

EDUCATIONAL INDIA

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REMEMBRANCE



...When we have realised the majesty of the Moral Law, we shall see how little our happiness or unhappiness depends on health, and success, and fame, and the like ...

— Mahatma Gandhi



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31st YEAR



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The Teacher and Socialistic Pattern

By M. Abu Baker.

EVER since the days of Owen, when socialism entered the domain of serious consideration, its exact nature has been a matter of controversy. The controversy shows no sign of abatement in spite of the fact that socialism to-day is much more widely accepted than ever before. One would, therefore, only be bringing a hornets' nest about his ears by speculating upon the nature of the socialist pattern of society, the Indian version of socialism.

The present purpose does not demand such an enquiry, either. What is of relevance here is the main socio-economic objectives of this country to-day. Fortunately for us there is a fair degree of agreement on these objectives. It is possible to make an extended statement of these, but they could probably be stated succinctly as the ending of the age-long stagnation and the present stage of destitution of this country. We are, in short, aiming at a socio economic revolution.

But, how do we propose to carry out this revolution? We hope that this revolution will be carried out by the people. We hope too that it will be carried out with the minimum of direction and may be with some degree of incentive from above. We have ruled out compulsion altogether.

But, to my mind, in our exuberance of enthusiasm, we have left an important question unasked in this connection. Are the people ready for carrying out such a revolution? Does the will for individual progress and

prosperity exist among the people? Is their value system—their aspirations, their beliefs and attitudes oriented towards change and progress?

Even if the question was sometimes posed, the answer to it was never doubted. Our image of the situation was one of millions of people in villages and towns riding on the crest of an upsurge, with destiny in their hands. We spoke of a "revolution of rising expectations" and acted as though such a revolution had really gripped the people. We took it for granted that, given the opportunity, people at a subsistence level of existence would want to improve their lot. We refused to recognise the problem of the human factor in social change. Only of late have we begun to wake up to this problem, mainly because of the disappointing results of many of our development programmes and the findings of a number of studies of a sociological nature.*

The Tungabhadra project in Mysore, to take one example of the relative failure of a project due to limited aspirations of the people, serves a tract which is notorious for centuries for drought and famine. Yet, in 1961, eight years after its opening, out of forty-one thousand acres of land for which water for irrigation was available, the opportunity was availed only for three thousand acres. It would seem that

Mr. Abu Baker is Lecturer in Regional College of Education (N. C. E. R. T.), Ajmer. He lays stress on the human factor in social change and urges a three-pronged battle for the teacher.

* For example, Kusum Nair "Blossoms in the Dust" and S. C. Dube, "India's Changing Villages", "Human Factors in Community Development."

people simply did not want to improve their lot. If two bags of paddy were required for maintaining a family, the family worked for just two. Their aspirations were limited and also static.

This is teaching us an important lesson—the lesson that we may skip grade in schools but not in history. The industrial-democratic revolution in Europe was accompanied by a revolution in their value system also. Man's trade and vocation, so far looked at with disfavour, now came to be considered the fulfilment of his worldly duty and this fulfilment, the highest purpose in life. An other-worldly ethos was, thus, transformed into a this-worldly ethos. This "protestant ethics" smoothened the way for the industrial revolution in Europe.

The trouble with our socio-economic revolution is that such a protestant ethics has failed to emerge. The traditions, beliefs and aspirations of the people remain the same as before. Change is induced from above by the introduction of new techniques and institutions. The resistance of the value system of the people to this induced change has been one of the most important factors responsible for our tardy progress. Thus we are slowly realising to-day that if our socio-economic revolution is to be effective, we also will have to build up a "protestant ethics."

How can this be done? This is one of the most important problems facing us to-day. In Europe the needed change in the value system was brought about by the pressure of socio-economic forces themselves. But then Europe had two hundred years at her disposal to industrialise. We have a time horizon. We have to accomplish within twenty years what was accomplished in Europe in two

hundred years. We cannot, therefore, leave the change in social values to the pressure of economic forces.

It is here where, to my mind, the teacher comes in. The Indian teacher to day has to accomplish for his country what the protestant ethics accomplished for Europe during the industrial revolution—that is, the creation of an entrepreneurial ethos.

The teacher in trying to accomplish this will have, I believe, to undertake a three-pronged battle.

