, जो फ़ारसी लिपि से अनभिज्ञ हैं।

आरम्भ में सम्पादकों ने मिर्ज़ा ग़ालिब की एक संक्षिप्त जीवनी भी दी है जो बड़ी सरल और सीधी-सादी भाषा में है पर इतने से भी वह मिर्ज़ा के प्रति पाठक की रुचि और सहानुभूति जगा देती है। मेरे कुछ मित्रों की राय थी कि पुस्तक के साथ ग़ालिब के काव्य-सौंदर्य पर एक विवेचनात्मक निबन्ध भी होना चाहिए था। दीवान बहुत बड़े आकार का नहीं है और २०-२५ पेज जुड़ जाने से पुस्तक कोई ज़्यादा मोटी न हो जाती। इसमें मेरा मतभेद है। किसी ने डाक्टर जॉनसन से पूछा था कि शेक्सपियर के नाटकों का अध्ययन करने के लिए किसकी टिप्पणियों अथवा आलोचनाओं का सहारा लिया जाय और उन्होंने कहा था कि शेक्सपियर को समझने के लिए किसी की टिप्पणी और आलोचना की ज़रूरत नहीं होनी चाहिए। मैं समझता हूं कि आलोचनात्मक निबन्ध के अभाव में पुस्तक में कोई कमी नहीं आई। साहित्यिक सुरुचि सम्पन्न व्यक्ति जो ग़ालिब के शेरों में पाएगा उसे समालोचक क्या बता पाएंगे ! पुस्तक इम्तहान में बैठनेवाले विद्यार्थियों के लिए नहीं प्रस्तुत की गई।

पुस्तक के अन्त में कठिन शब्दों के अर्थ दे दिए गए हैं। यह उचित ही था। नागरी लिपि में पुस्तक उन्हीं लोगों के लिए है जो उर्दू-फ़ारसी नहीं जानते। शब्दों के चुनाव में कुछ अधिक उदारता बरती जाती तो ज़्यादा अच्छा होता। मुझे दो-चार शब्द ऐसे मिले जिनके अर्थ मुझे नहीं मालूम थे और जो टिप्पणी में नहीं दिए गए। संभव है उर्दू जानने वालों में वे साधारण शब्द समझे गए हों। नागरी लिपि में छपी उर्दू पुस्तकों में प्रथा यह है कि शब्दार्थ फ़ुटनोट में दिए जाते हैं। मेरी दृष्टि में पाठक के लिए यह अधिक सुविधाजनक होता है। उसी पेज पर शब्द है, उसी

पेज पर अर्थ। अन्त में अर्थ होने से सारी पुस्तक को उलटकर देखना पड़ता है।

उर्दू शेरों को देवनागरी लिपि में लिखने की कुछ कठिनाइयां हैं। शेरों में बहुत से शब्द ऐसे आते हैं जिन्हें लिखा तो जाता है पूरी मात्रा में और पढ़ा जाता है आधी मात्रा में, या लिखा जाता है आधी मात्रा में और उच्चारण में आधे और पूरे के बीच का समय लिया जाता है। कुछ शब्द लिखे तो जाते हैं अलग-अलग पर पढ़ने के प्रवाह में उन्हें एक करके पढ़ा जाता है। देवनागरी लिपि में उन्हें व्यक्त करने के संकेत नहीं हैं। उदाहरण के लिए एक शेर लीजिए :

'हूं तिरे वादा न करने में भी राज़ी कि अभी'

यहां 'तिरे', (तेरे) में 'ते' की दो मात्रा को एक करने के लिए 'ते' को 'ति' कर दिया गया है। इसी तरह 'मेरे' को 'मिरे' लिखा गया है। लेकिन यह समस्या का कोई हल नहीं हुआ। शेर में आगे के शब्दों को देखिए : 'वादा' को पूरा बोला जाय तो शेर का प्रवाह बिगड़ जाय। उसे 'वाद' कहा जाय तभी ठीक बैठेगा। यहां संपादकों ने 'द' को आधा उच्चारण करने का कोई संकेत नहीं दिया। इसी तरह 'में' भी दो मात्रा की जगह एक मात्रा का उच्चारण हो तभी प्रवाह ठीक जाएगा। इसका भी कोई संकेत नहीं। फिर 'तेरे' को 'तिरे' करने का ही क्या तुक। दूसरा उदाहरण लीजिए :

'ग़लती की कि जो काफ़िर को मुसलमाँ समझा' या

'निगहे नाज़ है सुरमें से खफ़ा मेरे बाद'

इन पंक्तियो में 'ग़लती' और 'निगहे' में 'ल' और 'ग' पर अगर एक मात्रा से अधिक न रुका जाय तो प्रवाह में त्रुटि आ जायगी, इसका भी संकेत कहीं नहीं।

अब तीसरा उदाहरण लीजिए :

'वां खुद आराई को था मोती पिरोने का ख्याल'

इस पंक्ति का प्रवाह तभी ठीक होगा जब इसे 'खुदाराई' पढ़ें। हलन्त, और दीर्घ मात्राओं के लघु उच्चारणों के संकेत प्रयुक्त किए जा सकते हैं, पर इससे छपाई की कठिनता बहुत बढ जाती है। मेरा इस मामले में एक सुझाव है कि गज़ल के आरंभ में बहर ठीक-ठीक लघु-दीर्घ के द्वारा व्यक्त कर दी जाय। बाद को शब्द पूरे-पूरे लिख दिए जायं। पाठक बहर का आधार लेकर जैसा लघु-दीर्घ उचित होगा लगा लेगा। अवधी और ब्रज भाषा के छन्दों में इसी प्रथा से लघु-दीर्घ का निर्णय होता है। तब 'तेरे' को 'तिरे' लिखने की ज़रूरत न होगी।

इस पुस्तक में ऐसे अनेक उदाहरण हैं जहां शब्दों को यदि उसी तरह पढ़ा जाय, जिस तरह वे लिखे हैं तो बहर में पढ़ना मुश्किल होगा। दो उदाहरण दे रहा हूं :

'नहीं गर सर्व वर्गे इदरा के मानी'

अगर इसे 'मुबारक मुबारक सलामत सलामत' की बहर में पढ़ना है तो 'सर्व' को 'सरव' पढ़ना पड़ेगा। और :

'कमाले गर्मिए सईए तलाशे दीद न पूछ' में 'सईए' को 'सइए' किए बग़ैर बहर ग़ायब रहेगी।

खेद के साथ कहना पड़ता है कि उर्दू को नागरी लिपि में अवतरित करने के लिए जिस वैज्ञानिक रीति का अनुसरण करना चाहिए था उसकी ओर संपादकों ने ध्यान नही दिया। एक ही शब्द एक जगह पर 'ब्रहमन' है, दूसरी जगह पर 'बिरहमन'; एक जगह जगह 'प' दूसरी जगह 'पै'। इन कारणों से ग़ालिब के नागरी मूल पाठ को हम आदर्श नहीं कहेंगे। इसमें सुधार की बहुत गुंजाइश है। छापे की कुछ ग़लतियों की ओर संकेत करना बड़ी मोटी बात होगी, पर प्रूफ की ओर लापरवाही दिखाकर हम ग़ालिब ऐसे शायर के प्रति बड़ा भारी अन्याय कर सकते हैं। उन्हें सौ रुपया माहवार 'रायपुर' से नहीं 'रामपुर' से मिलते थे। मूलपाठ में छापे की ग़ल्तियों से जो अर्थ का अनर्थ हुआ होगा वह उर्दूदां ही बता सकेंगे। हिंदी जाननेवाले तो ग़लती को ही सही मान लेंगे।

ग़ालिब उर्दू में क्लासिक्स से दर्जे पर पहुंच गए हैं। उनकी कविता पर समय ने अपनी राय दे दी है। अब हमा-शुमा को उसपर कुछ कहने का अधिकार नहीं रह गया। इसे मैं हिंदी जानने वालों का सौभाग्य कहूंगा कि ऐसे प्रकाशनों के द्वारा वे फ़ारसी लिपि न जानने पर भी उर्दू के ऐसे महारथी की रचनाओं का रसास्वादन कर सकते हैं। आशा है दोनों भाषाओं के जाननेवाले भविष्य में ग़ालिब को अधिक शुद्ध और प्रामाणिक रूप मे हमारे सामने उपस्थित करेंगे।

हरिवंश राय 'बच्चन'

शेर-ओ-सुख़न (पांच भाग)—लेखक : श्री अयोध्या-प्रसाद गोयलीय; प्रकाशक: भारतीय ज्ञानपीठ, काशी ; पृष्ठ संख्या क्रमशः भाग एक 777, भाग दो 319, भाग तीन 263, भाग चार 255, भाग पांच 254; मूल्य क्रमशः भाग एक 8 रु०, भाग दो 3 रु०, भाग तीन 3 रु०, भाग चार 3 रु०, भाग पाँच 3 रु०

'शेर-ओ-सुख़न' श्री अयोध्याप्रसाद गोयलीय की सतत साधना और अनवरत अध्यवसाय का पावन अवदान है। उन्होंने हिन्दी-भाषा-भाषियों को उर्दू शायरी तथा उसके संवाहक प्रमुख कवियों के काव्य से परिचित कराने के सदुद्देश्य से प्रेरित हो कर यह कठिन किन्तु प्रशंसनीय कार्य किया है। आज जब कि हमारे देश में राजनीतिक जागरण के साथ-साथ सांस्कृतिक तथा साहित्यिक चेतना के चिह्न सर्वत्र दिखाई दे रहे हैं तब श्री गोयलीय द्वारा इस पावन कार्य का प्रारम्भ होना निश्चय ही हिन्दी भाषा और उसके साहित्य की अभिवृद्धि में अभूतपूर्व योग-दान है।

'शेर-ओ-सुख़न' के पहले भाग में प्रारम्भ से ईस्वी सन् 1900 तक की उर्दू शायरी का प्रामाणिक इतिहास, उसकी निष्पक्ष आलोचना तथा इस अवधि में हुए प्रायः सभी ग़ज़लगो शायरों की श्रेष्ठतम रचनाओं का संकलन और परिचय दिया गया है। इसमें सर्वप्रथम 'अवतरण' शीर्षक से 'उर्दू' शायरी पर एक नज़र डालते हुए श्री गोयलीय ने यह सिद्ध किया है कि मुस्लिम शासन से पूर्व भारत की राष्ट्रभाषा अपभ्रंश थी और तुलसी, सूर तथा कबीर के प्रथम प्रेरक अपभ्रंश के महान् कवि स्वयम्भू थे। अपभ्रंश से पूर्व की भाषाओं पर विचार करते हुए उन्होंने यह भी सिद्ध करने का प्रयास किया है कि अपभ्रंश से पूर्व प्रचलित भाषाओं और नागरी या हिन्दी का मूल स्रोत अपभ्रंश है तथा 'हिन्दी' शब्द के सर्वप्रथम आविष्कारक एवं उसके सर्वप्रथम कवि खुसरो थे।

इसी संदर्भ में श्री गोयलीय ने खुसरो की पहेलियों, मुकरनियों, सावन के गीतों, दुसुखनो और ग़ज़लों पर भी सहृदय-संवेद्य शैली में विचार करके हिन्दी-उर्दू की दो विभिन्न धाराओं, उर्दू-फारसी के आम और विशेष शब्दों, उर्दू में फ़ारसी शब्दों की अधिकता के कारणों, फारसी की नक़ल के कारण उर्दू की हानियों, उर्दू में में संस्कृत का सफल अनुकरण आदि विभिन्न विषयों पर रोचक और प्रभावपूर्ण शैली में प्रकाश डाला है। इसी में उन्होंने उर्दू शायरी में खूबियों और इस बात पर विचार करके कि उर्दू शायरी में समय की आवश्यकतानुसार भाव नहीं होते, यह भी प्रतिपादित किया है कि उर्दू फारसी की जूठन है। अन्त में उर्दू की पाचन-शक्ति तथा हिन्दी कविता के गुण-दोषों का विवेचन करके उन्होंने उर्दू शायरी के जन्म पर विचार किया है। उर्दू शायरी की जन्मभूमि दक्खिन को सिद्ध करते हुए उन्होंने यह भी बतलाया है कि दक्खिनी शायरी क्या है!

वास्तव में इस पुस्तक का 'अवतरण' शीर्षक प्रारम्भिक अध्याय ही इसका मेरुदण्ड है। इससे श्री गोयलीय के व्यापक अध्ययन, गहन अनुशीलन और जागरूक दृष्टिकोण का पता चलता है। पहले भाग को लेखक ने प्रारम्भिक युग (दौरे मुतकद्दमीन) और मध्यवर्ती युग (दौरे मुतक़स्सतीन) में विभक्त करके लखनवी नवाबों और उनकी बेगमों की शायरी का विश्लेषण किया है। इसी में देहलवी शायरों और यहाँ के बादशाहों तथा नवाबों के काव्य का भी सांगोपांग अध्ययन मिलता है। यही नहीं कि लेखक ने मात्र उनके

काव्य के उद्धरण देकर उनकी काव्यात्मक प्रतिभा का अंकन ही किया हो, बल्कि उन्होंने गज़ल की महत्ता प्रतिपादित करके शायरी पर वातावरण और व्यक्तित्व के प्रभाव का भी उल्लेख किया है। देहलवी और लखनवी शायरो की शायरी में अन्तर बतलाकर उन्होंने नासिख और आतिश की शायरी का भी रोचक तथा प्रसादपूर्ण शैली में विश्लेषण किया है। इसी प्रसग में वे नासिख, आतिश, ज़ौक, मोमिन और ग़ालिब के शिष्यों की शायरी पर विचार करना भी नहीं भूले हैं। 'बादशाह और नवाब शायर' शीर्षक से उन्होंने विभिन्न मुस्लिम दरबारों के बादशाह तथा नवाब शायरों के काव्य पर सर्वांगीण प्रकाश डाला है।

दूसरे भाग मे प्राचीन उस्ताद शायरों के वर्तमान युगीन ख्याति प्राप्त, प्रतिष्ठित, योग्य उत्तराधिकारी लखनवी शायरों के जीवन-परिचय एवं कलाम प्रस्तुत किये गए हैं। तीसरे भाग में मौजूदा दौर के जिन गजलगों शायरों को लेखक ने देहलवी रंग के सर्वश्रेष्ठ शायर लिखा है, इनमें कैफी, हसरत मोहानी, फ़ानी बदायूनी और जिगर मुरादाबादी प्रमुख हैं। इस भाग मे लेखक ने अन्त में कठिन शब्दो की तालिका देकर इनका अर्थ भी सरल हिन्दी मे दे दिया है। इसीमें उन्होंने पुरातन शायरी के कायाकल्प, उसमें लोकोपयोगी भावों के समावेश, पवित्र प्रेम की आराधना और नारी के सम्मान पर विचार करके 1901 से 1953 तक की घटनाओ की ग़ज़ल पर क्या प्रभाव पड़ा, इसका भी सूक्ष्म निरीक्षण किया है। इस भाग में ख्वाजा, मीर, दर्द, ग़ालिब, मोमिन, शाद, नासिख और असगर गोण्डवी की शिष्य-परम्परा के प्रतीक शायरों के कलाम ही संग्रहीत हैं।

चौथे भाग में ख्यातिप्राप्त वयोवृद्ध और युवक शायरों का कलाम संग्रहीत है। इसमें लेखक ने प्राचीन एवं नवीन गज़लगोई, भारत-विभाजन, स्वराज्य-प्राप्ति तथा राष्ट्रपिता की शहादत आदि प्रेरणात्मक और लोकोपयोगी भावों का समावेश किया है। इस भाग के 'नई-पुरानी धारा' और 'नई लहर' नाम से दो खण्ड किये गए हैं। पहले में दाग़ के शिष्यों के कलाम हैं और दूसरे में 1944 से 1954 तक की आधुनिक शायरी के उत्कृष्टतम नमूने।

'शेर-ओ-सुख़न' के पांचवे भाग में लेखक ने प्राचीन और अर्वाचीन गजलगोई पर तुलनात्मक अध्ययन प्रस्तुत करके हरजाई, बेवफ़ा, ज़ालिम माशूक़ के स्थान पर नेक और, पाक हबीब का तसव्वुर करने, रोने-बिसुरने की प्रथा को बन्द करके रंजो-ग़म का मुसकान भरा स्वागत और निराशावाद का अन्त करने के सम्बन्ध में बड़ी ही मार्मिक शैली में अपने विचार व्यक्त किए हैं। इस भाग के 'सिंहावलोकन' शीर्षक प्रारम्भिक अध्याय के अन्तर्गत गोयलीयजी ने सन् 1901 से 1954 तक की ग़ज़लगोई पर विचार करते हुए शायरी में परिवर्तन के कारणों, नज़्म और ग़ज़ल, ग़ज़ल की उन्नति के कारणो, ग़ज़ल पर एतराज़, ग़ज़ल का मर्म, ग़जल के रुपक, गुलो-बुलबुल, साक़ी-ओ-मयख़ाना, हुश्न-ओ-इश्क, रगे तग़ज़्ज़ुल, नई, ग़ज़लगोई, पाक इश्क, महबूब मर्तबा, महबूब का जमाल, रोना-बिसूरना, आशिक-ओ-माशूक की तस्वीर, हिज्रे यार, यास-ओ-हिरमान, रक़ाबत और सामयिक घटनाओं पर विस्तृत प्रकाश डाला गया है।

इसके 'नई करवट' शीर्षक खण्ड में 40 आधुनिकतम शायरों के में कलाम प्रस्तुत हैं। 'महिला शायराये' नामक भाग में 16 महिला शायराओं का कलाम दिया गया है और अन्त के 'मुशायरा' नामक अध्याय के अन्तर्गत गोयलीयजी ने मुशायरों के प्रारम्भिक और उनके विकसित रुपों, मुशाइरो, मुनाजमों, तहरीरी मुशायरों और मौजूदा मुशायरों के इतिहास पर विश्लेषणात्मक शैली में अपने विचार दे कर मुशायरों में ख्याति अर्जित करने वाले मुख्य मुख्य शायरों के कलामों के उद्धरण प्रस्तुत किये हैं।

इस पुस्तक के तीसरे भाग की भाँति गोयलीयजी यदि अन्य सब भागों में भी कठिन उर्दू शब्दों की तालिका देकर उनका अर्थ दे देते तो उनकी उपयोगिता तथा उपादेयता और भी अधिक बढ जाती। आशा है अगले संस्करणों में इस सुझाव का वे ध्यान रखेंगे।

वैसे इस कमी के बावजूद भी उनका यह कार्य उपेक्षणीय नहीं कहा जा सकता। हिन्दी और उर्दू भाषाओं के संगम की दिशा में 'शेर-ओ-सुखन' का अपना विशिष्ट स्थान है।

'शेर-ओ-सुखन' के पांच भागों में लेखक ने जिस सूझ-बूझ और जागरूक समीक्षा-शैली का परिचय दिया है, वह वास्तव में सराहनीय है।

क्षेमचन्द्र 'सुमन'

BOOKS, JOURNALS AND OTHER PUBLICATIONS RECEIVED

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KEY TO ABBREVIATIONS

+ Continued on later pages of the same issue

& and

Ap April

Bi-m Bi-monthly

D December

ed Editor, edited
f Fortnightly
F February
J January
Je June
m Monthly
Mr March
My May
N November
no Number
q Quarterly
S September

The following is a sample explanation of abbreviations used :—

Bhave, Vinoba

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The article of Shri Vinoba Bhave will be found in Economic Review Volume 9 number 24 on pages 5—7 of the 15th April issue of 1958.

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Note on Contents

In the main, we have taken up for discussion in this issue certain vital aspects of school reform. The opening article is a thoughtful contribution by M.N. Kapur, who examines scientifically the popular beliefs about Basic education on the one hand and Public school education on the other and suggests a few well-considered methods by which a wholesome integration of the two systems can be effected. H.A.T. Child defends child-centred education and stresses the importance of learning about environment through self-motivation. The problems that confront Inspectors of schools are taken up for consideration by Balwant Singh Dhanoa, who suggests that if teachers also could take over inspection work, the burden of the Inspecting officers would be lessened. The writer has also suggested a few changes in inspecting methods. Then we have a very informative contribution from J. N. Mathur on Canadian schools. Om Prakash Chopra makes a plea for developing a mental hygiene outlook in schools. The article examines psychologically the growth of integrated personality right from childhood. Amin Tyabji analyses the difficulties of introducing science in schools, particularly in rural areas. To combat the difficulties arising out of the new Secondary education and Multipurpose schools, J. S. Uppal suggests a few remedies, focussing his attention on textbooks, curriculum and the like. J. P. Gupta makes an elaborate examination of the causes of juvenile delinquency and the way the schools can help in removing them. The importance of giving a high place to dramatics in schools is the subject of yet another contribution in this issue by S. Vatsala.

All these contributions have come from men and women who have intimate knowledge of the practical difficulties in the matter of school reform, and they should be of everyday interest to the practising teacher. There is one other contribution, not touching the main theme but of topical importance to educationists, namely, General Education at Indian universities by K. S. Yajnik. It analyses the position of General Education *vis-a-vis* specialised education and suggests an outline of a programme of General Education at pre-university and degree level.

INTRODUCING

Basic Education in Public Schools

M.N. KAPUR, *M. Sc. T.D. (London)*,
Principal, Modern School, New Delhi

IN INDIAN EDUCATION TODAY, the two concepts which are at once liked and disliked, condemned and praised, understood and misunderstood, are "Basic Education" and the "Public School." Much has been written and said for and against them. To introduce the still fluid idea of Basic Education into the undefined tradition of the Public School is not an easy task. The only way is to examine scientifically, as far as that is possible, the popular and the proper conception of these systems and see if it is possible to evolve a wholesome integration of the two.

The picture that comes to the minds of most people when Basic Education is mentioned is that it is a bookless system of education centered round a craft, which is generally taken to be spinning, and which has to be self-supporting. Educated people in urban areas see no place for spinning in the education of their wards and hence they consider such an education fit only for villages. Educationists feel that correlation of all subjects is not possible through a basic craft and hence they do not support it. Some of them see a design of child-labour in the conception—and call it unsound and rather degrading. The most patient among them call it unpractical. A large majority of teachers think that in this system their salaries will depend upon the sale of articles produced by children and hence run away from it. To add to the confusion, villagers feel that Basic Education has been developed to keep them backward, so that urban people continue to keep their advantages by educating their children through a better system of education. The fact that there are two systems of education, the Basic and the Traditional, and the upsetting reality that children from Basic Schools usually do not get admission into ordinary Non-Basic Middle and High schools on the grounds that their standard of achievement is lower, make the villagers further suspicious of Basic Education. The final proof of this alleged calculated design by Urban authorities is provided to them by the fact that people who matter do not send their children to such schools! Thus Basic Education in its popular conception stands condemned generally in the eyes of villagers, town dwellers, teachers, educationists and the parents! No wonder, then that it is not progressing in spite of Governmental support.

The popular idea of the Public School in the masses is that they are anti-Indian, bits-of-England in India, snobbish, reactionary, the creations of our past rulers and hence not wanted in New India. They are neither public nor schools, as they are run by private enterprise and do not insist on a high standard of academic education. Besides, they are meant only for certain classes and thus they perpetuate class distinctions and so are against our declared aim of producing a socialistic pattern of classless society. Many feel that as do they not cater for the masses, the Government should not only not give them any grant but even see that they are closed down

so that they may not do further damage to Indian Society.

As both Basic Education and Public Schools continue to exist and get support from sections of society, there must be something in them to keep them going. If nothing else, this sheer determination to face continuous opposition necessitates further examination of the schemes.

The basic idea of educating in a natural way through activities and situations is not new and is much older than the mission of Basic Education by Mahatma Gandhi. There were many methods and plans of education, such as project method, activity method, Dalton plan etc., before Basic Education came into the field. For a considerable time educationists have been teaching, in good schools at least, subjects like Science, Geography etc., through activity methods. Audio-visual methods and methods of teaching through the muscles of the children have been accepted as sound methods of education.

Isosceles Triangle

Basic Education today visualises education through craft, natural environments and social environments. These three form the three equal sides of an isosceles triangle, the natural environments and the social environments forming the two sides and the craft forming the base of the triangle. As explained above, this is a sound educational principle. In other words, Basic Education is not through Craft only as is popularly understood, much less through the one craft namely spinning. That this idea got round and people took Basic Education to mean education through spinning is due to the over-enthusiasm of Khadi-lovers who inadvertently dropped the other two aspects of correlation, that is, natural environments and social environments, and mixed up spinning as a symbol of New India as conceived by Mahatma Gandhi and the craft as a base for sound correlated teaching.

If learning through craft or activity is a sound principle of education, and it is, then the activity is bound to produce something useful. If it does not, then the process of learning is not complete. If a child engages himself, say, in card-board work, spinning, clay modelling or wood work and discards it after some time without accomplishing anything, then he is not only learning bad habits of work which he will have to unlearn later but he is not going through the proper processes of learning, that is, planning, execution, assessment. The only advantage of such an activity is the use of fingers which the child is learning even otherwise through activities outside the school.

To come back to activity and what it produces. What is to be done of the things produced by children as a result of continuous activity? They can be stored in the school or children's houses or sold. If the process of activity is continuous, as it should be, then in course of time they will have to be given away or sold. If they are sold as they should be, then whatever money is received, is the money of the school and its students. It can be used for providing free mid-day meals to children or towards clothes, or as pocket money for books etc. Thousands of children, who do not attend schools due to economic difficulties and spend their time either helping their parents or earning a little for them, will go to schools if they are assured of a free mid-day meal, one or two pairs of clothes with free education. This perhaps would be a quicker method of attracting the children of poverty-stricken millions in India into schools than the enforcement of compulsory Elementary education.

The legitimate question to ask would be whether at the proposed age for Basic Education (6 to 14 years) children can produce marketable articles? Should they be made to produce such articles? Whatever a child can produce between the ages of 6 and 14 should in course of time, be the best he is capable of. That it is saleable and that society wants it, encourages him to put in his best effort. And continuous good effort not only produces good work but helps him to grow into a useful citizen of society. Besides, earning

while learning is not a new conception and is accepted in most advanced countries.

Basic Education lays great stress on Student Government in schools. If children are to become useful citizens of society they should learn to be responsible at an age when habits are formed. The management and organisation of various activities in the school, such as sanitation, community kitchen, games, sports and recreation etc., is expected to be carried on by children themselves and this certainly is a step in the right direction.

In other words Basic Education as it has evolved through years and as it is presented today appears to be a much more balanced system of education for ages 6 to 14 than the present book-centred system of Elementary education.

Living under One Roof

Now about education in Public Schools. Although the Indian Public School in its present form seems to be the direct descendent of the English Public School, there are reasons to believe that the idea of the staff and students living under one roof, originated from the conception of "Guru-Ashram" system prevalent in ancient India. That such a system has advantages, no one can deny. The products of "Gurukuls" in the past prove this. The Public Schools of England or India may have many defects, but they do lay great emphasis on character building and refinement and help boys and girls to become responsible citizens of society. The conception of society of some Indian Public Schools may not be the classless society of tomorrow, but this is only a temporary phase—a remnant of the not-so-distant past and its associations. Most Indian Public Schools are conscious of the changing society and its demands on the future citizens of India and are laying proper stress on right values in life. In any case all that is needed in some Public Schools is their reorientation and removal of some defects to see that the souls of such schools remain Indian. One should not throw away a good system which has stood the test of time just because of some superficial defects. Some of the English Public Schools are centuries old. With every new era they appeared to be doomed and about to go out of existence, but they have survived and are fuller ever than before. A recent survey in England has shown that in spite of criticism, Industry and Commerce prefer boys of Public Schools due to their initiative, boldness, drive and character. Indian Public Schools are fuller today than ever before and draw their boys from among those who really matter and who would much rather send their boys to such schools than to Basic Schools. Therefore, inspite of their defects there must be something in them that command the respect of not only the rich and well-placed, but also of those who deny themselves many things to send boys to such schools.

If Basic Education is essentially sound and if Public Schools are in demand because of the training they give, then surely ways and means can be found of integrating the two to produce a system of education which is good both for Basic Schools and Public Schools, good for all schools.

Before this point is taken up, the questions posed by many Public Schools have to be answered. They feel that if Public School education is in demand because it is good, then why they should change to accommodate Basic Education. Their education is not book-centred and their teaching is not unrelated to every-day life. They already have co-curricular activities like Art, Craft, Music, Debating and Dramatic Clubs, Students Self-Government, Hobbies and other activities which are sought to be introduced in ordinary schools in order to bring them nearer to the conception of Basic Education. They have been using all these activities and facilities for turning out boys with initiative, drive and determination and those boys have done well in all walks of life. Why should they give up something which has stood the test of time for something which is vague, untried and idealistic.

These questions are legitimate and have to be answered. It may not be Basic Education as conceived by Mahatma Gandhi, but this is no answer. An answer has to be found and Public Schools convinced ina more realistic manner.

Hobbies or Crafts

No sensible supporter of Basic Education will ask Public Schools to close down or give up what they are doing. But surely, being Indian, they can be expected to try out, in their better-equipped and better-staffed schools a national experiment in Elementary education which is sounder than the existing system, specially when they have an Elementary section in Public Schools. The difference between what is expected to be done in Basic Schools and what is being done in Public Schools is not much and this experiment may be beneficial both to Basic Education and to Public Schools. On closer examination it would be apparent that what is sought to be done by a continuous productive craft in Basic schools is achieved through hobbies and other co-curricular activities in Public Schools. It more or less boils down to Hobbies of Public Schools *versus* the productive craft in Basic Schools and their effectiveness as tools of education.

Hobbies are activities which release tension, give emotional satisfaction and joy of creation. In Public Schools students are encouraged to try their hands at many hobbies. They serve a useful purpose, there is no doubt about that. All schools, even Basic Schools, should have such hobbies. They afford pleasure to learner. But continuous productive work is something different. It is work. During the course of eight years' stay in a Basic School, the student, while learning in a better way, achieves a reasonable knowledge and skill in a particular craft natural to his environments. Such a knowledge is essential for thousands of boys and girls who come out of Elementary schools. At present only about fifty percent of children between the ages of 6 and 14 go to schools. A very large number of these school-going children leave schools without finishing the full course. A majority of those who finish Elementary education can never hope to get any education after the elementary stage. They have to learn to earn their living. Basic education will not only give them a good start but will also provide a base for further training and help in converting these semi-skilled workers to a useful army of skilled workers needed for the India of tomorrow. Besides, this will encourage people to develop agriculture, local arts and crafts, cottage industries and small-scale industries and stop the march of villagers to towns where they rush for petty jobs. A rich Public School boy may not consider it necessary today, but it may be so, in the new socialistic society of tomorrow. In any case, if a Public School boy acquires some skill and interest in a particular craft during the course of his eight years of elementary education—and that skill will be something more than what he acquires today—it will develop into his leisure time occupation or hobby. Many well-known men, later in their lives, have found such skills as means of release from tension caused by their daily work. And this is no small gain.

In most Public Schools, students are required to do some compulsory manual labour. The idea is to teach them dignity of labour, but very often such labour does not pass through the heart and the head of the student and it is done at the physical or hand level only. Sometimes, it is considered a necessary evil. Labour done in this way defeats its purpose. Such students later on distinguish between work at academic, mental or professional level and work at manual level and form the white collar class as against the working class. But if craft work involving manual work forms a base for acquiring knowledge, then there does not remain any difference between academic work and manual work in the work-shop which, combined with the work in the class room form one complete whole. This natural coordination helps to form an integrated personality which considers work at all levels as a normal thing.

Cooperative Competition

In Public Schools a great deal of emphasis is laid on individual initiative and drive. Individual and group rivalries are encouraged and achievement praised. While it is good for growing children to compete in a healthy way, as it is bound to bring out the best, over-emphasis on this results in developing a personality which believes only in the survival of the fittest. Cut-throat competition at the individual, group and the country level are natural consequences of such a way of thinking. Respect for higher human values is reduced. Competition takes the place of cooperation. Individual and national conscience become narrow, fail to appreciate, ignore and over-rule the other's point of view. If, right from school days, cooperative effort, thinking and cooperative living is encouraged, the feeling of give and take, live and let live, will develop. Cooperative effort is the base of Basic Education. The introduction of Basic Education in Public Schools will perhaps produce a good mixture of individual and cooperative effort and forge a personality more suited to a socialistic pattern of society which India has pledged itself to evolve.

To sum up, Basic Education as conceived and presented today visualises a craft-centred system utilizing natural and social environments for correlated and effective teaching as against a book-centred system. The craft chosen is to be from the natural and social environments of the children and should have the possibilities of being used continuously as a means of imparting knowledge. It can be spinning and weaving, pottery, carpentry, agriculture, blacksmithy, elementary engineering, or even coir work and fisheries. Again, Basic Education expects children to shoulder responsibility and grow up in a cooperative classless society.

