

Vol. XXXVIII

No. 9

April 1964

25 AUG 1964

1933/64/15

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Annual Subscription      Single Copy  
Inland : Rs. 7.00      Re. 0.80  
Foreign : £ 0.11      £ 0.01

[Published on the 15th of Every Month]

\*Registered with the Registrar of Newspapers for India, New Delhi, under No. 6154/57.

\*Please quote your Sub. Number in all your correspondence.

\*Complaints re. non-receipt of issue will only be entertained within 15 days from the date of published issue.

# THE PROGRESS OF EDUCATION

POONA [India]

A Journal devoted to the Discussion of Problems relating to the Theory, Practice and Administration of Education.

Edited By

N. V. Kinkar

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Printed by D. D. Gangal, Lokasangraha Press, at  
Published by him for A. V. Griha Publication  
1786, Sadashiv Peth, POONA 2. (India)



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BY

W. TURNER, M. A.

SOMETIME PRINCIPAL, NIZAM COLLEGE, HYDERABAD, DECCAN  
Pages, 352. Second Edition. Price, Rs. 2.25.

## PREFACE

With so many textbooks already available, we may explain some of the features of this volume which it is hoped will make an appeal of freshness to students and teachers of English.

Numerous works cover the full range of high school grammar and composition. Nevertheless English speech and writing, as developing in India, is tending to a style of characteristic stiffness and often fails to maintain propriety of syntax. This is often due to the use of unsuitable, even slangy colloquialism, instead of correct idiom and proper expression. Efforts to limit vocabulary to a few hundred words only bring about a corresponding limitation of ideas, and make it difficult for a student with such restricted equipment to appraise a literary work in his higher studies. So it has been sought here to instil certain canons of Style and Form from the very beginning, and thereby to awaken elementary faculties of selection and self criticism. This critical faculty has been decided, in the schools of Great Britain and Australia, to be indispensable for all classes of students in the approach to good composition. That is why, in every section of this work, emphasis is laid on correct expression and style, and the proper means of attaining them.

Many of the works at present available depend largely for illustrations and specimens on hackneyed, heavy passages from out-dated Victorian writers. There has been an effort here to draw only from writers who are good models of style and informative as regards subject matter.

The lessons are in line with present-day practice in the schools of the city of Edinburgh, of Scotland in general, and of the Middlesex Education Authority. Teachers from those areas have given helpful models and exercises direct from the classroom. The passages dealing with avoidance of error have been compiled as the result of twenty years of practical work in Indian Schools and Colleges. A new and deductive type of exercise has been freely introduced to stimulate thought.

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*Approved by the Madras Textbook Committee for Detailed Study for Standards VIII & IX (Vide "Fort St. George Gazette," dated 18th May 1960, List of Approved Books, Page 22) and sanctioned by the Director of Education, Poona, for Standards VIII to XI of English Teaching Schools in Bombay State.*

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This book of English Grammar and Composition is based on the well-known works on Grammar and Composition, written by P. C. Wren and Henry Martin, which have been used as text-books in schools all over the country for a large number of years. It has been prepared primarily to meet the needs of high school pupils in all States where English in the Secondary School is taught with new aims and objectives and for a shorter duration than before. But it can also serve the needs of pupils in the high school classes of English Teaching Schools.

The keynote of the book is simplicity—simplicity of language and treatment. The process of simplification undertaken in the present work has not been confined merely to the explanatory matter and the illustrative examples, but has been extended even to the exercises, some of which have been entirely recast to bring them within the vocabulary range of the pupils.

The book is divided into four parts dealing with (1) The Parts of Speech, (2) The Sentence, (3) Correct Usage, and (4) Written Composition. The aim of the Grammar portion has been practical throughout, namely, to help the pupils to speak and write correct sentences in English within the range of their limited vocabulary. In the Composition section, the chapter on Comprehension is an entirely new one. Suitable passages have been selected from the writings of standard authors, and have, in many cases, been simplified and adapted to serve as a series of graded exercises in comprehension.

It is confidently hoped that this book will be found in every way suitable as a text-book of English Grammar and Composition, particularly in the last three years of the Secondary (non-English Teaching) Schools and the last four years of the English Teaching Schools.

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# THE Progress of Education

(Founded by : M. R. Paranjpe, V. B. Naik, N. G. Naralkar & N. G. Damle.)

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VOL. XXXVIII ]

April 1964

[ No. 9

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Thought for the Month

## EDUCATION AND LIFE, SOCIAL AND INDIVIDUAL

The true hallmark of an educational system designed for a dynamic society is its emphasis upon cultivating the ability to solve problems; to sift and classify data; to stimulate curiosity; to ask critical questions; to make new combinations of old facts; to challenge accepted authority and tradition; to create useful generalization; and to apply principle to cases.

I agree that this is a tall order. Indeed, it is an order which cannot possibly be filled, unless the student is highly motivated to face the difficult task of using his head to think. Under these circumstances it is too much to expect that young men and women will be so motivated unless the contents of the curriculum which guides their studies are relevant to the life which lies ahead, both for the individual and the nation.

\* \* \*

If the educational process is to be the profoundly important instrument of human progress that we expect it to be, it must appeal directly to the lives and hopes of those engaged in it.

Convocation Address : }  
Calcutta University }

**Chester Bowles**

## **AUDIO—VISUAL AIDS OR PROJECTIVE TECHNIQUES IN EDUCATION**

BY:—Prin. R. P. Singh, M. A. M. Ed., M. A. (London), *Mathura*

Audio-visual aids in education are a new addition to the armoury of the teacher. They are a typical Western product, though their use is becoming as common in the Eastern countries as it is in the Western. They are a reflection of the affluent societies. The developing nations are also realizing universally that these aids are a great help to their teachers. The drudgery of both teaching and learning have been lessened to a considerable extent by their general adoption and employment. Not that their value has been realized only now but these techniques could not have been employed before for want of necessary equipment.

From times immemorial teachers knew about their value. Aristotle, while teaching Botany, showed the collection of different leaves and herbs. Indian doctors took the assistance of corpses while teaching Anatomy. Stars and planets were shown to illustrate a point in Astronomy. Of course, such examples could be multiplied. But this should suffice to indicate clearly that the value of audio-visual aids was realized ever since teaching started. Only their use was neither so common nor expensive, till the inventions and discoveries of science made it so.

In the modern times all teachers know about their use and value. It is common knowledge that teaching about the culture of other people can be done more effectively through a film by showing their actual life-pattern than by merely talking about them. A frog's anatomy, or a lesson in Geography can be better understood, if the actual object or a film about the same is produced before the students. It has been well said by G. B. Shaw, "If only we could see what we think about, we should think very differently about it."

### **Projective techniques**

With the help of scientific technique, it has been possible to project the various objects and pictures in a magnified form on the screen. Among visual aids, projective techniques hold an important place because it is possible to capture the attention of the whole class by screening a picture. We can divide the projective techniques into two parts .



- (1) Projection of still pictures, objects, etc.
- (11) Projection of moving pictures, i. e. films, etc.

Each technique has got its own advantages and disadvantages. They should be used according to the class-room situation and nature of the lesson to be taught in the class. The most effective aid should be used, however simple it may be. There is a simple but convincing evidence from one of Prof. Valentine's experiments which demonstrates clearly the superiority of an illustrated material over the verbal description unsupported by illustration. (C. W. Valentine : *Introduction to Experimental Psychology*)

### Devices

The devices for the projection of still pictures are as follows: Magic Lantern :—(Also known as diascope) has been used over a long period by many Indian schools. The material to be shown is reproduced on a transparent  $3\frac{1}{2}'' \times 4''$  or  $2'' \times 2''$  slide. The magic lantern projecting the  $3\frac{1}{2}'' \times 4''$  slide is heavier than the lantern projecting  $2'' \times 2''$  slide. The latter type has got the device for the projection of film-strips. This apparatus is easy to operate and does not require the complete darkening of the room. It is a useful aid in village schools where no electricity is available, because the lantern can be used with the help of an acetylene or petromax lamp.

### The Film-Strips

It is the most inexpensive medium of mass communication yet devised. It is a continuous strip of 35 m. m. non-inflammable film, consisting of individual pictures arranged in sequence. The usual number of pictures in a film-strip is 60. The pictures may be single or double frame. In case of single frame, the size of the picture is about  $\frac{3}{4}'' \times 1''$  and in case of double,  $1'' \times 1\frac{1}{2}''$ . The single frame is most commonly used and it is run vertically through the projector. The double frame picture is generally printed horizontally and run through the projector horizontally. Some projectors can be used in both the ways.

The film-strip projector is much cheaper than a film projector. A fairly good projector costs Rs 350/-. There are good film-strip projectors which can be used with kerosene lamp and are of great use for rural areas.

There are two types of film-strips: The silent and the sound. A film-strip which has a synchronized sound recording accompanying

is called a sound film-strip. The recorded music will automatically arouse interest among children.

### **Episcope :—**

It is an instrument for the projection of non-transparent material such as pictures, photographs, coins, leaves stamps, etc., the thing to be projected is placed in the projector through an opening of 6" x 6". By means of strong light and a mirror placed at 45 degree, the image is reflected on the screen. It does not require any prepared film or slide. Small pictures can be magnified for the whole class. Since it uses reflected light, it requires complete darkness for its use.