Firstly, the teacher will need to make adjustments in his own attitudinal pattern. If we only dare to direct into ourselves a critical eye we shall discover—and we shall probably be surprised by this discovery—that our own attitudes and beliefs are considerably out of tune with the needs of a transitional society. A teacher wishing to play his proper role in the forging of a new ethics in this country will, therefore, have to persistently subject himself to a critical self evaluation, an examination of his own values, beliefs and attitudes. This process of self examination will indeed, be painful. The price of freedom, it is said, is vigilance. The price for the honour and privilege of being a teacher in the India of today I suggest, is this constant and painful self-examination and self-adjustment.

The second front on which the teacher will have to fight his battle will probably be the school system itself. The teacher with progressive ideas and attitudes can be rendered utterly ineffective by a non-permissive authoritarian school system. Even where the school system is fairly permissive to start with, schools, as is well known, have a way of lagging behind society and in the process, becoming non-permissive and authoritarian. One has only to look into

history to find numerous examples of this time lag between school and society. Greek and Latin literature had ceased to hold any meaning for 16th-17th century Europe, but they persisted in the curriculum, though now under the pretext of their disciplinary value. Archery continued to be taught in Chinese schools long after it was discarded in war. We have the disadvantage of starting with an educational system known for its rigidity which makes the fight on this front difficult.

The battle here is mostly intellectual and organisational and its outcome depends upon how far teachers succeed in continuously equipping themselves intellectually and in developing their professional organisations.

The class-room and students constitute the third, but the most

important plank in the battle of the present Indian teacher, who does not want to fail to make the contribution that is expected of him to the socio-economic revolution that we have undertaken. Such a teacher will have to be much more than a teacher of arithmetic, history, geography, or languages. He will have to be a moulder of minds rather than a teacher of subjects. Subjects, indeed, are important. But what is equally or even more important in our context to-day is the right attitudes - the right attitudes to change, to work and to life. A teacher who has succeeded in inculcating progress-oriented attitudes in students has made the greatest contribution an Indian teacher can make to the social-transformation going on in the country to day.

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Health Education in Sec. Schools

Shri M. N. Jha.

The programme of Seminar Readings initiated by the Directorate of Education Programmes for Sec. Education is a unique venture and experiment in the field of education. This has enabled several practising teachers and principals of Sec. Schools to contribute essays on their practical and not theoretical, educational experiences and experiments. This particular paper by Mr. Jha of the Sarvodaya Multipurpose School, Kumar Bagh, Champaran, Bihar is one of the best few papers which received an All-India Award and deserves to be read by teachers and educational administrators.

STATISTICAL data show that the rate of infant mortality in India is higher than in other advanced countries. The average life of an Indian is very short. The number of persons suffering from tuberculosis is very high. With the exception of a few areas the percentage of persons eligible for the defence services is extremely low. We cannot overlook these statistical results.

What is the underlying reason? Some hold that the poverty of Indian people is its only cause. It may be true in case of a small percentage of people but there is one more cause which is more important. That is lack of education. Though our country has made a satisfactory progress in literacy, but still the lack of education is hindering people in different ways and this has resulted in the unhealthy development of even resourceful mass of the Society. Health Education is part and parcel of education because a sound mind is to be expected only in a sound body. Besides, according to Mahatma Gandhi, education means an alround development of body, mind and spirit. Thus without health education all other educations remain imperfect.

Health education defined

What does health Education mean? Before analysing this, let us first know what 'health' actually means. W. H. O. has defined 'health' as a state of complete physical mental, and social well-being and not merely the absence of disease or infirmity.

Here we find that health does not include only disease-free state of body, but also a perfectly developed body, mind and spirit. Therefore the education which leads us to achieve this aim is the health education. Health education has been defined in many ways, one of which is, "Health Education is the translation of what is known about health into desirable individual and community behaviour pattern by means of educational process." The analysis of this definition leads us to the following conclusions :—

(i) A clear cut knowledge acquired about health should be imparted to the people ;

(ii) The knowledge about the fact of health becomes futile if it is not practised in life. A popular Sanskrit maxim says, 'Jnyanam Bharah kriyam bina', knowledge without action is a burden ;

(iii) Every individual should have a definite goal before him regarding personal as well as community health.

While seeking to solve the problem concerning health education, the above-mentioned definition can not be lost sight of. In our country Secondary education is considered to be the foundation stone of the Educational system, because many people give up their studies at this stage. The old form, with certain modifications has newly been shaped so as to produce a successful citizen thereby.