Public Schools have never been unimaginatively book-centred. They have always had hobbies and activities and have through well-organised prefectorial systems sought to bring out the best in boys. It is evident that a wholesome integration of the two systems is only a step further. If in addition to hobbies, Public Schools choose a productive craft suited to their environments as a means of correlated teaching and produce articles of utility either for the school or for the neighbouring market and emphasize cooperative effort and cooperative living, in their own atmosphere free from caste, creed and religious narrow-mindedness, which encourages straightforward and above-board thinking, healthy group rivalries, and develops initiative, grit and determination, they would be embarking upon an experiment of national importance and may help to evolve an educational system suited to the need of New India.

Easiest Way

The easiest way, perhaps, would be to form a research group of interested teachers and craft teachers in schools to go into the matter and prepare a correlated syllabus for each class. Literature from and visits to good Basic Training Centres will be very helpful. Experts in correlated teaching method can be invited to stay in the school for a few days and craft teachers can be sent for short refresher courses to selected craft training centres. Children can help by starting log books for entering observations of natural and social environments. Such books will serve as guides to children's world and thus will be great sources for ideals regarding correlated teaching.

This is a challenge to Public Schools, known for their resourcefulness, initiative and drive. Will they take it up ?

CHILD-CENTRED EDUCATION: A DEFENCE*

H.A.T. CHILD, *B.A. (Cantab)*, Headmaster, Dartington Hall School, Devon, England

MOST OF US are well enough aware that after a word has been coined to describe a new idea, it is apt to assume extensions of meaning and emotional overtones not originally intended. This is certainly true of the words employed to describe the newer methods of teaching. 'Assignments', 'activity methods,' 'play ways', and the like now have a ring about them of children choosing between happy but rather disorderly and educationally purposeless activities; even the generic term, 'child-centred methods' can suggest that we are ignoring the society into which children must grow up; a child-centred school, we feel, may turn out self-centred children. There are, however, more serious misconceptions than these semantic ones. Some of these were put forward in criticism of the new methods by an earlier speaker in this series; for example, there is the belief that the teacher 'abdicates', as it is sometimes put, leaving it all to the children. There is, too, the feeling that any choice of activity on the part of the children will lead to their choosing useless things, and there is often the very strong feeling that these newer methods appeal only to the children's immediate and transitory interest and so lead to a lack of intellectual discipline.

These points of criticism are, I think, unjustified. Let us look at two classes, one conducted in the older, formal way and the other using the newer approach. I am taking my examples from the junior schools at the seven to eleven level because it is here that the arguments for and against the new methods wax fiercest—probably because at this age the influence of external examinations first begins to make itself seriously felt. Naturally there is usually considerable overlap between the two types of class: a formal class is not all plain teaching though there is often a good deal of it, nor is a modernised class all 'activity'.

First, then, an orthodox class (note the overtones to 'orthodox') say of nine-year-olds in a junior school. Whenever you go in, you will know that the whole class will be doing a subject, and you will know beforehand what that subject is by looking at the school timetable; the whole school day is divided into bits, called periods—arithmetic, English, history, and so on—and within each of those periods what particular aspect of the subject is to be dealt with is decided by the teacher. But, more important, in such a class most of the learning which goes on is a process from the teacher to the pupils, and a great deal of the energy which keeps the process moving comes from the teacher. It is his system of incentives, either of rewards such as praise or of punishments such as disapproval (verbally or otherwise expressed), together with his skill in eliciting the interest of the children that keeps the learning going. Other aids will be there, of course: visual ones, such as pictures and charts on the walls, good examples of the children's written work, nature specimens and so on, but these will only be used when the appropriate period comes round and they are incidental to the main motive power, the teacher himself. And it is not difficult to find classrooms which are still quite bare.

If we turn to a class which has adopted modern methods we shall notice

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that it is full not only with the children but also with the work they are doing. One such room I visited recently in a boys' school in a large city contained a beehive curtained off in one corner with an exit through the window for the bees, tanks of temperate and tropical fish, and three or four budgerigars in cages. Then there were a dozen trees about four feet high growing in pots, which had been collected as seeds or seedlings in the nearest park, and specimens of rock and fossils found on the last school journey. The walls of this room were literally covered with the boys' paintings and with their charts and diagrams, their daily news sheets, compositions, and so on.

But the main feature of such a classroom is of course the way the work goes on. The children are working, not necessarily at subjects at all, though this may sometimes be the case, but at tasks or problems which may be mainly historical or biological or linguistic or numerical but as likely as not are a mixture of them all. And the children may be working singly or in groups or sometimes as a whole class, and they may be calculating or measuring or illustrating or finding out what they want to know from books, or writing up what they have discovered, sometimes throughout the whole morning or afternoon. And because it is often difficult to find enough room to work, especially in an old school building, the children often flow out of the classroom, working in the hall or the corridors, anywhere where there is room. The teacher is at everybody's beck and call for advice, for materials, and for information, and he needs to be an extremely adaptable person. It would obviously be something of an impertinence to ask him if he feels he has 'abdicated'. The whole atmosphere of a good school of this kind is one of absorbed, purposive activity by the children themselves, and watching them you can easily see that much of the drive towards learning is self-motivated, not externally imposed.

This is all very well, the critics may say, but how can we be sure that this show of busy preoccupation is more than an appearance? Can children really be self-motivated in this way, and what in any case is the theoretical justification for this new approach? I do not myself think that the theoretical justification lies with the educational philosophers. Some of the ideas of the great educationists of the last century certainly sowed the seed —for instance, those which insisted that children were natural learners and that the great natural teacher is the child's own environment—but these were more in the nature of inspired guesses than statements of empirically observed fact. The real justification of modern methods in my view comes from the very great accumulation of factual data now available as a result of the long and painstaking work of the child study movement.

At its simplest level, the argument is this: if you watch children's behaviour in situations in which nothing artificial is unnecessarily imposed upon them, you will see that almost from birth their energies are directed towards understandings and mastering their surroundings. Whether it is a baby manipulating his toys, a crawler exploring a room, or a gang of small boys playing together, they are all the time exploring, imagining—in other words learning about their environment; and it is self-motivated learning, not imposed on them from without. Children are active, not passive, learners and in their desire to get the hang of their surroundings they exhibit a tireless energy. Why not, then, say the exponents of modern methods, try to utilise this natural drive in school, instead of depending so much on the energies of the teacher?

'Reading Readiness'

Bound up with this idea is another which suggests that as children grow from birth to maturity there is an optimum time for any particular learning activity, and that attempts at instruction in that particular activity before this time are always laborious and usually unsuccessful. That controversial topic, 'reading readiness', is a case in point. This is not a mysterious flowering of the

soul which suddenly makes a child want to learn to read. It is simply a stage at which a child's physiological maturity, plus his previous experiences, such as looking at books, listening to stories, and getting the hang of word sequences, distinguishing between letter symbols and so on, begin to come together into a new pattern so that he can see what reading can do for him and grasp something of what is involved in the complex process of learning it. The work of a good activity school, as far as reading is concerned, is directed towards making available those varied experiences which lead into the field of reading, realising that different children will make different choices of approach according to their needs. After such a preparation the process of teaching reading is comparatively easy.

This 'readiness' idea is applicable at all stages of learning ; the great art in teaching method lies in shaping the child's environmental experiences so that he is progressively 'ready' to proceed to the next stage. The element of choice within the environment is a vital part of the process, not only because of the various capacities of children but also because it recognises that self-motivation on which so much depends. But the teacher is also part of the children's environment. The responsibility of providing the right selection of alternatives at each particular stage falls on him, but it is also in his adult authority for the whole procedure, and in his command of it, that the child finds both stimulus and security.

There is also much to be learnt and applied from modern psychological theories of the nature of learning. The Gestalt psychologists, for example, emphasise the organising nature of the mind, as do some other schools of thought ; just as children are active investigators of their environment, so the mind, they say, is an active agent in the learning process and not a passive recipient. But more important still is the weight nearly all the modern learning theorists attach to emotional factors in learning. For them, learning is seldom a purely intellectual process ; it is unlikely to happen, in fact, unless some 'need reduction', as they put it, takes place. This 'need reduction', or tension which must be eased, can be induced in the class room in many ways. For example, by the desire to please the teacher, to get better marks than one's fellows, or by fear of punishment.

So far the theory justifies the older methods as much as the new. But it goes further than this. In most forms of human learning the concept of 'ego involvement' is a very useful one. By this is meant the condition in which the self as the learner participates totally in the task in hand ; it is the state you get into when you become so immersed in the task in hand that you are, so to speak, 'out of yourself'. And it seems probable that the elaborate apparatus of incentives which is the scaffolding of the formal school-rewards—marks, 'goods' and 'bads', and so on—may work to the detriment of this natural faculty for self-organised activity ; it is as though your aim is split between the internal motivation and the external incentives. This is the basis of the distinction to be made between learning and performance. We are all aware that the weakness of ordinary school examinations is that they assess the second much more than the first.

The new approach to teaching is designed to foster just this kind of ego-involved learning, and I do not think that anyone who has visited a good modern 'activity' school with an observant eye would deny that it goes a considerable way towards achieving its aim. One may also feel, as one watches the children in such a school, that the method has its own contribution to make towards solving the problem of intellectual discipline. Intellectual discipline is largely a question of the standards a child sets himself, and if he is really absorbed and involved in mastering a problem no amount of necessary drudgery is likely to stop the drive towards a successful conclusion.

Both in this country and in America, long-term studies have been made comparing the results achieved by children taught by the new methods with those achieved by the old. They show that

children taught by the new ways reach the end of the primary school stage with attainments just about as good as those of their fellows taught by the older ways and in some subjects, particularly the more 'creative' ones like English composition, they tend to be distinctly better. Further, the investigators nearly always feel compelled to comment on the superior attitude of the children to their work ; they are found to be much more interested and enthusiastic and show greater intellectual curiosity.

When talking to the Heads of junior schools which have changed over from the old to the new ways, I have often been told that one result after a few years has been a marked increase in the number of children gaining places in the grammar schools. These Heads have sometimes expressed anxiety about the future of the new successful candidates ; will they, they wonder, be able to settle down to the relative passivity and orthodoxy of method in their new schools ? I do not think they need be unduly alarmed on this score ; after all, a good start is half the race, but if it does prove to be the case that children taught in the new ways cannot adopt easily to the methods prevalent in grammar-school life, then that, in my view, is a criticism of the schools they have entered, not of those they have left.

The grammar schools, catering as they do for a carefully selected section of our adolescent population, and tied as they are so closely to external examinations, have many problems of their own. With their marked emphasis on abstract knowledge, too, the new ideas on method require considerable modification if they are to be applied at that level. Nevertheless it is interesting to reflect that some of the work done in a good sixth form has the same atmosphere of self-motivated investigation as you will find in a good 'activity' primary school. But these are the brightest of our grammar-school pupils. I sometimes wonder whether we might not hear less about the problem of early leaving if this sort of atmosphere could be more evenly spread throughout the grammar school.

Problem in Secondary Modern Schools

But it is in the Secondary modern schools, to which the majority of our pupils go, that the problem of motivation is most acute. We all know that these schools contain children, many of them of no great academic ability, whose liking for learning as it is commonly understood is minimal and who are often only waiting until they can become, at fifteen, adult members of the world outside. When the Education Act of 1944 was implemented much stress was laid on the freedom to experiment which these schools were offered through their freedom from external examinations. Some of them have experimented, with much success, but now many of them are pressing for their right to present their ablest pupils for these examinations. It is a right they should have, but I fail to see how this will solve their main problem which is with their 'rank and file' pupils. And some of these schools have shown that this principle of self-motivation can be employed with such pupils with marked success. Surely we must judge the success of a child's education not by the subjects he is said to have done on the day he leaves school but by whether the learning he has, has become, as it were, a part of him. When this has happened, he is in a state of 'readiness' for the next venture, just as in his infants' school days he was ready for reading.

Inspection Of Schools – A Problem

BALWANT SINGH DHANOA, *M.A., B.T.*, Assistant District Inspector of Schools, Hissar (Punjab)

THE PROBLEM OF SCHOOL INSPECTION has become more difficult and complicated with the increase in the number of schools and with the change in our aims of education. There is no denying the fact that inspection is very essential for effecting improvements in the schools. Its main aim is the assessment of work and guidance of teachers.

Owing to his vast study, practical knowledge of teaching and varied experience gained in visiting different institutions, the Inspecting Officer can guide the teachers. This guidance is more effective if it comes in the form of suggestions and not as orders. So it is the ability, experience and imagination of the Inspecting Officer that count and not so much his position.

There has been a sudden increase in the number of schools without a proportionate increase in the inspecting staff. At present every Inspecting Officer from the Assistant District Inspector right up to the Divisional Inspector, has to supervise from 100 to 300 schools. It is quite evident that this number is so large that the Inspectors cannot do justice to their work.

Besides this, other development work and activities have increased so much that the inspection work has fallen behind. With the provincialisation of Local Body schools the work of the Inspecting Officers has further increased. Holding of enquiries also takes a good deal of time. Under the circumstances very little time is left for actual inspections. This lack of supervision is one of the major causes of deterioration of education standards.

An ideal condition would be that every Inspecting Officer should have 30 to 40 schools in his charge. But as we are passing through abnormal times and economy is being effected in every sphere, we should think of some other way out of this problem.

Inspection by Teachers

Inspection by teachers can help us to some extent in this respect. An experiment conducted by me amongst the Primary schools proved very successful.

For this purpose small sectors were formed by grouping five to six schools in a neighbourhood. All the teachers of a sector in a party inspected the schools of the sector one by one. On every Sunday they would inspect one school. This particular school remained closed on Monday.

The teachers would choose their own party leader for a particular inspection. The whole party remained in the school from morning till evening and watched all the activities of the school The inspection being over, all the inspecting teachers along with the teachers of the school would sit down for a meeting and freely and frankly discuss school problems. A brief summary of the discussion and the suggestions made were recorded by the party leader in the school visit book, and a copy was sent to the Inspecting Officer.

In the beginning there were some difficulties. The teachers did not fully understand the scheme. In some cases there was unnecessary destructive criticism, while in some others there was mutual praise without any attempt at a critical analysis. Also the teachers did not like to forego their holiday on Sunday.

Later on with some guidance and after some explanation the teachers began to appreciate the scheme and things improved.

The teachers were told that while going to see a school they should not put on an official air, but should show a friendly spirit of help to their brother teachers and give them useful practical suggestions. It was also made clear to them that their remarks would not, in any way, affect the annual reports relating to their work. The holiday on Sunday could be saved by holding such inspections on Saturdays.

Later on, the teachers gained much from such inspections. Full preparations for the inspections were made as the teachers had to show their schools to their brother teachers. They did not like to belittle themselves in the *biradri*. Moreover, many schools that could not ordinarily be inspected were got inspected in this way and some very useful and practical suggestions were given by the teachers. Besides, the "Inspecting Teachers" also gained much from these inspections as they got the chance to visit other schools and see new things there.

Refresher Courses

In addition to the above scheme of inspection by teachers, the Inspecting Officers should hold frequent seminars and refresher courses for teachers. The best way of meeting a teacher would be by going to his school but as that is not possible in many cases because of the large number of schools; the second best method is by meeting them at refresher courses, hearing what they have to say and giving them up-to-date knowledge on pedagogy. I have been holding refresher courses for the teachers and they have proved very useful.

There should be frequent refresher courses for Inspecting Officers, as well. They will be able to give new ideas to schools if they themselves have some. Chances should also be provided to the Inspecting Officers to visit good institutions from where they could get new ideas.

Educational Melas

Educational *melas* also prove very helpful for the guidance of the teachers. Not only the teachers but the students also gain much from such *melas* in which contests in play-way devices of teaching, manuscript school magazines, hobbies, P,T., different kinds of drills, Scouting, First Aid, Folk dances, Drama, Declamations and craft work etc. can be arranged. Such *melas* arouse a spirit of healthy competition and students and teachers make great preparations for them. In this way all the activities of the schools receive due attention. These *melas* can be held with tournaments in games and sports.

I organised a similar educational *mela* for the Middle and Primary schools. It proved very successful and useful. The work of an Inspecting Officer gets very much facilitated by such *melas*.

Model Schools

Every Inspecting Officer should have one model school in his charge. He can introduce new activities and the latest methods of teaching in this school and can thus give a practical shape to his ideas. Teachers of other schools can be invited to see the school.

At present there are no facilities for the Inspecting Officers to get books and magazines on education. There should be a good library at every District and Divisional Headquarters

It is hoped, these suggestions if put into practice in the right spirit will facilitate inspection of schools in spite of their large number and the variety of their activity.

CANADIAN SCHOOLS

J. N. MATHUR, *M.A.,Ph.D.*, Department of Education, Delhi

BROADLY SPEAKING, Canada is committed to a publicly supported and publicly controlled system of education, but private organisations and individuals are also permitted to establish private schools. On an average from two to four per cent of school children attend private schools and the rest of them go to public schools.

It is compulsory by law for children to attend the school, usually from age six or seven to age fifteen or sixteen. This has been greatly facilitated, *inter alia*, by the payment of monthly family allowance by the Federal government for all children until the sixteenth year of age and the free supply of basic textbooks to all children attending schools by the Provincial government.

The school year in Canada generally runs from early September to about the end of June and the school day is from 9 to 12 in the morning and 1.30 to 4 in the afternoon from Monday to Friday. School hours for grades one and two are limited to four only. Legally authorised working days of schools in a year are 195.

Responsibility for Education

By constitutional provision, education in Canada falls within the provincial jurisdiction Each of the provinces has, therefore, full authority and responsibility for organising its education system as it deems fit. Educational policies, organisation and procedures accordingly differ from province to province but they are similar in most respects. All the provinces have established a department of government for education whose personnel is somewhat as follows : Minister for Education, Deputy Minister, Inspectors of Schools, Directors for Curriculum, Vocational Training, Teacher Training, Guidance, Attendance, Home Economics, Physical and Health Education, Adult Education, Art and Music, Correspondence Classes and Research. The Deputy Minister or the Director of Education is the top-ranking civil servant. As an expert in education he advises the Minister on policy, supervises the department and gives a measure of permanency to its educational policy and is responsible for the enforcement of Public School Act of the province.

Other provincial departments having some responsibility for operating school programmes include Departments of Labour which operate apprenticeship programmes, Agricultural Departments which operate agricultural schools, Departments of Attorney General or of Welfare which operate reforms schools, Departments of Lands and Forests which operate forest ranger schools.

The Federal government is, however, responsible only for the education of Red Indians and Eskimos living outside the territories of the provinces and for children of members of armed forces on Military stations where it is difficult to utilise provincial educational facilities.

Each province for purposes of administration of education and other matters has been divided into counties and a county in its own turn has been subdivided into various local units. These local units, with the growing tendency of making such units larger as a result of improved transportation and mechanization, function under their own school boards. The members of school boards number from three upwards according to population of the unit and are generally elected by people of that area or

appointed by the Provincial government. The members of school boards in rural area units are known as school trustees and of city units as school commissioners. The school boards run and maintain schools in their area, appoint teachers in them, construct school buildings and equip them. These boards are authorised by law to raise money for running the schools through property tax, corporation tax, poll tax, a percentage share from sales tax and grants from Provincial revenues,

For assessment of provincial grant to school boards and for inspection of schools and their general supervision, there is a County Superintendent or Inspector for each county appointed by the Provincial Education Department. Generally, city school boards that run city schools are outside the administrative control of the County Superintendent and deal directly with the Provincial Education Department. City school boards have their own Superintendents of Schools with all their paraphernalia, paid out of school board budgets, for the day to day administration of schools under them.

Stages of Education and Courses

There are three stages of education viz. Elementary, Intermediate or Junior High and High School stage. Elementary schools are generally from grades I to VI with or without Nursery classes attached to them. Intermediate or Junior High Schools are from grades VII to IX. High School grades are from X to XII but in the Provinces of British Columbia and Ontario they go up to grade XIII. The general plan in most of the Provinces is however of 6+3+3.

The subjects of study in Elementary grades are languages, arithmetic, social studies, science, health and physical education, music and art. Religion as a subject is taught compulsorily only in the schools of Quebec Province.

At the Intermediate or Junior High School stage of education which is essentially a trial period, all students have to offer, besides academic subjects consisting of languages, Social Studies, Science, Mathematics, Health and Physical education and Music, the courses in Industrial Shop, Commerce and Art. Girls have, however, to offer, besides the same academic subjects as offered by boys, courses in Home Economics, Commerce and Art. These practical courses are taught at this stage not with a view to make students adopt one of them as vocation in later life but because at that age level which is the period of commencement of adolescence, most of the talents and interests of children come into prominence and because at that period of rapid growth children also need an outlet for their muscular activities.

At High School stage, students may offer either academic courses or vocational courses consisting of Technical, Commercial, and Agricultural courses, Home economics and Art. Technical courses include motor mechanic, electrical mechanic, radio mechanic, tele-communication, metal work, wood-work, drafting and design. Commercial courses include book-keeping, stenography and typing, office correspondence and retail-selling. Courses in Home Economics include sewing and darning, cooking and laundry, nursing, hair dressing and beauty culture. Art and craft courses cover drawing and painting, weaving and embroidery, leather and jewellery work. It may be noted here that even when students offer vocational courses they have also to study the simplified syllabus for languages, Social Studies and Arithmetic for a few hours daily. Selection for choice of vocation is assisted by the School Guidance Officer but final decision is left to the child and his parents. With the availability of variety of curricula at the High school stage the majority of students now go up to this stage and High school courses are no more considered merely a preparation for entry to University. The High schools are now differentiated as Academic High Schools, Commercial High Schools, Technical High Schools, Composite High Schools and Regional Schools.

Composite High schools are those schools in the town where both academic

courses as well as vocational courses are carried on in the same school building or in other words under the same roof. Regional High schools are those central schools in the rural area which cater for various Elementary schools in its vicinity and have courses both for academic and vocational side. Regional schools operate by transporting all children living beyond a range of about two miles from the school. Regional schools are economical for management who have to employ fewer teachers for more children. These schools are also liked by parents as their children get teaching at the hands of efficient teachers and with better and more teaching aid material. In Regional schools rural children obtain education approximating that offered in cities.

Most of the schools provide for extra-class activities which cover a wide field from bands or orchestras and glee clubs, to social, recreational and hobby clubs. Students in the larger schools usually elect a students council which assists in planning and executing sports and recreation programmes and preparing school papers and year books.

Special schools or classes are quite a few in number in all the provinces and are organised for students who are unable to take advantage of the regular classes because of physical impairments or illness, learning difficulties or detention in a reformative or corrective institution. There are schools for the blind, the deaf and the dumb, and for crippled children. There are facilities combining physio-therapy and private tutorial for children suffering from cerebral palsy. In urban public schools, it is usual to find special classes, within the regular school, for children whose hearing or sight is impaired, for children who are slow learners and occasionally for exceptionally gifted children.

Teacher Training and Methods of Teaching

Elementary school teachers receive one year's professional training after graduation from High school. The High school teachers are generally university graduates who have taken an additional year of professional training in a University College of Education or who have graduated with a degree in education. The permanent licence of teaching is issued to teachers only after completion of one or two years' teaching to the satisfaction of the Provincial Superintendent or Inspector of Schools.

The programme of in-service training is a regular and important feature of the system of education in all the provinces for keeping teachers abreast with the latest developments in the field of education and with the techniques of teaching. The in-service programmes are generally held in the night for one or two days in a week for about a month or so. Special in-service programmes are also organized during summer and winter vacations. Staff meetings and seminars of teachers are frequently held at which consultants and Inspectors of Schools outline procedures and techniques of teaching.

The type of training received by teachers at their training institutes, the individual calibre of teachers, the level of intelligence of pupils to be taught, and the school environment are some of the important factors which influence the methods of teaching adopted by teachers in the schools. The usual teaching methods prevalent there are to teach orally through lecture or talking method ; use of assignment or work-book method ; activity method of leading and promoting group discussions among students and to create in them the urge for initiation of each new piece of work ; project method especially for social studies without making the project merely a showpiece ; grouping method particularly for reading to identify student needs and differences ; going deep in tracing and explaining the root of a problem without making the discussion dull for students ; developing a competitive spirit among students through educational games for drilling and revision purposes ; dramatising method for social studies and language teaching ; avoiding tricky and lengthy exercises for drilling purposes in the lower Elementary grades ; keeping hon-

our's list and displaying them in the classroom or affixing stars for good work to stimulate and sustain interest of students in studies; question outline form and fill-in-blanks method for drilling and testing purposes; giving praise or recognition to each child in a class by turn; and managing use of materials like blackboards, flannel board, flash-card board, pictures, maps, films, radio, tape-recorder, television, library, school museum and tourist bureau services.

As regards teaching personnel in Canadian Schools, over seventy per cent of them are women. The teachers are paid according to a local salary schedule, subscribe to a provincial superannuation scheme and are members of a provincial professional organization. It may be noted here that salary scales of women teachers are a little lower than men teachers. Similarly the age of retirement of women teachers is 55 years and that of men teachers is 60 years for eligibility of pension.

Examinations and School Promotions

Examinations of grade XI and XII, where Matriculation course is of twelve years, and examinations of grade XII and XIII where Matriculation course is of thirteen years, are conducted by the Provincial Education Departments in most of the Provinces. In some of the Atlantic Provinces there are autonomous bodies of High School boards to conduct such examinations. Except in the Province of Quebec, where examinations of grades VII and IX are also held by the Provincial Education Department, examinations of all other grades are conducted locally by the local school boards.

Promotions in local school examinations are generally made on the basis of various tests conducted in the class from time to time during the school session. The factors of age, ability, physical and emotional maturity of the child, and efforts made by him towards progress are also taken into consideration for all local promotions. As a matter of fact no fixed set of rules govern local promotion policy but each promotion case is determined on its own merits. Some of the Western Provinces have successfully reduced grade examinations in Elementary stage from seven to two.

School Buildings and Equipment

There are all types of school buildings ranging from one-room single unit structure in the rural areas to forty or more classroom buildings in urban area. The trend now in larger urban and rural centres is towards single-storey buildings. Many of the new school buildings have made use of such innovations as indirect lighting, folding or otherwise movable partitions, ramps instead of stairs, rooms planned for projects or projection, movable and stackable furnishings, and ample storage space. Besides classrooms, these buildings have principal's office and that of his secretary, teachers' room with an attached kitchen for snack facilities, stationery store, health room, library room, toilet rooms for boys and girls with wash fountains, an auditorium and a gymnasium for playing games and physical exercises. It may be pointed out here that because of climatic conditions, most of the school games are played in-door in the gymnasium. Games that are common in the schools are basket-ball, soccer, volley-ball, base-ball, badminton, ping-pong, bowling, ice-hockey and rugby. Many of the new schools have swimming facilities in them but where swimming tanks are not available, shower baths have been provided in schools.

The classrooms of these buildings contain wall-boards of dimensions 15 ft.× 4 ft. on two sides of the room along with tack-board strips, a separate class notice-board, cloak-hangers, wash-rooms for lower Elementary grades and a drinking fountain. The other classroom equipments consist of movable furniture, pencil sharpener affixed to the wall-board, electric clock, automatic time regulated bell, library rack, folding boards, thermometer, sticking tape, rubbish-basket, maps and globe, yardstick and radio-equipment.

General Statistics

There are 120 teacher training institutes and 24 University colleges of education in Canada, out of which about 10,000 teachers are trained every year. The total number of existing full-time teachers in schools is around 1,10,000 for nearly 31,00,000 children attending schools. About 67 per cent of women teachers and 60 per cent of men teachers now working in Canadian schools are from 25 to 45 years of age. The average child in Canada spends about 8½ years at a school.

Do You Know ?

- The world average pupil-teacher ratio is 35:1.

- There are some 55,00,00,000 children in the age group 5-14 years in the world today, of which about 30,00,00,000 are enrolled full time in Primary and Secondary schools.

- Children of political sufferers in Delhi and other Union Territories will be entitled to free education up to the Higher Secondary standard with effect from the next academic year.

- There has been an increase in the number of University students from four lakhs in 1947 to 7,50,000 in 1958.

Roundup of Activities

Ministry of Education

SHRI P.N. Kirpal, Joint Secretary was appointed Secretary and Educational Adviser vice Shri K.G. Saiyidain on leave ex-India from 8th September, 1958.

Consequent on the bifurcation of the erstwhile Ministry of Education & Scientific Research into Ministry of Education and Ministry of Scientific Research & Cultural Affairs the scholarship schemes dealt with in the erstwhile Ministry were reallocated between the new Ministries mainly according to the broad subjects for which the respective Ministry is responsible.

ELEMENTARY AND BASIC EDUCATION

Free and Compulsory Primary Education: The Government of India have generally accepted the proposal to provide universal, free and compulsory education to all children of the age-group 6-11 during the Third Five-Year Plan period. The details of the proposal including its financial implications are being worked out in consultation with State Governments who have been advised to accept the target and to make adequate arrangements to provided uring Third Plan period facilities for children of this age-group with particular attention to backward areas and Women's education.

All-India Council for Elementary Education: The second meeting of the Council was held at New Delhi on 10th and 11th October, 1958 to formulate broad principles guiding preparation of programmes and estimates of introducing universal, free and compulsory Primary education for all children of the age-group 6-11 by 1965-66, to consider methods to encourage teaching of Science in Elementary schools, and to review the scheme for Relief of Educated Unemployment and Expansion of Primary Education and schemes relating to Girls' education and the training of women teachers.

Scheme of Relief of Educated Unemployment and Expansion of Primary Education: Chiefly to open schools in schoolless villages allocations of teachers, inspecting officers and quarters for women teachers for 1958-59 and 1959-60 under the scheme, have been communicated to State Governments and Union Territories. To enable them to assess properly the extent to which they would be benefitted by the scheme, tentative allocations for 1960-61 have also been made known to them.

Model Legislation on Primary Education: As recommended by the All-India Council for Elementary Education at its first meeting a draft of the legislation has been prepared by the Ministry and circulated to all State Governments inviting their comments.

Meeting to Consider Improvement of Elementary Education in Delhi: A meeting of the representatives of the Ministries of Education, Home Affairs, Health and Defence, and Delhi Administration and Delhi Municipal Committee was held on 21st August, 1958, to consider measures for improvement of Elementary education in Delhi.

Pre-Primary, Elementary, Basic and Women's Education Schemes

included in the Educational Development Programmes of Union Territories for 1958-59 : The Union Territories have been advised to go ahead with the implementation of such Development schemes as are within the financial competence of Chief Commissioner, or Lt. Governor or Administrator as the case may be, and to approach the Ministry of Education for administrative approval and expenditure sanction only in respect of schemes that are not within their financial competence.

Establishment of Post-Basic Schools : A sum of Rs. 11,000 was sanctioned to Rajasthan Vishwa Vidyapeeth, Udaipur for starting the Post-Basic School at Dabok.

Committee on Post-Basic Schools : To help formulate its recommendations, views on draft syllabus for Higher Secondary schools of certain selected Post-Basic schools have been invited.

Basic Education Committee for Public Schools : The first and second meetings of the Basic Education Committee for Public Schools were held on 9th and 10th September, 1958. The Committee recommended certain minor modifications in the terms of its reference and drew up its programme of work. Answers to the questionnaires that have been received from Public schools are being analysed.

National Institute of Basic Education : A two-day Seminar on "Improving Basic Schools in Delhi" was organized by the Institute on 27th and 28th October, 1958. Attended by Education officers, Inspecting officers and a few headmasters of Delhi Basic schools, it was inaugurated by Shrimati Aruna Asaf Ali, Mayor of Delhi Corporation ; and the valedictory address was given by Dr. P.D. Shukla, Deputy Educational Adviser, Ministry of Education.

Central Scheme for Expansion of Girls' Education and Training of Women Teachers : Central assistance under this scheme for 1958-59, (up to October, 1958) was given to State Governments as follows :

State	*Amount of Central assistance at 75 per cent*
Madhya Pradesh	7,67,750
West Bengal	7,00,000
Andhra Pradesh	4,11,563
Assam	99,000
Mysore	3,53,343
Punjab	3,00,000
Bihar	8,85,567
Kerala	93,000
Orissa	1,99,538
Madras	4,94,250
TOTAL :	43,04,511

Scheme for Encouraging Teachers to Visit Places of Educational and Cultural Interest—Grant-in-Aid to State Governments : Finalized in the light of suggestions received from State Governments the scheme was circulated to all State Governments and Administrations of Union Territories in August, 1958, and publicised by a Press-note. It has evoked a keen interest among teachers and educational institutions.

Central Scheme for the Production of Literature and other Materials for Basic Education : Research projects on crafts and craft materials were initiated. The first project on 'Paper Machie' has been allotted to the Dev Samaj Training College for Women, Ferozepore with a grant of Rs. 3,400. Another project on "Agriculture—kinds of implements, their sizes and weights for different age-groups" has been allotted to the Basic Training College, Vidyanagar with a grant of Rs. 5,110.

A competition for the preparation of guide books on Basic education was announced. The original last date for receipt of entires, August 31, 1958 was extended to November 30, 1958.