**Epidiascope :—** It is a combination of Episcope and Diascope. Though the apparatus is rather bulky and heavy, it can project the material as such and also the slides and film-strips.

*Projecting the motion Pictures :—* Progressive educators have recognized the value of films in Education. Through the films we can see and hear recorded experience from anywhere and everywhere in the world.

Film libraries are maintained by the Central as well as State Governments. Films have got certain values which keep the process of teaching and learning alive.

1. Present certain meaning involving motion.
2. Compel attention.
3. Heighten reality.
4. Speed up or slow down time.
5. Bring the distant past and the present into the class-room.
6. Provide an easily reproduced.
7. Enlarge or reduce the size of the objects.
8. Present physical processes invisible to the naked eye.
9. Build a common denominator of experience.
10. Influence and even change attitudes.
11. Promote an understanding of abstract relationship, and
12. Offer a satisfying aesthetic experience.

**Size of Films :—**The 16 m. m. is now the standard size for educational films. These Films are of two types, silent and sound. In silent films the teacher can help them by his verbal talks, while the sound film gives more reality to the pictures by being talk-and-walk.

**Types of Projectors :—** As there are three sizes of films, there are three sizes of projectors too. Every educational institution should

afford to have the 16 m. m. projector. Like films, the projectors are also silent and sound. Any teacher can learn their use with two or three days' time, after following the manufacturer's instructions carefully. Films should be kept carefully with clean hands and should be cleaned with carbon tetrachloride.

2. Screen :— The width of the screen should be  $\frac{1}{6}$  as wide as the distance from the screen to the last row. A mat screen is better than a bealed one, because it presents a more uniform brightness.

3. Films :— Educational films can be distinguished from feature films which are used for entertainment. Such films are of three types:—

1. Instructional films.
2. Documentary films, and
3. News reels.

Instructional films :— These are the films to aid the learning of specific topics in the class-room in connection with subjects such as hygiene, history, geography, science, etc. There is a great shortage of such films in our country, and most of the films are imported.

Documentary films :— John Grlerson, the British film expert, first used the word documentary as "a creative treatment of actuality." It aims at the truthful representation of a theme or an accident.

News Reels :—News reels have a definite place in education as they deal with recent events, both at home and abroad. Such films should be produced in 16 m. m. so that they can be conveniently used in educational institutions. The news reels present in simple descriptive terms the events of the day without bias.

### **Their Use**

In this country it is commonly alleged that some of these aids are highly expensive and cannot be afforded by all. Doubtless one would tend to agree with these critics of audio-visual aids. But this argument does not reflect adversely either on their value or use. One would, therefore, say, "well, use them when you can. They are useful but not indispensable "

#### AN ANNOUNCEMENT

As decided by the Editorial Board there will be no issue of *The Progress of Education* in the month of May, 1964.

The next issue, therefore, will be given out on the 15th of June, which will be a combined one (Nos. X and XI).

—Editors,

**The Progress of Education**

## MALAYU—THE LANGUAGE OF MALAYASIA

By—Prof. C. N. Patwardhan, B. A. (Hons), M. Ed. (Durham), *Bombay*

The formation of the new Malayasian *Federation* has placed a new nation on the map of the world. To Indians, however, Malayasia is as close as Indonesia, mainly on account of ancient, cultural linguistic, and even of racial, social and religious—common factors. An attempt is made here to study about 150 Malaysian words in the context of their function, in the Malaysian language, "MALAYU" and their origin, with such changes in meaning or spelling as noticeable. It is interesting that about 70 words are of Arabic/Persian origin, about 50 of Sanskrit origin, 9 of foreign origin and 13 of unknown origin. A critical analysis and classification of the meanings and functions of the words may reveal the social, economic, administrative, or legal interaction between the local Malaya inhabitants and the Arab, Indian, European, Chinese, and other groups that came to Malayasia for trade, commerce, Industry, etc.

The selected Malayu words are grouped under five columns :—  
 (1) Malayu Word, (2) Malayu Meaning, (3) Supposed Origin, (4) Meaning or Spelling in the language of Origin, (5) Remarks.

The words are spelt in ROMAN. The first group refers to Malayu. Words of presumed Arabic/Persian, the Second group refers to the words of Sanskrit origin, the third, those of Foreign origin, and the fourth, words of unknown origin.

Asal	GROUP ONE : MALAYU WORDS OF ARABIC PERSIAN ORIGIN				No Change
	1	2	3	4	5
Asal					No change
Awal		Beginning			"
Badan		Body			"
Baki		Surplus			"
Bandar		Port			"
Berkat		Favour, Blessing			"
Chamchah		Spoon			"
Chap		Seal, brand, Print			"
Chuti		Leave, Absence			"

1	2	3	4	5
Dawat	Ink		Inkstand	
Dunia	World			
Faedah	gain, advantage			
Fakir	Religious beggar			
Fikiror or Pikir	Think		Fikar	
Gila	Mad	Gilla	Mad rush	
Hakim	A Judge (Supreme Court)	Hakim	Doctor	
Haus	Thirst, Worn away Consumed			
Hawa	Breath, Air, Climate			
Jauhari	Jeweller			
Jawab	Answer			
Kacha	Glass (Material)			
Kathi or Kadzi	Judge	Kazi		
Kerani	Clerk			
Kitab	A writing- book (Especially religious book)			
Kota	Fort	Kot		
Masjid	Mosque			
Meja	Table (Port)			
Murka	Wrath			
M	Season			
Nabi	Prophet			
Nasib	Fate			
Rajin	Diligent	Raji	Willing	
Rayat	Populace, Subjects			
Isahaşat	Friend	Sahtbat or Sobti		

1	2	3	4	5
Sais	Groom, Driver			
Salah	Mistake or fault	Salaha	Advice	Change in meaning
Salam	Peace			
Saudagar	Merchant Trader			
Seba	Reason, Cause Excuse	Sabab		
Selamat	Peace, Safety			
Shabash	Excellant Capital			
Shak	Suspicious			
Tabib	Doctor			
Takdir	Decree of Providence			
Tipy	Deceive			
Umor	Age			
Wakty	Appointed time	Vakhat		
Kerusi	Chair			

---

GROUP TWO : WORDS OF SANSKRIT ORIGIN

1	2	3	4	5
Ayah	Nurse; Children father	Arya		Ajja from San- skrit Arya and Prakrit Ayya.
Bacha	Read	Vacha		Prakrit word Vacha
Bahasa	Language	Bhasha		Common to Indonesia Bhasa
Bangsa	Race, Family	Vamsya	Family	
Bapa	Father			Prakrat Origin
Basi Bendahara	Stale Treasurer, Mayor of the Palace	Bhandara	Treasure	

1	2	3	4	5
Bichara	Opinion; Court case	Vichara		Change of meaning to 'Court Case'
Bijaksana	Prudent, Discretion	Vichakshana	Critical thought, Extension of meaning	
Binasa	Ruined	Vinasha	Ruin	
Bisa	Blood-poison Venom	Visha	Poison	
Bisa	Blood-- Poison Venom	Visha	Poison	
Chahaya	Brilliance or glow	Chahaya	Shade	Inverted meaning
Cherita	Story	Charit, Charitam		
Chita	Feeling; Thought	Chitam		
Churi	Steal	Chura		
Daya	Stratagem	Daya	Pity	
Daya-Upaya	Resource, Means			
Denda	A fine	Danda	Punishment	
Dua	Two	Dwa		
Elok	Beautiful, Excellent suspected	Alokik	Heavenly	Extension of meaning
Gajah	Elephant	Gaja		
Ganti	Substitute Suspected	Ganti		Change of meaning
Guna	Use	Guna	Quality	
Guru	Teacher			
Istana or Astana	Place	Stana		
Isteri	Wife	Stree		
(Pol. form)				
Itu	That-Those			
Jai-itu	That is to say	Iti		
Jaga	Be awake; Watch	Jagru		

1	2	3	4	5
Jasa	Meritorious Service Loyalty	Yasha		Extension of meaning
Kadang-Kadang Kali	Sometimes Time, Occasion Perhaps	Kadachit Kal		
Sa-kali	Once; altogether			
Kanak	Child	Kanarka		Child in the sense : children are like gold
Karha Kepala	Because Head	Karaha Kapala		Extension of meaning
Kelahi Laba Mahal	Quarrel Profits Uncommon; Scarce	Kalaha Labha		
Mara-bahaya	Perils; Dangerous			
Masa Menteri	time Minister of State	Epoch Mantri		
Muda	Young; unripe	Mudha		
Muka	Face; front; page			
Mula	Beginning; Source			
Nama Neschaya	Nama Certainly; inevitably			Change in meaning
Rasa	Taste; feeling	Rasa		
Pala-byha Pala	Hutmeg	Bhrigu Phala		
Pandai	Expert; Clever	Pandit		
Penjara Perchaya	Prison Trust; believe	Pinjara Parichaya		Extension of meaning