Importance of Mother, Family and Society in Health Education

Family is the eternal school of social life. As a matter of fact practical training of health education begins in the childhood, rather from the very embryonic stage, and the educator is the mother. She takes care of the healthy development of child in the parental stage by healthy thoughts, behaviours and healthy diet. In the post-natal stage she inculcates in the child a healthy habit of regularity in taking meal, performing daily duties and etc. There after begins the role of the Family, Society and of the Primary School. It is well known that if any of these is corrupted the children are bound to be so. Now at the Secondary stage of education there comes a deciding opportunity for the all-round development of a child like a final revision of all the constituents of food in small intestine. At this stage new habits are cultivated in a child while old ones are amended. The more important thing is that the basic knowledge about health is imparted here. At the same time the knowledge thus acquired is taught to be implemented in life. Before Secondary stage, a child blindly follows the rules relating to health

without the least idea of the mysteries thereof. He has been made to form a habit and he acts under the force of it. Thus we see that the health education has much importance at the secondary level because pupils get opportunity to study and understand the logical background of the habits formed in childhood. Here boys begin to understand that an interval of four hours between two meals is essential because food takes about four hours for complete digestion; that milk is a full diet and likeways.

History of Health Education in India

Leaving bed in the small hours of morning and taking bath, worshipping the rising Sun by riverside; practising Yogic exercises, fasting, taking fruit diet, saltless food on Sundays and other practices still prevailing in our Society, bear testimony to the fact that health education in our country was more scientifically and solidly based in ancient days than it is today. A perfect arrangement of physical education in the Universities of Nalanda and Takshsila clearly lends support on views that health education was in its full developed form. Physical and health education during the Mughals and the regime of Nawabs was at a very low ebb. To quote C. F. Andrews, "the causes were possibly to be found in famine, poverty, disease, internecine Wars, defective diet, early marriage, purdah system, ascetic ideals for the body and associated social and religious customs." In British India physical education was first started by Gymnastics on MacLaren's system in the Schools of Madras. After that it spread in the form of different games in towns but it could not be popular among the teachers and the students. It was only due to the

fact that they were quite ignorant of the theoretical background of physical training and result was their failure to understand its real importance. Even Instructors themselves were ignorant of these subjects. They were just like lifeless machines—capable of doing drills of different forms but having no knowledge of the effect of these on the different limbs of the body. In the third decade of the 20th century, Y.M.C.A. added a new chapter in physical and health education in Indian Schools. The teachers trained in this institute made health-based physical education more popular. In 1937, a Physical Education Committee was set up in Bombay which explained the ideals of physical education according to which the aim of physical education is not only to build a sound physique but to inculcate in public, qualities necessary for the making of a successful citizen. The educationists all the world over are unanimous in this that physical and mental education are interdependent and both should be harmonised in such a way as to make education, complete. Again in 1945-46 a Committee for physical education was set up which, while supporting the ideals of the Committee of 1937, made many recommendations for physical and health education. One of these recommendations was that the development of health of the School boys should be made through lessons in health education, proper food and nutrition, regular medical examination and also by maintaining records of health of the students individually. After second World War, the Central Advisory Board of Education made recommendations for School health services while planning for education. According to this the main aim of the School health services is to foster in children a

right type of education and patriotism. Under its auspices a regular medical examination, a maintenance of their records and treatments done accordingly should take place. There must be provision of a Community dinner at noon either arranged by the School or the students themselves. After Independence, India felt the need of a new deal in Secondary Education implementing the democratic ideals in the country. So a Commission was set up under the Chairmanship of Dr. A. L. Mudaliyar to draft outlines of Secondary Education. The Commission discussed various aspects of Secondary education and gave recommendations therein. Following are the recommendations regarding the health Education:—

1) A properly organised School medical service should be built up in all states.

2) A thorough medical examination of all pupils and necessary follow-up and treatment where necessary should be carried out in all Schools.

3) Some of the teachers should be trained in first-aid and general principles of health so that they may co-operate intelligently with the medical staff.

4) Proper nutritional standard should be maintained in Hostels and residential Schools.

5) The school should assist where possible, in the maintenance of the sanitation of the area and the school children should thus be trained to appreciate dignity of manual labour.