Grants to Voluntary Educational Organizations working in the Field of Pre-Primary and Basic Education : Out of a budget provision of Rs. 8 lakhs during 1958-59 for the scheme, a sum of Rs. 17,541 was sanctioned to three institutions during the quarter ending 15th October, 1958. The date for receipt of

applications for consideration under the scheme was extended up to 30th September, 1958.

Educational Survey : The field work of the Survey is complete in Andhra Pradesh, Assam, Bihar, Bombay, Jammu and Kashmir, Kerala, Madhya Pradesh, Madras, Mysore, Orissa, Punjab, Rajasthan, Uttar Pradesh, Delhi, Himachal Pradesh, Manipur and Tripura. District and State Reports for most of the States have also been completed and all-India Tables and Reports are now under compilation.

National Committee on Women's Education : This Committee was appointed by the Government of India in May, 1958 to go into various problems of girls' and women's education under the chairmanship of Smt. Durgabai Deshmukh. It is expected to submit its report to Government by January, 1959.

SECONDARY EDUCATION

Research in Problems of Secondary Education : During July-September, 1958, ten institutions were assisted with grants for research on problems connected with Secondary education as below :—

Institution	*Amount* Rs.
The Indian Institute of Education, Bombay	4,950
Meerut College, Meerut	3,123
Thyagarajar College of Preceptors, Madurai	3,824
Visva-Bharati, Santiniketan	3,002
David Hare Training College, Calcutta	2,800
Indian Institute of Technology, Kharagpur	25,587
Ramakrishna Mission Vidyalaya Teachers' College, Coimbatore	3,375
University of Bombay	3,604
Muslim University, Aligarh	5,510
Tilak Dhar Training College, Jaunpur	5,200
Total :	60,975

Reconstruction of Secondary Education : The Parliamentary Informal Consultative Committee for the Ministry of Education at its meeting on 18th September, 1958, decided that comprehensive data from the States about the working of various schemes on the reconstruction of Secondary education, particularly, the conversion of existing Secondary schools into Higher Secondary and Multipurpose schools should be collected. The idea behind it, is to obtain a complete picture of the major reforms being carried out as recommended by the Secondary Education Commission, showing, *inter alia*, the difficulties encountered in working out the schemes smoothly and efficiently. The information would be useful in making an overall assessment of the impact of the various steps taken for the reorganisation of Secondary education. Keeping these objects in view, a Questionnaire comprising three parts,—Part I *dealing with* physical statistics, Part II dealing with financial statistics, and Part III, with qualitative assessment of the data, has been sent to the State Governments. The information was expected by the end of November, 1958.

All-India Council for Secondary Education : The Reviewing Committee set up to consider the future organisational set-up of the Council met at New Delhi on 12th and 13th October, 1958.

Assistance to Voluntary Educational Organisations : Grants were sanctioned under the scheme during the period under report as follows : (1) Rs. 70,000 to Ramakrishna Mission Ashrama, Calcutta as third instalment of the grant for construction of a building for Students' Home ; (2) Rs. 30,000 to Ramakrishna Mission, Cherrapunji, Assam as second instalment of the grant for construction of a Students' Home ; (3) Rs. 7,500 to C.M. High School for Girls, Trivandrum, Kerala State as first instalment of the grant for construction of a Science laboratory ; and (4) Rs. 1,00,000 to Prayag Sangit Samiti, Allahabad for construction of a building for the institution.

Promotion of Gandhiji's Teachings: Under the scheme, on an invitation from the Ministry, Kumari Menuben Gandhi delivered a series of lectures on Gandhiji's life and teachings in 25 selected schools of Bombay State from 15th September to 13th October, 1958.

The Central Bureau of Textbook Research: After a year's work the Bureau completed the Social Studies syllabus for the Delhi Directorate of Education for classes I to VIII. This detailed syllabus covers the entire information content of actual lessons besides usual one-line statements of Indian syllabi. It also includes important information on teaching aids, child psychology, tests, evaluation and some other useful items. Three lessons for each class of classes I to VIII have been selected from the syllabus for actual try-outs in Delhi schools by the practising teachers with the help and guidance of the Bureau. 24 lessons from a similar syllabus on General Science prepared earlier have also been picked out for try-outs. The experimental try-out began at the end of October and will be completed by the end of December, 1958. To serve as model lessons for authors and publishers these will be written out eventually with illustrations and other details in a manner in which they would appear in textbooks.

As regards research, about 40 science books, and also history books for Primary and Middle grades were analysed in detail and the results were tabulated and interpreted.

Central Bureau of Educational and Vocational Guidance: A ten-month *Professional Course for Counsellors and Directors of Guidance* started on 14th July, 1958. One officer each of the Governments of Assam, Andhra Pradesh and Kerala, three lecturers of Teachers' colleges and four teachers of High schools are undergoing training at the Course. The Course will provide adequate preparation for planning and implementing educational and vocational guidance services in Secondary schools and student personnel work in colleges.

An one-week *Seminar on Educational and Vocational Guidance* of Heads of High and Higher Secondary schools served by the Extension Services Department of the Meerut College was held at Meerut on July 28-30, 1958 under the direction of the Central Bureau.

A *Survey of the Guidance Needs of College Entrants* has been undertaken in a Delhi college. Its purpose is to assess academic, social, economic, and personal needs, and problems of new entrants to college and to use this information for planning, guidance and student personnel services for college youth.

Central Institute of Education: The construction of buildings for the experimental Basic school that will be attached to the Institute was completed during the quarter.

The following is a brief outline of the *Research Projects* at the Institute :

I. *The C.I.E. Individual Scale of Intelligence* (from 12 to 14 plus) and a *Study of the Achievement in four School subjects, namely, Hindi, Arithmetic, Social Studies and General Science, of Children in Grade VI of Basic and non-Basic Schools*, are nearing completion.

II. *The C.I.E. Group Test of Intelligence for 13 plus and that for 14 plus* are nearing completion but the results will need to be studied.

III. Tests have been administered in the case of projects, namely, *C.I.E. Individual Scale of Intelligence for 15 plus*, an *Achievement Test in Hindi for Grade VIII*, and two forms of the *C.I.E. Group Test of Intelligence for 15 plus to 16 plus*.

IV. The projects on a *Study of Problems relating to the Transition of Pupils from the Senior Basic to the Higher Secondary Schools, a Survey of Private Unrecognized Schools in a selected area of Delhi* and *a Study of the effects of a carefully planned schedule of early morning physical exercise for children in grades VI, VII and VIII of the C.I.E. school* are in the initial stage of formulation or implementation.

Besides these, two interesting projects, namely, *School Broadcasting* and *Reading for Pleasure* have been undertaken. A workshop on School Broadcasts was held under the direction of Shri C.L Kapur of All India Radio and three or four scripts of carefully planned school broadcasts are under preparation.

23 classes in 7 schools are working on the project on Reading for Pleasure and a library of 4,000 selected books in English and Hindi has been put into circulation.

The *Extension Services Department of the Institute* arranged in August,'58 a short course on the problems of implementing a structure syllabus in English conducted by Dr. J.A. Noonan of the Institute of Education, London. Another short course in Physical education was also arranged.

A Seminar on the 'Problems of teaching Geography in Delhi schools' and a workshop on 'Evaluation' were organised.

AUDIO-VISUAL EDUCATION

National Institute of Audio-Visual Education: The details of establishing the Institute at New Delhi are under consideration. Meanwhile, during the quarter, 46 boxes containing audio-visual equipment under T.C.M. aid programme were received for the Institute.

Exchange and Dubbing of Films: The film 'Crisis in Asia' of the National Film Board of Canada was approved by the Preview Committee of this Ministry. While the Ministry of Information and Broadcasting have been approached to acquire one print of the film through Exchange Programme, the National Film Board of Canada has agreed to send us printing material for this film.

Under the programme of dubbing selected foreign films, four foreign producers have, so far, agreed to dub their films. The Ministry of Information and Broadcasting have been approached to arrange for their dubbing at the Films Division, Bombay who have dubbed the film entitled 'Physical Regions of Canada.'

Production Of Films: The rough cuts of the films, 'Life Along the Godavari', 'Janata College', 'Potter' and 'Herbarium' have been previewed. The film, 'Races of Man' has been produced and the rough cut of this film is awaiting final approval. The film 'Jhelum' which has already been released, was finally previewed on 14th October, 1958. The synopses of the films 'Seven Cities of Delhi' and 'Birds of India' have been sent to the Films Division.

Seminars and Conferences: Attended by delegates from 13 South East Asian countries, including India, and three persons of the Unesco Secretariat. the Unesco Regional Seminar on Visual Aids in Fundamental Education and Community Development was held at New Delhi from 8th to 27th September, 1958 at the National Institute of Audio-Visual Education. The Minister for Education inaugurated the Seminar whose director was Mr. Henny de jong.

The object of the Seminar was to facilitate exchange of knowledge and experience on the production and use of visual aids for fundamental education and community development and to cover such fields as literacy, health and sanitation, nutrition, agriculture, arts and crafts, home economics etc.

$ 20,000 were provided for this Seminar by Unesco, out of which $ 3100 were spent on local staff, local travel, supplies and equipment in India. The Government of India provided for an expenditure of Rs. 7,500 on the organization of this Seminar.

Unesco Travelling Library: The Library was utilised at the Unesco Regional Seminar on Visual Aids in Fundamental Education and Community Development.

Central Film Library: Fifty new films were acquired for the Central Film Library bringing the total number of films to 4038. 2786 films were issued to 520 member-institutions during the period. 32 new members have been enrolled bringing the total number to 1197. The Preview Committee held four meetings and previewed 21 films.

Mobile Cinema Unit: To help judge the values of screening films for the audience, the teachers of local educational institutions were offered previewing facility twice a week at the premises of the Audio-Visual Unit. 18 preview meetings were arranged during the period. Besides this, 35 film shows were conducted in the local educational institutions and other associations.

Translation Unit: Teaching notes of eight filmstrips have been translated into Hindi bringing the total to 31.

Unit for the Production of Visual Aids: The Unit for the Production of Visual Aids arranged an exhibition showing the development of Audio-Visual education in India on the occasion of the Unesco Regional Seminar on Visual Aids in Fundamental Education and Community Development.

A stall depicting the aids used in Audio-Visual education in India and general development of audio-visual aids in the country was set up at the INDIA 1958 EXHIBITION. Two charts on Science, Carbon Cycle and Nitrogen Cycle in Nature have been sent to press for printing.

'Audio-Visual Education' Journal: The July, 1958 issue of the journal was printed and released. The Unesco Seminar Number (Special) is in the press.

HIGHER EDUCATION

Banaras Hindu University: On receipt of adverse reports regarding the state of affairs in the Banaras Hindu University, the President, in his capacity as the Visitor of the University, appointed an Enquiry Committee in July, 1957 to enquire into and report on the state of affairs at the University. The report which was submitted by the Committee in May, 1958, revealed an extremely disquieting state of affairs and after giving very careful consideration to the observations and recommendations made by the Committee, the President promulgated the Banaras Hindu University (Amendment) Ordinance, 1958 on 14th June, 1958 thereby reconstituting the various administrative bodies of the University and introducing certain other reforms. The Ordinance was followed up by an appropriate Bill that was passed by the Parliament and enacted on 20th September, 1958 as the Banaras Hindu University (Amendment) Act, 1958. The Act incorporates mainly the provisions of the Banaras Hindu University (Amendment) Ordinance, 1958, with certain changes, especially in the constitution and functions of the Reviewing Committee.

Delhi University: The President, in his capacity as the Visitor of the University of Delhi approved the renomination of the following as members of the Finance Committee of the University from 30th August, 1958 for a term of three years:—

(1) Shri Prem Narain, Deputy Financial Adviser, Ministry of Education, Government of India
(2) Dr. N.S. Junankar, Deputy Educational Adviser, Ministry of Education, Government of India

The President, in the same capacity also approved the proposal for amending statute 30 of the Statutes of the University relating to the admission of colleges etc. to the privileges of the University.

American Consultants in General Education: Four American consultants in General Education arrived in India under the India Wheat Loan Education Exchange Programme and have been assigned to the Universities of Aligarh, Andhra, Mysore and Shri Venkateswara. The consultants would help these Universities frame the General Education courses proposed to be introduced by them.

Delhi Reading Project: This has been reported in short under the activities of the Central Institute of Education. The Project 'Reading for Pleasure' was inaugurated by Shri K.G. Saiyidain at the Institute on 11th August, 1958. It is a continuation of the pilot project on Reading for Pleasure conducted last year by the Institute as one of its research schemes, with a grant from the

Ministry. The project will investigate into the reading interests and tastes of school children and other related problems, and for this purpose four grades from each of seven Delhi schools have been selected to participate in the project, the total number of children being about 1,200.

As part of the inauguration of the project, series of four talks on "School Libraries" were given by Mr. J. Smeaten, Librarian of the British Council to teachers and librarians of Delhi schools.

Introduction of Hindi: Approval was accorded to the introduction of teaching Hindi in the Deshbandhu College, Kalkaji, New Delhi in the B.A. course of the University of Delhi from the academic year commencing from July, 1958.

Inter-University Board of India: Approval was accorded to the deputation of the Secretary, Inter-University Board of India, to participate in the VIII Congress of the Commonwealth Universities held at Montreal (Canada) in September, 1958. Grant up to Rs 8,200 to the Inter-University Board was agreed to in principle. Foreign exchange (dollars) up to the extent of Rs. 200 was also allowed.

Evening Colleges in Delhi: Approval was accorded for the establishment of the fourth Evening College under the University of Delhi by the Dayal Singh College Trust Society from current academic year. It was subject to permission being given by the University of Delhi for opening Preparatory Classes (Arts) and to the condition that annual deficit did not exceed Rs. 15,000.

Improvement of the Examination System: Under the India Wheat Loan Educational Exchange Programme the Ministry sponsored a ten-member team of Indian educationists drawn from various universities for a study tour in the U.S.A. for 4-5 months. The team will study the examination system and evaluation methods obtaining in some of the leading universities there. On return, the team will submit a report on the introduction of suitable reforms in the examination system prevailing in universities in India.

Other Backward Classes Students: The Government of India have recommended to the universities to admit in institutions like those for Engineering, Medicine etc., candidates belonging to "Other Backward Classes", against vacancies reserved for scheduled caste/scheduled tribe candidates, where such candidates are not available.

Grants: In the field of Higher education, following grants were sanctioned during the quarter under report:—(i) Rs. 50,000 to Deshbandhu College, Kalkaji, New Delhi representing a further instalment of an 'on account' grant for 1958-59 bringing the total sum paid to Rs. 1,21,000 during 1958-59; (ii) Rs. 1.80 crores to the University Grants Commission as fourth and fifth instalments of the Government of India's grant-in-aid during 1958-59 bringing the total amount paid so far to Rs. 3.70 crores; (iii) Rs. 22,500 to the Gurukula Kangri, Hardwar, as second instalment of the Government of India's maintenance grant for 1958-59.

Loans for Construction of Hostels: Various colleges were sanctioned loans for construction of Students' Hostels as follows during the period under report:—(i) Rs. 70,000 to G.H.G. Khalsa College, Ludhiana, being the second instalment of the total sanctioned loan of Rs. 2.0 lakhs; (ii) Rs. 26,000 to D.A.V. College, Amritsar, being the second instalment of the sanctioned loan; (iii) Rs. 20,000 to Dev Samaj College for Girls, Ambala City representing the second instalment of the sanctioned loan; (iv) Rs. 50,000 to Radhakrishnan College, Jullundur, as the second instalment of the sanctioned loan; (v) Rs. 2.0 lakhs to the Sardar Vallabhbhai Vidyapeeth as the second instalment of the Government of India's sanctioned loan bringing the amount so far paid to Rs. 2.50 lakhs; (vi) Rs. 20,000 to Sri Guru Ram Rai College, Nahn, Himachal Pradesh being the second instalment of the sanctioned loan bringing the amount so far paid to Rs. 40,000; (vii) Rs. 70,000 to the Bhadrak College, Bhadrak, Orissa being the first instalment of the sanctioned loan; (viii) Rs. 1,00,000 to Agra University representing an

additional loan ; and (ix) Rs. 25,000 to Sri Ram College of Commerce, Delhi, as an additional loan.

RURAL HIGHER EDUCATION

Recognition of Rural Services Diploma : On the recommendation of the Assessment Committee on Rural Higher Education set up under the chairmanship of Shri C.V. Mahajan, member of U P. S.C., the Government of India decided in consultation with the U P.S.C. to recognise the Diploma in Rural Services awarded by the National Council for Rural Higher Education as equivalent to the first degree of a recognised university for purposes of appointment to services and posts under them. In the first instance the recognition will be valid for a period of five years from 3rd October, 1958. Ministry of Home Affairs have issued a directive to all Ministries and attached offices of the Government of India in this regard. That Ministry has also requested the State Governments to consider the desirability of issuing similar directives in respect of the services under them.

The question of the Diploma as equivalent to the first degree of a recognised university is also under consideration of the Inter-University Board of India.

National Council for Rural Higher Education : The fifth meeting of the National Council for Rural Higher Education was held at New Delhi on 8th October, 1958 under the chairmanship of the Minister for Education.

The Council recommended that a scheme be prepared for the introduction of compulsory social service for students of the Rural Institutes for one academic session where graduates will be engaged in productive and socially useful labour involving intensive physical training. For this purpose a small committee was constituted. It consists of Dr. R.K. Singh, Director, Rural Institute, Bichpuri ; Shri K.L. Bordia, Director, Rural Institute, Udaipur ; Shri T.S. Avinashilingam, Director, Rural Institute, Coimbatore and Prof. P.R. Sen, Director, Rural Institute, Sriniketan.

The Council realised the need for the preparation of textbooks on Rural Higher education and books of general nature, and suggested that the members of the staff of Rural Institutes were in a better position to undertake it, and that Ministry of Education should consider any specific proposal in this regard that might be received from teachers in Rural Institutes.

The Council discussed targets for third Plan period, but felt that the Institutes should draw their own plans for consideration of the Standing Committee. It also approved rules and regulations framed by the Boards of Examinations for three-year Diploma course, Engineering course etc with slight modifications. The nomination of Dr. A.C. Joshi, Vice-Chancellor, Panjab University as the Chairman of the Examination Board of Rural Services Diploma, was approved.

The Council decided to reduce the fees for admission to examinations in Three-Year Diploma Course in Rural Services from Rs. 50 to Rs 35 as recommended by the Board of Examinations, and also resolved that a student should be declared successful, if he obtained 33 per cent in each subject and 40 per cent in the aggregate.

Grants : Rural Institutes were given grants during the period as follows :—(1) Rs. 1,50,000 as second instalment of the non-recurring grant approved in 1957-58 to Shri Ram Krishna Mission Vidyalaya Rural Institute, Coimbatore ; (ii) Rs. 2,00,000 (Rs. 1,50,000 as the first instalment of non-recurring grant for 1958-59, and Rs. 50,000 as the second instalment of non-recurring grant approved in 1957-58) to the Mouni Vidyapeeth Rural Institute, Gargoti, and (iii) Rs. 2,00,000 out of the non-recurring grant approved in 1957-53 to the Balwant Vidyapeeth Rural Institute, Agra.

EDUCATION IN UNION TERRITORIES

The sanction of the President has been conveyed to the Administrator,

Laccadive, Minicoy and Amindivi Islands for incurring an expenditure not exceeding Rs. 30,000 towards the maintenance of the hostel at Elathur for students of the Islands and for the grant of Rs. 40 and Rs. 45 per annum to each student of the Islands studying in the mainland in Middle and High school classes respectively for books and clothing.

The sanction of the President has been conveyed to the Tripura Administration : (i) to exempt students belonging to scheduled castes, scheduled tribes and other backward classes in indigent circumstances from the payment of tuition fees at all stages of education in Tripura with retrospecrive effect from 1st April, 1954; (ii) to exempt all girl students studying in Primary, Middle and Secondary schools from the payment of tuition fees; and (iii) towards participation of NCC cadets in different competitions/tournaments held at Gauhati University in July 1958, with expenditure sanction for Rs. 654 on their training.

In order to mitigate the hardships of the teachers and staff of such private aided institutions in Delhi as do not pay the salaries to their staff including teachers for long periods, the grant-in-aid rules were amended as follows :—

"Where the management of a private aided school defaults in the payment of salaries to the teachers and other staff of the school for two consecutive months, the Director of Education may, at his discretion, draw the grant due on the salaries of the teachers and other staff and disburse it direct to them on *pro rata* basis and on such direct disbursement of the salaries by the Director of Education the *pro rata* liability of the institutions to the payment of salaries of the teachers and staff concerned will be deemed to have been discharged. The contingent and other grants due to the school shall be withheld by the Director unless the management arranges payment of full salaries to the staff within a reasonable period as may be prescribed by the Director of Education."

EDUCATION AND WELFARE OF THE HANDICAPPED

The Government of India have revised the admission policy of the Training Centre for the Adult Blind, Dehra Dun. The new policy gives priority to the newly blinded.

During the period under review, three visitors from abroad came to India to see the work done in this country for various groups of handicapped persons. They were Mr. Arthur Clarence, Munasinge of Ceylon, Miss J.M. Hicks, Principal, International School for the Deaf, Penong, Malaya, and Prof. Strahl, head of the largest organisation for the blind in West Germany.

The National Advisory Council for the Education of the Handicapped has been reconstituted for a period of three years. The reconstituted Council met at Mussoorie on 23rd and 24th October, 1958. At this meeting the Council, approved schemes for the handicapped that should be considered for inclusion in the Third Plan. These schemes envisage establishment of model training institutions for various categories of handicapped persons, provision of facilities for training of teachers and other personnel required for manning these institutions and developing existing ones, and expansion of employment opportunities for trained handicapped persons. The Council also suggested enactment of a legislation providing that no institution for the handicapped should be established without a licence from the State Government concerned. The Council also approved a Braille code for arithmetic for use in this country.

Miss Ina Beatrice Harvey, an I.L.O. expert in the placement of the physically handicapped arrived in this country in September, '58 to advise the Government of India on the development of a proper placement service for the handicapped.

PHYSICAL EDUCATION AND YOUTH WELFARE

Labour and Social Service Camps : During the quarter a sum of

Rs. 7,35,607.72 was paid to State Governments, universities, N C.C. Directorate of the Ministry of Defence and voluntary organizations like Bharat Sevak Samaj, Bharat Scouts and Guides for conducting such Camps.

Campus Work Projects Scheme: During the period under report Rs. 3,75,500 were sanctioned as first instalment of grants to eight State Governments and 14 universities for the construction of 22 recreation halls-cum-auditoria, five swimming pools, four stadia, four gymnasia, two open-air theatres, and one pavilion. A sum of Rs. 1,22,500 was also sanctioned to 14 institutions as subsequent instalments of grants for the projects, for which first instalments were sanctioned in 1957-58.

Sports: Grants were sanctioned during the period as follows:— (1) Rs. 15,497.50 nP. to the Table Tennis Federation of India, New Delhi as 75 per cent air fare for a team of players sent to visit Stockholm and Manila in 1957; (2) Rs. 3,550 to Mysore University representing 60 per cent of the estimated expenditure on conducting coaching camps in wrestling and football in October and December, 1958 respectively; (3) Rs. 1, 400 in favour of the President, Indian Hockey Federation towards the salary of its paid Secretary for the period between 1st April and 23rd September, 1958; (4) Rs. 1,18,000 to Andhra Pradesh Government towards the cost of construction of a pavilion for the stadium at Goshamahal Grounds, Hyderabad; (5) Rs. 37,174 to the Indian Olympic Association towards expenditure on the Indian contingent participating at the VI British Empire and Commonwealth Games held at Cardiff from 18th July, 1958; (6) Rs. 6,299.80 nP. to the All-India Women's Hockey Association to meet 75 per cent of actual expenditure on approved items for holding the Senior Girls' Coaching Camp at Delhi from 16th September to 2nd October, 1958; (7) Rs. 5,000 to the Swimming Federation of India for holding the 1958 National Aquatic Championships at Delhi; (8) Rs. 2,405 in favour of the Basketball Federation of India, Patiala to meet the salary of its paid Secretary; and (9) Rs. 2,379 in favour of the Kerala Sports Council, Trivandrum to meet the salary of its paid Secretary.

Also an expenditure of Rs. 2,672.75 nP. was sanctioned to cover the cost of running 'Abul Kalam Azad Trophy' to be awarded to the university producing the largest number of players participating in the national and international tournaments in a year.

Physical Education: The VII meeting of the *Central Advisory Board of Physical Education and Recreation* was held on 8th October, 1958. The Board set up two committees, viz., Committee on Physical Education, and Committee on Recreation, to draft proposals for the development of Physical education and recreation under the Third Five-Year Plan.

On the recommendation of the Central Advisory Board of Physical Education and Recreation. the Government of India have set up a Committee of the following members to visit the Physical education Training institutions of Bombay—Mysore region and to assess the fitness of their diplomas and certificates for recognition by the Government of India :-

Shri A. K. Singh,
Director,
Bal Bhavan,
New Delhi (Member-Secretary)

Shri S.M. Hadi,
Muskin, Somajiguda,
Hyderabad

Shri P.I. Alexander,
Principal,
Government Training College for Physical Education,
Trivandrum

The Committee will also estimate requirements of the institutions for improvement and development with special reference to the quantum of grants to be paid by the Government of India. It commenced its work from 2nd August, 1958.

The following *grants* were paid during the quarter in the field of Physical education: (1) Rs. 2 lakhs to the

Lakshmibai College of Physical Education, Gwalior to meet its expenditure during 1958-59; (2) Rs. 10,000 to the Bharat Sewak Samaj, New Delhi to meet 50 per cent expenditure on the holding of an all-India Yoga Health Seminar at Delhi in October, 1958; (3) Rs. 1,500 to the Government of Bombay to be paid to the Old Students Association as part expenditure on the publication of a journal on Physical Education and Recreation; (4) Rs. 6,750 to the *Yoga Prasar Samiti*, New Delhi to cover 50 per cent non-recurring expenditure on the development of *Yoga*; (5) Rs. 1,000 and Rs. 500 to Uttar Pradesh Government to be paid to *Kashi Vyayamshala*, Varanasi and *Laxmi Vyayammandir*, Jhansi respectively towards the cost of library books; (6) Rs. 9,000 to the Government of Orissa to be paid to *Kalinga* Gymnasium, Cuttack to cover 50 per cent of the total estimated expenditure on the purchase of equipment during 1958-59 subject to the condition that the other 50 per cent cost is met by the Gymnasium; and (7) Rs. 20,000 to K.S.M.Y.M. Samiti, Lonavala (Poona) towards recurring expenditure of the Samiti on scientific research in *Yoga* during 1958-59.

Bharat Scouts and Guides: The organisation was sanctioned following grants during the period :—(1) the first instalment of the grant-in-aid of Rs. 60,000 for meeting part expenditure on the establishment of the All-India Scouts and Guides Training Centre at Pachmarhi, (M.P.); (2) Rs. 9,504 towards the cost of air passage of three Guides sent to the U.K. in May, 1957 for training; (3) Rs. 15,912 for conducting four Training Camps for cubmasters, scoutmasters, rovers and organisers at Pachmarhi and two Training Camps for Guides at Bangalore and Darjeeling in May, June and September, 1958.

Students' Tours: During the quarter under report Rs. 3,07,435 were sanctioned to 233 educational institutions all over the country. Nearly 7120 students and teachers are expected to be benefitted by these grants.

Inter-University Youth Festival: The V Inter-University Youth Festival was held in Talkatora Gardens, New Delhi, from 27th October to 5th November, 1958. A sum of Rs. 3 lakhs was sanctioned for the purpose. About 1600 students from 34 universities took part in the festival that was inaugurated by the Prime Minister on 27th October, 1958.

Inter-Collegiate Youth Festival: Before Inter-University Youth Festival, the universities conduct Inter-Collegiate Youth Festivals for selecting their contingents for the Inter-University Festival. A sum of Rs. 33,226 was sanctioned to the following ten universities for conducting Inter-Collegiate Festivals: Andhra, Kerala, Calcutta, S.N.D.T., Osmania, Utkal, Vallabhbhai Vidyapeeth, Mysore, Karnatak, and Nagpur.

Youth Hostels: Rs. 15,000 were sanctioned to the Youth Hostels Association of India to meet a part of their administrative and organisational expenditure.

Bal Bhavan Board: Rs. 30,000 were sanctioned to the Bal Bhavan Board, Delhi for their day-to-day activities.

Survey of Living Conditions of Students: Estimates of expenditure have been received from the Universities of Kerala, Lucknow and Bombay, that are selected for the proposed survey. An adequate number of printed copies of the Questionnaire has been sent to these universities. The University of Kerala has been sanctioned Rs. 5,384 for the purpose.

Programme of Youth Welfare: A revised programme for 1958-59 has been circulated to all universities and the State Governments. The new features introduced in the revised programme are as follows :—

Holiday Camps—The Government of India will render partial financial assistance to universities and State Governments for holding Holiday Camps at suitable places within the jurisdiction of the State or university for students between the ages of 15 and 24 drawn from one or more educational institutions.

Youth Hostels—Under the revised

programme the Government of India will meet the entire expenditure on the construction of Youth Hostels subject to a maximum of Rs. 40,000 per hostel.

Non-Student Youth Clubs and Centres—In order to encourage and assist organisations engaged in the promotion of Youth Welfare the Government of India will, under the revised programme, give grant to meet 50 per cent expenditure subject to a maximum of Rs. 5,000 for the purchase of equipment for carpentry, leather work, gardening, dance, drama, music, sports, small area games etc. The grant will be given to registered organisations on the recommendations of the State Governments.

Youth Welfare Boards and Committees—In order to set up comprehensive organisations to look after Youth Welfare work in and outside educational institutions the Government of India had been giving grants to meet 50 per cent administrative expenditure for setting up Youth Welfare Boards and Committees, to State Governments and universities subject to a maximum of Rs. 10,000 and Rs. 5,000 respectively. In order to give encouragement and a free hand to the State Governments and universities the ceiling has been removed.

National Discipline Scheme : As a part of the educational development programme under the Second Five-Year Plan, the scheme aims at achieving development of mind and character of children through a course of Physical education, mass drill, parades and the like, by infusing in them the ideals of citizenship, team-spirit, self-reliance and self-confidence and by acquainting them with the glorious traditions and heritage of the country. Suitably trained instructors are posted to schools/institutions in various States in which the Scheme has been introduced. So far the scheme has been introduced in the States of Punjab, Uttar Pradesh, Bombay, Madhya Pradesh, Jammu & Kashmir and in schools/institutions in and around Delhi. The number of students benefitting from the Scheme is about 1,06,000 in 210 schools.

The total Plan provision for the Scheme is Rs. 58.00 lakhs out of which Rs. 11.00 lakhs are likely to be spent during the current financial year.

SCHOLARSHIPS

(A) For Studies Abroad

Government of India Schemes

Central Overseas Scholarships Scheme, 1958-59 : Of the total of eight selected candidates, six have left for the United Kingdom.

Partial Financial Assistance (Loan) Scheme : Applications for partial financial assistance were received from 36 students. Loans amounting to Rs. 6,956.23 have been sanctioned. Rs. 11,982.27 have been recovered from students who were granted loans in the past.

Passage Grants to Scheduled Castes, Scheduled Tribes and Other Backward Classes Students, 1958-59 : Out of four 'Other Backward Classes' students who were sanctioned passage grants two left for the United States of America.

Programme for Exchange of Scholars between India and China, 1958-59 : The selection for five scholarships are expected to be made shortly.

Enquiries regarding Scholarships for Studies Abroad : Five hundred and thirty enquiries about various overseas scholarships schemes were attended to during the quarter.

AWARDS MADE BY FOREIGN GOVERNMENTS/ORGANISATIONS/ INSTITUTIONS

British Council Scholarships, 1958-59 : The six selected candidates have left for the United Kingdom.

Czechoslovakian Government Scholarships, 1958-59 : The offer of ten scholarships is under consideration.

Free Hanseatic City of Hamburg Scholarship for Indology, 1957-58 : The name of the selected candidate has been announced ; he is due to take up his work in the Hamburg University in November, 1958.

French Government Scholarships, 1958-59 : The four candidates selected for studies in the Humanities have left for France.

German Academic Exchange Service Scholarship for Indology, 1958-59 : The name of the selected candidate has been announced.

London University Institute of Education Fellowship, 1958-59 : The selected candidate has left for the United Kingdom.

Norwegian Government Scholarship, 1958-59 : The selected candidate has left for Norway.

Swedish Government Scholarship, 1958-59 : The selected candidate has left for Sweden.

U.N. AND UNESCO FELLOWSHIPS/ SCHOLARSHIPS

U.N. Social Welfare Fellowships/ Scholarships Programme, 1958 : Two more selected candidates have left for the United States of America.

(b) For Studies in India

(i) For Foreign Nationals

Government of India Schemes

General Cultural Scholarships Scheme : Selections for three more scholarships for 1958-59 were made, bringing the total selections to 135. Thirty-two more selected candidates joined their institutions of study. Applications for 1959-60 scholarships are being received.

Programme for Exchange of Scholars between India and China, 1958-59 : Nominations for five scholarships for Chinese students have been received and are under consideration.