1	2	3	4	5
Pereksa	Look into it : Examination			
Perkara	Affair			
Pertama	First	Pratham	First	
Puji	Praise	Puja		
Punya	Possession			Change of meaning
Rupa	Form; Appearance	Rupa		
Sa-rupa	Alike	Rupa		
Sahabat	Friend	Sakavas		Change of meaning
Sahaja	Only; Simply Intentionally; Just; Exactly	Sahaj		
Sahaya or	Household			
Saya	Slave	Sahaya		
Sakalian	All	Sakala		
Sangka	Suspect; Be of the opinion	Sanka		
Sama	Same	Sama		
Saydora	Close Relative : Intimate friend	Sahodara		
Bapa-Saydora	Uncle			
Segala	All	Sakal		
Semya	All	Samuha		
Sentosa	Peace Tranquility	Sahroshta		
Serba	Of all sorts	"Sarva"		
Shak	Suspicion	Shanka		
Sura	Voice	Swara		
Swami (Pol)	Husband			
Suka	Pleasure	(Suka) hati- Mati		
Sunyi	Lonely	Sunya 'Suhha'		
Sutera	Silk	Sutra	Thread	Extension of meaning
Tatkala	At the time : When			

1	2	3	4	5
Tembaga	Brass	Tambra		
Tetapi	But	Tathapi		
Coll. (Tapi)				
Turun	Go down. Descend. Fade (of colour)			
Ubat or Obat	Drug Medicine; Cure	Upaya		
Umpama	Instance; Example	Upma		
Utama	Excellent	Uttama		

## GROUP III—FOREIGN ORIGIN

1	2	3	4	5
Bangku	Bench; Stool			Foreign in India
Bayar	Pay	From Portuguese : Pagarc	Pagar	
Kobis	Cabbage			
Kopi	Coffee ...			
Nanas	Pineapple			
Ringgit	Dollar			
Sekolah	School			
Teh	Tea			
Topi	Hat			

## GROUP IV—UNKNOWN ORIGIN

1	2	3	4	5
Dahaga	Thirst; Thirsty			
Gula	Sugar			Marathi : Gula
Kunchi	Lock			
Anak Kunchi	Key			
Pelita	Lamp			
Padi	Rice, as a plant; In the ear & as un- husked grain			

1	2	3	4	5
Perahu	Boat; Ship (Undecked)			In Marathi : Padava
Peti	Box			
Rampas	Loot; take by force			From Malayu into Indian Marathi : Lampas.
Sara-bara	Helter- Shelter In Confusion			Marathi Word : Saira Vaira
Serang	Onslaught Attack			Darya Sarang : in Marathi In Arabic also
Tangga	House-ladder Stair-case			Malayu contribution to India Tonga. In Marathi, Vehicle Extension of meaning
Timor	East			Malayu : Contribution to the Island Timer
Tinggi	High; Tall			In Marathi : Uncha Tangi
Tipu	Deceive			

A critical analytical study of this sample vocabulary, based on major activities of human life, as given below, may help better understanding of social, religious, economic, and other influences including Philosophy.—

Food, Shelter, Clothing.

Transport, Communications, Irrigation, Agriculture, and Family, Thought, Invention.

A deeper study of these mutual influences on broad-spectrum vocabulary can be undertaken by scholars with significant benefit. Such a study is sure to yield good results.

# TEXT-BOOKS IN REGIONAL LANGUAGES

[ A FEW OBSERVATIONS ]

By :—Miss R. R. Ashar, B. Sc., M. Ed., *Bombay*

The problem of the medium of instruction at the University stage is still a burning one, and all the Universities in India have not yet accepted the principle that the national language or the regional one should be adopted as the medium of instruction. Various reasons are put forth for not accepting the principle, and one of them is that the text-books necessary for various courses at the different stages of education are not yet available and, unless suitable text-books are prepared, we cannot switch over to a new medium.

In spite of this difficulty regarding text-books, some of the Universities have already made a move in that direction and have started giving instructions through regional languages in the various courses of study such as those of Arts, Science, Education, etc. As a result it is found that text-books are being prepared in regional languages.

## **Some Problems**

While going through these text-books one generally feels confused and various questions arise before one's mind. (i) What are the qualities of a good text-book ? (ii) Which is the right authority to prepare the text-books ? (iii) What effect will the present text-books create on the standard of education ? (iv) Should text-books be mere translation of English books in that subject or should they consist of original contribution on the part of the author ?

## **Quality of Good Text-Books**

If we try to answer these questions, we have to say at first that a good text-book is one which fully caters to the needs of a particular level of readers. The same text-books can never satisfy the needs of the various students studying at different levels in the same field. A text-book which satisfies the needs of an S. T. C. student can never meet those of a student who is preparing for his M. Ed. examination. The language of the text, its contents, illustrations and visual presentations used for clarifying certain abstract ideas must all be suitable to the standard of the student world for which the text is prepared. The get-up of the book, i. e., its print, colour, and size, must also be of the standard level.

## **Authority to Prepare the Books**

The right authority to prepare such a good text-book is that individual only who is an active worker in the field of education. He must have sufficient experience of the work in the field of the subject for

which he is preparing the text. He must be well read in the subject and must be an original thinker. He must be prepared to take pains for the accuracy of information. He should not only go to the source itself but study it deeply. In short, both the quality of the information presented and the style of the presentation reflect the usefulness and worth-whileness of a text-book. Next to the teacher, it is the text-book that moulds the student's thought-power and character.

### **Translation or Otherwise**

If we continue preparing the text-books as they now being done, one feels that they may help the students in getting their degrees but would in no way serve any useful purpose. Everyone will agree that the translation of an English text or that of a text in any other foreign language will not prove to be as useful to an average student as an original work written with the Indian conditions in mind. If the present standard of our text-books is not changed, then one has to observe painfully that translations would prove more useful than the original books written in regional languages.

### **Effect of the Present Text-Books On Education**

It is rightly said that "Quality education requires Quality text-books", and hence if we sincerely intend to serve the cause of education and really want to enrich our regional languages, then our texts and those who use them too must improve. Unless our text-books improve, our students never will. The work of improving the quality of text-books rests mainly in the hands of educators, who should seriously devote themselves to this needed activity.

### **Terminology**

Educators who undertake this responsibility of preparing text-books must insist on using right terminology. They must utilize their practical experience of the field, and on the basis of that they should try to explain, illustrate and simplify the matter of the text-books they prepare. Brevity is what they should aim at, and they should never sacrifice accuracy for the sake of interest. Instances can be quoted to show how in many a case the language used is unsuited. There is also the problem of the nationalisation of the text-books, which is a knotty one and, a person like myself—a third party, would only say at this juncture that what matters is the excellence of the production, whatever the source may be or rather by whatever it may be sponsored. The only thing one would like to emphasise, without criticism or comment, is that the problem of giving good text-books is a serious one, and that educators as well as the Government should seriously and sincerely apply themselves to the solution of offering the right type of text-books, in the absence of which all our efforts at improving the quality would be futile.

# LABORATORY FOR THE STUDY OF FOREIGN LANGUAGES

By :—S. E. Schattmann, *London*

The trouble with English is that so many people speak it or can understand it. In fact, for the past 200 years English has been the most widely-used language of international trade. "This has resulted in a well-known neglect of foreign languages on the part of British industry and commerce."

It is the opinion formally expressed by the Federation of British Industries in a report entitled "Foreign Languages in Industry". Admittedly, many people in Britain, and elsewhere, believe that English will continue to remain the language for international communications as well as for trade and commerce.

This may well be, but to rely on it is, to say the least, risky. To quote from the report once more: "The continued neglect of foreign languages would constitute a grave danger for the future competitive position of British industry in international trade."

Since the Report was published a striking change has occurred— or strictly speaking, two changes. There is now a growing recognition that the long-term answer to the problem is to teach *first* the *foreign language* to *primary* school children and a *second*, and possibly a *third*, at all *secondary* schools.

## BY TAPE AND FILM

In a number of areas in different parts of Britain, youngsters between the ages of *eight and eleven* are learning *French* the painless way. No grammar and written exercises for them; they learn their language with the help of a tape recorder and a film projector. Again, more language teaching is incorporated into *industrial training courses*. No doubt, the foremen and executives of tomorrow will be expert in *one or two* foreign languages, as a matter of course.

But before tomorrow there is today. In other words, many more men and women in senior positions in industry must acquire a sound knowledge of the spoken word and must do so now. It is here that the wind of change blows most strongly.

The important thing about a language, from the point of view of industry, is that one can speak it, not necessarily perfectly, but uninhibi-

tedly. *A large vocabulary* in this context is more important than a perfect knowledge of *grammatical* detail which just stops short at the point where conversation ought to begin.

To meet industry's needs, a new kind of laboratory has been added to the British vocabulary, *the Language Laboratory*. It is a room with separate *cubicles* for about *twelve students* and each is equipped with specially adapted *tape recorders*, microphones and earphones, and then there is the tutor's master-set.

Students are given *tape-recorded lessons* comprising a short passage of conversation accompanied by a film script to illustrate the dialogue. Each passage is repeated several times, first in unison and then individually, followed by questions and answers on the conversation on the tape. Each lesson takes *about 40 minutes* during which no English is spoken and conversation throughout is at the normal rate.

### TEACHER'S VERSION

Students acquire an *authentic accent and intonation* through repetition. They also assimilate entire sentences as a unit with the result that acquaintance with many *examples* of a particular grammatical point *precedes its analysis*. In the cubicles the students have tape-recorders with twin track tapes. One track bears the teacher's correctly pronounced version, while the other enables the students to record and play back his attempts to imitate exactly the correct pronunciation.