Recommendations for the Health Education Programme

Scrutinising the recommendations of different committees, organised before and after independence

and also taking into consideration the healthy habits of the ancient Indians, we are to chalk out such a programme of health education which may be smoothly organised in our modern schools. For that, we shall have to be acquainted with the thought of various foreign educationists. We have some socio-economic obstacles in implementing the health education programme advocated by different educationists of America and other advanced countries of the World. Now it is up to our educationists how to implement those programmes—whether in their own form or in the forms suited to Indian conditions. Here I am setting forth a co-ordinated form of the recommendations of different committees and thoughts of different educationists from abroad.

i) Physical education should be compulsorily included in the school curriculum and also it should be correlated with health education.

(ii) The syllabi of physiology and hygiene should be systematised in the light of modern thoughts. Children are admitted in the Secondary Schools in their adolescence. Herefrom puberty manifests among the children and, therefore, they should be imparted a true sex knowledge so that they may not fall victim to sexual perversions; within the compass of health education, the knowledge of basic health needs is essential. Mr. Grout, an American Health Educationist has given the following ten points regarding the basic health needs:—

- i) Food;
- ii) Excretion;
- iii) Exercise and play;
- iv) Rest and sleep;
- v) Healthy eyes, nose and teeth;

- vi) Correct postures of sitting, walking, sleeping etc.;
- vii) Free from diseases;
- viii) Free from accidents;
- ix) Emotional adjustments;
- x) Sexual adjustment.

3. In every school there should be a physical Instructor also to teach theoretical background of health. He should be the leader of the students in different activities of the schools.

4. Every teacher should be symbol of good habits and character. In so doing, almost half of objectives of health education is complete. In the course of physical training in Training Schools and Colleges, emphasis is laid only on theoretical knowledge about some bodily organs, balanced diet and certain other related things. It is now necessary to start a section in practical first-aid training in Teachers' Training Institutes. Besides this all teachers should be acquainted with Grout's Basic Postulates on health education already discussed earlier. This is possible only when these things are taught in Teachers' Training Institutes.

5. Government are kind enough to sanction ample grants to assist in setting up and developing our School activities. Health should be the pivot round which all other activities may revolve and the maximum of the amount sanctioned should be spent therefor.

Suggested extra-curricular activities regarding Health Education

For the health development of the student, activities relating to health should be organised. Here some reference is made to activities which can be implemented at a barest minimum expenditure.

- a) At the end of every rainy season Health Exhibition should be

organised to exhibit charts, showing balanced diet, different organs of the body, utility of vitamins, vitaminized food stuffs, pictures of healthy babies from different countries and etc.

b) In school Debating Societies talks on health should also be included.

c) Arrangement of lectures should be made by consulting Doctors available, on health and allied topics.

d) At times many teachers are found absent due to certain reasons. The heads of the Institution may utilise the day as health parade day. An assessment may be made of each of the students regarding their cleanliness. Record may be kept regarding the cleanliness of their teeth, hairs, nails, tongue and clothes etc., and prizes may be awarded to the deserving students on account of these on prize distribution ceremonies.

e) Cleanliness campaign should be launched besides the cleanliness of the school Campaign. Although it is vague in every school yet progressive teachers should have faith in this.

f) Charts showing correct standing and sitting postures should be hung in common rooms and different classes of the School. Besides this teachers should always sit, and stand in correct postures. Authorities concerned should also be very particular about the fact that furniture may not be defective. Furniture which may compel the students to sit in correct posture, may kindly be supplied to the schools.

g) If possible, arrangement of light refreshment should be made in tiffin hours. Germinated gram and green gram will prove the cheapest and the best.

6. Arrangement of pure drinking water should be made in Schools.

In some areas due to deficiency of some mineral salt in water, certain diseases spread among the common mass. For example, in some parts of Champaran district in Bihar due to deficiency of Iodine in water thyroid glands function in a defective manner. Consequently Goitre takes place. It causes mental deficiency among those who suffer thus from. If some quantity of collosol iodine is mixed with the drinking water there are chances that rising members along with other members may be free from disease which not only deforms the body but brain too.

7. Health problem of students should be discussed at parent-teacher association.

8. In school Hostel, training for healthy living may very successfully be given. Moreover the food, daily routine and breakfast should be regularised in a healthy way. Regular arrangement should be made for morning exercise and evening outdoor games.

Like various other societies there should be a Health Society sponsored by the Physical Instructor for the better running of the activities mentioned above. This Society may be in liaison with W. H. O. P. H. Department and may be benefitted by them.