Scholarships to Sikkimese Students, 1958-59 : Selections for ten scholarships for Public school studies were made.

Technical Cooperation Scheme (Colombo Plan), 1958-59 : Twenty-six students (25 from Nepal and one from the Philippines) have joined their institutions of study.

SCHOLARSHIPS/FELLOWSHIPS OFFERED BY UNESCO

Study tour programmes were arranged under the auspices of Unesco for one national from New Zealand and two each from Sudan and Pakistan. The fellow from New Zealand is undergoing his study programme.

(ii) For Indian Nationals

Merit Scholarships for Post-Matriculation Studies, 1958-59 : Selections for 98 scholarships, of the total of 200, have been made.

Scheduled Castes, Scheduled Tribes and other Backward Classes Scholarships Scheme, 1958-59 : 13,200 scholarships have been awarded.

Scholarships for Post-Matriculation Studies in Hindi for students belonging to non-Hindi Speaking States, 1958-59 : Applications for 110 scholarships were received and are under consideration.

Scholarships/Other Educational Facilities to the Children of Political Sufferers : A scheme for the award of scholarships/other educational facilities to the children of political sufferers has been approved.

SOCIAL EDUCATION

Assistance to Voluntary Educational Organisations : Grants amounting to Rs. 1,25,058 have been sanctioned to three organisations for strengthening and developing their activities in the field of Social education and libraries.

Delhi School of Librarianship : A further grant of Rs. 4,416 was sanctioned to the Delhi University for the establishment of the school. The first training course for District Librarians will start as soon as nominations from all the States have been received.

Library Expert under Colombo Plan : To advise on matters connected with the development of the Library Service in India, the Government of India have secured the services of Miss

Alberta Letts, a Library Expert from Canada, under the Colombo Plan. Miss Letts arrived on 13th August, 1958 and will remain here for about nine months.

Scheme for Setting Up of Adult Schools in the Country: Forty-one Adult schools with 1,000 adults on the rolls have been established under this scheme through the Research, Training and Production Centre, Jamia Millia Islamia, Delhi at an estimated cost of Rs. 2,73,330. Sponsored by this Ministry the scheme was started in July, 1957. Literacy aimed at in these schools is equivalent to the standard of V Primary class.

The agencies cooperating in the implementation of the scheme are :—(1) Literacy House, Lucknow ; (2) Bengal Mass Education Society, Calcutta ; (3) P.S.G. School of Social, Work, Peelamedo, Coimbatore ; (4) Mysore State Adult Education Council, Mysore ; (5) Bombay City Social Education Committee, Bombay ; and (6) Social Education Association, Andhra Pradesh, Hyderabad.

National Fundamental Education Centre : Sixteen officers were trained at the Centre in the first six-month Training course for District Social, Education Organizers that ended in September, 1958.

Dr. Homer Kampher, a *Unesco Expert* on Adult education has joined the Centre.

Rural Education Committee : This Committee was appointed to look into the programmes of Janata Colleges, Basic Agricultural schools, Manjiri schools (Bombay type) and Rural Institutes, and to make suitable recommendation to reconcile their training programmes at the same time eliminating duplication, if any. It has visited a number of institutions and is likely to complete its report shortly.

Libraries Committee : It has completed its report that will shortly be submitted to the Government of India.

Publication of Hindi Vishwa Bharati : The 2nd Volume of the Hindi Encyclopaedia, *Vishwa Bharati* produced by M/s Hindi Vishwa Bharati with a subsidy from the Government of India has been published. It is available in the market at Rs. 8.00 per copy.

Publication of Gyan Sarovar : The 2nd Volume of *Gyan Sarovar*, an encyclopaedia for neo-literate adults, has been published by the Ministry in September, 1958. It is being made available in the open market through the agency of Research, Production and Training Centre, Jamia Nagar, New Delhi at a subsidised cost of Rs. 2 50nP. per copy.

Prize Schemes for Books for Neo-Literates : On 2nd October, 1958 the Ministry announced thirty-seven prizes of Rs. 500 each under the Fifth Competition for Books for Neo-Literates. In addition three books were approved only for purchase. A further selection will be made out of these 40 books/manuscripts for award of five additional prizes of Rs. 500 each that will be announced on the 26th January, 1959.

Purchase of Social Education Literature in Hindi for Neo-Literates : Under this scheme that is meant for encouragement to the growth of literature for neo-literates, outstanding books published during 1956 and 1957 were invited from publishers. In all 328 books were received which have been reviewed by a panel of scholars. The better of these will be sent to another panel shortly for final selection of 60 best books which will ultimately be recommended for purchase by State Governments who will share 50 per cent cost of these books. The other 50 per cent cost with translation charges etc. will be met by the Central Government.

REHABILITATION OF DISPLACED TEACHERS AND STUDENTS

During the period under report, verification of results of 49 persons was done from available records.

47 certificates of Indian nationals received from the Government of Pakistan, through our High Commissioner at Karachi, were despatched to the persons concerned.

201 displaced students pursuing various courses of studies have been granted financial assistance through the Social Welfare and Rehabilitation Direc-

torate, New Delhi, involving an expenditure of Rs. 14,050.

A sum of Rs. 13,996 has been sanctioned to the Mysore Government for reimbursement of expenditure incurred on displaced students during 1957-58.

PROPAGATION OF HINDI AND EVOLVING OF TECHNICAL TERMINOLOGY

Board of Scientific Terminology: The following lists of technical terms in Hindi have been finalised and sent for printing :—(1) Railway (Traffic terms), (2) Agriculture—II.

The following provisional lists of technical terms in Hindi have been published which will be circulated to various universities, Ministries and institutions etc. for their comments :—(1) Advanced Banking, (2) History (Pre-History-I), (3) Educational Psychology-II, (4) Defence-VII, and (5) Mathematics-IV.

The following provisional lists have been sent for printing :—(1) Engineering-IV, (2) Physical Geography-II, and (3) Medicine-III Part I.

Grants to Hindi Organisations: Grants were paid during the period as follows :—(1) Rs. 3,400 to the Director, Deccan College and Post-Graduate Research Institute, Poona for carrying out the work of morpho-phonemic analysis of Hindi language; (2) Rs. 2,575 to the Registrar, University of Mysore for carrying out the work of morpho-phonemic analysis of Kannada language; (3) Rs. 1,615 to the Registrar, University of Madras for carrying out the work of morpho-phonemic analysis of Tamil language; and (4) Rs. 5,500 to Shri Ram Chandra Varma, Sahitya Rattanmala Karyalaya, Varanasi for compilation of *'Shabda Sadhna.'*

Basic Hindi Grammar: While the English version of Basic Grammar of Hindi language was published a few months ago and is available for sale, its Hindi version is now under preparation.

Hindi Encyclopaedia: The 5th meeting of the Advisory Board of Hindi Encyclopaedia was held at New Delhi on 13th August, 1958 to consider its further programme.

Appointment of Hindi Teachers in non-Hindi speaking Areas: An expenditure of Rs. 33,764 was sanctioned for continuance of Hindi teachers in Manipur who were appointed under the Second Five-Year Plan.

Popularisation of Sanskrit: A grant of Rs. 25,000 was given to the Central Council of Sanskrit Education, Hyderabad, during the quarter under review, for establishing a Central College at Alwal, near Hyderabad.

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

Unesco Regional Seminar on Educational Reform for South and East Asia: The Seminar was held at New Delhi from 25th August to 5th September, 1958. The following countries participated in the Seminar :—Afghanistan, Burma, Cambodia, China, India, Indonesia, Japan, Laos, Malaya, Philippines, Thailand, and Viet-Nam. The Government of India acted as host to the Seminar that unanimously adopted the report and recommendations concerning various educational reforms to be carried out at the Primary and Secondary stages of education.

Meeting of Unesco Experts on Cross-Cultural Research in Child Psychology: The meeting was held at the International Institute for Child Study, Bangkok, from 26th August to 6th September, 1958. Invited by Unesco, Dr. L. Mukherjee, University of Lucknow participated in the meeting.

Tenth Session of the General Conference of Unesco: The Indian Delegation to this session of the General Conference that was held at Paris from 4th November to 5th December, 1958 was constituted as follows :

Delegates

(1) Dr. S. Radhakrishnan,
Vice-President of India, Leader
(2) Shrimati Hansa Mehta, Deputy leader

(3) Sardar K.M. Panikkar
(4) Lt. Gen. H.H Sir Yadvindra Mohinder Bahadur, Maharaja of Patiala
(5) Dr. S. Husain Zaheer, Director, Regional Research Laboratory, Hyderabad

Alternates

(6) Shri G.C. Chatterjee, Vice-Chancellor, Rajputana University
(7) Shri Narla Venkateswara Rao, M.P.
(8) Shri P.H. Patwardhan
(9) Shri Azim Husain, Deputy High Commissioner for India, London
(10) Prof. M.S. Sundaram, Education Counsellor, High Commission for India, London

Adviser and Public Relations Officer

(11) Shri P.G. Pendsay, Cultural Attache, Indian Embassy, Paris

Secretary General

(12) Dr. S.M.S. Chari, Assistant Educational Adviser to the Government of India, New Delhi

Government of India's Contribution to Unesco for 1958 : A sum equivalent to $ 292,201.11 (Rs. 13,96,721.55 approximately) has been paid as India's contribution to Unesco for 1958.

Celebration of Human Rights Day: Rs. 6,000 were sanctioned as Government of India's contribution towards expenses of the United Nations Day and Tenth Anniversary of the Declaration of Human Rights Day, 1958.

Executive Board of Unesco: Dr. Zakir Hussain, Indian representative on the Executive Board of Unesco resigned his membership. Nominated by the Government of India, Shrimati Hansa Mehta has been appointed a member of the Board in his place by the Executive Board of Unesco.

EDUCATIONAL INFORMATION AND PUBLICATIONS

Information Service : During the quarter under review 2,795 enquiries on various aspects of education in India and abroad were dealt with. 655 visitors sought information from the Information Library.

Salient subjects on which information was collected and compiled during this period are :—(i) Facilities for study in Pharmacy, Library Science, Management Studies, Sociology, Psychology, Social Work and Labour Welfare in India; (ii) Facilities for study in Mining, Tele-Communication and Automobile Engineering in India ; (iii) Facilities for degree courses in Nursing in India; (iv) Facilities for appearing as private candidates in various examinations of Indian universities ; (v) Non-Government scholarships awarded by Indian universities for foreign students ; (vi) Colour chemicals and drug manufacturing laboratories in the U.K. ; (vii) Facilities for research in tobacco in the U.K. ; (viii) Courses in Automobile Engineering in the U.K. and the U.S.A.; and (ix) Courses in Aeronautical Engineering in the U.K., the U.S.A. and Australia.

Information on the following subjects was revised :—(i) Facilities for study in Civil, Electrical, Mechanical, Metallurgical and Chemical Engineering (Degree and Diploma courses) in India ; (ii) Facilities for study in Statistics and Textile Technology/Engineering in India ; (iii) Courses of study in Personnel Management and Management Studies (including Business Administration and Industrial Administration) in the U.K. ; (iv) Courses of study in Business and Public Administration in the U.S.A. ; (v) Facilities for study in Glass Technology (Germany), (Automobile Engineering (Australia), Refrigeration and Air Conditioning (Australia) ; and (vi) General information for Indian students going abroad.

Various lists of Chancellors, Vice-Chancellors,Registrars etc. of universi-

ties, Education Ministers, Chief Commissioners, Chief Secretaries, Education Secretaries etc. in States and Administrations, and the Chairmen and Secretaries of Boards of Secondary Education in India were brought up-to-date.

Publications: The following publications were brought out during the period under report :—

(1) The Education Quarterly—September, 1958
(2) Youth—September, 1958
(3) Report of the All-India Council for Elementary Education
(4) Thoughts on Education by Mahatma Gandhi
(5) Indian University Administration
(6) Report of the Hindi Typewriter and Teleprinter Committee
(7) Finalised Lists of Technical Terms in Hindi-Transport (Tourism)
(8) Basic Education in India during the First Five-Year Plan
(9) Report of the Three-Year Degree Course Estimates Committee
(10) Youth—Advertisement Folder
(11) India 1958 Exhibition (A folder in English)
(12) India 1958 Exhibition (A folder in Hindi)
(13) Second National Seminar on Basic Education

Publications so far brought out by the Publications Section of the Ministry have been put on display at the India-1958 Exhibition. Publications were also displayed during the meeting of the Informal Consultative Committee of the Parliament for Education in Parliament House, New Delhi on 1st December, 1958.

2503 copies of publications were sold at the Casual Sales Depot of the Ministry during the period under report.

Educational Statistics

Publications: "Directory of Institutions for Higher Education 1958" is in the press. The draft report of the publication "Education in Universities in India, 1954-56" has been prepared. Twenty-two charts for the India 1958 Exhibition were prepared.

Scrutiny and Reconciliation of Statistics: 16 Forms 'A', 6 Forms 'B' and 15 Forms 'C' were scrutinised and discrepancies pointed out where necessary.

Officials of this Ministry were deputed to help some of the State Governments and universities to reconcile the discrepancies in Form 'A' for 1956-57, of the States of Uttar Pradesh, Bihar, West Bengal, Orissa, Assam, Jammu & Kashmir, N.E.F.A and Manipur and Form 'B' for 1956-57, of the Universities of Allahabad, Jadavpur, Lucknow, Patna, Utkal, Gauhati and Jammu & Kashmir, and to help the Universities of Agra, Bihar and Calcutta in the consolidation of statistics for 1956-57. Officials were also deputed to Simla for reconciling discrepancies in the statistics for 1956-57 in the States of Punjab and Himachal Pradesh.

Regional Inservice Training Courses: Officials were deputed to Srinagar to organise a short Inservice Training Course in Educational Statistics for the benefit of the Jammu & Kashmir State Government employees. A short Inservice Training Course from 18th September, 1958 to 24th September, 1958 was organised in Delhi University for the benefit of their employees with the assistance of an official of the Ministry.

Statistical Enquiries: 49 important enquiries were attended to during the period under review.

TEACHING OF A FOREIGN LANGUAGE

P.N. BANERJEA, *M.A.*, Director, School of Foreign Languages, Government of India, New Delhi

BEFORE THE DAWN OF INDEPENDENCE the only foreign languages taught in India were English, on a fairly wide scale, Persian and Arabic to a limited extent, and Latin and French in a few Missionary schools. The method of teaching followed was the traditional grammar-cum-translation method.

After independence, however, both the Government and the universities realised the need for imparting instruction in a number of key foreign languages like French, German, Russian, Chinese etc. The introduction of these languages has stimulated the interest of a fairly large circle of students and others, and they have taken kindly to the courses of instruction run at various educational centres.

It is interesting and instructive to go into the question of the teaching of a foreign language as it is actually done and as it should be done.

The method followed practically at all centres of teaching in our country is the orthodox grammar-cum-translation or indirect method. This method was, until a few decades ago, the only one adopted for teaching foreign languages all over the world, and even to this day it holds the field in most of the oriental countries.

The other two methods which prevail in the advanced countries of the world are the so-called direct method and the method which is a judicious blend of the direct and indirect methods. It will be pertinent to examine the comparative merits of these three systems.

Defects of the Orthodox Method

The first method suffers from the inherent defect that a rigid course of grammar, right from the beginning, supplemented by exercises in translation, is apt to detract from the interest and pleasure of learning the subject, and, in many cases, the students' interest and enthusiasm gradually wane and some are compelled to give up the pursuit as an idle chimera. Even those who grapple with and surmount the difficulties and successfully complete the prescribed course of instruction fail, generally speaking, to acquire a thorough grip of and mastery over the idioms and genius of the language which elude and baffle them. Students trained in this method are quite at home in reading literature in the language acquired but are hardly able to speak and write with a natural flow of diction and with idiomatic propriety. In practically all the progressive countries of the world, this method which was long tried and finally found wanting has been discarded, but unfortunately most of us in this country still cling tenaciously to this worn out and effete system. It is high time the language teachers in our country who are wedded to this system pondered seriously and replaced the system by some more modern and scientific one, suited to the requirements of our students. In this context, a few words on the teaching of Arabic and Persian in this country will not, it is hoped, be out of place. For ages India has been well known for Persian and Arabic scholars. It is, therefore, to be pitied all the more that these two languages are treated and taught at schools and colleges in our country as 'classical' and not as modern living languages. The result is that the best products of our universities are not able to read a newspaper or magazine in modern Arabic or Persian with a moderate degree of ease and accuracy, and they cannot speak or understand the spoken

*Note: This article did not appear in full in the last issue and is therefore being republished.

language. This sad discrepancy in our system of teaching Arabic and Persian at schools, colleges and even at universities needs immediate attention and gradual overhaul so that the students of Arabic and Persian in India may not continue to labour under this serious handicap.

The Direct Method

The second method—the so-called direct method—is nature's way,—the way a child learns its mother tongue. Right from the beginning of the instruction the teacher uses only words of the language taught without using a single word in the language known to the students. It goes without saying that this system can be used only if there is ample illustrative material in the shape of appropriate books, sketches, concrete objects etc. Under this system the appeal is made direct to the sense perceptions of the students, and, provided there are suitable textbooks, charts, pictures etc. and there is the requisite language atmosphere outside the precincts of the school, this system is ideal for achieving the best results within a reasonable period of time. What is meant by "atmosphere" is that there must be an appreciable number of people outside the school speaking that language. This method is followed fairly widely in many progressive parts of the world. In some cases the results achieved have been very satisfactory, but in others this method has not yielded the desired results because of the paucity, nay, the dearth of suitable direct method textbooks and adequate equipment as also the lack of appropriate atmosphere or environment. With time and assiduous attention, the first lacuna can be filled, but there is no philosopher's stone which can create an atmosphere where it is lacking.

The Third Method—A Compromise

The third method is a compromise—a half-way house between the first and the second. In other words, it combines the best features of both, i.e. the indirect and the direct method. This method, if properly followed, is quite adequate to the purpose. One can reasonably expect to obtain the best results by a judicious regulation of the dose of the mixture (indirect and direct methods) given to the students in successive stages. By a judicious regulation of the dose is meant that in the initial stage, the indirect bilingual or translation method plays a dominant role; in other words, every new word or idiom or phrase or grammatical point is explained through the medium of the students' mother tongue or in the language which is the medium of instruction in the school. An expert teacher will, however, gradually reduce the element of translation and, by resorting to the practice of explaining new words and idioms by means of simple words in the language itself, can achieve a good result. In the less advanced stage it is a good practice to give the equivalents of new words and terms or expressions both in the language which is the medium of instruction in the school (which is generally the mother tongue) and also to explain these by suitable words and expressions in the foreign language under study. If the best results are to be achieved under such a scheme, grammar should not be taught independently as a separate subject but as part and parcel of the language as a "mingled yarn", as something interwoven with the very texture of the language. In other words, every lesson in the textbook is to be followed by lexical as well as grammatical explanations and illustrations so that grammatical elements are absorbed gradually and easily—almost imperceptibly—by the students.

Paucity of Suitable Textbooks

In teaching a foreign language, apart from the technique of instruction, much depends on the selection of a suitable textbook. Although several attempts have been made—and some with considerable success—in many advanced countries to compile suitable textbooks for language teaching based on the principle of word frequency, the problem has not yet been completely solved. If there are excellent books for some languages and for some classes of

students, the same cannot be said of all languages and for all categories of students. For example, there is a good crop of suitable textbooks for the more popular languages like French, German, Spanish, and Russian, but for languages like Portuguese, Dutch, Rumanian, to name only a few, there is still an acute dearth of good books. Coming nearer home, languages like Arabic, Persian and, to some extent, Chinese and Japanese are fairly well served in this respect, but languages like Tibetan, Burmese, Indonesian or Malay are not so fortunate. Again, while there are books in some languages for school children, there are very few books for adult beginners. It need hardly be stressed that what is linguistic sauce for the child is not linguistic sauce for the adult. If the adult beginner is fed on the fare intended for school children, however nutritious the pabulum may be for the latter, it will not be assimilated properly by the former. So the crying need of the hour is to compile suitable textbooks on scientific principles not only for child beginners but also for adult beginners in as wide a range of useful languages as possible. We in this country have to make up considerable leeway in this respect. It is a notorious fact that really suitable books for learning each other's language in our country—and our country is the melting pot of many beautiful languages—are hardly available and textbooks or manuals for learning foreign languages compiled by Indian scholars scarcely exist. So, for several years to come, teachers of foreign languages in this country will have to fall back on good textbooks compiled by English and American scholars.

Correct Pronunciation

After a good textbook has been selected and prescribed for the study of the students concerned, the teacher should preface his lesson by a good general introduction to the language and then proceed to a systematic treatment of the sounds of the language in question. No amount of time and effort devoted to a phonetic drill in which the students should be made to repeat the sounds until they can pronounce them correctly should be spared. Needless to say that the sounds of a language are of vital importance and both the teacher as well as the students should bend their energies—the former in teaching and the latter in reproducing the sounds accurately. The best results can be obtained if, in addition to a rigorous and long continued phonetic drill, a liberal use is made of language records and of the tape-recorder both inside and outside the classroom. If this exercise can be supplemented later on by intercourse with educated natives, the students can, generally speaking, be expected to acquire fairly high degree of accuracy, when pronouncing the sounds.

The Follow-up

For the advanced student of a language, it is not enough merely to learn the language but also to understand the laws of its growth, development and decay. It should be brought home to him that the language he is learning is not something isolated but it forms a part of a family of languages having similar morphological and syntactical forms. So the proper study of one particular language is a study of cognate languages belonging to the same family tree of languages. Besides teaching the mechanism of language, the teacher should also introduce the student, especially if he is advanced, to the literature, history, geography and cultural traditions of the country whose language he is teaching. A good teacher's job is not to begin and end with textbooks but also to guide the advanced student in his further studies by suggesting the titles of useful books. The teacher should also try to arrange, with the help of his colleagues and the authorities concerned, dramatic entertainments, debates, speeches and musical soirees in which the advanced students should be encouraged to take active part.

Although a little expensive, language films, specially prepared for the purpose

of helping the students in perfecting their knowledge of a living language, are of great practical utility, and every pie invested in such films would yield a rich dividend.

In teaching a foreign language, the teacher should also encourage the advanced students to listen regularly to radio broadcasts in the language concerned; and, if possible, arrange, at regular intervals, a special class where the students are treated to radio talks and news bulletins in the foreign language in question and help the students in tiding over whatever difficulties they have in understanding the programme. A quick way of imparting the knowledge of a wide range of commonly used terms in different branches of knowledge is to make a liberal use, in the classroom, of excerpts from current journalistic and periodical literature and encourage the students to cultivate the habit of reading periodical literature in the language.

Once a budding writer came to see Victor Hugo, the great French writer of the 19th century. After the usual exchange of courtesies, Victor Hugo asked the young writer point-blank whether he had formed the habit of poring over a dictionary. The young writer was struck all of a heap. Victor Hugo assured him that he was quite serious and wanted a straight answer. The young writer confessed that he had not cultivated the habit of reading a dictionary. Victor Hugo advised him to read a dictionary if he wanted to be a writer. Every one cannot become a writer by reading a dictionary, but every student can enlarge and perfect his knowledge by consulting a good standard dictionary. So the teacher should inculcate in the students the absolute importance of referring to a good dictionary every now and then.

To sum up, language teachers should meet periodically at convenient centres to exchange notes and discuss the ways and means of improving the technique of teaching. A Central Institute of Foreign Languages, staffed by qualified teachers whose advice would be available for all who want it, can be of inestimable benefit, for it can guide and coordinate the activities of language teachers.

• At 18 a boy wants and really expects to reform the whole world : at 30 he concentrates on his own country : at 40 on his State : and by the time he is 60, he has to centre his efforts on himself if he's going to reach 80. —*Giles French*

MENTAL HYGIENE IN SCHOOLS

OM KRISHNA CHOPRA, *M.A. (Punjab), Ed. D. (Columbia)*, Birla Vidyamandir, Nainital

FIFTY YEARS AGO educational psychology was almost exclusively a matter of psychology of the individual. Today the individual is seen in his relationship to many groups of which he is a member. His behaviour, his attitudes, his motivations and his learnings are seen as related to the role he plays as a member of these social groups. His personality is seen as developing through his interaction with his environment, both physical and human

The individual attempts to take on attitudes and motives that are expected of him by the groups to which he belongs and by the role he plays in his family, his occupation and his social class. Quite often these attitudes and motives come into conflict with his inner instincts, urges and drives. Thus he is constantly confronted with the task of making adjustments between the inner and the outer worlds.

Falling a Prey

When children and adults face problems and conflicts that are too much for them, they fall a prey to feelings of inferiority, insecurity, anxiety, fear and guilt. Some of the mechanisms of escape used by such persons are : rationalization, whereby an individual gives "good" reasons for what he does or wants to do instead of the "real" reasons; regression, whereby an individual attempts to return to behaviour the usefulness of which has been outlived; withdrawal from the scene of reality by retreat into fantasy, daydreaming, seclusion, apathy, or negative reactions; repressions that appear in diverse forms of fear, inferiority, worry or compulsion; ailments that are real to the individual but have no direct basis in physical origins; blaming others for doing what the individual himself wants to do; and many others.

Every individual, sometimes, tends to find refuge in these mechanisms. However, if taking only a temporary relief in them without losing his mental stability, he can meet the demands of the outer world with self-confidence, self-reliance and courage, he is mentally healthy and is on the road to success in life. Furthermore, if he has achieved harmony between his inner world and the outer world by finding expression for his instincts, drives and urges in socially acceptable ways, he is a well-adjusted individual. On the other hand, if a person, finding the stress of the demands of the outer world too great, adopts any one or more of these mechanisms as a dominant way of meeting these demands by evading, avoiding or retreating from reality he is maladjusted and is on the road to neurosis and failure in life. When the behaviour of a person is so far out of line with reality that society must institutionalize him either to protect itself from him or to protect him from himself, he is called psychotic or insane.

Adjustment

Adjustment implies "fitting-in-ness", smooth and easy operation, efficiency and effectiveness. Maladjustment is the state of being out of alignment, when operations are impeded and function poorly. A well-adjusted person is in harmony with his environment, feels at home there, and meets the problems of life courageously, efficiently, and effectively. He takes failures in his stride and is not browbeaten by them. On the other hand, a maladjusted person feels out of place in his environment and responds to life

situations inefficiently and ineffectively. He lives a "below-par" life. Feelings of helplessness, self-pity, hostility and isolation seem to make up the core of the pattern of his behaviour.

The study and therapy of the mentally ill focussed attention on the prevention of mental illness. Beers and Meyrs were pioneers in this field in the United States in the early twentieth century. Their names are associated with the beginning of the mental hygiene movement. Mental hygiene principles have been drawn from such fields as psychology, psycho-analysis, anthropology, physiology and sociology. It is a term applied to the field of human science that is concerned with (1) prevention of mental disorders, (2) preservation of sound mental functioning, and (3) cure of mental illness after it has developed. It stimulates an individual to cultivate desirable attitudes and to make adequate adjustments in any situation, thus enabling him to avoid or to resolve conflicts that bring about maladjustments. Perfect adjustment is not possible; nor is it important. What is important is that one should know what one is looking for. The very understanding of the problem reduces the mental stress.

Growth of the personality is constantly affected by the environment and the cultural pattern into which a person is born. In this connection, Will Durant says: "In the task of moderating man's violence, promiscuity, and greed, social instincts take the lead. The organized force wielded by the state or society circumscribes and circumvents the unorganized force of the individual. Love of approval bends the ego to the power of the group. Custom and imitation guide the adolescent into the ways sanctioned by the culture of the race. Conscience trains the youth with the detritus of an endless stream of prohibition. A moral code bitterly uncongenial to the flesh must bring in its trail suffering to the individual."* Thus the problem of mental hygiene becomes two-fold: (1) the understanding by the individual of his own instincts, drives and needs, and adjustment to the social pressures, by finding acceptable ways of expression, and (2) bringing about a change in the cultural pattern and social institutions according to the changing conditions of life so as to minimize the pressures on the individual—just as the problem of physical hygiene is not only to keep the individual body healthy, but also to keep the surrounding clean.

Maladjustment to the environment, emotional disturbances, adverse attitudes and habits lead to retardness in learning and even to feeble-mindedness in children of potentially normal intelligence. Failing to learn has always emotional connotations. In emotionally disturbed children even the I.Q. is not a true indication of their innate intelligence. Says W. Beran Wolfe, the famous psychotherapist and author: "It has been our constant experience that the I.Q. has been raised in individual cases from ten to sixty points by psychological re-education."† Another psychologist reports that the I.Q. of a child, after therapy, rose from 108 to 140.

Both End and Means

The need of mental hygiene outlook in education is obvious. The school is, after the home, the most important single agency for developing the child's personality. It owes it to society and to itself to play an effective and constructive role in the healthy mental and emotional development of all children because, whereas on the one hand the aim of education is to produce integrated, wholesome, socially adjusted personality, on the other, mental health of the learner is an essential pre-requisite for maximal learning to take place. Thus mental hygiene is both the end and means of education. It is as important, if not more,

* Durant, Will *The Age of Faith*, Simon and Schuster, New York, 1950, Chapter XXX.
† Wolfe, W. Beran. *How to be Happy though Human*, Routledge & Kegan Paul Ltd, London, 1953, P. 70.

as physical hygiene. As a matter of fact modern researches in psychology and psychosomatic medicine indicate that it is time that the age-old adage 'a sound mind in a sound body' were reversed and changed into 'a sound mind makes for a sound body.'

The task of mental-hygiene oriented school is two-fold : to help the student to understand himself, and to provide an environment and climate where mental stresses are reduced to the minimum. Ramifications of this task are far-reaching and beyond the scope of an article of this nature. However, a few brief observations in a very general way may not be out of place.

Some Observations

A young child in his environment is like an alien in a hostile country trying to find his feet. Rather than receiving help in the solution of the problems posed by this adventure, he is generally a victim of the commonest emotional warps of un-understanding parents or nagging and threatening teachers. Whereas his first concern may be to face such problems as an authoritarian father, an unsympathetic step-mother, a bullying neighbour, or sex, the first concern of the school is to teach him three R's under coercion, compulsion, and fear. Then capabilities and potentialities of each child are different. Rather than discovering and developing them the school administers the same fear to every child in the form of the prescribed and fixed syllabus. Few educators understand the anxiety which the school fosters in a large majority of its students through its formal education administered through its system of rewards and punishments, competitions, examinations and failures. Children have many real needs upon which should develop a full syllabus of education in schools and colleges. The interested child, finding satisfaction of his needs and goals, needs no policeman and external motivations.

By a sensitive knowledge of his pupils, by cooperation with parents, by the adaptation of method to differing capacities and above all by the quality of rapport he is able to establish with his pupils, the good teacher can play the most important role in helping the students to understand themselves and making better adjustment to the school and their environment. He sees the possibilities of growth in every individual. Himself feeling secure and well-adjusted, he has a mental hygiene rather than a punitive concept of discipline. Being attuned he hears things others do not hear ; he notices things others fail to notice. He is not put out by the misdemeanours of his pupil ; rather he tries to understand the cause of his behaviour. Where there is understanding, there is no anger. He senses that such tensions may have their roots in the earlier unfortunate circumstances of his pupil's life and his heart goes out in sympathy for him. Such a loving understanding brings an ease and confidence which makes him friends with the pupils, because he accepts them as they are. This makes him a better teacher in the deepest and most strengthening sense. His pupils know that they can discuss their inmost thoughts and emotional problems with him without fear of rejection. Thus he helps them in helping themselves. For very "abnormal" children, whom he cannot help, the school provides special psychological services.

As the child learns through his experiences, the school with a mental hygiene outlook provides lifelike situations and experiences built around the needs of the child. The programme is rich, wide and varied wherein the talents of each child find scope for fulfilment. The whole atmosphere is permissive and relaxing and yet not without direction. There is minimum of fear, tension and restraint. The self-confidence of the child to learn is built up through success; total failures are painful and destructive of morale. However, this does not mean that children should never be allowed to fail. Failure has great educative value and we have to learn not to be discouraged by it. What is meant here is that the balance of a child's experiences, specially in the early years, should be on

the side of success, and the failures incidental to learning should not be total, so that they can act as spur to further effort. Under such conditions the interaction between child and child, between child and teacher and between the child and his environment takes place freely, psychological blocks are removed, normal behaviour appears, needs and potentialities of each child are discovered and his creative energy is released.

Mental hygiene approach in schools will revolutionize our ideas about formal education, teaching and learning, curriculum, examinations, discipline, rewards and punishments, teacher training and educational administration—all for the good of the child and society.

True Goals of Education

We should realize that true goals of education are, or should be, independence, courage, social adjustment. Knowledge should be considered as secondary to these aims. Building of attitudes to face the problems of life realistically will be more useful than storing the mind with information for future use. Many men of high ability and education fail in life because of personality defects; many others fail to achieve the level they might have.