The teacher, for his part, constantly monitors the student's efforts, individually or in groups. Perhaps the most important aspect of this method of tuition is that the student is *completely isolated* and, therefore, need not feel shy or self-conscious. And he can work at *his own pace* under constant tutorial supervision without, as is the case in the conventional class, the speed of learning being determined by the slowest student.

The number of such language laboratories is still small but is growing with the active encouragement of industry. Some firms have even installed their own and the chairman of one large industrial concern is on record as saying that his ambition is to have all his *employees bilingual*.

## EDUCATIONAL DURATION

By—Prin. R. S. Nigam, S. S. College, *Sihora*.

With the introduction of the Higher Secondary Scheme in pursuance of the recommendations of the Mudliar commission, a sort of chaos has grown up in the field of school education. In fact, the secondary stage of education is the spinal column of the whole educational structure and it has been found to be the weakest part. At a meeting of the Education Ministers of the States and the Vice-Chancellors it has been decided to have 12-year schooling as the ideal to be driven at. Minister after Minister spoke against this and Mr. Krippl had some difficulty in framing an agreed resolution. The opposition in some cases was really a pose. What was wanted was a subsidy from the Centre.

### Nothing New

In States like Madhya Pradesh or Uttar Pradesh, having 12-year school course simply means honestly going back to the pre-higher secondary system. In Central Provinces, including the area which has gone to Maharashtra, they had 11-year schooling. By sheer jugglery in Madhya Pradesh, they cut-down the 11-year course leading to the Matriculation or the high school examination to 10-year period, and in the following session adding one class at the top they called it 'higher secondary'. This crowning has enabled them to introduce 3-year degree course. Thus falling in line with Centre's wishes, they have mulcted one year. In Uttar Pradesh they abolished the lowest Infant classes A and B, each of six months' duration. This was followed by the Madhya Bharat Vindhya Pradesh, Bhopal, and Rajasthan. They maintained the super-structure of two-year Intermediate and two-year degree course. If all these areas are called upon to revert to a total period of 15 years for the first degree, nothing new is being expected. Of course, a higher and more exacting standard is expected in these days, as we have to keep ourselves abreast of other nations. Even this 15-year will not be enough, as others are marching very fast and knowledge is accumulating every hour. Our teachers, our equipment, and modes of instruction are decidedly more primitive and inferior. We shall have to make M. A., and M. Sc. courses of three-year duration, sooner or later.

In Southern States, where they are anxious not to let go their pre-eminence in all-India services, they are going to have two-year Pre-



University' course attached to colleges under the control of the universities.

### The Secondary Stage

The secondary school is expected to produce graduates who can hold their own in life and can, having been brought to the take-off stage, add to their own knowledge themselves. Life itself is a great educator. The Mudaliar Commission which was obsessed by ideas of leadership called it 'the second line of leadership'. In the countryside it is really so. But the schooling must be thorough and purposeful. For this 12 years are needed. There is no escaping from this hard reality, and the sooner it is attained, the better.

When they wedge in two-year preparatory course, they may fight shy of calling it the 'Intermediate'. The new converts to 12-year schooling like to call the ten-year school course, not the High School or Matriculation, but Lower Higher Secondary.

In Uttar Pradesh instead of re-introducing the Infant classes at the bottom, they should add one year at the top, thus making the first degree course of three years' duration. With the widening of the pre-university course to two years, it will mean five years in a college or university. The only difference with the U. P. will be that the lowest two years of the university course of 5 years will form part of the secondary course to be spent in intermediate (or junior) colleges, instead of in the colleges or the university. In U. P. arrangement, the cost will be lower and the students will mostly be of 18 years of age, maturer than in the other arrangement for entering the university.

In States like M. P., where all schools have been stretched to the higher secondary length, some should be reduced to the 10-year standard, or the lower higher secondary and others upgraded to 12 year standard, the upper higher secondary. This will raise the standard and the money spent on university stage of education be better utilised, and M. P. graduates should have a chance of competing with graduates from other areas. Till now, M. P. people have been, so to say frankly, boycotting all-India services.

The drain-off from the lower secondary of 10 years' duration will reduce the pressure on the university level of education and raise the quality of the university products. Students should be diverted to vocational and technical lines, after they had had 8-year schooling and then to higher niches after ten-year schooling. University level of technical or professional education may be entered after the 12-year course.

The Delhi teachers who have had a longer direct experience of the higher secondary system have recently resolved that there should be a sort of public examination at the end of 5-year primary stage, then at the end of 8-year schooling (when the students should have attained the age of 14), and a stiffer test at the end of 10 years' teaching, and finally, at the terminus attained after 12 years. If students are required to cross hurdles, they will harden themselves and gird up their loins. Wastage at the higher levels means greater waste of public money and students' time. This will improve discipline as well. Draining away to vocations at different levels will stop cluttering and gate-crashing by the unfit. Elimination of the unfit is the law of Nature, not to be talked away by the demagogues and wished away by the kind-hearted.

### **The Right Solution**

If education is to be saved from toppling down as a structure, the above maxim should not be forgotten. It is a moot point whether the money that is going to be expended on the universalising of the primary education will bring about even literacy to those who do not go beyond or stagnate therein. Schooling for 8 years will alone be any use in producing really literate citizens. Completion of the upper higher secondary stage alone will produce an efficient and alert citizenry which can keep democracy alive. Schooling upto Primary will create a generation which should have lost the sound common sense of our peasantry which cannot be called 'uncultured' by any. The country must be prepared to spend money on this 12-year schooling. This alone will supply teachers to the primary schools, let alone the lowest rungs of the civil service. Either add one year at the top in U. P. and Bombay arrangement, or one year at the waist in M. P. and Southern States' structure in the form of Class XII or two-year Pre-University. Then alone entrants to the university education will be of a level envisaged by the Radhakrishnan Commission. If the Commission have any soul, it must be writhing at the mockery by the present higher secondary system which, instead of sending up intermediate standard pupils, is really heaping on the university stage something worse than matriculates.

Money can rightly be pinched from the allotment for universal primary education, and spent on this upgrading of the secondary stage. The benefits will directly filter down. This will be the right step at the right moment.

## THE ROLE OF THE INSPECTORATE : SOME CONTRIBUTING FACTORS

By :—Prof. M. S. Jangam, B. Sc., M. Ed., M. A. (London), *Kolhapur*

In every educational system, the role of the educational inspectors is a pivotal one and their duties and functions are always responsible, difficult and complicated. They represent the State Governments and are the links between the Government authorities and teachers, parents and other groups connected with education. They are also expected to play the role of the educational catalyst and administrative emollient. Indeed, they are the educational leaders in their own districts.

At the present time their role is of special importance, particularly in developing countries like India, when expenditure is increasing considerably as a result of the quantitative and qualitative development of education at all stages. This educational expansion has naturally tended to greatly increase the scope and number of new duties and roles of inspectors. Their efficiency is of vital importance to the education of a child in India.

Moreover, a new kind of professional leadership in the field of education is emerging during recent years all over the world in which bureaucratic direction has given away to guidance and a sharing of responsibility. To-day an Inspector can fulfil his important mission more effectively, and efficiently if he is able to assist teachers to become increasingly self-critical, self-dependent and self-directive, if he develops wide-spread public interests in education and community developmental plans, and if he is able to co-ordinate effectively the efforts of all those groups vitally interested in education. This is the new challenging concept of the role of an Inspector. There are some factors which contribute to this role of the Inspectors in general, and particularly in implementing educational policy formulated either at the State or local level.

### **Personal Qualities**

The most important factor which contributes to the success of the role of the Inspectorate is personal qualities—skill, general ability, educational qualifications, both academic and professional, teaching experience, the ability to plan, to lead, to organise and to co-ordinate educational activities, enthusiasm, temperament, attitude, missionary spirit and competency of its member,

The Inspector's successful role in the first place is based to a large extent on his marked ability as a teacher and how he commands the respect of the teaching profession. He must be able to speak with authority and to command respect for his views. He must always be a teacher at heart and his sympathies should be on the side of the teacher and not on the side of the bureaucratic authority. Prof. Lauwerys observes that only men and women of wisdom, understanding and knowledge who devote themselves to raising standards and to releasing powers latent in their colleagues, are qualified to give guidance to adults, because in giving such guidance they would be serving ends greater than personal or selfish ones. If they were thus qualified they would gain the only kind of authority which a professional person should desire or prize<sup>1</sup>.

There has been in recent years a rapid growth in the professional status of teachers and a recent tendency to doubt the value of the Inspector in the field of education. And, as such, the over-riding factor making the roles of the Inspector successful or failure seems to be the quality of the personnel working in the Inspectorate. The Sargent Report expresses the same views. It observes that whatever may be the precise form of the administrative and inspectorial arrangements, which the State Government may regard as essential in order that a national system of education may be established and controlled on efficient lines, it is obvious that its success must very largely depend on the calibre of the paid administrative service.<sup>2</sup>

### Essentials

The question is : How could Educational Inspectors equip themselves better for their mission ? Prof. Lauwerys suggests that Inspectors should have at their disposal a great deal of professional knowledge and this is obviously true. Evidently one who is supposed to advise and to help members of the teaching profession should know something about the history of that profession and should have ideas about its social functions. He should have at least a general acquaintance with modern psychology and should know how to apply it. He should be in touch with educational literature so as to be able to suggest the right books to his colleagues. And since he is expected to give advice on methods of teaching, he should be in touch with developments in this area, so as to be able to put new knowledge at the disposal of the teachers he visits<sup>3</sup>.