Forms of Government assistance

10. (i) In the beginning of every session, when the students are admitted in Schools, the last week of January should be considered as Health Week and the boys enrolled should be examined thoroughly by local Government Doctors. For this a team of Doctors should be constituted under the supervision of Public Health Department for the health examination. Doctor's report should be preserved in the School office and copies

(Continued on page 66)

The Role of Humanities in General Education—I

By Shri V. Gopalakrishnaiah.

THERE are two important kinds of education, namely, general education, and special or vocational education. The report of the Harvard Committee on General Education describes the two categories of education as follows. "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; while the term, special education, indicates that part which looks to the student's competence in some occupation."¹ Moreover the Harvard Report makes it clear that general education should not be confused with general knowledge as understood in the popular sense or with universal education.

It may appear to us that general education is really only liberal education in a new dress. This is because there are points of resemblance between the two concepts of education. The concept of liberal education was in vogue even in ancient days. It appeared in Greece when society was basically a slave owning one. In those days society was divided into rulers or masters and slaves. The slaves were expected to be efficient in their manual labour and technical skill. The education of the masters was unspecialised or unvocational. They were endowed with full leisure which they utilised in the study of liberal arts which make life rich and sound. These free men were trained in the reflective pursuit of the good life. Thus the aim of liberal education was to produce a rounded person with

a full understanding of himself and of his place in society and in the cosmos.

General education differs from liberal education in that the latter serves for the intellectual elite only, while the former is intended for all mankind. John E. Wise in his book "The Nature of the Liberal Arts" differentiated clearly the two types of education. General and vocational courses do not aim primarily for mental enlargement, but for social competence and for vocational fitness. In other words, General education stresses information more than formation, and is more directly utilitarian and social, whereas liberal education aims at mental training and breadth of vision.² The difference between general and liberal education is aptly expressed by H. T. Morse: "General education is a broadening and revitalising of the content of liberal education, adapting it especially to the needs of the many, instead of to the needs of the few; they still compliment to one another."³

The aim of general education is to impart to the student a broad understanding of nature and the world in which he lives, the society to which he belongs and the values

Mr. Gopalakrishnaiah, M.A. (Hons.), is a Lecturer in Philosophy, Andhra University, Waltair. In this first part, he outlines the real aim and scope of General Education and the role of Humanities in it. In the next part the curriculum will be dealt with.

and ideals which he has inherited. To fulfil this aim new integrated courses are developed in the three broad areas of knowledge, General or Natural Sciences, Social Sciences and Humanities. Further general education provides the student with an understanding of his heritage and sense of the good life. In this way the student develops the capacity and equipment for discharging properly the responsibilities of common citizenship. It thus aims to provide what is missed by a one-sided emphasis on specialised professional or vocational education. In short, general education instills the spirit of independent thinking, critical enquiry and appraisal in young minds.

The Role of Humanities in General Education :

Education is the most powerful instrument which brings changes in the outlook and behaviour of man. According to Milton, "a true and generous education is that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war." This can be achieved only through general education. An individual having proficiency in a single branch of knowledge can never become an educated man.

There are many things which the student as a human being, should be able to do. He should be able to care for his body, and its welfare. He should be able to speak, to read, to write on a level suited to his student career and later life. He should know how to think in the concrete terms of science, how to think in the abstract manner of Philosophy, how to think in the humanistic realm of value judgements. He should be able to relate his growing abilities and knowledge in the gradual development of a philosophy of life to which he is

willing to commit himself. Moreover he should be able to relate his developing philosophy to active experience in living, to complete the revealing circle of thought and action. Thus the young man disciplining his entire nature will have a possession over himself. So what is essential is that every individual must have a grasp over the outlines of knowledge. The primary concern of general education is the development of man and woman in whom the best possibilities of human nature are realised to the limit of each individual's capacity. By means of courses in Physical and Natural Sciences, Social Sciences and Humanities, the student will have a general perspective about nature, life and society as a whole. As it is said in the Harvard Report: "The study of the Natural Sciences looks to an understanding of our Physical environment, so that we may have a suitable relation to it. The study of the Social Sciences is intended to produce an understanding of our social environment and of human institutions in general, so that the student may achieve a proper relation to society, and by the aid of history, the society of the past and even of the future. Finally, the purpose of the humanities is to enable man to understand man in relation to himself, that is to say, in his inner aspirations and ideals."⁴