Mental hygiene principles are not a set of mere platitudes. There is evidence that techniques have been developed to help persons attain better mental health. The vast literature of dynamic psychiatry has given such understanding of human behaviour and insight into the human mind that no teacher worth his salt should remain ignorant of its basic principles.

Parent Education

• It was naptime and Mother was trying to cut short Peggy's dawdling. "I don't really mind hurrying, Mother," Peggy said reassuringly, "if you'll only let me hurry slow."

—From *National Parent Teacher*

• The real oldsters are those who remember when child guidance was something parents were expected to administer, not to submit to.

—From *The Boardman*

INTRODUCING SCIENCE IN SCHOOLS

AMIN TYABJI, *Ph. D. (Zurich), A.R.I.C. (London)*, Chemical Consultant, Bombay

IN THE CONCLUDING PARAGRAPHS of my article on 'Scientific and Technical Manpower'*, the importance of awakening the awareness of children to the natural phenomena around them was underlined. This is important to the child's development in the highly mechanised West where large populations live in congested cities completely cut off from the countryside, and where there is no opportunity to observe animals or birds and insects in their natural environment. Doubly important will it be in the parts of the world that have remained backward in the race for industrial power and have lagged behind in technological development. Such communities are mainly rural and they practise rather primitive methods of agriculture and are handicapped by a lack of educational facilities. The people are hence often ignorant and superstitious. They resist changes because they are afraid of innovations in their traditional way of life, as they might entail the displeasure of the priesthood, and, through it, of the occult powers that appear to govern their fortunes. Since they live in constant terror of these mysterious forces, their lives can hardly be described as carefree or happy and their emancipation from fear begotten of ignorance is desirable not only from the economic but also from pure humanitarian considerations.

The picture drawn above is perhaps somewhat exaggerated for Indian conditions and would be more fitting to primitive African communities. But, by and large, it applies to all underdeveloped societies and should be interpreted in this broader sense.

To revert to India: though compulsory Primary education is the ultimate goal, a large part of rural India still lacks all educational facilities, so that before we can dream of introducing the study of science in schools, we shall have to build and man the schools where science can be taught. Now, fortunately, the matter is not so grim as might appear from the rather banal statement made above, since science will be taught only at the Secondary stage of education, that is to say in the upper school, and to start with only in the more advanced Secondary schools.

The problem thus boils down to the development and equipment of sufficiently large number of Secondary schools in the more thickly populated areas.

Recruitment of Personnel

Now these schools will have to be manned on the technical side by men and women of the right calibre, preferably by graduates in science. The type of people who would be a credit to the educational service here envisaged will hardly be forthcoming on the meagre salaries at present offered for such posts and a far more attractive wage together with old age pension, sickness relief, provision for education of the children, possibilities for recreation, library facilities, etc. will all have to be offered. It should be quite clear to the reader that a State educational service cannot thrive on a subsistence wage and an appeal to the nobler instincts alone.

For the really keen science masters the possibility of a change of place of work (exchange of teachers) should also be offered, so that there is the possibility of studying organisational matters in varying surroundings and of free discussion of problems with other

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colleagues. Refresher courses will also be welcome to keep the master's knowledge abreast of the times. The eager pedagogue will naturally be anxious to carry out some research of his own during the vacations and every attempt should be made to bring this aspiration to fruition. The teachers should be encouraged to undertake research in their free time and be given credit for such work. The collaboration of exceptionally brilliant students in the last two years of school should be made possible.

The Problem of Financing

The problem of financing such an ambitious project looms large on the horizon. It is right and proper that scientific education should be a charge on the central finances in the first instance, and for the following reason: The Union Government has taken upon itself the responsibility of developing the major industries, transport, natural resources, fuels, mines, agriculture, power and irrigation. It is a logical corollary that it will also have to recruit the men and women required to run these projects and impart to them the necessary technical knowledge. Steps have already been taken to establish a number of technological institutes. But as yet very little thought has apparently been given to the problem of teaching Elementary Science. The rudiments of science must be learnt at the school before the pupil is fit to undertake university education.

Since there is a very large private sector of industry, the training of adequate scientific staff will be, in India of the future, a joint responsibility of the government and the industry, and they will both be called upon to contribute towards the cost of establishment and upkeep of science classes in the schools and Technical colleges. Though the State must bear the main expense, it is only right that industry should bear its fair share and thereby establish its right to joint control of the curricula. In order to encourage industry, be it private or public, to shoulder this extra burden, any sum of money contributed through recognised channels towards scientific education should be regarded as legitimate expenses chargeable to income tax. Thus could both the people and the government become joint authors of a movement for better science teaching and contribute equally toward the ushering in of the new era of technology. That would indeed be a democratic way of furthering education.

. Science is simply common sense at its best—that is, rigidly accurate in observation, and merciless to fallacy in logic.

—*T.H. Huxley*

NEW SECONDARY EDUCATION AND MULTIPURPOSE SCHOOLS IN INDIA

J. S. UPPAL, *M. A.*, Mahindra College, Patiala

EVERY SCHEME OF EDUCATION is essentially a practical philosophy and it is co-related to life, and naturally therefore, the aims of education are shaped by the ideals of life. As these ideals differ from age to age, there have been many diverse opinions on the question of the aim of education. There is no unanimity on the question as to what is the supreme good at which education, like every other art, is supposed to aim at. Glancing at the history of educational thought, we find that every nation has been formulating its educational plan in keeping with her aims and objectives. The Greeks wanted to nourish democracy in their city states and as such Plato, in 'Republic', the finest treatise on education that ever was written, presents a blue-print for education to train citizens for membership of the Greek City States. Japanese Government, in the thirties of the present century, felt need to kindle a passion for patriotism in the hearts of children to enable Japan to keep up her supremacy through strong army in the Far Eastern regions. In Japan, therefore, the aim of education was to produce citizens who shall be devoted to the State through the training of their passions and useful to it, through the knowledge they acquired. In U.S.A., in the 19th century, the problem was to reconcile the conflicting interests of the immigrants in the New World. This was sought to be done through a system of education aiming at "transformation of a heterogeneous section of mankind into a homogeneous nation." In our own country, the British Government had to run a Police State and they achieved this objective by producing stiff-necked *sahibs* and officials and clerks through the existing system of education. The history of educational thought, thus amply demonstrates the fact that it is always possible, to plan and construct a definite type of society by introducing a suitable plan for education. As a matter of fact whenever there is contradiction between the aims and ideals of the nation and those of educational system prevalent there, there is always confusion resulting in lowering of cultural values and deterioration in the intellectual standards.

After Independence

This exactly was the position in India, immediately after the dawn of independence. In our Constitution, we decided to usher in a 'Welfare State' which would promote individual welfare from 'Cradle to the Grave' and where Justice—Social, Economic and Political—would be provided to every son of the soil. Such high and lofty ideals presuppose a very much precalculated and ideal type of educational system, but our system of education, on the other hand, was "too narrowly conceived, influenced by bookish tradition and crowded with insignificant details, insufficiently adapted to individual differences." It was incapable of developing those basic qualities of discipline, cooperation and leadership which are calculated to inculcate in children what Bertrand Russell calls 'traits of character' namely, vitality, sensitiveness, courage and intelligence. This confusion in the educational field in India resulted in a tragic waste in shape of failures in examinations, indiscipline and mental bankruptcy. It created citizens who could neither take part in the improvement of

the society nor could they understand and appreciate the basic values in our culture and civilisation. As a matter of fact, any body who was educated became a burden on the society rather than contributing towards its enrichment. An educated person would behave like an alien in the environments obtaining around him. This accounted for a breakdown of the old Indian traditions, like joint family system, *Biradari* and *Bhaichara*, and the depopulation of rural areas followed by all the serious consequences natural to it. The serious problem of unemployment, with all its psychological, economic and political aspects, was also the direct outcome of our system of education.

As political and economic conditions change and new problems crop up, it becomes essential to re-examine carefully and restate clearly the objectives which education at each definite stage should keep in view. We have to take into account not only the existing situation but also the direction of its development and natural type of the social order that we wish to usher in. After independence, we decided to transform 'Police State' into 'Welfare State' with democratic traditions. We decided to embark upon a bold programme for economic development and reconstruction the fruits of which would go not only to a privileged few but to the multitude, who have hitherto been denied the right to maintain a standard of living above the level of mere animal existence.

For the achievement of these objectives, we needed an educational system for training the character of our youth to enable them to participate in the democratic social order and to counteract all those fissiparous tendencies which hinder the emergence of a broad national and secular outlook. Our system should have a vocational bias so that our students are able to make enormous contribution in the making of New India. The greatest wealth of a country is not to be found in the bowls of the earth but in the ingenuity and skill of people. The vocational education will develop this skill in our youth. The educational system of India should also develop the literary, artistic and cultural interests necessary for self-expression and full development of human personality. To sum up in the words of Whitehead, "What we should aim at producing is, men who possess both culture and expert knowledge in some special direction. Their expert knowledge will give them the ground to start from and their culture will lead them as deep as philosophy and as high as art."

Reorganisation of Secondary Education

With this aim in view the Government of India appointed a Secondary Education Commission in October 1952 to examine the prevailing system of education in the country and to suggest the measures for its improvement and reorganisation. The Government thought it desirable to tackle Secondary education first as it is here that the child spends the periodof his adolescent age. It was this very age which was referred to by Rousseau as 'Age for making man'. The Commission toured the whole of India, met all the leading educationists and social workers and presented in June 1953 a comprehensive plan for the reorganisation of the system of Secondary education. Out of the various recommendations of the Commission, the suggested changes in curriculum and the conversion of the existing High schools into the Multipurpose schools would be considered in this paper.

The Secondary Education Commission has rejected the existing curriculum in the Secondary schools by calling it as "narrowly conceived, bookish and theoretical, over-crowded without providing rich and significant contents, dominated too much by examinations and not including vocational and technical subjects so necessary for training of students to take part in the industrial and economic development of the country." The Commission has put forth an entirely new concept of curriculum. According to them, the new curriculum does not mean only the academic subjects traditionally taught in schools, but it includes the totality of

experience that a pupil receives in the classroom, library, laboratory, workshop, playgrounds and in the numerous contacts between the teachers and the pupils. Further it is elastic to allow for individual differences and adoption to individual needs and interests. It is vitally and organically related to community life. An important place has been given to productive work. It is not split up into a number of unrelated subjects and aims at enriching the personality of the pupil. The new curriculum for Secondary Multipurpose schools is spread over three years after the Middle (VIII Standard). It consists of core subjects viz. languages, Social Studies, General Sciences, Mathematics, and Craft work, in which examination is held at the end of two years. In addition, there are elective groups viz., Humanities, Sciences, Technical courses, Commerce, Agriculture, Fine Arts and Home Science (for girls) out of which any four subjects have to be got through at the end of the third year.

This dynamic approach to the educational system is really commendable. This curriculum is a happy blending of Arts and Crafts. It seeks to provide varied types of courses for students with diverse aims, interests and abilities. It endeavours to provide for each individual pupil, suitable opportunity to use and demonstrate his natural aptitude and inclinations in the special course of studies chosen by him.

In such schools, besides arrangement for teaching core subjects, provision will also be made for some or all the groups in elective subjects depending however on the needs of the areas concerned. It has been calculated that for setting up a full fledged Multipurpose school (including building and equipment etc.) a sum of Rs. 3,72,000 is needed. Elaborate equipment and other requirements have been calculated for Multipurpose school. On account of the heavy expenditure involved, the Planning Commission has suggested a go slow policy. Accordingly in the First Five-Year Plan there was a provision for converting 250 schools into Multipurpose schools involving a total cost of Rs. 22 crores and in the Second Plan a provision of Rs. 51 crores exists for 1187 schools.

Advantages

The following advantages have been claimed for a Multipurpose school :

1. It makes possible to plan education on purely democratic lines as it removes all invidious distinction between students preparing for different courses of study.
2. It helps in solving the problem of the wrongly classified pupils as transfer within the same school from one subject to other is easier to arrange than transfer from one school to the other.
3. It provides a greater variety of subjects, thereby facilitating proper educational guidance in the choice of subjects.
4. It has double purpose. It will give vocational training to the majority of children so that immediately after leaving the Secondary school, they may take up some vocation to earn their livelihood. Secondly it will provide suitable courses for those children, who wish to proceed to University for higher studies in Arts, Science or professional courses. Thus a mad stampede for admission to colleges will be controlled.
5. It will create rural outlook amongst the rural students and after education they would establish themselves in rural society and strive to make the conditions of rural population more tolerable.

Problems

The following aspects of this new education require serious consideration :

The problem of administration : the report of the Secondary Education Commission is silent on this point. The existing pattern of administration in the schools based on one Headmaster with subordinate teachers will not be conducive to the efficiency of the Multipurpose school. In every new school there will be now different departments headed by experts in various elective and core subjects. There should be some autonomy for the different departments

and the function of the Headmaster should be of coordination. The Heads of departments in Multipurpose schools should be more qualified and not merely B.Com., B.T., or B.Sc. (Agr.), B.T. as suggested in the curriculum. More refresher courses and workshop centres should be started for training of teachers and headmasters for the new job.

The problem of cost: though no reference has been made on the question of tuition fee to be charged from pupils in Multipurpose schools, yet it can be said that keeping in view the huge cost, both recurring and non-recurring, the pupils may be asked to pay more. If this is done, the very objective of new education—namely education for community—will be defeated, as the poverty-stricken parents will not be able to bear more burden. For this purpose, we should exercise economy in building the accommodation, and also we should provide arrangements to enable the pupils to earn while they learn. The building should be simple and built with local material and manual labour of the local population under the guidance of the Public Works Department. Our experience of constructing open air theatres through students' labour has been very successful. The inclusion of building projects in Community Projects and National Extension Services is also strongly advocated.

To enable the students to earn while they learn, facilities should be provided for producing articles generally needed by teachers, students and local people for consumption. Arrangement should be made for disposal of these products. We should be ready to learn from the scheme of self-help launched by the U.P. Government in Secondary and Normal schools during 1952-53. It is interesting to point out that under this scheme students have been earning from Rs. 60 to Rs. 125 per year.

The problem of textbooks: new textbooks will be needed for this new curriculum. Though various suggestions have been made in this connection in the Secondary Education Commission report, yet nothing substantial has been done so far in getting these textbooks written. I learn that with a view to meeting the expected demand from the 1st April 1958, the book-sellers are importing textbooks etc. from U.S.A. and other Scandinavian countries where Multipurpose type of schools already exist. Though we should welcome knowledge from everywhere, yet caution should be exercised in introducing foreign books in Indian schools. The foreign books will not suit us as we shall have to study craft in the context of our own way of life and in the background of our environments. The Government should invite the experts to write books for various subjects. Instead of sending books for review to the reviewers—who cannot consult each other—it is suggested that a Committee of experts from Education, Agriculture and Industries departments should be formed to approve the books. The books should be of low price as far as possible.

Suggestions for Curriculum

There are two points which need emphasis in this connection. Firstly, the curriculum, especially the elective subjects, to be prepared in one year, is too heavy. True, a child is expected to be conversant with all the phases of a group subject, but we must not forget that too much burden on children will create a tendency of carelessness and putting off work. It is worth-while reducing the number of subjects from four to three, in elective groups. Secondly, there is no provision for practical training of the students after school education. Just as we have in B.T. course, at least two months practical training in a workshop or a firm should be an essential qualification for grant of diploma or certificate. For this purpose an effort should be made to link our schools with local industries for mutual consultation and guidance.

At the end, it must be submitted that a new curriculum and new pattern of schools by themselves, however good and carefully planned, cannot transform the educational system. Much will depend on the enthusiasm with which the scheme

is implemented. We are known for formulating ambitious plans and uttering lofty ideals with high sounding phrases, but not doing much in their implementation. This difference between saying and doing has been responsible for creating frustration and an attitude of indifference in our national life. It is hoped that this scheme of New Education will not remain a plan without execution.

The Psychology of Youngsters

● A little fellow calling on a neighbour with his mother suddenly said, "Mrs. Rand, may I see your new bedroom rug?" Pleased, the neighbour gladly gave him permission. The boy left, then reappeared, stating, "It doesn't make *me* sick!" —From *American Weekly*

● Two first graders were standing outside school. Said one, "Do you think that thermonuclear projectiles will pierce the sound barrier?" "No," said the second. "Once a force enters the substratosphere. . ." Then the bell rang. Disgusted, the first one said, "There goes the bell. Huh, now we gotta go in and string beads." —From *Parade*

● The teacher ordered the first grader to sit in the corner for bad conduct. He retaliated with : "I may sit down on the outside, but remember I'm standing up inside."
—From *The Texas Outlook*

GENERAL EDUCATION AT INDIAN UNIVERSITIES

K. S. YAJNIK, Director, Department of General Education, M.S. University of Baroda, Baroda

What General Education is NOT:

GENERAL EDUCATION does mean different things to different people at different places; different to the U.S.A. and India; different to different Universities in India; different to different persons in the same University at different periods of its growth. The reason is simple: General Education is a new idea; it is growing. It is because of this fluid nature of General Education at present that some of its critics are encouraged to call it a waste, a luxury or a fad imported from America.

Coming to the meaning of the word 'General' in General Education, it does not mean something 'less important' as when we say: I am interested in music in a 'general way'. As we shall soon see, General Education is as important as, and often more important than, specialised education. General Education is often confused with what we call General Knowledge: names of ministers, colours of the national flag, full spelling of WHO or M.S. in M.S. University, and so on. These are unrelated bits of information and should not be confused with General Education. What we call General Knowledge is or ought to be a by-product of *sound* General Education. If I had limited resources and time, I would rather invest them in improving the quality of education so that General Knowledge would automatically follow. I would not waste time and money in arranging casual periods of General Knowledge, or in collecting pamphlets and guides on it. Much harm is done in this respect, I would admit, by the nature of examinations in General Knowledge in schools and colleges and at public service examinations.

Nor is General Education primarily concerned with casual lectures, on subjects such as: Our Forest Wealth, or Evils of Prohibition or Student Indiscipline. These lectures may well be part of extra-mural activity in a college or University.

Growth of the Idea

It may look strange, but General Education was born along with specialisation. Greater therefore the emphasis on specialisation, greater is the need for General Education in society. With discoveries and inventions, with the progress of science and advancing technology during the last one hundred years, two things happened: the frontiers of knowledge became ever wider and it became impossible for any one to master everything even of one subject; secondly, the specialist now was in great demand—specialist not only of Art or Science, but of their sub-divisions of Physics and Botany, drama and criticism and so on, each moving in a still narrower groove.

All specialists—doctors, engineers, administrators or lawyers—because of their different background and training lost contact with one another and ceased to be conscious of a common heritage or a common citizenship.

While specialisation is necessary and must be encouraged and strengthened both because the modern society needs it and the individual finds in it his self-fulfilment, yet the widening gulf between individuals must be bridged by education. One of the purposes of General Education is therefore to remedy this imbalance in the education of the individual and develop in him an awareness of a common heritage and a responsibility to the society of which he is to be an active member.

As a result of widening frontiers of every field of knowledge, the need for the *minimum to* be studied became great: the most essential, the core, the foundation which *must* be done so that specialisation may be built up well. In other words a broad foundation must be laid so that better depth in specialisation may be achieved. This foundation can be General Education. Specialisation can be grafted on to the sound foundation-trunk of General Education which will nourish and improve the quality of present-day specialisation. Here then General Education is not incompatible with specialisation. Our experience tells that music, dramatics and sculpture are not incompatible with students of Science and Technology. While specialisation is professional *training for earning* a living, General Education is *training to live* a happy life; and two together are indispensable components of complete education of the individual.

The large number of students entering the Universities during the last thirty years has further emphasised the need for, and influenced the nature of, the minimum in individual's education. Now education cannot be only for the privileged upper classes; everybody has a right to it. General Education may be this everybody's education, the common denominator and may consist of material which could be appreciated by the great diversity of students coming from different socio-economic strata of the society. Here then is General Education different from what was called Liberal Education in the 19th century. Of the large number of students entering the University, we complain today, so many are not competent for specialisation and go to lower the standards of University studies. Two alternatives could be suggested to remedy such a situation: to select fewer deserving students for University studies, or make provision for a General Education degree for those who would not go in for specialisation at all. A degree has great importance in our country. It is a token which allows one entry into service. General Education may then be the minimum of education for all those who do not wish to go in for specialisation at all, yet wish to be fully equipped for living a good life.

Another development of recent years has been an emphasis on training for democracy in education. Needs of modern democracy would call for the development of decision-making *ability* in *every* citizen. Note the emphasis on words italicised. Here the emphasis is not only on content but on methods too. In an educational programme meant for a democratic society the syllabus will not only include old disciplines of philosophy, mathematics, classics, but modern problems too. The teaching methods, will not only aim at communicating the facts of a subject, but will aim at developing an *ability*—ability to take decisions. Such an ability does not develop by arranging a few lectures *about* decision-making; it develops slowly and through continuous *participation* in decision-making activities in a University. Ability to collect relevant data on issues involved, ability to examine and weigh evidence, ability to argue, listen and come to conclusion; these activities can slowly build up ability to take decisions. These activities will compel the students to be self-reliant, to form studious habits, or use libraries rather than depend on teacher's lecture notes or guides and mere textbooks. Prior preparation and healthy discussion are thus important preliminaries for a sound training in decision-making. Universities should therefore emphasise these aspects in the teaching methods rather than lecturing and dictating notes on important questions. The examination then assumes a new meaning. It will test not mere *possession* of *information* from books and lecture notes but ability to consult references, ability to think clearly, logically and critically on given issues, ability to form an independent judgement. While the programme of the various departments would and should try in their own way to train students in decision-making, the General Education programme of the University may be particularly charged with this responsi-

bility. The General Education programme in a University may be considered a laboratory to try out these new techniques and offer them to the departments if they find them useful.

The developments detailed above thus make clear that the purposes of General Education in a University may be at least four: remedying the imbalance in education due to specialisation; providing for the sound foundation education which may improve the quality of specialisation; teaching everyone to live as responsible member of the society and to appreciate good things of life; emphasising not only the content but teaching methods also which are equally important in developing worth-while abilities in students. This shows that even though General Education first began in America, the conditions and circumstances which made General Education inevitable are not peculiar to America. It is up to us to profit by this experience.

Purposes and Programmes

If we agree that awareness of a common heritage and citizenship is necessary for all students, whether Arts or Science or Technology, then a course in Contemporary Civilization and Citizenship will find a place in a General Education Programme.

Further, if not *information* but *ability* is our target, then not a survey of civilization but a *study* of relevant documents and a search for truth through a sifting of conflicting evidences followed by further reading and discussions will be the objective. Then, reading, meeting, discussing, thinking—these will be important in assessing a student rather than memorising and reproducing facts from textbooks and teacher's lecture notes. The teacher then will have to choose between covering the whole subject (which of course he can never cover in the true sense) and sample study of selected topics done thoroughly with a view to developing the desired ability in students. In Social Sciences (Economics, Political Science or Sociology), or even in Physics and Biology now, there is not much to be just remembered as final conclusions. New evidence constantly pours in to bear on problems taken as 'solved'. A teacher, therefore, cannot confine himself to explaining a textbook and the pupils to memorising lecture notes. If our emphasis is on the minimum that *every* individual *should* be offered by a University, this minimum should aim at developing in a student an understanding of nature, of society and of man—his heritage, his ideals and sense of values. This implies a General Education Programme comprising the corresponding fields of knowledge, of *Natural Sciences*, both Physical and Biological, Social Sciences and Humanities including Fine Arts, emphasising inter-relationship. Such a programme should try to develop that maturity in man so necessary for the proper use of the enormous power science has placed in his hands.

General Education as conceived above is not a waste or a luxury as some argue out: it is fundamental and immediate. General Education is not American and we should not be afraid of being labelled as less patriotic or original for adopting it if the developments and problems of Indian education are so similar to those of the U.S.A. The failure of our Indian education is writ large in the quality of our graduates who are completely lacking in capacity for any responsible commitments. There may be several reasons for this failure but among them the absence of sound General Education is a major one.

An attempt is made below to give an outline of a sample programme of General Education and the place it may occupy in relation to the pre-University Year and an integrated Three-Year Degree Course.

Integrated Three-Year Degree Course

1. The Three-Year Degree Course has a broad foundation of General Education: and as the Course expands, General Education narrows down. In

the third of the final year there is no General Education at all.

2. It may be that after a programme in General Education is given, the subsidiary may be redundant. Then the time given to subsidiary may be given to the major subject.

3. The examination can be taken in compartment: General Education part may be completed by periodical tests every year, subsidiary by second year and the last or final examination may be only for the major subject.

4. It may be possible to select students after the preparatory for the Three-Year Degree Course. Those who are below the mark may be helped to complete the preparatory and diverted to lower jobs of clerks and technicians after a year of professional training.

5. It may be possible to give a General Education graduate degree to those who do not wish to specialise at all and yet want to have enough training for earning a living as teachers, administrators, and so on, and living a happy life.

The Pre-University (Preparatory) pattern may be as follows:

GROUP A — General Education subjects: Compulsory for all Arts, Science (including Medical and Technological) and Commerce

1. English language
2. (i) English literature and (ii) Art appreciation
3. (i) Hindi and (ii) Modern Indian language *or* Additional English
4. Social Studies (Citizenship)
5. General Science

GROUP B — for specialisation in various Departments

Any *three* subjects from any one of the groups:

(*a*) *HUMANITIES*

1. Classical language (Sanskrit, Pali, Persian)
2. Modern European language (French, German)
3. History of India and Ancient Indian Culture
4. Geography
5. Mathematics
6. Logic
7. Reading the classics (in English rendering)
8. Elementary Statistics

(*b*) *SOCIAL SCIENCES*

1. Book-keeping and Commercial Arithmetic
2. Shorthand and Typewriting
3. Mathematics
4. Elementary Statistics
5. Elements of Commerce

(*c*) *SCIENCE (including ENGINEERING and MEDICINE):*

1. Physics
2. Chemistry
3. Biology
4. Mathematics
5. Geography
6. Physiology and Hygiene (not to be taken with Biology)

(*d*) *FINE ARTS:*

1. History of India and Ancient Indian Culture
2. Drawing and Painting
3. Modelling and Sculpture
4. Music, Instrumental *or* Vocal
5. Dancing.

(*e*) *HOME SCIENCE:*

1. Physiology and Hygeine
2. Elementary Statistics
3. Food Nutrition and Cookery
4. Child development
5. Textile—Clothing and Laundry

Note:

1. The purpose of Group A subjects is to give every student a broad foundation of General Education along with improvement in the standard of English.

2. The purpose of Group B is to prepare a background for the Three-Year Degree course branches of their choice *or* to help the students pass the preparatory with subjects which help them to get a job *or* go in for further professional training for lower jobs.

3. The total number of papers (courses) for every student will be *eight*.

4. On the basis of the preparatory syllabus the Three-Year Degree courses may be framed both to maintain continuity and avoid overlapping.

General Education Programme in the Three-Year Degree Course

1. The General Education Programme will be a three-year integrated programme and will aim at (i) providing a broad foundation for effective specialisation and (ii) remedying the imbalance existing in the education of an individual student at present.

2. The General Education Programme will have in the first instance a broad base of five courses (papers) in the Pre-University year and will have four and three courses (papers) respectively in the Ist and 2nd year Degree classes of the Faculties of Arts, Science, Commerce, Technology, Home science and Fine Arts.

3. The General Education Programme will be thus an integral part of the Three-Year Degree Course.

4. The General Education Programme at all stages will be considered a laboratory experimenting on organisation of syllabus, methods of teaching and examinations, Hence the syllabus and approach in General Education will not be a repetition of those in the Departmental studies.

5. The scheme of papers at the Three-Year Degree Course may be as follows :

First Year of the Three-Year Degree Course :

GROUP A — General Education

Papers :

(*a*) *HUMANITIES :*

(i) Selections from English literature : stories, Epics, drama, essays, etc.

(ii) Trends in Modern Indian literature

(iii) Story of development of Architecture, Painting, Sculpture, Music, Drama

(*b*) *SOCIAL SCIENCE :*

1. The Indian Constitution and the working of the Republic in India

2. Our Economic problems : and those portions of economic theory necessary to understand and appreciate these problems. Our Five-Year plans

3. Individual and the society—problems of Social Adjustments (through case studies)

4. Our Social Institutions and how they affect our political and economic life

Note :—(i) The students will select any *one* of the four courses.

(ii) The course selected will be other than his major and subsidiary subjects.

(*c*) *GENERAL SCIENCE :*

Science and Man : Achievements of science in Physics, Chemistry and Biology. Science in the service of man—his food, health, comforts, culture. Art.

(*d*) *WORLD HISTORY :*

From the ancient times to the present day in broad outline to emphasise the following three aspects :

(i) Cultural development : Literature and art

(ii) Social, political and economic life of the people and institutions

(iii) Scientific discoveries and inventions, impact of science on contemporary life.

GROUP B — Specialisation subjects

(Each student will take *six* papers of a major subject and *two* of a subsidiary to be covered in three years.)

(i) The subsidiary subject may be completed in this year if possible, so that it serves as part of the background for the study of the major.

(ii) Two major or specialisation papers may be *begun here* and completed

by the end of the second year. (Term paper at the end of the second year.)

Second Year of the Three-Year Degree Course

GROUP A — General Education:

(*a*) *HUMANITIES*

(i) On values of life: selections from Tagore, Gandhiji, Tolstoy, B. Russell, A. Huxley and others on literature and art

(ii) Readings from Upanishads, Plato, Radhakrishnan

(*b*) *SOCIAL SCIENCES*:

Thinkers: Freud, Mill, Dewey, Rousseau, Plato, Kautilya, Marx, and others.

Sample selections from original works for the purpose of introducing the students to (i) the originals and (ii) the methods of social sciences

(*c*) *METHODS OF SCIENCE:*

The study of scientific method—through selected passages from the works of Copernicus, Newton, Einstein, J. Huxley, M. Curie, and others.

GROUP B — Specialisation papers:

(a) If the subsidiary papers are not completed in the first year, they *must* be done by now.

(b) Two of the major papers may be covered here and students *must* be asked to write a Term Paper on these papers.

(c) a long essay of about 10 foolscap pages

(d) Other major papers may be started.

Third Year of the Three-Year Degree Course

GROUP A — No General Education.

GROUP B—1 to 6 papers of specialisation to be completed for the University examination.

Note:

(1) Class I, II or Pass must be based on the major subject only.

(2) Before a candidate is allowed to appear for major subjects, he must have completed the General Education work and subsidiary subjects satisfactorily.

This is only a skeleton, a frame; detailed syllabus may be prepared by the Department and Board of Studies concerned according to the requirements within this framework. They are however requested to note what is covered in GROUP A: General Education part, and avoid overlapping and repetition.

In science, read by preference, the newest works; in literature, the oldest. The classic literature is always modern.

—*Bulwer-Lytton*

THE CONTROL AND PREVENTION OF DELINQUENCY

Schools occupy a strategic position in the prevention and control of juvenile delinquency. They are concerned with the growth and development of all the children of all the people; they receive the child early and hold him for an extended period of time; their chief aim is to build wholesome and useful citizens; they are an enduring agency; and they are a vital and integral part of the community life in every state. Because of the school's position within the community it might well serve as the spearhead in an overall attack against the many-sided problem of juvenile delinquency.—National Conference on Prevention and Control of Juvenile Delinquency, U.S.A., 1946.

J. P. GUPTA, *B.A., LL.B., Dip. S.S.A.*, Officer in-charge, Probation and Children's Home, Delhi

IT IS A FACT beyond dispute that the roots of criminal careers are deep-rooted in the un-guided youths of early childhood. It is really shocking to find that over one third of these connected with crime and delinquency belong to a group under 17 or 18 years of age.

For the common man delinquency signifies misconduct, but for the offenders it is just as much a response to inner desires and outer stimulus as any other kind of conduct. Children are but mirrors reflecting their various environments. Delinquency is a complex situation arising from an interaction of a variety of personal and environmental factors and is not assignable to any universal source.

School comes next to Home

Amongst the environmental factors school comes next to home in shaping the child's personality and in supplying him the tools necessary to meet life in all its phases. It is significant that a majority of delinquent children had trouble in school; many of them were difficult boys to be handled. The failure of the school to look into the behaviour problem, neglect of dull boys, and insanitary emotional atmosphere often lead to dissatisfaction. Subjecting a group of retarded children to a curriculum far above their ability to understand brings sarcastic comments from teachers, and jeers from other children leading to frustration and inferiority complex which are breeding hot points for delinquent behaviour.

Experience shows that it is mostly the lack of proper education that is responsible for delinquent habits amongst children. It is imperative that there should be facilities everywhere for compulsory Primary education for all children, and where educational facilities exist, proper amendments need be made. The child who learns early in life the joy of success in school activities and has a mind set to learn does not become a delinquent. The teachers should have the help and guidance of a behaviour problem specialist available to them.