1. Lauwerys J. A. Authority And Guidance, Presidential address, *Oversea Education*, April 1956 p. 12.

2. The Sargent Report, 1944, p. 74

3. Lauwerys J. A. op. cit. p. 11,

Increased competency and efficiency of the personnel of the Inspectorate can also be secured by using the various in-service training and orientation courses, such as those sponsored by the Ministry of Education in England or "Wallis House"-type conferences of New Zealand. In America, the Inspector's Course at the Columbia University is becoming more popular, and in France and Belgium such a certificate is compulsory. It is difficult to see how such a certificate could be demanded in the State of Maharashtra.

The Inspectors should also be encouraged to write educational pamphlets, as in the U. K. They can also develop their competency and efficiency by attending, as well as organising, educational conferences and seminars and by travelling abroad.

The principle of consultation is another most important and effective determinant which also contributes to the success of the role of the Inspector. Much of the conflict, misunderstanding and suspicion can be avoided, if there is a prior consultation with the other partner in education. The National Union of Teachers in England has also stressed the need for close consultation at all times and at all levels between the Ministry of Education and its Inspectorate, the Local Education Authorities and the teaching profession. It believes that the professional expertise of teachers is such that before any changes are made or findings are published, they should be consulted and should participate in the working out and operation of new programmes.

### **Cordial Relations**

The relationship between the Inspectors and Local Education Authorities, headmasters, teachers and private school managements is another factor of importance in the successful functioning of the role of the Inspector. Their relationship must be cordial, frank, trustworthy, friendly and based on the principle of co-operation and adjustment. This personal relationship and contact between the various groups and teachers is likely to suffer, if the actions and decisions of Inspectors are based too rigidly on rules, regulations and authority. To win the good will of headmasters and teachers and to prove themselves worthy of respect are, thus, vital factors in the role of an Inspector. This demands a high degree of judgment, tact, resourcefulness and vision on the part of Inspectors. Lack of tact is likely to create ill-feeling among teachers and other groups connected with Educational Services.

### **Reorganisation**

Another important factor which contributes to the success of the Inspectorate is the manner in which an Inspectorate is organised. The organisation of an Inspectorate along hierarchical lines

makes possible the exercise of adequate administrative control and ensures consistency of policy and action. The Inspectorate in England which is considered as one of the most efficient in the world, with Chief Inspectors, Divisional Inspectors and Staff Inspectors all functioning under the direction of the Senior Chief Inspector, provides the best example of a well developed inspectional hierarchy. On the other hand, in the State of Maharashtra some educationists and headmasters consider that the present pattern of organisation of the Inspectorate is based on the principles of revenue districts and not on the principles of education. The Editor of the Progress of Education, Poona, comments on the recent reorganisation of the Inspectorate in Maharashtra thus : "Wisdom demands a scientific basis for educational administration. Casting and recasting the same matter in different moulds does not change its elements; they may change its form. It is not too late to consider the possibility of organising educational administration on socio-economic basis".<sup>1</sup> Prof. Patwardhan observes that it needs to be organised on a scientific basis, replacing the present revenue districts by educational districts and educational districts brought together into educational areas and in their turn making up educational zones. He further states that on socio-economic grounds there can be three broad groupings according to rural, urban and industrialised areas<sup>2</sup>.

It is true that effective results cannot be secured without scientific and good organisation of the Inspectorate.

These are some of the important factors which are essential for the effective role of Inspectors. Of course, they are not the only factors. The one great lesson which can be learnt by the Inspectorate of the State of Maharashtra is the value of personal quality of Inspectors and the importance of the principle of consultation. The Inspectorate in England seems to have truly led the way in this. The real future of the Inspectorate in the State of Maharashtra lies in the quality of leadership it provides in the field of education.

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1. The Progress of Education, Poona, Vol. XXXIII No. 8, March 1959, p. 282.

2. Patwardhan C. N., Problems of Educational Administration in the Proposed Maratha State.

The Progress of Education, Poona, Vol XXXIV, No. 5 December, 1959, p. 147.

## SEARCH FOR SCIENTIFIC TALENT [ SIBERIAN EXPERIMENT ] \*

By :—Academician, Mikhail Lavrentyev [*Siberia*].

A few years ago, foundation was laid not far from Novosibirsk for the new Science Town of the Siberian Department of the USSR Academy of Science. After putting up a residential section, research institutes, an experimental factory and a university, the builders started work on a physico-mathematics boarding school. Its opening rounded out the system we had developed for training scientists.

What's different about our system ? what results has it yielded ?

The universal, compulsory eight-year schooling in force in the USSR and the broad network of children's hobby clubs and technical hobby centres provide a fertile soil for nurturing talent. The thing to do is to discover it. One of the methods we use is the annual All-Siberian Mathematics Contest.

Every spring, we mail a set of physics and mathematics problems to schools, factories and farms in Siberia and the Soviet Far East. All higher-class students at secondary schools, students of secondary technical schools and young industrial workers and farmers are invited to solve them, to have a go at them. That sets off the first round of the contest.

At contest headquarters, a team of teachers and scientists carefully examines the answers that are sent in. They take into account not so much the young person's level of training or knowledge as his ability to do independent and original thinking, his resourcefulness, his ability to get to the heart of the problem. This approach helps us to discover the boys and girls who have a natural bent for the exact sciences and are genuinely interested in them.

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\* How do we discover a flair for research in the school boy of today ?

How can we develop him ?

How can we train a youngster for creative work ?

To day, these problems are more important than ever before. Their solution largely determines the rate of scientific progress, and, in the long run, the progress of society. Among the things we shall have to do in building a Communist society is to develop an even better system of scientist training. Many government and public organisations are busy on the problem. One is the Siberian Department of the Academy of Science of the USSR. Here is how it is tackling these problems, as told by the author of this article, who is the Chairman of the Siberian Department of the Academy of Sciences of the USSR.

These pass on to second round of the contest, held simultaneously in many Siberian and Far Eastern cities. Awaiting the winners is a trip to Novosibirsk to compete in the third and final round.

Here we arrange a regular summer camp for them, with camping trips, sports and all the rest. The only difference is that they attend lectures by prominent scientists, visit research institutes and laboratories; and have stimulating and broadening talks with members of our staff. Meanwhile, our staff gets to know the youngsters and make them study.

The contest winners are invited to live and study in the Science Town, the older ones as university students and the younger ones at the physico-mathematics boarding school, now attended by 320 youngsters aged 14 to 17. Young staff members of the research institutes conduct the classes. The lecturers include distinguished scientists who are professors, corresponding members and members of the Academy. They come to the lecture halls straight from the laboratories, bringing with them an atmosphere of creative work; they stir the children's imagination by recounting an interesting article in a scientific journal, the story of a complicated experiment or giving a talk on an important problem.

The children regularly visit the laboratories and institutes and take part in scientific seminars and discussions. Most of them make a good showing in the university entrance examinations and are enrolled as students. From then onwards their instruction is even more closely linked up with the daily work of the scientific institutes.

That is the credo of the Novosibirsk scientists. They draw students into institute research projects beginning with their third year at the university. The students come to feel at home in the departments and laboratories. Together with and under the guidance of researchers they work on whatever problems catch their interest. Here, as in all other stages of training, each student's inclinations are taken into account. The only stipulation is that the *work should have a practical goal*.

Under the guidance of Leonid Kantorovich, a Corresponding Member of the Academy, fourth-year students are drawing up electronic computer programmes. At the institute of Radiophysics and Electronics, students are taking part in a study of solar radiation. Students are also doing independent research at the Nuclear Physics Institute. Together with members of the institutes' staffs, they attend scientific conferences and discuss problems with leading scientists. Students often present their graduation theses at the institutes. After that, many join institute staffs.

The road ahead is clear : post-graduate work for their M. Sc.,



and then the doctorate. The number of our post-graduate students grew from about 200 in 1959 to more than 500 by 1962. A fine body of young researchers—the average age is thirty-four—is taking shape at the new science centre in Siberia.

### **Mathematics and Physics**

Our day has seen an enormous growth in the part mathematics plays in solving practical problems. Celestial mechanics is nearly 300 years old but only now in connection with space exploration, has it become of vital use in practical work. Mathematical logic, which would appear to be one of the most abstract of subjects, today is at the core of electronic computer techniques. Mathematical methods of research, analysis and calculation have made their way into biology, medicine, economics and linguistics. A lag in the mathematical science can slow up progress in apparently remote fields.

We think it the tremendously important to open many more physico-mathematics boarding schools, but don't get the idea they are too one-sided. We are aware that they should give a broad, all-round education. The main subjects—physics, mathematics and the natural sciences—should be supplemented by others in a rational scheme. Only then shall we be able to train researchers of a new type, young men and women possessing a broad horizon and an excellent understanding both of their own science and its relation to other sciences.

A point to bear in mind, however, is that *ability does not always show itself at an early age*. The university faculties should, therefore, be wide open to young people who took an entirely different line while at school.

### **“From Each, According to His Ability”**

The well-known formula, “From each, according to his ability,” has a direct bearing on our educational system. We act in line with it by providing the facilities for the all-round development of young people. The “average man” is an abstraction. Everybody has ability—all we have to do is discover it in good time. We have to discover gifted young people and set them on the right road.