The functions of education, as everybody will admit, are much wider than the teaching of formal subjects of the course of study. Teachers can no longer conceive their functions solely in terms of instructions in arithmetic, grammar, history, geography and other curricular activities. Today we do not want only scholastic growth of our children but are also regardful of their health, educational and vocational guidance, emotional stability, social adjustment, civic relationship and character trends. Education

then is much more than schooling. The school receives the child early in life and maintains a contact with him for an extended period with the aim of developing him into an integrated personality and useful citizen. The danger signs to be detected and treated are irregular attendance, failure in lessons, conduct pointing bad mental habits, uncooperative parents and over-work or illegal employment.

Unhealthy Atmosphere

The irregular attendance and failure of students in their lessons are due to many factors, the most important of which is unhealthy atmosphere in the school created by the presence of hawkers of sweets and other eatables in or near the school premises. From such hawkers boys of rich families purchase lavishly which brings an unsatisfied desire in the children of poor families who cannot afford to spend on such things, thereby developing inferiority complex in their personalities. The liking of sweets etc. beyond one's purse develops in a good many cases the habit of stealing books of their classmates and also money from father's pockets or mother's purse. More often the hawkers give eatables on credit and when the money gets accumulated, the student fears the hawker and absents himself from school. Sometimes such a child also plays truant from home fearing that his parents will be approached by the hawker and then he may be put to task. To remedy this state of affairs the schools should provide mid-day meals in schools at cheap rates and even free or at concessional rates to the poor children and no hawker should be allowed to enter the school premises. Moreover, school children should be encouraged to grow vegetables which can be eaten raw and fruits like papayas on the school campus to supplement the mid-day meals at practically no cost.

Causes and Remedies

At present the classes in the schools are too big to allow much personal contact. The teacher usually knows nothing about the child or about his home conditions. Therefore, more facilities and better personnel are required for children's guidance. There should be more emphasis on conforming the school to the child, than the child conforming to the school. The curriculum of study should be attractive and useful to the students, the worth and dignity of smaller classes should be more appreciated, and better health service programme should be introduced. Visiting teachers should be appointed to coordinate home and school and home work. The visiting teacher is to be a member of the school staff differing from other persons of the staff only in functions and training. Just as the school physician relates the field of health to education, so the visiting teacher is to bring the social work concept and philosophy into education, thereby implementing and complimenting the programme of the entire school. The visiting teacher is to make adjustment between home and school and in case of children with unsatisfactory record in school, work or behaviour. Behaviour at school, be it incorrigibility, inability to get along with other children, resistance to school routines, non-attendance or non-achievement, are symptoms of more basic difficulties. Thus the visiting teacher may contribute to the prevention of delinquency by promoting in all children the habit of better adjustment, the ability to face difficulties, the skill to get along with others and the freedom to engage in self-expression.

Counselling service should be introduced. Today counselling service has been accepted as a part of school service almost all over U.S.A., beginning with Kindergarten and continuing through High school classes. It reaches a child in his most formative years and gives him individual help when he needs it rather than waiting uptil severe damage has been done. Although work with delinquent children is very important phase of the counsellor's work, yet his service is available to all children presenting difficulties of behaviour, personality, school work, attendance or social rela-

tionship. By treating the symptoms of emotional disturbance, the school can help to ward off more serious trouble later on.

The students should be given elementary lessons in citizenship through concrete situations. Four cleanliness (of body, clothing, speech, thought), courtesy (politeness, refinement, consideration for others), cooperation (helpfulness, service to class, school home and community), and control (self-control) should be inculcated in their minds.

Development of sex-hygiene in school is another educational problem that can no longer be denied. The child learns even fit names of the parts of the body illicitly. The task of acquiring rational attitude towards sex must largely be fulfilled by school. Further, the concept of family should be acquired in school. It should make necessary arrangements for a course in preparation for marriage and family life just like any other subject.

The students should be helped to understand law, law enforcement, and their personal responsibilities as citizens. For this purpose police and other law enforcement officers be invited from time to time in the school to give lectures on law for the layman and to give counselling to teenagers on such matters

There should be special classes for the handicapped group who on account of their defects remain maladjusted and are likely to drift into anti-social behaviour in the regular classroom. Under such a group comes not only those with physical handicaps as of vision or hearing or speech, but also those with mental retardation or emotional immaturity or behaviour irregularity.

Another important factor in delinquency is the failure of parents to understand the child due to their ignorance of the methods of child care, training and development of character. Parent education is necessary because they are the constant and inevitable teachers of children from their very birth. It is only as home and school understand each other and work together that desirable behaviour is made consistent and undesirable one is eliminated. The school has a special responsibility in making arrangements for a parental class in child care and training, including discipline, guidance and management.

The most important duty of the school is vocational guidance, as a large percentage of boys go to crime for lack of a job or means of subsistence, being driven by hunger or anti-social behaviour. It is fantastic that we should make every effort, go to every expense, to find a young man suitable employment when he has committed a crime, yet before he has committed a crime, we leave him in the streets with no occupation or occupation from which he will shortly be thrown out. We should expirate this disease at its source by providing guidance in selection of jobs and careers to those leaving schools.

One of the best preventive programmes run by the schools department under a Bureau of Special Services is being run in Jersey City in U.S.A. organised under an Assistant Superintendent of Education. The Bureau has a staff of visiting teachers who are the social case workers, the police unit, in-charge of an Inspector of Police, the adolescent girls division, the legal department, the recreation department, the attendance department, a corps of home instruction teachers for the instruction of children who are confined to home because of illness or accident; hospital classes and teachers for children who are patients in the hospitals; clinical facilities consisting of doctors, nurses, dentists, etologists, opthalmologists, and psychological and psychiatric services; classes in remedial reading and remedial arithmetic for children who require special assistance in these key subjects; a working papers department, a permanent census department, the binet classes offering exceptional opportunities for boys and girls incapable of making satisfactory progress in regular school classes, rest and nutrition classes for convalescent and post-operative cases, for pupils of general debility and for those demonstrating a need for special nutritional attention, classes in lip reading and in speech correction, a speech correction clinic, hearing conservation

classes, classes for the deaf, sight conservation classes and a class for the blind.

This is how all agencies for discovery and correcting the causes of child retardation, frustration and maladjustment are welded together under the leadership of the school for an effective, coordinated, intensive and successful attack upon the roots of the problem of juvenile delinquency.

Special Cases

Cases of children who need specialised help of the Bureau are referred from many sources including the schools, parents, police, churches, interested citizens and private and public welfare agencies. These cases include pupils who are retarded in schools, or who exhibit undesirable conduct patterns, or who show signs of abnormal physical, mental or emotional conditions. The case is then assigned to a visiting teacher who works in close cooperation with the police unit when a law enforcement angle is involved. The function of the visiting teacher is to visit the home and the school and to make a thorough study of the entire environments and living habits of the child in order to determine the causes of his present difficulties. This effort to discover and correct maladjustment at an early stage in the child's career serves to prevent at a logical and a strategic point the possible development of patterns of delinquent behaviour. Every resource of the Bureau is marshalled to discover and treat the maladjustment and save the child. The school programme of the individual child and the special school is matched to fit the child's individual need. The efforts of the visiting teacher are supplemented by conferences held at the Bureau office in which the parents, the children, interested relatives and other persons related to the case meet with the officers of the Bureau to work out a solution of the child's problems. The police, in plain clothes also participate, if necessary.

The wisdom of including special classes and home instruction and hospital instruction within the scope of an integrated child welfare agency such as organised by the Bureau of Special Services has been amply demonstrated. Children with special problems require specialised help. Those possessing sensory or other defects are greatly handicapped in their school work and progress. They cannot compete successfully with their classmates; instead of experiencing satisfaction and achievement, they know only frustration, unhappiness and despair. From this unfortunate state of affairs, it is a short and easy step to truancy and subsequent delinquency. The extensive programme of special classes and instruction provided by the Bureau for the typical child has served to block the formation of that unhappy cycle.

In Chicago a special school called Montefiore Special School is working since 1929 as part of the public school system of Chicago to care for unadjusted children, truants, incorrigibles, behaviour deviates etc. who because of emotional disturbances or social maladjustment fail to respond to the work of the regular school and require a personal re-orientation through counselling, psychotherapy or remedial work which is not possible in the regular school. Such pupils are transferred to this school on a simple school transfer by school authorities, rather than through commitment by a court. The Montefiore school makes a curriculum modification concentrating on remedial measures, arranges for physical and mental helps adapted to the individual needs of the pupils under a competent staff of special teachers, social workers, psychologists and other specialised workers.

To conclude, the problem of delinquency, the nation-wide problem, is to a great extent the problem of the school, and it requires an all front attatk on educational service for its control and prevention. The teacher-pupil ratio be reduced as rapidly as possible; the teacher training programme be strengthened to make teachers better equipped to understand the motivation of human behaviour; and a staff of guidance counsellors, visiting teachers, school psychologists, and attendance personnel be maintained in

all school system to assist classroom teachers and the administration in providing services of a specialised nature to pupils of all ages to ensure early identification and treatment. Greater emphasis be placed upon offering family life education for students in the school and a course in child care and training for parents. The school should not only take up its rightful responsibilities of detecting behaviour problems of its charge and make proper arrangements for their treatment, but should also provide for special education and clinical programmes for the socially maladjusted and delinquent children to give them equal opportunity of education just like other children. It has been the experience of the writer that the delinquent behaviour is progressively on the increase in the school-going children, and unless a concerted effort is made by the school to tackle the problem and to provide for a corrective and preventive programme, the problem will continue to take its toll more and more.

• Children need love, especially when they do not deserve it.

—*Harold S. Hulbert*

THE VALUE OF DRAMATICS IN SCHOOLS

S. VATSALA, *B.A. (Hons.), B. Ed. (Delhi)*
New Delhi

DRAMA HAS BEEN from times immemorial a popular vehicle for instruction. Its importance in the school is realised when we see how it combines pleasure with instruction and profit with recreation. Dramatic tendency is inherent in all young children and the school must utilise this for the development of the individual and for the benefit and pleasure of all students.

Synthetic Art

'Dramatics" is described by a writer as a "a synthetic art, involving the purposive coordination and control of the delicate organs of the speech and muscles of the body, combined with the sense of rhythm with a view to intelligent and free expression of emotions and ideas. This form of activity not only gives the actor an appreciation of the ideas and emotions sought after to be conveyed but also cultivates good diction and control over movement." In short, dramatics give full play to the young child's mental and physical energy.

Value of Dramatics

Dramatics integrate the personality of of the child, for the play serves the useful purpose of setting up situations to which the child must react as a whole i.e. physically, mentally and emotionally. The tendency to imitate or identify oneself with another is inherent in human nature. The actor tries to obtain control over all his faculties so that he may give a faithfull representation of the character in which he is cast ; for example, a child who has always admired Robin Hood, who wishes to be like him, would endeavour to give his best when he is given that role. By putting his body, mind and soul into the role which he is playing, he would be integrating his personality. Some psychologists have often valued dramatics as a therapy for mental illness. It is very true that dramatics make its participants "natural, spontaneous, and creative human beings."

Dramatics help students to become self-directive. Students can organise and direct plays. When students are encouraged to choose, act and direct their own plays, they become self-reliant and responsible. The most essential thing to the success of any kind of dramatic representation is team work. From the coach to the call boy, each individual in the play has his own special task to perform. The success of the whole play depends upon the exact performance of each individual but the cooperation of the entire cast is most essential. It is in this repect that dramatics is most essential in schools. It helps the students to cooperate with each other, to associate with each other and unitedly produce a play. This in return teaches the students to respect each other and cultivates personal worth.

Apart from cooperation, dramatics help to develop a sense of responsibility in the students. Since individual failure will affect all other participants, the realization of the inter-dependence of players and stage crew must be fully understood and individual discipline for complete cooperation should be self-imposed. School dramatics illustrate democracy at work for each member of the group will contribute to the whole for which she or he is most qualified and will cooperate with others towards the accomplishment of a self-determined end.

Dramatics give full scope for self-

expression. A student who is imaginative, full of fancy, can act the part of the hero with full enthusiasm and zeal. Costumes, stage door decoration, etc., give full expression to the young student's creative abilities. Large number of students can participate and gain from this experience of staging a play. Debates and athletics provide opportunities for a few students but the school dramatics give scope for a large number of students to participate and contribute their best.

Dramatics help to develop in students a fine taste for arts and literature. Artistic taste is developed while designing costumes, dresses, curtains, stage arrangements etc. Literary qualities are cultivated when a play is produced and students ask questions about the style, characterisation etc. Writing of original plays should be encouraged.

One of the best things about dramatics in schools and its effects on the students is that it need not stop with the High school but can also continue into adult life. Often students who are keen in dramatics can take it up as a vocation or as a recreational interest. Sometimes students who excel in school dramatics can be lent to Amateur Theatre groups so that they could better themselves further and excel in them.

In progressive countries like Soviet Russia and America, school curriculum includes drama as a separate subject. It is desirable even in our country to encourage dramatics in our schools through the setting up of school theatres and school amateur dramatics club that can promote a taste for drama as well as stage plays for the purpose of propaganda for rural and community uplift. The social, health and civic plays can be powerful media for instructing the young students as well as the community.

The value of school dramatics is indisputable. It is one of those few activities which give maximum scope for creative expression, student cooperation and maximum student participation. Above all, it cultivates very healthy student-teacher relationship.

Autobiographical Tid-Bits

• A nine-year old's prize-winning essay on "Manners" was as follows (complete): "I have good manners. I say good night and good morning and hello and goodbye, and when I see dead things lying around the house. I bury them."

—From *Scholastic Teacher*

• A Sixth-grader ended his short essay on his plans for going to the moon with this sentence: "After going to the moon, my big ambition is to travel a lot."

—From *NEA Journal*

EDUCATION Today

Reorganisation of Elementary Education in Madhya Pradesh

In order to eliminate the wide disparity that existed in the system of education up to Middle standard in the State, the Government of Madhya Pradesh has adopted a uniform pattern, with effect from the current academic session. According, to the reorganised pattern, classes I to V are known as Primary standard while classes VI to VIII are grouped under Middle standard. As a result of this, Class V has been introduced in 6700 Primary schools that taught only up to Class IV so far, and Class VIII has been added to 350 Middle schools. English is now taught in all Middle schools. An integrated syllabus with a bias for the Basic system of education has been introduced from Classes I to VIII.

Out of the nationalised textbooks in the four regions of the State, books on Hindi, General Science and Arithmetic have been selected and are being used throughout the State.

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Reorganisation of Primary Education in Kerala

The number of Primary classes in schools in Kerala has been reduced from 8 to 7 with an integrated syllabus. This was the result of Government's decision to fix 6 plus as the minimum age for admission in Primary schools of the State. As a partial exception however, 5½ plus will be the age at which the admission will be made in 1958-59. Age 6 plus will be enforced rigidly with effect from the academic year 1959-60.

*

All-Kerala Basic Education Conference

The first All-Kerala Basic Education Conference, which met at Ernakulam from September, 20 to 22, resolved to form a Kerala Nai Talim Sangh to further the cause and intensify the movement for Basic education in the State. A fifteen-member *ad hoc* committee was appointed to take the necessary steps in this connection.

Inaugurating the Conference, Shri R.R. Diwakar, former Governor of Bihar and Chairman of the Gandhi Smarak Nidhi, pointed out the need for a balanced and co-ordinated development of the hand, the head and the heart for the full development of man in society. Basic education which was a method of learning by doing something productive played an important role in integrating the child's personality with the environment, he added.

Shri G. Ramachandran, Chairman of the Standing Committee on Basic education, who presided over the conference, referred to the "difficult" problems confronting Basic education in Kerala as a result of the new policy on Basic education evolved by the State Government.

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Basic Education in Uttar Pradesh

Eighteen Deputy Inspectors of the State recently joined the in-service training course organized by the Government Basic Training College, Lucknow. The course was arranged in the form of a workshop, wherein the officers pooled their various problems, administrative, academic and practical, classified them and thrashed

out possible solutions to overcome difficulties hampering the progress of Basic education. The educational administrators visited model schools, attached to Normal schools and the Basic Training College, and examined the working of Basic education from various angles.

The best part of this course was that these educational administrators planned the lessons and taught classes to gain a first hand experience of practical difficulties in class teaching.

* * *

Teachers Training in Kerala

The committee appointed by Kerala Government to advise them on all questions relating to training and recruitment of teachers and about the retention of the existing Training schools submitted its recommendations recently. The Government have carefully considered the recommendations of the Committee and they are of the view that they can in general be accepted. In accordance with the policy that Primary education should be on the Basic pattern, it was recognised that the training also should be on the same pattern. It was decided that the teacher-training course for Primary school teachers should be of two years duration with 200 working days in each year. It was also decided that the selection of candidates for admission to each training school should be made by a committee appointed or approved by the Public Service commission consisting of a representative of the Public Service Commission, a nominee of the Education Department, the Headmaster of the concerned Training school and a representative of the recognised teachers' association, and in the case of a private institution, also the manager.

* * *

Social Education in West Bengal

The Government of West Bengal have sanctioned this year the opening 134 rural libraries with provision for books, building, and equipment and staff. The libraries will be set up in such a way that each rural *Thana* will have at least one such library which will work in co-ordination with the social education centres and provide reading materials for the neo-literates in particular. Considerable improvement in the standard of production of literature has been effected as is evident from eight books for children recently published by the State Education Directorate under the Literary Workshop Scheme.

* * *

Secondary Education in Madhya Pradesh

Keeping in view the recent recommendations on Secondary education, the Government of Madhya Pradesh have decided to convert all the existing Government High Schools (about 200 in number) to Higher Secondary schools within a period of three years. Sixty-five Government High schools have been thus converted to Higher Secondary schools. The non-Government High schools have also been directed to do the same on the assurance of the usual grants-in-aid.

* * *

Three-year Degree Course in Madhya Pradesh

The scheme for the introduction of the three-year degree course has been adopted by Madhya Pradesh Government and put into effect on a large scale. Fourteen Government Intermediate colleges including two girls colleges have been upgraded this year to degree colleges, This leaves only four more, of which two will merge with Government degree colleges. A special feature of this reorganisation was people's participation by way of generous contribution.

*

Expansion of Physical Education in Uttar Pradesh

In Uttar Pradesh, programmes of physical education are being expanded both within the domain of the school and outside it. Physical education from class VI to class XII has been integrated with Military Education and Social Service Training Scheme. The Uttar Pradesh Council of Sports is building stadia and guest houses and

has appointed coaches to train promising youths in games and sports. The Prantiya Raksha Dal has organized Yuwak Mangal Dals and is popularising games and physical training among the rural youth. The Government College of Physical Education for boys at Rampur has been strengthened and the Government College of Physical Education for Women at Allahabad is being provided with a building to run it as an institution independent of the Government Training College for Women. The curricula and courses have been evaluated and qualifications of teachers for admission to training colleges of physical education have been raised to the Intermediate standard. *Shiksha*, the Quarterly Journal of the Education Department, U.P., has brought out a special number of Physical Education. There are several schemes appertaining to Eastern and Western systems of physical education which are in the offing.

* * *

Technical Education in Rajasthan

With the creation of a separate Directorate in 1956, Technical education in Rajasthan has made rapid progress. Today there are under its control three Polytechnics, with a total intake of 420 students in the first year, and nine Technical wings at Multi-purpose schools. There are two courses in these schools—Course 'A' designed to give Elementary General Engineering and Course 'B' for specialisation in one trade.

A Board of Technical Education has been established which advises the Directorate on policy matters and matters regarding the development of Technical education.

With effect from the current session 1958-59, degree courses in Electrical and Mechanical Engineering have been introduced in the Engineering college at Jodhpur and a separate Polytechnic has been established for diploma and certificate courses. Moreover, the period of degree courses has been increased from four years to five in accordance with the recommendations of the All-India Council for Technical Education.

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Study Group for Manpower in Education in Uttar Pradesh

Considering the acute shortage of trained and experienced personnel during the current Plan and envisaging the magnitude of the third and fourth five-year plans, the Government of Uttar Pradesh has appointed a study group for general education, science and technology. This study group with a Deputy Secretary in the Education Department as convenor and top-ranking educational administrators and scientists as members will study the ways and means of extending facilities of science studies up to the Intermediate standard in the institutions of Uttar Pradesh. The State has already undertaken a project of introducing general science in the State's 1,000 Lower Secondary schools by the end of the Second Five-Year Plan. This new step is likely to give a further fillip to science studies at the Secondary stage. Manpower planning is a farsighted step towards reorganizing Secondary education and giving it a technical and vocational bias at this stage of country's economy in which there exists great need for trained manpower.

This is one of the four study groups formed at the suggestion of the Ministry of Home Affairs. The other three are : study group for engineering personnel, including craftsmen, study group for agricultural personnel, including veterinary personnel and study group for medical personnel.

* * *

Subtraction Skills of Mathematics Teachers under Training

A test was conducted recently in a Training college in India to find out the subtraction skill of a group of graduate teacher-trainees having mathematics as one of their school subjects. Though the test was not held with an examination purpose, it revealed some interesting facts.

The Tests stood as follows :

No. 1 Take thirty-four thousand, and eight hundred and forty-six from fifty seven thousand, eight hundred and forty-nine.

No. 2 Subtract three thousand, eight hundred and forty-three from one million.

No. 3 How much should be added to 300 crores to make 3000000000 ?

It was practically a surprise test except for the fact that subject matter for the day's lecture was subtraction. Ten minutes time was allowed for it. A verbal instruction was that each student would note the actual time taken by him.

Analysis of Scripts :

Correctness or otherwise	No. of Scripts	No. of correct sums
All correct	10	30
Two correct	16	32
One correct	3	3
All wrong	3	0

Sum Analysis :

Test No.	Correct answers	Incorrect answers
1	24	8
2	17	15
3	24	8 Including one unattempted
Total	65	31

Analysis of Mistakes :

Test No. 1

57849 written as 57000 by 4) 34846 also not written correct by all.
„ „ „ 37849 by 1 } Only two committed mistakes in actual
„ „ „ 57859 by 1) subtraction.

Test No. 2

7 confused million with lakh) Subtrahend also not written correct by
4 „ „ Ten thousand } all. And only two committed mistakes
2 „ „ One crore) in actual subtraction.

Test No. 3

Simply one zero in figure given as answer by 15
Several zeros „ „ „ 2

Answers given in words (e.g. zero by 2, nothing by 5, impossible by 2) in all by 9.
Unattempted by 1.
Wrong transcriptions of varied types by 4.

Only one committed mistakes in actual subtractions.

Analysis of Time Factors :

Time was noted by 21, the verbal instruction in this regard being ignored by the remaining 11.

Duration	No. of Scripts	Correct answers			Total No. of mistakes		Average No. of mistakes
		T-1	T-2	T-3			
2 minutes	2	2	0	2	2		1
2½ „	1	1	1	1	0		nil
3 „	7	5	4	5	7		1
3½ „	1	1	1	1	0		nil
4 „	6	4	3	4	7		1.1
5 „	4	2	2	3	5		1.1
Not recorded	11	9	6	8	10		·9
Total	32	24	17	24	31	Average	1

Analysis of Neatness Factors :

Tidy	Fairly Tidy	Untidy
8 Scripts	14 Scripts	10 Scripts
17 correct answers	31 correct answers	17 correct answers
2.1 (average)	2.2 (average)	1.6 (average)

Analysis of Typography Factors :

Typed test scripts were all legible. Still an analysis is made only to be sure that there was no difficulty in that respect. Original copies-9, correct answers-20, average.-2.2. Carbon copies-23, correct answers-45, average-2. More legible carbon copies-15, correct answers-30, average-2. Less legible carbon copies-8, correct answers-15, average-2.

The first sum has been reproduced from Ballard's *Teaching the Essentials of Arithmetic*. The well-known author applied it to children of standards V and VII. On an analysis of the results, he found that 66 per cent of standard V and 83 per cent of standard VII got it right. He was distressed at the performance and his conclusion was that this was due to the decomposition method not being abandoned at the Secondary stage. When the same thing was repeated in the training college, it was found that 75 per cent of the trainees got right. Besides, there is no reason to think that the trainees used the decomposition method.

So it comes to this that the performance of the trainees in actual subtraction was fairly better, there being 5.2 per cent mistakes, whereas in notation the mistakes were 27.1 per cent. Obviously, the teachers were more deficient in notation and numeration than in subtraction. Moreover, taking all the sums and all the operations together, there were 32.3 per cent mistakes. Many other findings may be obtained from the analyses given above.

The test was a lesson to the teachers seeking specialisation that they should be thorough in their subjects.

* * *

Examination reforms

Dr. K.L. Shrimali, Union Minister of Education, stressed the need for change in the present system of examination and finding a practicable programme of

implementation of the changed system. He announced that the Government have accepted a phased programme of examination reform extending roughly over a period of ten years. The Minister was inaugurating a two-day Conference of Secretaries of the State Boards of Secondary Education on Examination Reform in Delhi on Sept. 8, 1958.

Shri Prem Kirpal, Chairman of the Council, said that for long the examination system had been criticised and a number of defects pointed out, but nothing much had been done so far.

Dr. B.S. Bloom of Chicago University, who also addressed the conference, said the question of examination reform was not a new problem. The general line for examination improvement had been clearly laid down by the Secondary Education Commission and the University Education Commission.

Speaking on the occasion, Shri C.D. Deshmukh, Chairman, University Grants Commission, underlined the importance of examination reform in Universities as well as in the Secondary schools. The reform in examination system, he said, was linked up with the entire system of education.

* * *

Conference of Directors of Educational Seminars

A two-day Conference of Directors of Educational Seminars was inaugurated recently at the Central Institute of Education, Delhi by Shri P.N. Kirpal, Secretary, Union Ministry of Education. In his inaugural address, Shri Kirpal stressed three important aspects of these seminars, *viz*, study of specific problems, publicity and propaganda of the work done, and the follow-up action, and said that if these aspects were kept in view, a good deal of useful work could be done in the direction of improving the educational standards.

Referring to the role of these seminars in improving the educational standards, Shri Kirpal said that these were intended to contribute to the widening of the outlook of both the teachers and the students. These seminars also helped ultimately in formulating a national plan of education. The success of such seminars, Shri Kirpal said, could be judged only from the results achieved.

Dr. Menden Hall, a TCM Expert attached to the All India Council for Secondary Education, also spoke on the techniques of the seminars.

Dr. E.A. Pires, Principal, Central Institute of Education, presided.

* * *

Education in 'India 1958'

The Union Ministry of Education have put up an attractive, though comparatively small, pavilion in the 'India - 1958' Exhibition, opened on October 8, 1958. The Ministry's exhibition is an attempt to depict to the layman through posters, charts, models, publications etc. the emerging pattern of Indian education and the growth that has taken place within that pattern during the post-independence period.

The first stall in the pavilion, the Basic and Primary Education stall, contains exhibits on this subject provided by the National Institute of Basic Education. These exhibits show how productive work can be an effective medium of education for children. Wall charts depicting the progress of Primary education are also on display here.

Then comes the Audio-visual stall that shows the development of Audio-visual education in India. Some of the modern Audio-visual aids imported from abroad for our Higher Secondary schools are also exhibited.

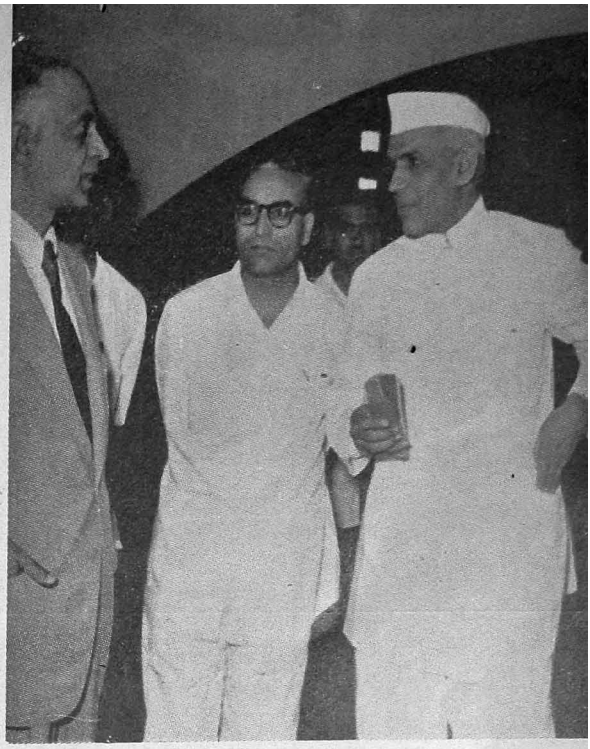
The third stall contains some of the textbooks collected by the Central Bureau of Textbook Research from India and abroad for consultation and reference work to improve our textbooks. Through charts and posters, the progress of Secondary education is shown in the next stall.

The exhibits supplied by National Fundamental Education Centre depicting the numerous activities in the field of social education are displayed in the fifth stall. Education and rehabilitation of the blind is shown next, followed by the Educational and Vocational Guidance section. Exhibits displayed here include apparatus

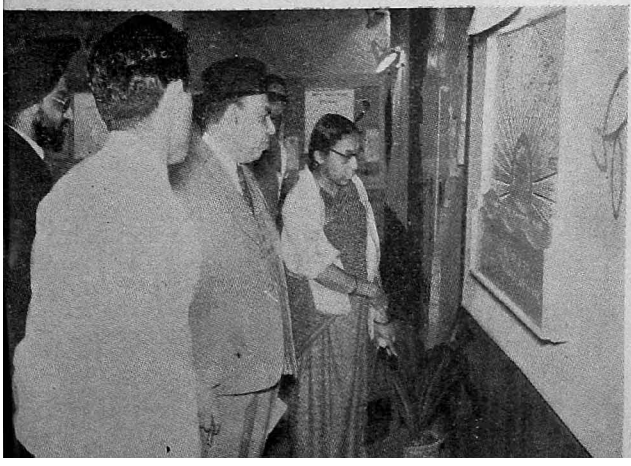
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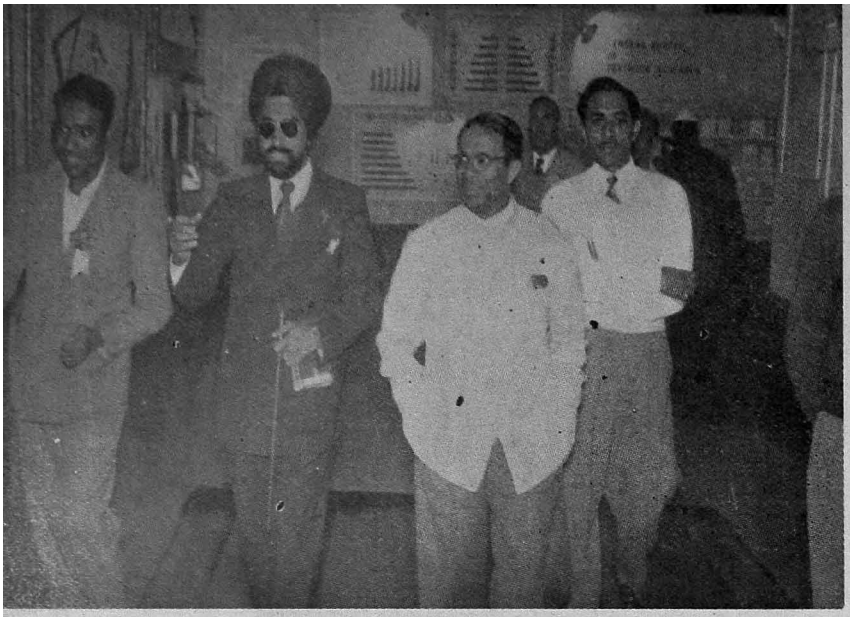
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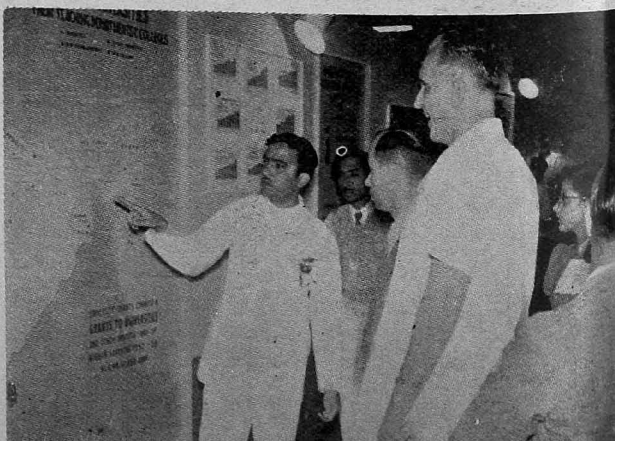
Dr. K.L. Shrimali, Minister for Education, at the entrance of the pavilion



Shri C.L. Trivedi being shown model depicting the progress made in technical terminological work in Hindi



Prof. Humayun Kabir, Minister for Scientific Research and Cultural Affairs on a visit to the pavilion



A chart on Indian Universities being explained to a group of educationists from East Germany

tests, paper and pencil tests, filmstrips and publications of the Central Bureau of Educational and Vocational Guidance.

The National Archives is one of the larger stalls in the pavilion. The exhibits displayed here show the preservation and photo-duplication work done at the National Archives of India.