The Siberian Experiment, which has won the support of many scientists and educationalists, is yielding fruit. Here at the Academy's Siberian Department we intend, during the next five to ten years, to bring the number of researchers with Doctor's degrees to 600, and the number with Master's degrees to 1,800. They will undoubtedly include not a few who gratefully recall their first step on the road to science—the step they took across the threshold of the physico-mathematics school.

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# NEED OF GUIDANCE PROGRAMME IN OUR SCHOOLS

[ Part I ]

By:—Yashu M. Mehta, B. A., B.T., M. Ed. (Ohio), *Bombay*.

Of the many tasks which faced India immediately after the attainment of Independence, one of the most stupendous was the reconstruction and expansion of her system of education.

There has been increased activity and expansion in all fields of education—expansion has been both qualitatively and quantitatively. It is necessary to provide for a wider variety of subjects for children with different aptitudes and interests. It is also necessary to develop new types of vocational schools to meet the different needs of rural and urban areas.

The syllabus has been reconstructed to provide for a greater diversity of courses without increasing the burden on the pupils. Subjects like civics, music, crafts, agriculture, and commerce have been introduced and agricultural, technical, vocational education have also been established.

## **Continuous Growth**

Children grow continuously, moving gradually from one period to the next, with characteristics of appearance and behaviour changing slowly. Adolescents are neither children nor adults and, what is most disturbing, pass from one phase to the other with bewildering speed.<sup>1</sup> With the coming of adolescence, differences in aptitudes and interests come to be more clearly marked and demand a larger field of choice. This is the period through which children are growing into adults and the growth passes through many phases. Each phase may stress a different aspect of the personality.

In spite of all these improvements and reconstruction in education and vocation, why is there a great percentage of drop-outs from schools, misfits in vocational and personal and social adjustment ?

## **Need for Guidance**

There is the need for the development of guidance programme—educational, vocational, personal and social, including the training of the career masters. Schools can do great service to individuals and to society through educational and vocational guidance. Guidance must become an integral part of the total education programme. The programme must have the backing and approval of the whole school staff. Teachers should be made to realize that a great deal

<sup>1</sup> Kabir, "Education in New India," Harpers and Brothers; New York.

of time and energy that they have to waste today because of their inadequate understanding of pupils will be saved. With the aid of guidance, teaching will become richer and a joy.<sup>1</sup>

### Real understanding Needed

But it seems that the guidance is not accepted by most teachers, for few have any understanding of the nature of the guidance viewpoint. Most of the teachers who do not approve of guidance are of the opinion that guidance will mean more work for them. The failure of the programme can be attributed to the lack of trained personnel and lack of understanding and cooperation on the part of all concerned. As with most other phases of education, a thorough job of education about guidance will be needed for teachers as well as parents before it will meet with any success. One of the best way to orient teachers and parents to the programme is to help them realize the value of the guidance programme. Guidance programme should utilise the instructional programme and all personnel and facilities for the optimum development of all pupils. It is that indispensable component of education which helps boys and girls to realize and recognize their abilities, interests and needs, and to take purposive steps towards satisfying them.

### Group Guidance

Individual guidance would be the best approach, but considering the size of the school, lack of funds to support the programme and trained personnels available, group guidance would seem to be the better method of approach. Group guidance allows the counsellors to work with more youngsters and to cover a great area. Through a programme of this kind pupils can be motivated to gain a better understanding about themselves and their future plans.

It, however, appears that more stress has been laid on vocational guidance alone, irrespective of the fact that guidance needed is as a whole.

For the reasons mentioned above, the guidance unit that I intend to discuss in the next part is based on group guidance techniques, broadly entitled as 'Teenage Adjustment', incorporating the different phases of the desired guidance programme.

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2. Sharma, *Secondary Education*. 2:(2) July 1957.

## CORRESPONDENCE

Sir,

I appreciated your comments (Vide "Believe it or not" on p. 335 of the Issue of March, 1964) on the 'novel experiment' of the State of Punjab where momentous (?) improvement of teachers is claimed through awards of punishments to those whose pupils showed poor results.

You raised a number of pertinent but inconvenient questions on this issue. It is obvious that, in this case, some of your questions are unanswerable and answers to some of them are apparent negatives. So why bother to put them to the Punjab Government and why urge the Punjab Government to give wide publicity to all these pertinent details about this experiment?

The question, as you rightly posed, is the proportion of black sheep in the teaching profession, and whether shirkers among teachers are entirely responsible for the poor results of pupils entrusted to their care. My own view is as follows :-

### **Wrong Judgment**

The "inefficiency and apathy" among teachers seems to have been judged, mainly, as you have pointed out, through the poor results of their pupils which alone cannot indicate much. Education is spreading fast, and more and more pupils from homes where till now education was unknown flock to the schools. The classes now-a-days are bigger than they used to be before. Fewer teachers at present enter the profession with a sense of idealism of service and sacrifice than before; for, with the present economic evaluation of a man's status in society, the poor teacher is ranked low in society and scanty respect is shown to him. This reflects also on his pupil's attitude towards him. Even his right to punish severely a recalcitrant pupil is curbed by regulations. It is their social status and economic hardships that induce in a few, "an attitude of cynical indifference towards their work" and not "an excessively tolerant attitude to low teaching standards" on the part of the workers, as a Bombay paper believes.

It is dangerous to judge efficiency by exam. results of the pupils. These are prepared by the teachers themselves who are to be judged. Results can be "boosted", and efficiency easily established. A stricter

standard of evaluation is more conducive to promote better efforts in pupils than a liberal or loose standard. An honest teacher should not be forced to give it up to save his own skin.

Rewards and punishments have their values as well as their limitations. They are prone to use as well as abuse. And in an intellectual occupation like teaching, they have hardly any place; to a true worker, you have significantly observed, his work is its own reward, and work badly done is its own punishment. His own satisfaction or dissatisfaction is a more potent factor to urge him than the judgment of others, including that of his superiors. And here may I repeat with you my own wish too that the teaching profession should not be unduly criticised and lowered in the estimation of the public.

### The Real Remedy

Hence the remedy seems to be to choose the teachers carefully, train them intensely and give them proper working conditions and terms of service. The misfits should be weeded out promptly. But all this "choosing" and "weeding out" is possible only, if one gets enough to choose from, i. e. only if more and more people feel they should become teachers and remain teachers.\*

M. E. Society's College, }  
Poona.

[Prof.] M. N. Bhat

\* \* \* \*

\*We have received letters from some of our readers in appreciation of our Comments ( Editorial Note : 'Believe it or not' ) regarding the Punjab experiment, including one from the President, Maharashtra State Head Masters' Federation, Nasik

*Editors*

### The Perfect Teacher :

- The Perfect Teacher is one who has
- ( i ) the education of a college professor
  - ( ii ) the humility of a deacon
  - ( iii ) the adaptability of a chameleon
  - ( iv ) the hope of an optimist
  - ( v ) the courage of a hero
  - ( vi ) the wisdom of a serpent
  - ( vii ) the gentleness of a dove
  - ( viii ) the patience of Job
  - ( ix ) the grace of God, and
  - ( x ) the persistence of the Devil.

[ High Points, New York ]

## NEWS & VIEWS

### *The Second Education Conference, Bombay : A Brief Report*

Nearly 200 delegates from the States of Maharashtra and Gujarat attended the Second Education Conference held in the spacious hall of St. Xavier's High School, Bombay 1, on 22nd and 23rd February, 1964. It was organised by the Bombay Association of Heads of Secondary Schools. Dr. N. P. Dave, President of the Association, welcomed the delegates and Shri S. K. Patil inaugurated the conference. He (Shri Patil) said that such conferences were necessary for the comparative study of educational systems and administration in other countries. He emphasised the importance of self-help and self-confidence in India's rising generation. Dr. Zayan gave information re : Education in U. A. R., while Shri A. R. Dawood very aptly summed up the discussions.

On Sunday, 23rd February, 1964, the second session was inaugurated in the morning by Shri M. D. Chaudhari, Minister of Education in Maharashtra State. He emphasised the importance of dignity of labour, a spirit of service and dedication among our students. In the absence of Shri D. L. Sharma, Dr. Dave presided over the function. Shri Nehera informed the assembly of Education in Czechoslovak Republic, and Shri Adamski, of Education in Poland.

In the afternoon, Shri Shantilal Shah inaugurated the third session of the conference. He was of the opinion that such conferences were very helpful in understanding the ways and means of developed and developing countries, in expanding and strengthening education. We need not lose sight of the fact of the magnitude of our problem in India, he said. Shri Rauwenhoff and Shri Mohammadi spoke about Education in Netherlands and in Iran respectively. Shri M. T. Vyas, who presided over the closing session, stressed the need of a follow-up of such conferences and hoped that better liaison would be established between the foreign consulates and schools in Bombay.

The organisers of the conference have published a Souvenir. It contains the talks on education in U. A. R., Poland, Czechoslovakia, Netherlands and Iran, as also an article on Education in Maharashtra. It is priced at Rs. 3.00 and can be had from Shri Jagdish Joshi, Bazargate High School, Gunbow Street, Fort, Bombay 1, on sending Rs. 3.30 np. (including postage).

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**Study and apprenticeship programmes popular in U. S.**

High school students in California and teachers-in-training in Michigan, in the United States, are benefiting from special programmes which enable them to combine study with apprenticeship for a job.

The future teachers, at Central Michigan University, are taking part in a scheme where each is required to spend three full semesters during university studies, gaining teaching experience in at least two different school systems which are participating in the experiment. The periods of practical experience are interspersed with equal periods of study, so that the students can relate educational theory to practice.

Although the scheme means that students must take an extra year's training, they also earn salaries by the schools for their services and are able to put in extra time, studying for a master's degree.

Pupils at five different high schools in Santa Barbara, California, are similarly able to acquire some practical experience in the career of their choice. Girls and boys can apply for jobs in local business and industry as part of their senior study programmes.

Many of the jobs are without pay, and hours of work are arranged to fit into the students school schedule. Employers are co-operating to ensure that the apprenticeship is of educational value, and will help the boys and girls to discover their vocational abilities.

Teachers in the high schools report that students doing part-time jobs take an increased interest in classroom work and gain a wider understanding of their responsibilities. (UNESCO FEATURES)

\* \* \*

**Courses for sick students in France**

An annexe recently opened at the sanatorium at Neufmoutiers-en-Brie, in northern France, offers boys from secondary schools an opportunity to continue their studies during long periods of illness. Sponsored by the "Fondation Sante des Etudiants de France", the establishment is open to pupils over 14 years of age who are following treatment for illnesses such as rheumatic fever, heart disease, etc.

Special timetables have been drawn up so that the boys may continue their studies during their treatment. Classes are given by a team of teachers specially chosen for the task by the French educational authorities. Courses lead to the Baccalaureat examination, as well as to certificates in subjects as industrial design and accountancy. (UNESCO FEATURES)

## REVIEWS AND NOTICES

### EDUCATIONAL PSYCHOLOGY :

By : Dr. Prem Pasricha, D. M. S. University. Baroda. Published by University Publishers, Railway Road, Jullundur (Punjab). 290 pp. Price Rs. 10/-

It is significant to note that literature on Educational Psychology that is given out by Indian writers, keeping in view the environment of those who have to study it, is gradually and happily growing. Here is one that adds to that literature and in a way enriches it too.

This publication is, as one who reads it will definitely state, the fruit of rich experience, deep study and understanding of the present-day Indian problems on the part of the writer. It is true that the book is mainly intended for university students under training and, hence discusses in details the topics covering the ground of the syllabus for the examination. Still it offers upto-date information regarding all the fundamentals of this subject, which are of vital importance to teachers in their work of training students. Particularly instructive are chapters on 'Guidance and Counselling,' 'Juvenile Delinquency,' and 'Group Behaviour,' that have a modern outlook, and reveal the writers' deep and special study of the Indian youth psychology. It is true that, in some places, the language is clumsy and the style cumbersome—something that writers on such abstract subjects cannot avoid. The 'questions' and 'suggested references' given at the end of every chapter are helpful to students as well as to instructors concerned. The chapter on 'Group Behaviour' is

certainly helpful and would interest even a layman.

We have no hesitation in recommending this scholarly publication to the Heads of Training Colleges where it can be safely used as a textbook and to others (trainees as well as teachers) as a reference book as well as a helpful guide for their instruction and initiation.

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लोकशिक्षणकार जांभेकर : कार्य व व्यक्तिमत्त्व : By Prof. Inamdar and Prof. Subhedar. Published by Dr. Gurjar, 12, Narayan Peth, Poona-2, 224 pp. Price Rs. 7/-

The book is a collection of articles written by eminent persons working in different fields, recording their impressions and views about the work and the various facets of the personality of Shri. Jambhekar, the editor of well known Marathi Journal dedicated to the cause of education of the people. It is, however, something more. It is the history of a great person who worked in various capacities, seen through different angles; it is also a broad survey of the important educational and literary movements that sprang up and influenced the course of National Education in the land and, in a way, their analysis and interpretation.

What is more instructive—and in a way inspiring to the teaching world—is the role that Shri Jambhekar played in starting the movement for 'National Education' at a time when foreign rule swayed the land, and in giving it a practical and solid shape through difficult times. He belongs to that tribe of pioneer workers (like the Late Prin. Vijapurkar) who realised the



national education is the key-stone of liberty. The work that Shri Jambhkar did in this spirit at Amalner is a brilliant page, or rather a chapter, in the History of Indian Education.

The Marathi Journal which Mr. Jambhkar edited for more than a decade contained articles of great value and was a leading organ of the educated public of those times. We also find from the book how Mr. Jambhkar devoted himself to historical research, at a considerable sacrifice of wealth and health, revealing a remarkable spirit, dedicated to national up lift.

It is true that, in few articles, the writers have frankly referred to some of his defects which, as they point out, have stood in the way of his merited popularity, recognition as well as in that of the realisation of his ideals. However, such drawbacks, that are some times common to enthusiasts, do not prevent the readers from realising the greatness of his personality and his firm attitude. The readers rightly come to feel 'With all thy faults, we revere thee still', and one may add, 'and would be led by thy kindly light.'

The publishers have certainly rendered great services in bringing out this collection that is valuable both as a literary and educational guide as revelation of a masterful mind.

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#### EDUCATION IN CITIZENSHIP

[ Teaching in India Series : No. 31 ]

By — T. V. Nilakantam. Oxford University Press (London), Apollo Bunder, Bombay—1. pp. 150. Price Rs. 3/—

We are all social beings and as such we ought to learn the art of living together. Education does not mean mere instruction or accumulation of facts which help students to pass examinations. Concept of education is getting wider day by day,

and education in citizenship has rightly come to form an important part of our educational syllabus. Mr. Nilkantam, a well-known social worker and an educationist, gives in this book what practical steps (such as school parliament, camping, and community service) should be taken in schools to train the students to be useful citizens, and to create in them social consciousness. If the suggestions are put into action, schools will help a lot to turn India into an integrated community and make the youths real citizens—which alone will make India a successful democracy.

We recommend the book to all the teachers of secondary schools. It is hoped that they will make the best—and the practical—use of it. The book deserves to be translated into different vernaculars so as to reach all concerned.

*A Scout Chief.*

X X X  
**ORAL DRILLS IN SENTENCE  
 PATTERNS FOR FOREIGN  
 STUDENTS**

By Helen Monferics, M. A. (Oxon).  
 Publishers—Macmillan and Co. Ltd.,  
 London. Pages 150. Price not quoted.

Teachers of English are now aware that as a result of researches carried on in England and America in connection with the teaching of English as a foreign language, the use of structural approach is very highly recommended, especially while teaching English to beginners. Emphasis on oral work, sentence patterns and controlled vocabulary are some of the features of the structural approach. It is sometimes called the 'improved Direct Method.' The teaching material used in this approach is systematically arranged and graded. It has brought definiteness in the teaching of English. It provides the pupils with the maximum opportunity of using the language he is learning in speech, reading and writing. For this much drill work is needed.

This book attempts to provide teachers of English to foreign students with material for such oral lessons and drill-work to fix up the sentence patterns taught. The book presents most of the common colloquial structures of English. The book contains about 54 different structures. In each Drill lesson students are taught one of more structures which are given at the top of the exercise in bold type, and for each structure or set of structures, an exercise consisting of thirty to fifty sentences, (sometimes more) each one calculated to stimulate in the students response based on the given structural patterns.

The first chapter gives valuable suggestions as to how to use the book. The appendix at the end gives some special sentence patterns with 'only' and 'because' and the like. These drills though good in themselves should not be used with absolute beginners. Many of them contain colloquialisms and abbreviations which ought to be avoided in writing, though they can be used in conversation. Stress and intonations are integral parts of the drills. These drills can be practised in the second year of English with advantage.

The writer is a lecturer in English as a second language in a London College and has considerable knowledge of the technique of the structural approach, as has been revealed by the drill lessons in the book.

These drills will be found very useful both by the teachers and the pupil. They are not exhaustive by any means but they provide a sufficient variety and number of samples. The teacher is free to select drills according to the needs of the class. An alphabetically arranged index of the drills lessons would have been a desirable addition. Yet we feel that the teachers of English as a foreign language will find this book of really very great practical value, and, as such, we highly

recommend it to all these who follow the structural approach syllabus in their schools.

V. S. B.

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We have to acknowledge with thanks the receipt of the following publications :—

(1) Practice in Spoken English : by Barnard and Macky. Macmillan and Co. Ltd., (London), Bombay 1. pp. 104.

(2) (a) Malaya, (b) Australia : Round the Map Book (Nos. 5 and 6) : by S. C. George, Published by E. J. Arnold and Son. Ltd. Leeds. pp. 48 (each).

(3) Quest in Education Vol. I (Bi-annual). Edited by Shri Chandavarkar, Shri Airam and Shri V. Patel. Office: Teachers' Club. S. C. N. Kanya Vidyamandir, Villeparle (West), Bombay 56. sub. Rs. 5/— Foreign 4\$.

(4) Journal of College of Education, Karnatak University, Dharwar. (Vol. II) Edited by Miss S. Pandndikar, Principal, College of Education, Dharwar.