The steps taken by the Centre for the development and propagation of Hindi and the progress made in terminological work are shown in the next section. Hindi books that have won merit prizes of the Ministry are also displayed here.

Then comes the stall on University education that depicts through maps and charts the progressive increase of students and teachers, expenditure on Universities and the distribution of Universities in India.

Finally, the journals and publications brought out by the Ministry of Education are displayed. There are pamphlets and brochures on various stages of education, reports and proceedings of conferences and seminars, and statistical publications.

'The Pageant of Learning', a mural by M.F. Husain, decorates the pavilion from outside.

* * *

THE FOREIGN SCENE

Foreign Students in U.K. Universities

Of the 10,889 students from other countries studying in various Universities in the U.K. in 1957-58, the largest number of them was from India according to the statistical information provided by the Association of Universities of the Commonwealth. The total number of Indian students studying there in that year was 1511. Other countries from which large numbers of students came were : Nigeria 934, U.S.A. 925, Pakistan 486, Canada 421, South Africa 387, Australia 361, Ghana 344.

* * *

Loans to College Students in U S A.

The New York Higher Education Assistance Corporation, created by the State Legislature, has guaranteed loans totalling $ 37,435 for 71 students who wanted to attend college next fall. The loan will be issued by commercial banks at 4 per cent interest. The students must pay only the interest while attending school, the principal being due after graduation.

Ninety-nine banks are participating in this State programme to help students pay their way through college.

* * *

Campaign on Teacher Supply in U.K.

The National Union of Teachers of England and Wales has instituted a new campaign to enlist the interest and support of the general public for education and the need for a greatly increased supply of teachers as well as improved salaries.

An appeal is being made through the press to the graduating classes of secondary schools asking that the students give serious consideration to entering the teaching profession. Business and industry have for years been bombarding the graduating classes of secondary schools with materials on the attractions of this or that career. Now the NUT has decided that a concentrated campaign must be made to interest young people in a teaching career because of the extreme seriousness of the shortage of teachers.

Coupled with this appeal has been the release of an attractive brochure containing an article on *Schools and Teachers* by a well-known British writer, Ivor Brown. Here Mr. Brown analyses the nature of the problem and has shown the action which is necessary. He points out that the bulge in the number of students is "still bulging" and the shortage of teachers gets ever shorter. The acuteness of the problem requires direct and constant action on the part of all.

Some 30,000 copies of the booklet and the appeal to students are being distributed to the editors of all national and local press, and to national representatives of business, commerce, education, the church and political parties.

Another important feature of NUT's campaign will be the National Education Exhibition to be held in London from May 26 to June 5, 1959.

Unesco's Programme in Education for 1959-60†

Delegates from the eighty nations of the United Nations Educational, Scientific and Cultural Organization met in Paris this November for Unesco's Tenth General Conference. Delegates had before them a proposed budget of $ 25,089, 816 to cover Unesco's worldwide operations during the two-year period of 1959-60. During the same biennium, it is expected that Unesco will operate a technical assistance programme at a level of $ 8,200,000.

The programme for 1959-60 brings out the importance of planning. Within the educational systems of Member States there has been a tendency towards comprehensive long-range planning.

The Programme also places a fresh emphasis on activities which will further equality of access to education. In a general way, of course, the entire programme is directed to the extension and improvement of educational facilities, and thus to the removal of inequalities. But a more specific expression is now contained in one section of the Department's work where, for the two-year period, the central themes will be the education of women and girls and the combating of discrimination in education.

The general and continuing services of the Department is assured by the Education Clearing House ; these services comprise the gathering and diffusion of information on education.

A number of projects are grouped in what is termed, for the first time, the Division of Special Services for the Advancement of Education. Advisory services to the United Nations and collaboration with the other Specialized Agencies form the first element of this programme. The second area, equality of opportunity, consists mainly of studies and seminars to encourage the access of girls to education. Parallel with this, a project on discrimination in education will allow for an expert group to examine the question as a whole, leading in 1960 to some form of field activity of a survey or seminar nature. In the third place come the group of activities relating to education for international understanding. And last, the programme allows for a more intensive promotion of the use of audio-visual aids in teaching and for a resumption of the project on modern language teaching.

Under the Division of School Education are now grouped the activities which directly concern the formal education systems of Member States. Aid to Member States financed from Technical Assistance and regular programme sources takes the form of experts, fellowships, equipment and the organization of training courses, and such aid represents the greater part of the programme.

Out-of-School education forms the final component of the education programme. Here an effort has been made to present in a coordinated fashion the activities which Unesco has hitherto kept separate—fundamental education, adult education and youth work—by relating these several aspects of informal education more closely to conditions prevailing in Member States. The emphasis is placed upon training and the production of materials.

* * *

Unesco and mutual understanding between East and West†

In November 1956 the delegations of the Member States of Unesco, meeting at New Delhi in the ninth session of the General Conference, decided that the Organization should concentrate an important part of its resources during the next ten years on a series of activities that would contribute to a closer relationship between the East and the West.

In this ten-year programme, the spreading of factual knowledge of all cultures plays an important role.

A list of activities selected for Unesco's programme entails, first, certain fundamental studies and research necess-

†Material provided by Education Clearing House, Unesco, Paris

ary for a deep understanding of the meaning of East-West rapprochement; the investigation of certain obstacles impeding mutual understanding; and an elaboration of the cultural values of different peoples so as best to interpret them to the general public abroad.

Plans already under way include international talks, social science studies related to the evolution of the modern East, fellowships for study and research on various civilizations, and listing of the principal reference works—encyclopedias, histories, etc. Later on, new activities will be added: a survey of the teaching of Eastern and Western literatures, fellowships to train more translators capable of presenting to the Western public the great representative books of the East, the development of university institutions for the study and presentation of cultural knowledge of different regions and the organization of exchanges between them.

As regards the instruction of children, Unesco distributes materials, makes suggestions and organizes teachers' conferences for the revision and adaptation of curricula, textbooks, and other teaching materials, and teaching methods.

Groups concerned with adult education and youth activities are receiving help and suggestions from Unesco for activities which help to introduce into the life of a community some of the cultural riches from other parts of the world. Fellowships are being awarded to planners and organizers of school education and out-of-school education to give them direct experience of studies on remote civilizations hitherto neglected in educational systems.

A programme is now being developed for translating the great works of modern and classical literatures of East and West; albums have been published to spread knowledge of little-known masterpieces of art; travelling exhibitions of art reproductions in colour, representing the most important periods, are circulating in Member States.

Special attention is being given to the principal media of information. A brochure concerning mutual appreciation of cultural values of East and West has just been produced for distribution.

* * *

"Bookmobile" for Eastern Nigeria

A large grey and maroon van, set off from Enugu, capital of Eastern Nigeria, on its first journey to carry books to the inhabitants of villages and small towns in the region. The vehicle, constructed in the United Kingdom, also contains a generator and a 16-mm projector. It is a gift from Unesco to Eastern Nigeria, and the lending service will be operated by the Eastern Region Library Board, in conjunction with the Unesco Pilot Public Library Project in Nigeria. (Unesco)

* * *

XXIst International Conference on Public Education

The XXIst International Conference on Public Education, convened jointly by Unesco and the International Bureau of Education and represented by 71 States, was held in Geneva from 7th to 16th July, 1958.

Some extracts of the Recommendations No. 46 & 47 adopted by the conference are given below.

The first of these recommendations concerns the preparation and issuing of the primary school curriculum and comprises 23 clauses. The other recommendation to Ministries of Education voted by the Conference deals with facilities for education in rural areas, and comprises 47 clauses grouped under the following headings: administration, organization, curricula, syllabuses and methods, facilities for post-primary education, adult education, teaching staff and international cooperation.

Recommendation No. 46: Principles Governing the Preparation of Primary Syllabuses

1. The tendency to attribute to primary education aims which are foreign to it, often resulting in an overloading of syllabuses, should be resisted.

2. In all countries, primary education

should aim at giving the child the basic instruments of thought and action suited to his age.

3. All curricula should include three elements: knowledge to be assimilated, skills to be mastered, and means of satisfying physical, emotional, aesthetic and spiritual needs of an individual and a social nature.

4. In drawing up syllabuses for successive grades, children's capacity to understand and assimilate at various stages of growth should be taken into account.

5. Committees responsible for drafting primary syllabuses should include specialists in the different branches of educational science and child psychology.

6. All work on the preparation and revision of syllabuses requires very thorough preliminary documentation and research on the needs of the country.

7. It is important to intensify the international exchange of information on the question of primary syllabuses.

8. When new syllabuses or new suggestions on method are issued, means should be used to inform the teachers concerned of the principles underlying the proposed changes.

9. A periodic re-examination of the syllabuses should be undertaken in accordance with the progress of culture and teaching techniques, and with social change.

Recommendation No. 47: Facilities for Education in Rural areas

1. Authorities responsible for school administration should organize for all children in rural areas education of the same standard as that provided for children in urban areas.

2. It is essential to adapt time-tables and holidays in rural schools to local conditions.

3. Every child has a right to the entire course of compulsory education. To achieve this ideal, in small communities the system of the complete one-teacher primary school may profitably be used.

4. If parents are sufficiently well educated to supervise their children's studies, correspondence teaching is a suitable method of providing a complete education for isolated children.

5. Teaching by radio or television may be a valuable means of providing education for children who cannot attend school, and an effective way of supplementing class teaching for others.

6. Young people who take up work on the land after the end of compulsory education should be given the opportunity to follow part-time continuation courses aimed both at continuing the general education begun at school and at improving the pupils' vocational training.

7. Particular attention should be given to the training of as many adult education specialists as possible, by means of lectures, textbooks, special courses, etc.

8. It is desirable to offer rural teachers particular advantages such as accommodation,, special allowances, facilities for their children's education and for their own general and professional culture, and give them, when equally qualified, the same opportunities as their urban colleagues of rising in the profession.

9. The attention of international organizations and their member nations interested in the extension of education should be drawn to the desirability of including in their projects the question of continuing and increasing their aid to under-developed countries, so enabling these countries to provide material and technical facilities for the education of children in rural areas.

The text of the two recommendations voted by the Conference has been officially communicated to all governments, with the request that they bring them to the notice of education authorities and educators and put them into practice.



New Objectives for Indian Education By Emil W. Menzel (Teaching in India Series); Published by Oxford University Press, Bombay ; 1958 ; pp 230

FEW subjects have received as much attention in India in recent times as the problem of education to be imparted in all stages, primary, secondary and higher. Commissions, committees, conferences and seminars at different levels have reported on the subject and thoughtful people including educationists have written treatises and memoranda on the defects of the system which was introduced in India during the British rule and have offered suggestions for improvement. Great men like Gandhiji, Tagore and men now at the helm of the Government of India have not merely written on the subject but have also tried to give concrete shape and form to their ideas in some of the institutions started by them. Yet, it cannot be said that the correct solution of the problem, i.e., the system of education that new India should have, has been found. Discussions on the subject will inevitably continue and there will always be scope for enlightened and constructive suggestions for the improvement of education and teaching.

Emil W. Menzel, in his book entitled "New Objectives for Indian Education" stresses the need of a clear philosophy of education which is to be concerned not so much with method, organisation and content as with the aims, the objectives or the ends of education in the democratic set-up of the present Indian Constitution. Education to be an effective means of national welfare must be closely linked to economic and social planning.

Controversial issues like the adoption of a common national language, the medium of instruction and the place of English in the educational system in India have been discussed both from abstract and practical points of view with lucidity and clarity of thought and expression. The use of English as our medium of instruction has been both harmful and helpful. While it has cemented the unity of India, the compulsory use of the language as a medium of instruction has hindered the development of Indian languages and has tended to stifle ready self-expression.

While the defects of the present system of examinations are apparent, many may not agree with the author's proposition that the examination in the form in which we know it in India serves the same purpose as the cane.

The chapter on religious instruction discusses several issues about the teaching of religion and its moral values in a secular state. Though the inclusion of religion in the syllabus presents many difficulties, its exclusion may deprive the Indian youths of the opportunity to develop inner unity in their own lives and personalities.

The author has in many places cited the opinion of leaders of thought in India and outside. Though Mahatma Gandhi, Jawaharlal Nehru, Radhakrishnan, Humayun Kabir, Whitehead and others have been quoted to illustrate the gravity and importance of certain aspects of the problem, the author has put his own ideas clearly. His observations derived from personal experience and thinking are useful and informative. The emphasis throughout however, has been on primary and secondary education of the school stage. Problems connected with Higher and University education have been but cursorily noticed. One difficulty about such books is the question of keeping pace with the progress that is being made in India not merely from one Plan period to another but also in the course of the same Plan period in different aspects of our educational system. Nonetheless, the book is a valuable addition to the literature on Indian education.

SUKUMAR BHATTACHARYA

An Introduction to the Philosophy of Education By S.J. Curtis; Published by University Tutorial Press Ltd., London; 1953; pp. 228; Price 12sh. 6d.

THIS is a textbook on philosophy of education for students under training. It admirably succeeds in the objective of being a textbook.

The author has already to his credit two publications on history of education, namely, 'History of Education in Great Britain' and 'A Short History of Educational Ideas'. This gift as a historian of education is an added qualification to him to present a true evaluation of the different philosophies in education. Again, 'his mode of thought belongs to the tradition of moral philosophy'. This is a further qualification for the task, for 'education is in essence a moral activity'. Thus the mental equipment of the author is as rich and fine as it is rare for such textbooks.

In writing this book the author never forgets his readers—the students. He is conscious of the fact that in his country, as in our own, most of the students who join training colleges or departments of education in universities do not graduate in philosophy. Hence they (students) experience a lot of difficulty in grasping the fundamentals of the subject. Again, in most of the training institutions philosophy of education is taught by lecturers who have themselves never graduated in philosophy. Dr. Curtis keeps a firm hold of this sad factual situation and is very careful in the presentation of his subject matter. He never uses a technical term without a clear and precise explanation of it. However, I would have wished if there were two chapters, instead of one, on 'types of philosophy'. Since this topic is pivotal it needs a larger circumference. Dr. Curtis has made this all the more necessary in view of the fact that he wants to put students in touch with recent philosophical thought also. There is, therefore, compression of subject matter on this topic which would be difficult to students new to the subject.

The book covers all the fundamental issues in the philosophy of education, namely, relation of philosophy and education, the need and aim of philosophy of education and the various philosophies of education. In the light of the various philosophies the question of relation between educated and educated, freedom and authority, curriculam and methods, individual and society, are considered with admirable clearness and fullness. This makes it a very suitable textbook.

This textbook is an advance on the old textbooks on the subject in use in some of the training colleges. It abounds in presentation of the recent developments in philosophies and educational thought and hence puts the students in touch with the philosophic climate of today. There is no doubt it will soon find a place in the list of textbooks in training colleges in our country.

Two comments, inter-related, are imperative. The first concerns the title of the book. The Western authors in philosophy, for example, till recent times used to entitle their books on history of philosophy as 'History of

Philosophy'. Russel changed the title of his book on history of philosophy to 'History of *Western Philosophy*', pointing out that it is untrue to assume that other countries do not have their philosophies. Western philosophy is a philosophy, and not *the* philosophy. If the title of the book of Dr. Curtis had been "Introduction to the *Western* Philosophy of Education", it would have been truer to the *contents* of the book.

The second comment refers to the contents. Authors writing textbooks in the English language have a different obligation from those writing in their regional or national language. English today is an international language and textbooks in English are in use in many countries other than the country of their origin. Hence it is desirable if authors on philosophy of education, for example, find a place for philosophy of education in the East in their books. Such a modification will help international understanding and appreciation in students which is one of the fundamental objectives of education throughout the democratic countries.

S.P. KANAL

The Teaching of English as a Foreign Language By T.K.N. Menon and M.S. Patel; Published by Acharya Book Depot, Baroda; 1957

THERE have been a number of quite important additions in recent years to the literature concerned with teaching English as a foreign language and this latest example has the great merit of having been written by two Indian educationists of wide experience in this particular field. It is, so far as I know, the only book published on the subject to date by anybody in India.

It is perhaps inevitable but unfortunate that the authors have felt it necessary to devote the first chapter to a presentation of the arguments in favour of continuing to teach English in India. They are out of place in a book of this type, and contribute little to its value. Similarly, a good deal of space is devoted to the problem of when the study of English can best be begun. In India, as in most countries, the problem is not when it *should* be begun, but when it *can* be begun, in view of the financial and administrative problems involved.

Two chapters devoted to the psychology of language learning and to a history of language teaching methods offer a competent review of these two topics but do not tell the reader anything essentially new. The authors deal perhaps a little unkindly with the Direct Method, which, in spite of their strictures, still achieves happy results in a large number of countries, where the study of descriptive linguistics has so far not affected language teaching techniques. A good deal of space in the book is devoted to an explanation of the Structural Approach, into which, as is rightly pointed out, many of the excellent practices and techniques of the Direct Method have been incorporated. In the list of teaching principles quoted from the Proceedings of the 1953 Unesco Seminar on page 59, there is nothing to which a convinced exponent of the Direct Method could object, for in fact, this New Approach is but a logical extension of its predecessor. This book in fact does not bring out clearly enough the difference between the Direct Method and the Structural Approach and does not adduce any concrete evidence of the latter's superiority, which it is at some pains to emphasise. Statements such as "It has made the teaching of English definite," and "Activity on the part of the child is the main *forte* of the new approach" throw no light upon the character of the method and could as truly be made about any of its predecessors. The authors would have been better advised to show how this approach has grown out of work done in the field of Descriptive Linguistics and modern beliefs about the nature of language in general and of English in particular, and then to define clearly its special characteristics, which stated briefly are :

(a) The grading of structures in accordance with certain definite objective criteria.

(b) Insistence upon the teaching of one item at a time.

(c) Emphasis upon drilling of the structures.

The chapters devoted to the early stages of English, the use of translation, the teaching of reading and writing, are on the whole unexceptional and contain a good deal of sound wisdom based on experience. Many readers will, however, wish to join issue with the authors over their statements about the teaching of grammar. A structural syllabus is in fact a statement of the grammar of English and if a syllabus of this kind is carefully followed, very little in the way of formal grammar teaching is either necessary or to be recommended. Yet on page 149 the authors of this book say "It seems a pity, but there is no escape from the grammar book in which the prime rules of the language are set forth in a functional way in due order and relation, and illustrated more fully than can possibly be done in the reader". This seems to me a very dangerous doctrine, opening the door to all kinds of abuse in the name of grammar. As has so often been said, our business is to teach the language and not about the language.

The authors have many good and useful things to say about the teaching of English in general, and I hope that they will follow this book up with another more specific in its treatment of English teaching problems; there is no doubt about the need for such a book.

J.G. BRUTON

Public Administration By A.R. Tyagi; Published by Atma Ram & Sons, Delhi; 1958; Price Rs. 12.50

THE book is claimed by the author "to provide the general reader and the University student with an over-all but concise, picture of the vast and extremely important subject which goes by the name of Public Administration." The book covers the essential principles of the subject though it is not always comprehensive in its approach.

It was the visit of Dr. Paul H Appelby and his two reports on the Indian Public Administration that gave tremendous fillip to the study of the subject in this country. If the remarks by this eminent expert on Public Administration regarding the wide scope of study offered by our administrative system were heeded by the Indian writers, some very good and commendable publications would have come out. But the tragedy with the Indian writers is that they rely too much on the American writings and are more than eager to draw similarities between the Indian and American systems. Mr. Tyagi's book, unfortunately, does not escape this criticism. About a dozen of the earlier chapters follow the patterns of Willoughby's classic work on the subject, irrespective of the fact that the practice and principles have changed a good deal since he wrote. In fact it is the English system which offers greater resemblence with the Indian set up and as such the principles evolved by Gladden and Warner provide better guidance to the study of Indian administration.

The latter part of the book, which deals with 'Administrative Practice' and 'Public Personnel' is quite elaborate, though not critical. While discussing the administrative set-up, the author seems to have forgotten that the administration of a country works within the framework of the Constitution and the details of the administrative machinery have to be adjusted accordingly. The provisions of the Indian Constitution dealing with administration, e.g., 'Administrative Relations between the Union and the States' require a specific and special mention in any book on Public Administration, which the author has failed to do. In the Chapter on 'Public Corporations' the book does not even refer to the Chagla Commission enquiry in the Mundhra affair, which not only made sensational news immediately before the publication of the book, but is the only authoritative pronouncement of a quasi-judicial body regarding the relation of Corporations and the Government in India. The part dealing with the administrative rule making and adjudication is rather sketchy

and carefully avoids the controversial aspects of the question.

The book at best can serve as a text-book for beginners. Its criticism, however, is a reminder to the urgent need of a scientific study of the subject in India so as to evolve a pattern of administration that fits in the present context of socio-economic planning.

R. K. MISRA

An Introduction to Indian Education By S.N. Mukerji; Published By Acharya Book Depot, Baroda; 1957; pp. 117 Price Rs. 4.0

A knowledge of the certain basic facts is essential for teachers to enable them to judge the exact standing of their profession, the main issues involved in our problems, the cause of the malaise affecting them, the dire need of the hour and service expected of them in the larger interests of the profession and the country. The book under review is an appropriate source for this vital knowledge.

Figures are always eloquent and enlightening and Dr. Mukerji makes good use of them. It is interesting to know for example, that in 1954-55, total number of teachers in India in all schools, colleges and universities stood at 10,32,292, of whom one-sixth were ladies. The percentage of trained teachers—male and female taken together—at the secondary and primary stages were 75 and 61 respectively. More interesting is the fact that the percentage of trained lady teachers is higher than that of male teachers as can be deduced from the figures in the book. At the secondary stage, this percentage among lady teachers is 68 compared to 54 among men-teachers, and the percentage at the primary level, is 73 among lady teachers and 60 among men. This goes to show that the male birds of passage in the profession outnumber the female! There is either less enthusiasm or concern regarding professional training among the men-teachers or else the women excel the men in their seriousness and application.

The book reproduces statistics of the salaries of college teachers. We learn that out of a total of 27,700 college teachers in India, 2,300 were honorary and part-time, 2,600 in the income range *below Rs 100*, 8,600 in the range of *Rs 101-200*, 7,600 in *Rs 201-300* and so on and finally 300 teachers are in the range *above Rs. 1000*.

Similar figures of school teachers would have been revealing and interesting though more discouraging, of course. The staggering disparity was probably prohibitive. The author mentions in this regard: "Pay scales of teachers vary not only from State to State but even within the same State; they differ in schools under different managements. In some States, the minimum monthly salaries are as low as Rs. 20 for Primary School Certificate holders, Rs. 35 for Matriculates, Rs. 60 for Graduates, and Rs. 150 for Headmasters of High schools. It is no wonder therefore that considerable dissatisfaction exists everywhere about the scales of pay for teachers in different grades of schools."

The author discusses other useful aspects of the educational field, including the ancient and traditional Indian system and student activities and welfare. The other chapters deal with Universities and other Institutions, Professional Education and Scientific Research, Education of Adults and the Handicapped, Student Activities and Welfare. A helpful bibliography of the sources is also appended. The charts supplied in the book deserve particular commendation.

The present book will interest not only trainees and school heads but also foreign educationists desiring an acquaintance with the Indian educational system. It would be worthwhile for the publishers to include clearer and larger pictures in place of the small, hazy ones in the book, making better use of the vacant illustration spaces. The binding too could be better. Even art paper may be profitably used for the illustration pages, and the very moderate price of the book raised, if necessary. Such an improved edition will prove beneficial also for the foreign market.

The author has obviously not only read

widely but written extensively—in the field of Indian Education. His studies in Dublin, London and Columbia have given him a significant breadth of view and his experience in the fields of administration and teacher-training have enriched his background and understanding of the practical problems. In this concise book, Dr. Mukerji has indeed provided a helpful introduction to the understanding of Indian education.

G.S. KRISHNAYYA

Psychiatry in Modern World By E.B. Strauss; Published by Michael Joseph, London; 1958; pp. 71; Price 8sh. 6d.

IN the Preface the author of this book writes, "This book, thus, as its name implies, is by no means a small potted textbook of psychological Medicine; it is rather an attempt to instruct the interested non-medical reader as how to think about psychiatry as a logical category and the place it would and should occupy in contemporary scheme of things." He further adds, "If this little book helps to scale the psychiatrist down to life-size, instead of leaving him in the mind of the public (even the literate public) as a mythological concept of non-human proportions, it will have justified its publication between hard boards."

Not withstanding the fact that the author, Dr. E.B. Strauss, is one of the leading contemporary British Psychiatrists, it is doubtful whether taking an overall view of this book—he has succeeded in the goal set for himself.

Since the book is based upon five articles on Psychological Medicine which Dr. Strauss was commissioned to write (anonymously in the Sunday Times) the material published in the book further gives the impression of being a sketchy and loosely knit description of scientific facts. Nevertheless, from the lay reader's view point this book is not totally without merit. The chapter I defines the field of professional activities of the psychiatrist: and provides an accurate account of the scientific status of different specialists working in the Cognate discipline of Psychiatrist, with which the lay man can hardly be expected to be familiar. Special mention must be made of the important fact that "40 percent of patients seen by doctors of all kinds at all times are suffering from minor ill-health which is largely Psychogenic (i.e. mainly psychological in nature and origin"). Unfortunately, the vital significance of this fact has so far been hardly appreciated in our country both by the medical specialists and the lay public. In the same context, Dr. Strauss mentions that there is never a single cause of mental and nervous diseases; rather an approach, of what he terms as 'Multiple Diagnosis' should always be made both in diagnosis and treatment.

To the educationist study of "word-blindness" in the chapter on 'Diagnostic Categories' should be of special interest i.e. how certain highly intelligent children may become handicapped in making the best use of their abilities on account of this disability, for which nowadays, proper scientific treatment can be provided.

While the symptoms of some of the well-known mental and nervous diseases are described carefully for the non-professional, it would have been equally profitable for him, that the treatment procedures should also have been explained in somewhat greater detail.

L.C. BHANDARI

The Teaching of Arithmetic in Tropical Primary Schools By L. W. Downes and D. Paling; Published by Oxford University Press, London; 1958; pp 500; Price 15 sh.

THIS book deals with the fundamentals of Arithmetic. It has been designed to advise and help teachers of Science in many different parts of the world particularly those working in the rapidly developing tropical countries. The book has a practical aim. It aims to help teachers to get a better understanding of the subject and to show them the many ways in which they can help children to

learn Arithmetic. Emphasis has been put on methods of teaching and lines of approach to the subject matter rather than on the content of the syllabus. New ideas and processes have been dealt with one at a time. Work has been arranged in carefully graded steps. All examples are in the tens system, since this is in universal use for international and scientific affairs.

The material of the book is built up on the basis of three points, namely,

(i) If the child's work is to have meaning for him, it must be related to his previous experiences in school and out of school,

(ii) a child's success depends upon the teacher's own understanding of what he is teaching,

(iii) a child's success depends upon careful planning and grading of the work.

Varied lines of approach are suggested so that learning may be and remain enjoyable. At the end of several chapters, the author gives lists of probable causes and suggested remedies for common errors, points to remember, and suggested stages and steps for teaching various rules and processes. In the chapter on the metric system, the author has mentioned the difficulties in the adoption of this system by countries who have for a long time been using different systems of money, weights and measures. As the grown-ups go on working and thinking in terms of the old units for a long time, the authors have done well to point out approximate relationships between units of the metric system and other common units, to make quick comparisons of measures of length, area, volume, capacity, and weight, given in metric units with those stated in the units commonly used, e.g. one meter is approximately equal to 39 inches, one kilometer to 5/8 mile, 1 inch to $2\frac{1}{2}$ centimeters, 1 litre to $1\frac{3}{4}$ pints, 1 kilogramme to a little more than 2 pounds plus 3 ozs. or to $2\frac{1}{5}$ pounds.

At the end of the book there are appendices which contain lists of (i) useful materials, which may be collected locally or made, or may have to be bought, (ii) some details of paper and card board (iii) some books on principles and teaching methods, [historical, measuring, general and children's books, for the mathematics library.

The book will not only provide the basic training for specialisation later, but will also help students in getting a better grasp of science and its significance in their social and economic life. It will prove helpful in various ways to teachers, head-teachers, teachers-in-training, tutors, lecturers and inspectors who may not be specialists in the teaching of Arithmetic.

The authors have succeeded in achieving the aims which they set for themselves. The book will certainly be found very valuable not only for teachers of arithmetic but for all interested in the study of arithmetic, which is an essential component of science.

RAM BEHARI

An Evaluation of Reading Materials for New-literates and a Study of their Reading Needs and Interests By Mustaq Ahmad ; Published by RTP Centre, Jamia Millia, New Delhi ; 1958, Price 15.00 ; pp 250

WHEN the policy that the literacy rate of the Indian nation should be raised was framed, it was welcomed by every intelligent adult as an open sesame to the enjoyments that democracy offers. During the days of the freedom movement, there was a veritable fever among young and old to spread literacy in India. Since 1947, the movement has gone forward, with the encouragement given by the Government of India. However, once adults have been trained to read, they have been left high and dry, with no suitable literature to follow up their reading.

The present book is an invaluable guide in this field. It has taken the available books for neo-literates in five States, namely Madhya Pradesh, Rajasthan, Delhi, Uttar Pradesh and Bihar. The book begins with the logical definition of a neo-literate. This much-used term is one of the least understood among Indians, including those who

write for neo-literates. The first chapter here narrates the difficulties faced in demarking the group of neo-literates as such. It then proceeds to discuss some of the important problems that a neo-literate faces, after he has learnt to read and to write. It is particularly interesting as a technique and methodology which are applicable not only to the States under consideration but to any State where such an evaluation is to be conducted. To quote a single instance, the neo literate of each area is treated not as that vague, indefinite species to be found in all Indian villages, but rather as a product of the specific environment which happens to be his special home. In the light of such a background the statement that "the neo-literates as a whole do not possess the ability to read, comprehend, follow instructions, and notice details to such a degree as to be classified as functional literates. It was felt that most of them lacked confidence and felt hesitant to take up a book and read it" adds weight to a problem that is important.

As a result of this painstaking research project, the book has come forward with some illuminating observation as well as concrete suggestions. Some of these are strange to me. They point out, for instance, that after ten years of independence there are many who do not know either the name of this country or even that we are now free. Quite a few of these observations, which are based on facts, are practically unknown to the intelligence of urban communities.

The particular value of this book lies in its intensely practical approach to a serious problem. It is no more empty dream or an arm-chair treatise. It tells one exactly, what the areas of interest are for various age groups in the five States, so that books could be written on these subjects, on topics which provide the greatest interest-value to these groups. It tells one how much the selling price should be in order to reach the widest group, as judged from interviews. On the whole, it is a very useful book to further work in this field, in these five States. Also, it provides a beacon light for other States to take up similar studies if they wish to enrich their literature for neo-literates.

On the negative side, the book has a few errors which could have been avoided in more careful proof-reading. Besides these, there are a few Indianisms in the English language which may not be pleasing to a foreign reader. But the main body of the book makes for easy reading on a technical subject.

RUKMINI KRISHNASWAMI

How Different From Us—A Biography of Miss Buss and Miss Beale By Josephine Kamm; Published by The Bodley Head, London; 1958; Pp. 272; Price 25 sh.

THIS book contains an authenticated survey of the life and achievements of the two great Victorian pioneers of women's education in Britain—Miss Buss and Miss Beale.

In this first joint biography, Josephine Kamm writes of both with great insight and sympathy and gives a fascinating comparison of their methods and widely differing characters. The information interlocks rather than overlaps previous publications and the work is themetically all of a piece.

The portraits give evidence of sensitive evaluation and add up to more than an assembly of facts. They depict both as deeply religious women approaching the contemporary world with a sense of congruity and vision. But while Miss Beale with her rarified intelligence was more of a mystic and an enigma, Miss Buss was practical with the flame of motherhood lighted in her heart. She was homely, warmer-hearted and wider in her sympathies.

Both were born at a time when the intellectual development of a girl had become a matter of indifference. The few private seminaries that existed were for the daughters of the upper classes. Education at these was costly and subjects were taught in the inverse ratio of their true importance. Everything that would make girls admired was the

raison d'etre of requirements. A girl who aspired to be an artist or an authoress was regarded as a 'deplorable dereliction'. There was also no provision for the education of daughters of tradesmen or the lower middle classes. No doubt this would have inevitably come with the growth of Victorian commercial prosperity, but this does not make the work of these ladies less remarkable. Dedicated to a common mission of giving girls an education comparable with that of boys and with insistence on the professional qualifications of teachers, the two women struggled against disillusionment, opposition and prejudice with amazing industry and energy and never compromised or came to terms.

Miss Beale with slightly superior antecedents was the Headmistress of Cheltenham Ladies College for the daughters and young children of noble men and gentlemen. Miss Buss established her North Collegiate School in the humbler air of Camden town. Butchers' and Colonels' daughter sat on the same bench. The two institutions set the pattern for the new schools that sprang up in abundance at the end of the 19th century and after. The revolution in methods brought about by these two women have been genuine. However, many Victorian antecedents may be found.