(5) शिपकला : by Mrs. Indira Paranjpe. Published by A. V. Griha Prakashan, Poona 2. pp. 44 Price Rs. 5/—

(6) Guide to Indian Periodical Literature (Vol. I, No. 1) [A Monthly published by Prabhu Book Service Booksellers, Gurgaon (Punjab). Annual Sub. Rs. 36 ( India ). 10\$ (U. S. A.) and £ 3, 10. s. (U. K. and others).

(7) Some problems in Education (Delhi Ed. Forum. Bulletin No. 2) Published by the S. I. T. U. Publications Ltd., Madras 28. 44 pp. Price Rs. 1/50

(8) Govt. Polytechnic Magazine (63—64) Vol. no. 4. Edited by Principal M. V. Deshpande, Govt. polytechnic Institute, Poona—16

(9) Souvenir : Educational Conference (Feb. 64). Organized by the Bombay Association of Heads of Secondary Schools.

(10) Miscellany (63-64), B. K. Model High School, Belgaum. Edited by Shri N. R. Deshpande, and published by Prin. C. V. Ingale, Belgaum.

(11) (a) Staff Accounts : by K. Dransfield (b) Primary School Arithmetic : by G. W. Manfield. [Staff library]. Pub. by Longmans, Green and Co Ltd. London. Pp. 64 and 98 [ Each ].

(12) Examine your English : by M. M. Maison and S. K. Kumar. Pub. by Orient Longmans, Bombay. Pp. 247. Price Rs. 6.

(13) Some Problems in Education : Bulletin No. 2, Delhi Ed. Forum. Published for the Society for the Promotion of Education in India by the S. I. T. U. Publications Ltd., Madras 28. Price Rs. 1.50.

(14) (a) Henri Dunant : Man in White. by Rudolf M. Stoiber. Pp. 144.

(b) Fast Flows the river : by Albert Butler. Pp. 192.

(c) Skeleton Creek : by John Parlin. Pp. 159.

Published by Abelard Schuman, Ltd. London [New York, Toronto], 8, King's Street, W. C. 2. Price 13 s. 6 d. net (each).

(15) The Sea [Reading for Information] : by F. G. French, R. J. Mason. Published by Oxford University

Press [London], Oxford House, Bombay I. Pp. 48. Price 2 s.

(16) The Harrap Spelling Books for Tropical Schools : [Books 1, 2, 3 and 4] By : Kenneth Anderson and H. W. Howes. Pp. 47 (each). George G. Harrap & Co. Ltd., London. Price 3 s, each.

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We have received 20 books of संस्कृत साहित्यसर्िता ( 1 to 20 ) written by different authors from Vora and Co. Publishers, (Pvt.) Ltd. Bombay 2. Each is priced 60 nPs. We have also received from the same publishers अवर्चीन भारतीय शास्त्र By D. V. Kelkar B. Sc., B. T. Pp. 85. Price Rs. 1-75.

\* \* \*

We regret space prevents us from acknowledging the receipt of the remaining publications (some of which are High School Magazines), received by us during this month.

—Editors

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A Request :

Brief articles (in the form of reports, covering about two pages of the Progress) are invited from headmasters and teachers, dealing with the following:—  
(i) What new plans they had chalked out for the last year (63-64); (ii) Which they could carry out (or not) and why; (iii) What they plan to do during the coming year; and (iv) some observations, if needed.

—Editors.

## EDITORIAL NOTES

### **British Students' gift**

At a function held recently in Delhi Mr. Belcher, while presenting equipment for an eye clinic at Delhi, observed that it was particularly heartening to find that the British students were the prime movers in contributing that gift to the University. He stressed the point that the gift was a symbol of the happy relationship that existed between the two countries and a genuine practical expression on the part of the British youth and the teaching world of 1964 of their good will and genuine co-operation with India.

This significant ceremony, which, as one finds, did not receive the publicity it deserved, and which was not merely a courteous banality, calls for certain observations. It is, no doubt, so much encouraging to find that some substantial help was offered to India by British students coming forward to make the contribution, being encouraged in that effort by their instructors. It is also found that help was offered in the form of books and material useful for study.

### **Our Students' Response**

Should we, one is inclined to observe, be merely recipients in this respect and not encourage our students to offer, in return, what they can, as a token of their appreciation of the gift and good-will too? It is true that we are still in an undeveloped state, economically and, in a way, politically too. However, if well directed by teachers and elders, our youths can, instead of frittering their energies in acts of indiscipline during the critical period of adolescence, do something creative and utilise their energies in contributing, as a return or rather as a response to the challenge of the student world of Britain, offering something helpful not only to the givers but to the people of other countries too. It is true that our school world has so many problems to face and is beset with evils 'sufficient unto the day'. Practical economic aid is certainly out of question. Still something in this direction—What form it should take will depend upon local surroundings and limited resources—can be done that will be a welcome achievement, a worth-while experiment, a creative endeavour. Even a collection of beautiful pieces of art, a library of the works of outstanding writers like Tagore, Radhakrishnan, Vivekanand, Aravinda or ancient Sanskrit writers, or of even literary artists of their provinces—are bound to be acceptable. We are told that British youths are so eager to know about India, her literature and

culture, and hence such a contribution to the schools or educational institutions would be appreciated. Such a gift would bless him that gives and him that returns. What is more important is that such an activity would strengthen the bonds of good-will between the youths of the different countries who have now unitedly to face and mould the future of mankind.

\* \* \*

### **Educational Reorganisation**

After winding up a large number of Committees and Advisory Bodies which were considered superfluous, the new Education Minister, Mr. Chagla, has seriously begun the work of reorganisation with a view to rationalise the working of different units. This is certainly a welcome step and the definite streamlining of the working of the Ministry will bring about a desirable change. The Minister has already declared his intention of appointing a Commission to investigate thoroughly into the state of Education in the land. He has seriously begun the Herculean task of cleansing the Augean stable and, if his enthusiasm proves lasting and becomes contagious, some improvement is bound to be forthcoming. Of course, in education reforms cannot be achieved in a day and the worker has to be an enthusiast who pursues his object, calmly and seriously, insisting cooperation from all concerned and receiving it whole-heartedly from all quarters.

### **Concurrent Education**

Mr. Chagla's statement that Education must be in concurrent list and that no State Government is prepared to have it made so, has, as was expected, evoked criticism as well as approbation. His interpretation that, in this respect, States are unwilling to part with the authority they are empowered with, might not be acceptable to many. Of course, there might be, in some cases, the political aspect behind the unwillingness but there are bound to be other reasons too.

It is noteworthy to find Dr. Diwakar, a Karnatak leader, expressing his dissatisfaction at the way education is handled by the States and wants a Central agency to control and direct education.

The same situation, though in a different garb, faces other countries like Great Britain, where, as Mr. Dancy puts it in "The Public School and its Future," the problem is how to maintain the excellence while progressing nearer to the ideal of equality.

The issue is, no doubt, mainly mixed with the problem of decentralisation. It will be gradually solved when society itself will be in a state in which it will recognise the importance of education all throughout the country and would contribute to its common progress, without losing its intrinsic harmony and its diverse personality.

### **Will such a Step Serve the Purpose ?**

One is inclined to observe that merely making Education a concurrent subject will not go much to help its progress, though to a certain extent, some of the present-day evils would be rooted out, some definite frame-work will act a cementing force, and some uniformity established.

What is necessary is to cultivate among the people an abiding interest in education, in democratic values and the need for a catholic and broad outlook with the result that, though of an all-India complex, it will retain its individuality and a right type of compromise will be effected. Then not only educational but other important activities would be, in the true sense, concurrent and rightly coordinated.

### **A Tragic Event and our responsibilities.**

It was such a painful shock to read that 35 girl-students were killed, and many injured, when a school building in Madurai collapsed. This tragic event that took place in a well-built (?) school-house is certainly the biggest disaster in living memory. It is reported that investigations are being carried out, though, as far as we know, no definite reason for such an unexpected collapse—the probable result of inhuman negligence—has been given out. One wonders why there is silence or inactivity regarding the root-cause of this disaster and whether the building was officially stated to be sound and stable.\*

### **Case for investigation.**

We would like Teachers' Associations or other Educational Bodies there to seriously investigate into the case that resulted into so much loss of life and suffering, and bring to the public notice the persons whose indifference or failure in duty led to the mishap. It is sometimes argued that our Associations devote themselves only to the problems affecting teachers' conditions, salaries, periods of work, etc., and sometimes resorting to processions, and Morchas, while they fail to attend to serious questions regarding the welfare and safety of their pupils. The best answer to such an argument would be a concerted effort at deep probing of such tragedies and offering the necessary help and counsel.

It is also incumbent on the Educational officers to go deep into the cases and suggest steps to prevent such happenings in the future. What is rather disturbing to observe is the apathy, the indifference to essentials with unnecessary attachment to non-essentials and the lack of ability to distinguish between the two; and the sooner they leave, the better.

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\*It is also recently reported that some students from a town in Maharashtra were badly injured in an excursion while, in another instance, a few were drowned in a well near the place of their camping.

## EXAMINE YOUR ENGLISH

by Margaret M. Maison and Shiv K. Kumar Rs. 6

Designed as a course in English grammar and composition for Indian students at the University level, almost all important aspects of English grammar have been discussed in great detail with suitable examples in this book. It will be a boon to those who wish to improve their English.

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by Bhagwan Dayal Srivastava Rs. 12

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