Biographies of teachers have bred apologists at all times and have never been wholly accepted, but this book is rewarding in its sentiments and no one can complain of boredom. In spite of some commonplace particulars, it makes a valuable contribution towards the understanding of fifty crucial years in which a firm foundation and indelible traditions were laid in institutions for girls' education in Britain. It is all the more effective for being written with grace and high appreciation of the simple faith and high idealism that prompted these two pioneer women.

A. COELHO

Mahatma Gandhi's Life For The Young By K.T. Narasimhachar ; Published by M. Seshachalam & Co.; Madras; 1958 pp.; 126

IN the preface the author introduces this book saying "This is a short life (!) of Mahatma Gandhi intended for young readers. It gives briefly the main incidents of his life laying emphasis on the great principles of Truth and *Ahimsa* which moulded his career..... The author hopes that the reading of this little book will create an interest in the young to learn more about the life and ideals of Mahatma Gandhi".

But as one reads through his 126-page book, the question that comes persistently to one's mind is why has the author written this book ? For, beyond narrating Gandhiji's life in a strictly chronological order crowded with names of places and people and historical references, the book fails completely to arouse interest or to drive home any of the ideas or ideals that inspired Gandhiji and which had a tremendous impact on the history of our country.

In a book meant for young people, the main quality that counts towards its success is not so much the content itself but its presentation and treatment. The language is of equal importance because at this stage the idea of prescribing reading for young students is to stimulate their faculties, to help clarify ideas and to develop their power of expression.

Judged by these criteria, this book is wholly ineffective. The facts are presented in a purely matter of-fact manner and the language is literal, without life and even incorrect in many places. To give a few instances : "This decision was come to with the advice of their family friend....." (page 6) ; "But God showed him a way out of this slough of despond" (page 10) ; "A first class ticket was purchased for him but not a bedding for the night portion of the journey (page 12); "His knowledge was so expert that....." (page 23) and so on.

What language 'sense' will a child develop if he has to read this kind of writing ? And what inspiration will he derive from a book in which he reads that eating meat is a sin (page 1) ? When the author describes the martyrdom of Gandhiji, this is how he achieves a claimax : "The stranger had meant to

kill and had succeeded in destroying the physical body of Gandhiji. And at that moment Gandhiji became immortal".

Gandhiji's life was not merely the life of an individual, it was the life of a people and a country. It constitutes an age in itself. To write about it and to interpret it to young readers is not an easy task, for a subject like this by its very nature requires careful handling as writing for the young is in itself an art. The author of this book would have done well to pick out a few aspects of Gandhiji's life instead of attempting to compress all events into this little book, thereby only succeeding in giving a blurred picture of Mahatma Gandhi's life and personality.

KALA THAIRANI

प्रसाद के नाटक : विश्लेषक, परमेश्वरीलाल गुप्त; प्रकाशक हिन्दी प्रचारक पुस्तकालय, वाराणसी; 1958; **पृष्ठ संख्या** 282, **मूल्य** 4.50 **रु०**

नवयुग का हिन्दी साहित्य काल जब आरम्भ हो रहा था, उस समय के साहित्य की नवीन धाराओं के प्रवर्त्तकों में प्रसाद का स्थान अत्यन्त महत्वपूर्ण है। उन्होंने गद्य और पद्य दोनों ही शैलियों में नई धारा का प्रवर्त्तन किया। उनकी रचनाओं ने हिन्दी साहित्य में सर्व प्रथम सर्वाधिक आचार्यत्व की प्रतिष्ठा की। उन्ही की रचनाएं नवयुग के साहित्य में सर्व प्रथम सर्वाधिक साहित्य शास्त्र की ओर अभिमुख हुई। यदि प्रसाद की रचनाएं न हुई होतीं तो इतने शीघ्र हम विश्वविद्यालयों की उच्चतम कक्षाओं में हिन्दी की प्रतिष्ठा नहीं कर सकते थे।

नवयुग के आदिकालीन लेखकों में प्रसाद उन लेखकों में अग्रगण्य हैं, जिन्होंने गद्य-पद्य दोनों ही धाराओं में नई शैलियों के साथ भाव और अर्थ का गाम्भीर्य कायम रक्खा। यद्यपि उनकी विचारधारा पर आयुग के असमंजस की गहरी छाप है, तथा उनका अध्ययन अस्पष्ट और स्थापनाएं संदिग्ध हैं। परन्तु प्रसाद का महत्व उनकी विचारधारा पर आधारित नहीं है। उनके साहित्य का मूल्यांकन नवयुग के गद्य-पद्य की शैलियों में नई धारा के प्रवर्तन पर निर्भर है।

प्रसाद ने काव्य की रचना भी की और नाटक तथा उपन्यास भी लिखे। परन्तु बाहुल्य नाटकों का और गौरव कविता का रहा है। उपन्यास तत्व नगण्य रहा। प्रस्तुत पुस्तक में प्रसाद के नाटकों का विश्लेषण है।

साहित्यिक कृतियों का विश्लेषण बड़े उत्तरदायित्व का काम है। साहित्य के रत्न की परख केवल ऐसा जौहरी ही कर सकता है, जिसका साहित्य-शास्त्र का गहन अध्ययन हो, व्यापक दृष्टि हो, निष्पक्ष मति हो, समीक्षा बुद्धि हो, और उन्मुक्त ज्ञान हो। इन गुणों के अभाव के कारण आजकल की साहित्य समीक्षाएं बड़ी दूषित और अप्रमाणित बन गई हैं, और उनसे साहित्य के विकास में अपार हानि हुई है।

प्रस्तुत पुस्तक के समीक्षक परमेश्वरीलाल गुप्त मंझे हुए विवेचक और साहित्य के सावधान विद्यार्थी हैं। उन्होंने प्रसाद के नाटकों का अध्ययन ही नहीं, मनन और पूरी ऊहापोह के बाद यह पुस्तक लिखी है। यह बात पुस्तक के प्रत्येक अक्षर से प्रकट है। पुस्तक में प्रसाद के नाटकों पर व्यापक प्रकाश डाला गया है। केवल यही नहीं कि उन्होंने प्रसाद के नाटकों के गुण-दोष का विवरण दिया हो और उनका साहित्यिक मूल्यांकन किया हो; उन्होंने नाटकों की रचना में लेखक की मूल प्रवृत्ति का आधार और उसकी प्रेरक परिस्थितियों की ओर भी संकेत किया है। निस्सन्देह पुस्तक पूरे परिश्रम और सावधानी से लिखी गई है। इसे पढ़ कर हम न केवल प्रसाद के नाटकों से परिचय प्राप्त कर सकते हैं, अपितु लेखक के प्रेरक तत्वों का भी आभास पा सकते हैं।

प्रसाद जी के कुछ नाटक अपूर्ण हैं, कुछ अपूर्ण हैं एकांकी हैं, कुछ को आगे चल कर परिवर्धित रूप दिया गया था। विश्लेषक ने सभी की पृथक गणना की है, परन्तु उनका विवरण पूरा दे दिया है। तथा नाटकों की रचना के कालक्रम की पृष्ठभूमि में भारतीय जनजीवन का आभास दिया है, जिससे इस बात पर प्रकाश पड़ सके कि लेखक की विचार धारा अपने युग से किस प्रकार प्रभावित हो रही थी। उसने कालक्रम

से नाटकों को दो श्रेणियों में विभाजित किया है। एक सन् 1910 और 1915 के बीच लिखे गए नाटक दूसरे सन् 1928 के बाद लिखे गये। उन्होंने इस अगत्य की बात पर भी पाठकों का ध्यान केन्द्रित किया है कि प्रसाद ने सन् '15 और' '21 के बीच कोई नाटक नहीं लिखा। वास्तव में काल की यह विभाजनरेखा विश्व प्रभाव से सम्पर्क रखती है; इसे हम प्रथम महा-युद्ध के इस पार और उस पार का काल कह सकते हैं। समीक्षक ने इस बात पर भी पाठकों का ध्यान आकर्षित किया है कि प्रसाद के युद्धोत्तर कालीन नाटकों पर महायुद्ध जनित परिस्थितियों का स्पष्ट प्रभाव है। इस प्रकार समीक्षक ने प्रसाद के नाटकों के क्रमिक विकास पर दृष्टि डाली है।

चतुरसेन

आज के उर्दू शायर और उनकी शायरी : संपादक प्रकाश पंडित, प्रकाशक, राजपाल ऐंड सन्ज, दिल्ली; 1958; पृष्ठ संख्या 376; मूल्य 8.0 रु०

संसार में शायद भारतवर्ष ही ऐसा राष्ट्र है जिसमें लगभग एक दर्जन भाषाएं हैं, जिनमें सभी में उच्च-कोटि का साहित्य है। इन विभिन्न भाषाओं के साहित्य में भारत की एक आत्मा बोलती है। एकता की भावना युगों से अनेकानेक सूक्ष्म उपकरणों के द्वारा जाग्रत रक्खी गई है। इसको अधिक पुष्ट और संगठित बनाने के लिए यह आवश्यक है कि एक भाषा के पढ़े लिखे लोग दूसरी भाषा के साहित्य के वैभव से परिचित हों। प्रस्तुत पुस्तक इसी दिशा में एक प्रयास है।

वैसे तो हिन्दी-उर्दू एक सी ही भाषाएं हैं। दोनों का उद्गम खड़ी बोली से हुआ है। उर्दू में अरबी-फ़ारसी शब्दों की बहुलता है, हिन्दी में संस्कृत के तत्सम अथवा तद्भव शब्दों की। पर लिपि की विभिन्नता के कारण हिन्दी-उर्दू का आदान-प्रदान इतना नहीं हुआ, जितना होना चाहिए था और जो हिन्दी-उर्दू दोनों के लिए हितकर सिद्ध होता है। हिन्दी जाननेवालों में उर्दू के साहित्य से परिचित होने की लालसा पुरानी है। यह दिनोंदिन बढ़ती ही जाती है। राष्ट्रभाषा का पद पाने से हिन्दी की ज़िम्मेदारी और बढ़ गई है। इसे राष्ट्रभाषा के माध्यम से देश भर के साहित्य के लिए सेतु का काम करना है। इसे अन्य भाषा-भाषियों को हिन्दी से ही अवगत कराना नहीं बल्कि हिन्दी के माध्यम से देश के अन्य साहित्यिक वैभवों से भी अवगत कराना है। 'आज के उर्दू कवि' के समान 'आज के तमिल कवि', 'आज के गुजराती कवि', 'आज के आसामी कवि' आदि पुस्तकें भी निकलनी चाहिएं और मुझे विश्वास है निकलेंगी। हिन्दी अपने उत्तरदायित्व को समझती है।

भाषा की दृष्टि से हिन्दी के निकट होने पर भी उर्दू का स्वतन्त्र साहित्य है, इसकी अपनी परम्परा है, उसके विकास का अपना ढंग है। भारत की अन्य भाषाओं के समान आज भी उसका साहित्य फूल-फल और बढ़ रहा है। आज भी इसमें अच्छे गद्य लेखक और कवि हैं।

प्रस्तुत संकलन में उर्दू के आधुनिक 25 कवियों से परिचय कराया गया है। इनके नाम हैं : जोश मलीहाबादी, जिगर मुरादाबादी, फ़िराक़ गोरखपुरी, हफ़ीज़ जालन्धरी, अख़्तर शीरानी, अब्दुल अदम, सांग़र निज़ामी, मजाज़ लखनवी, फ़ैज़ अहमद फ़ैज़, नून-मीम राशिद, मुईन अहसन जज़्बी, सरदार जाफ़री, मख़्दूम मुहयुद्दीन, अहमद नदीम क़ासमी, जांनिसार अख़्तर, साहिर लुधियानवी, वामिक़ जौनपुरी, गुलाम रब्बानी 'ताबाँ', जगन्नाथ आज़ाद, अर्श मलस्यानी, मख़मूर जालंधरी, अख़्तर उल-ईमों सलाम मछलीशहरी, मजरूह सुलतानी और क़तील शफ़ाई। यह प्रसन्नता की बात है कि संकलनकर्ता ने कई ऐसे शायरों को भी रक्खा है जो अब पाकिस्तान में हैं। पाकिस्तान बनने के पूर्व बहुत से उर्दू शायर उस भाग में रह कर उर्दू में लिखते थे। कुछ पाकिस्तान बनने के बाद इधर से ही गए। भारत और पाकिस्तान के मुशायरों में दोनों देशों के उर्दू शायर आज भी साथ बैठ कर कविताएं सुनते हैं। इन

कारणों से यह उचित ही था कि आधुनिक उर्दू कविता पर विचार करते हुए राजनीतिक संकीर्णता को प्रश्रय न दिया जाता।

श्री प्रकाश पंडित ने आरम्भ में एक छोटी सी किन्तु सारगर्भित भूमिका दी है जिसमें उन्होंने 1857 के बाद की उर्दू शायरी पर प्रकाश डाला है। इस संकलन में वे कवि रक्खे गये हैं जो प्रायः 1935 के लगभग या उसके बाद चमके।

कवियों के प्रस्तुत करने का ढंग संकलनकर्ता ने इस प्रकार रक्खा है: पहले वे पांच-छः पृष्ठों में कवि का परिचय देते हैं और फिर उसकी शायरी से चुनकर गज़ल, नज़्म, शेर अथवा रूबाई पेश करते हैं।

इन परिचयों के लिए मैं श्री पंडित को बधाई देना चाहूंगा। उन्होंने कवि को समालोचक की रूखी दृष्टि से नहीं देखा। बहुत से कवियों के साथ उनका व्यक्तिगत परिचय है: उनके साथ वे मिले बैठे हैं। ऐसा लगता है, एक दोस्त दूसरे दोस्त का परिचय दे रहा है—बड़े घरेलू ढंग से, बेतकुल्लुफ़ी के साथ। पढ़ते-पढ़ते कवि का सजीव चित्र सामने खड़ा हो जाता है।

परिचय के पश्चात् 8-10 पृष्ठों में कविताओं का संकलन है। कठिन शब्दों के अर्थ फुटनोट में दे दिए गए हैं। संकलन में संपादक ने सुरुचि से काम लिया है। किसी भी संकलन से सब को सन्तुष्ट करना असंभव है। लोगों को विशेष कारणों से किसी कवि की विशेष रचना पसन्द आ जाती है और उसे संकलन में न देख कर निराशा होती है। पर मेरा ऐसा विश्वास है कि इन शायरों से पहले-पहल परिचय करने वालों को संग्रह संतोषजनक प्रतीत होगा।

पुरानी उर्दू शायरी की विशेषता गज़लों में रही है। यह इतनी मज़बूत परम्परा है कि उर्दू के आधुनिक शायर भी इससे पल्ला नहीं छुड़ा सके; पर नज़्म और गीतों के भी सफल प्रयोग इधर हुए हैं। मुक्त छन्द में भी कविताएं लिखीं गई हैं। शायद ही कोई ऐसा पाठक हो जो आधुनिक उर्दू शायरी के भाव और रूप की विविधता से प्रभावित न हो।

हरिवंश राय 'बच्चन'

पुस्तक-वर्गीकरण कला : लेखक श्री द्वारका प्रसाद शास्त्री; प्रकाशक : हिन्दी प्रचारक पुस्तकालय, वाराणसी; 1958; पृष्ठ संख्या 154; मूल्य 5.0 रु०

शिक्षा के विस्तार के साथ पुस्तकालयों का विकास और विस्तार होता जा रहा है। पुस्तकालयों के संगठन और संचालन के लिए प्रतिदिन प्रशिक्षित पुस्तकालयाध्यक्षों की आवश्यकता भी बढ़ती जा रही है। इस विषय का समग्र वैज्ञानिक साहित्य अभी तक अंग्रेजी तथा अन्य योरोपीय भाषाओं में ही उपलब्ध रहा है। हिन्दी के लिए यह विषय नितान्त नया है क्योंकि भारतीय पुस्तकालय-विज्ञान शास्त्रियों ने अंग्रेजी भाषा में ही इस विषय की पुस्तकें लिखी हैं, किन्तु हिन्दी के राष्ट्र भाषा स्वीकृत हो जाने के पश्चात जैसे दूसरे वैज्ञानिक साहित्य की आवश्यकता अनुभव होने लगी है इसी प्रकार पुस्तकालय विज्ञान के वैज्ञानिक साहित्य का हिन्दी में उपलब्ध होना आवश्यक हो गया है। प्रस्तुत पुस्तक इस दिशा में एक अच्छा प्रयास है, यह पुस्तक लेखक की इसी विषय पर लिखी तीन अन्य पुस्तकों की एक कड़ी है।

'पुस्तक-वर्गीकरण कला' में पुस्तकालय विज्ञान के एक महत्त्वपूर्ण अंग वर्गीकरण (Classification) के सैद्धान्तिक तथा प्रयोगात्मक पक्ष पर विचार किया गया है। इस विषय पर अंग्रेजी में पर्याप्त सामग्री उपलब्ध है। पुस्तक वर्गीकरण के सिद्धान्त पक्ष पर विचार करते हुए लेखक ने प्राचीन काल से आधुनिक काल तक वर्गीकरण की ऐतिहासिक विवेचना प्रस्तुत की है तथा व्यावहारिक और तार्किक विभागों का विवेचन भी संक्षेप में किया है।

पुस्तक वर्गीकरण के 'विशेष तत्त्वों' पर लेखक ने बहुत ही संक्षेप में विचार किया है—जबकि ऐसा प्रतीत होता है कि पुस्तक विशेष रूप से पुस्तकालय विज्ञान के विद्यार्थियों के लिए लिखी गई है—यह अध्याय और अधिक विस्तार से लिखा जाना चाहिए था। तत्त्वों का अनुलेखन और विचार पूर्ण नहीं है। रूप विभाजन केवल दशमलव वर्गीकरण पद्धति का

ही दिया गया है, कोलन तथा अन्य वर्गीकरण पद्धतियों के रूप विभाजनों के साथ तुलनात्मक विवेचन करना उपयोगी सिद्ध होता है। अच्छे प्रतीक के गुणों पर विचार करते हुए लेखक ने जल्दबाजी से काम लिया है।

डा० रंगनाथन के पुस्तक वर्गीकरण सिद्धान्त के विवेचन में सिद्धान्तों (Canons) की व्याख्या अधिकाधिक उदाहरणों द्वारा होनी चाहिए थी, साथ ही सेयर्स (Sayers) महोदय के सिद्धान्तों का तुलनात्मक उल्लेख उपयोगी सिद्ध होता। प्रमुख वर्गीकरण पद्धतियों और प्रयोग पक्ष पर लिखे हुए अध्याय बहुत ही छोटे बन पड़े हैं। इसके प्रयोगात्मक पक्ष पर अधिकाधिक ध्यान देने की आवश्यकता थी क्योंकि पुस्तक इसी पक्ष को ध्यान में रखते हुए लिखी गई है; प्रयोगात्मक पक्ष की व्याख्या करते समय पर्याप्त उदाहरणों की सहायता नहीं ली गई है जो कि पुस्तकालय विज्ञान के विद्यार्थियों के लिए उपयोगी सिद्ध होती। द्विबिन्दु वर्गीकरण (Colon Classification) तथा दशमलव वर्गीकरण (Dewey Decimal Classification) का तुलनात्मक उदाहरण सहित विवेचन पुस्तक की उपयोगिता बढ़ा देता, क्योंकि यही दो पद्धतियाँ इस समय भारत में प्रचलित है और इन्हीं पर पुस्तकालय-विज्ञान प्रशिक्षण पाठ्क्रम में विशेष रूप से ध्यान दिया जाता है।

पुस्तक में पर्याप्त संदर्भ और उद्धरण संकेतों का अभाव खटकता है जब कि स्पष्ट है कि पुस्तक अंग्रेजी के इस विषय पर लिखित प्रमाणिक पुस्तकों के आधार पर लिखी गई है। यहाँ तक कि लेखक ने पुस्तक के अन्त में सहायक ग्रंथ सूची भी नहीं दी है जो इस प्रकार के वैज्ञानिक पुस्तकों के लिए अत्यन्त आवश्यक है। आशा है दूसरे संस्करण में लेखक इस अभाव की पूर्ति करेंगे।

अनुक्रमिका भी पर्याप्त रूप से विस्तृत नहीं बन पायी है। पारिभाषिक शब्दावली अंग्रेजी पदों के अनुकूल है। पाठ के साथ साथ यदि कोष्ठों में अंग्रेजी पद दे दिए गये होते तो विद्यार्थियों और पाठकों के लिए सुगम हो जाता।

छपाई और अधिक साफ हो सकती थी। आवरण चित्र बिल्कुल बचकाना है। गेट-अप हिन्दी पुस्तकों के स्तर को देखते हुए संतोषजनक है।

उपर्युक्त कमियों के होते हुए भी पुस्तक विशेष रूप से पुस्तकालय-विज्ञान के प्रारम्भिक विद्यार्थियों के लिए उपयोगी है। श्री शास्त्री हिन्दी भाषा में पुस्तकालय विज्ञान की पुस्तकों को लिखने और प्रस्तुत करने की इस प्रचेष्टा के लिए बधाई के पात्र हैं।

कार्तिक चन्द्र दत्त

भारतीय संस्कृति के उपादान : लेखक डी० एन० मजूमदार; प्रकाशक : एशिया पब्लिशिंग हाउस, बम्बई; 1958; पृष्ठ संख्या 218; मूल्य 12 रु०

प्रो० नाजूमदार देश में नृतत्व (Anthropology) शिक्षण एवं अनुसंधान के एक प्रमुख अग्रणीय हैं। अपनी गवेषणाओं के आधार पर लिखी गई उनकी अन्य पुस्तकें कबायली (tribal) संस्कृतियों पर आधिकृत रचनायें हैं।

"उपादान" न तो एक पाठ्य पुस्तक ही है न पूर्णतया मौलिक रचना ही। इसके प्राय सभी अंश लेखक की अन्य कृतियों में मिलेंगे, उदाहरणतः "कबीली जनसंख्या सम्बन्धी समस्यायें" तथा "कबीली पुनर्वासन" 'Matrix of Indian Culure' में तथा १ से ५ वें व ७ से ९ वें अध्याय तक प्रायः सभी 'Races and Cultures of India' में। वस्तुतः इसका विशेष—कदाचित एक मात्र—प्रयोजन है भारतीय नृतत्व पर हिन्दी में एक सरल एवं पूर्ण पुस्तक देना जिसमें इस शास्त्र के मूल तत्व तथा उसके अध्ययन का महत्व एवं उपयोग जन सुलभ हो। तीन चार दशाब्दी पूर्व तक सामान्य धारणा यही थी कि नृतत्व बर्बर एवं अर्धसभ्य जातियों की विलक्षण रीतियों अथवा कुरीतियों ! का एक क्रमबद्ध संकलन मात्र ही है। पिछले २५-३० वर्षों में नृतत्व ने क्रमशः अन्य सामाजिक विज्ञानों के मध्य अपना एक विशिष्ठ स्थान बना लिया है तथा उसका अध्ययन क्षेत्र कबायली

संस्कृतियाँ ही न रह कर कहीं अधिक विस्तृत हो गया है। भारतीय नृतत्व पर एक प्रमुख नृतत्व विद द्वारा हिन्दी में यह पहली पुस्तक है।

नृतत्व की मुख्य शाखायें हैं सामाजिक अथवा सांस्कृतिक नृतत्व तथा जैविकीय नृतत्व। भारतीय संदर्भ में दोनों ही शाखाओं का संक्षिप्त निरुपण इस पुस्तक में है। इसमें सामाजिक नृतत्व पर अधिक ध्यान दिया गया है। पुस्तक तीन भागों एवं चौदह अध्यायों में विभक्त है। पहला भाग देश के प्रजातीय इतिहास तथा वर्तमान एवं प्रागैतिहासिक निवासियों की प्रजातीय संरचना पर है। वर्तमान विचारधारा को नृतत्व की मूल्यवान देन एक प्रयोग सिद्ध निष्कर्ष—विभिन्न प्रजातियों में स्वाभाविक, प्राकृतिक अथवा जन्म जात रूप से हीन अथवा श्रेष्ठ अभिवृत्तियों एवं गुणों का अभाव तथा इस निर्मूल धारणा द्वारा जनित प्रजातिवाद का मिथ्यापन है।

शेष दो भाग—सामाजिक अथवा सांस्कृतिक नृतत्व पर हैं। द्वितीय भाग—"सामाजिक संगठन"—संपूर्ण भारतीय समाज (कबायली तथा अन्य) की मुख्य संस्थाओं के विषय में सैद्धान्तिक विश्लेषण है। नृतत्वविदों की संस्थाओं के उद्गम एवं विकास पर विविध धारणायें रही हैं। उन्नीसवीं शताब्दि के अन्त में डारविन के उद्विकास सिद्धान्त द्वारा प्रभावित अनेक समाज शास्त्रियों की उपकल्पना थी कि प्रत्येक सामाजिक संस्था का एक उद्विकास-क्रम रहा है। वन जातियों में संस्थाओं की उद्गम स्थिति के अवशेष तथा आधुनिक योरोपीय समाज में उनका चरम-विकास स्तर देखे जा सकते हैं। कहना न होगा कि कबायली संस्कृतियों के विषय में उनके यह विचार अध्ययन-सिद्ध नहीं थे। तत्पश्चात् की गई गवेषणाओं ने यह प्रकट किया है कि अनेक कबायली संस्कृतियों का सामाजिक संस्थायें अति विकसित हैं। भारतीय कबायली संस्कृतियों भी इस तथ्य की अपवाद नहीं अपितु पोषक हैं। 'जाति व्यवस्था" के अध्याय के अन्तर्गत दिये गये दलित अथवा बर्हिगत जातियों की स्थिति विषयक निष्कर्ष जाति-सम्बन्धों की क्षेत्रीय विभिन्नता तथा गतिशीलता पर प्रकाश डालते हैं। जाति व्यवस्थित समूहों के निम्नस्तरों से कबायली समूहों के नियमित सम्पर्क के जाति व्यवस्था एवं कबायली समूहों पर होने वाले प्रभाव महत्व पूर्ण हैं।

तृतीय भाग वर्णात्मक है। कबायली संगठन, संस्थाएं, अन्य समूहों से कबायली सम्पर्क एवं तत्जनित समस्याओं पर अनुभवी लेखक ने अपनी तथा अन्य गवेषणाओं द्वारा समुचित प्रकाश डाला है। कबीली पुनर्वासन तथा अपराधोजीवी कबीलों के सम्बन्ध में दिये गये रचनात्मक सुझाव नृतत्व अनुसन्धान के सामाजिक पुननिर्माण के कार्य में उपयोगी होने के परिचायक हैं। ग्राम्य जीवन का अध्ययन तथा विश्लेषण नृतत्व में एक नवीन प्रगति है। अन्तिम अध्याय इसी विषय पर है। परन्तु ऐसा प्रतीत होता है कि इस विषय को पर्याप्त विवरण नहीं दिया गया है। भारतीय संस्कृति विषयक किसी भी वर्णनात्मक कृति में ग्राम्य जीवन पर और अधिक विवरण वांछित ही नहीं अपितु आवश्यक है। भारतीय नृतत्व के व्यवहारिक पक्ष (Applied aspect) के विकास में ग्राम्य विश्लेषण आज सर्वाधिक महत्वपूर्ण है। प्रो० मजूमदार ने स्वयं इस दिशा में बहुमूल्य कार्य किया है। "उपादान" जन साधारण तथा विद्यार्थी दोनों के लिए उपयोगी होगी। सहायक पुस्तक सूची तथा पारिभाषिक शब्दावली ने पुस्तक की उपयोगिता में वृद्धि की है।

हरिसहाय सक्सेना

वायुयान की कहानी, अनुः धर्मपाल शास्त्री; एटम की कहानी, अनुः 'विराज'; टेलीफोन की कहानी, अनुः केशव सागर; उत्तरी ध्रुव तथा दक्षिणी ध्रुवों की कहानी, अनुः हंसराज 'रहबर'; ज्वालामुखी और भूचाल की कहानी, अनुः रमेशचन्द्र वर्मा; कोलम्बस, अनुः महाबीर अधिकारी; मूल्य 2.00 (प्रत्येक) प्रकाशित 1958; पृष्ठ संख्या : 155, 171, 122, 151,

132, 180, क्रमशः; प्रकाशक : राजपाल एण्ड सन्ज, दिल्ली

प्रकाशक राजपाल एण्ड सन्ज 'ज्ञान विज्ञान माला' के अन्तर्गत यह पुस्तकें अंग्रेज़ी से हिन्दी में अनुवाद रूप में प्रकाशित कर हिंदी में बच्चों के साहित्य की सराहनीय सेवा की है। हिंदी में बच्चों के 10-16 वर्ष की आयु क्षेत्र में विज्ञान विषयक सरल भाषा में लिखी पुस्तकों का बड़ा अभाव है जिससे बच्चों को विज्ञान में रुचि प्राप्त करने में कठिनाई होती है। बच्चों को उनकी ही अपनी भाषा में समझायी गई बातें आसानी से समझ में आ जाती हैं। क्लिष्ट भाषा से उनका भला नहीं हो पाता। कठिन विषयों को रोचक रूप से प्रस्तुत करके ही बच्चों को कठिन विषयों की ओर आकर्षित किया जा सकता है। बच्चों को विज्ञान के गूढ़ रहस्य कहानी रूप में तथा रोचक वृत्तान्त रूप में इन पुस्तकों में पढ़ कर और अधिक जानने की उत्कट अभिलाषा जाग्रत होगी और वह इन शुष्क विषयों में भी पूरी दिलचस्पी लेने लगेंगे, यही इन पुस्तकों का मूल गुण है। इनकी भाषा बड़ी सरल, रोचक एवं प्रवाहमयी है। पुस्तक में रेखा चित्र उचित स्थानों पर पर्याप्त संख्या में दिये गये हैं जिससे पुस्तकों की उपयोगिता एवं रोचकता काफी बढ़ गई है। पुस्तकों का प्रकाशन तथा छपाई सुन्दर है, कवर साधारण पर आकर्षक हैं तथा बड़े मोनो टाइप में छपी होने के कारण बच्चों को इन पुस्तकों को पढ़ने में भी आसानी रहेगी। मूल्य भी साधारण है। आशा की जाती है कि इन पुस्तकों का तथा इसी प्रकार की औरपुस्तकों का हिंदी-बाल-साहित्य में यथेष्ट स्वागत होगा।

पी० एल० सिंह

स्त्रियों की नागरिक शिक्षा : (अनूदित); मारजोरी टैट; प्रकाशक : इंडियन एडल्ट एजुकेशन एसोसियेशन, दिल्ली; 1958 : पृष्ठ संख्या 123; मूल्य 2 रु०

वर्षों के कठिन परिश्रम एवं संघर्ष के उपरांत आज भारतीय नारी का स्वप्न सत्य हुआ है। उन्हें आज राजनैतिक एवं सामाजिक क्षेत्र में समानाधिकार प्राप्त हैं। फिर भी वर्तमान स्थिति यह है कि भारतीय नारी इन अधिकारों को व्यावहारिक रूप देने में उदासीन है। प्रस्तुत पुस्तक—"स्त्रियों की नागरिक शिक्षा" में लेखिका ने कुछ इसी ढंग के प्रश्न उठाये हैं और उनके हल भी प्रस्तुत किये हैं।

लेखिका पुस्तक के उद्देश्य का स्पष्टीकरण करते हुए लिखती हैं—"इस पुस्तक में हमें स्त्री व स्त्री-शिक्षा के केवल एक ही पक्ष से प्रयोजन है, अर्थात सामाजिक उत्तरदायित्व की नागरिक शिक्षा"। चाहे विदेशी नारी अपने प्रश्नों का उत्तर इस पुस्तक से प्राप्त कर ले, लेकिन अपने समाज को दृष्टि में रखते हुए भारतीय नारी शिक्षा और सामाजिक जागृति के अभाव के कारण अपने प्रश्नों का उत्तर इस पुस्तक में नहीं पा सकती। लेखिका द्वारा पुस्तक के विषय की व्याख्या विस्तृत एवं सोदाहरण होती। अनुवाद भी दोषरहित नहीं है : विचारों की अभिव्यक्ति के लिए कठिन और अस्पष्ट भाषा का प्रयोग किया गया है। सरल और स्पष्ट भाषा भारत की साधारण शिक्षित नारी के लिए अधिक लाभदायक सिद्ध होती।

पुस्तक में उठाये गए कुछ प्रश्न अत्यंत रोचक हैं, और उनके लिए दिये गए सुझाव महिलाओं द्वारा प्रतिदिन के कार्यक्रमों में अपनाए जा सकते हैं।

रक्षा सरन

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KEY TO ABBREVIATIONS

+ continued on later pages of the same issue
& and
Ag August
an Annual
Ap April
bi-m Bi-monthly
D December
ed Editor, edited
F February
Hf-y Half-yearly
J January
Je June
m Monthly
Mr March
My May
N November
no Number
O October
p pages
pt Part
q Quarterly
S September
tr translator, translated, translation

The following is a sample explanation of abbreviations used :—

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