Thus it is evident that a course in humanities serves a great purpose in general education. "If education fails to give the right orientation to our students towards the inner world of man - his values and ideals, his attitudes and emotions, his sufferings and sacrifices, his triumphs and achievements as reflected in history, drama, fiction, poetry, art and philosophy, it cannot shape their

personality into a thing of beauty and balance.”⁵

Aim and scope of Humanities

The term ‘Humanities’ was coined by the Romans to signify the arts which they learned from the Greeks as well as to reveal the result of the impact of Greek arts on Roman life. There are two aspects in the Latin definition of the term, (1) the historical and erudite aspect, because of the fact that the arts are learned from books and from the history of past achievements; and (2) the actual and practical aspect, because their cultivation and use is a characteristic of man and the period. Moreover, according to Aulus Gallius the word ‘humanity’ is a translation of the Greek word ‘paideia’ which means ‘erudition and instruction in the good arts’. The possession of such arts and sciences is a characteristic feature of man. The rebirth of humanities in the Renaissance revealed the same two characteristics, an enthusiasm for Greek and Latin letters, and the use of learning as an integral part in the formation of a new culture and civilisation. Today the area of humanities is generally considered to include those disciplines which emphasize the intellectual, aesthetic and ethical values of man’s heritage. Subjects such as literature, history, philosophy, religion, music and the fine arts come under the realm of humanities.

In the long history of the humanistic spirit, that is, from Socrates, Plato to Goethe and Emerson and persons today who are in that tradition, the aim has been self-knowledge and self-discipline. In the recent times science has attained an important place in the present educational set-up. The future of humanities is precarious. The modern era is concentrating its efforts on industrialisation. In the countries of the

west this craze has grown out of all proportions. The eastern countries are also being completely overtaken and overwhelmed by it. The motto is to produce more scientists and more technicians, more engineers and more craftsmen who will produce and contribute to the material prosperity of man. Consequently, man has become machine minded, guided by the motive force of material prosperity and happiness. In the struggle to adjust educational values and ideals to the demands of the new Age, the higher values of education that were implicit in the philosophical teachings of a succession of teachers and thinkers have been pushed to the background, if not completely overshadowed. Ideals of self knowledge and self-discipline, the stress on the perfection of the individual, the integration of personality and such others are some of the educational values no more in the forefront. Today educational institutions are busy in planning for the preparation of man in a manner that will fit him into a world fast moving on the twin wheels of science and technology.

But an age of science has become an age of misuse of science. There are the destructive powers, i. e., atomic weapons among man’s inventions. At present, the world’s position is miserable. There are conflicts of cultures, of idealologies, of ideals of life, of politics. Whether the forces of darkness will be halted no one can say. But we can affirm that if a country is to play a high and civilizing role in the future, it will need a humanistic philosophy of life based on the concept of the dignity of man, and a humanistic philosophy of Education that will supply to democratic society, men and women of intelligence and character.⁶ Humanities bring fullness and richness into man’s life leading him to individual as well as

Educational Problems *vis-a-vis* Academic Orientation & the Family

By Prof. Dr. M. Varshney.

II

Psychotechnical Examination

This is the method commonly employed in advanced countries to assess the personality of the child at the time of examination, but it should be noted that this technical exploitation of psychology is comparatively recent and has its critics as well as supporters. In fact the psychological examination clearly brings to light certain aspects of the subject which would otherwise remain obscure; it provides precious information for a solution particularly in difficult cases, but not the solution in all cases. The informations obtained from psychotechnical examination may permit teachers to harmonise the teaching as best as possible with the possibilities of children to attain the desired objective. But in India we have very few qualified persons to conduct psychotechnical examinations and the number of children examined by them at present is very low, with little prospects of improvement in near future.

Academic Examinations and other methods

Examination of academic knowledge is practically the only method

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social good. It must be noted that the main preoccupation of humanities is with the sense of values and the vision of man's ideals. In short, the study of literature, philosophy, and history help us in formulating judgements and opinions on things and events.

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used for orientation in India. We see immediately that it is based on two very weak hypotheses viz.—That the answers the child gives to a few questions within the syllabus covered represent what he has understood in all his studies; and secondly that if he has been capable of suitably assimilating the preceding course, he shall also be capable of assimilating the following.

The second statement is open to discussion. A distracted or playful but gifted child may show average results at an elementary examination, and shine much more later when he becomes more mature and devotes himself to studies. On the other hand a reserve and studious child with little intelligence may attain the same results as above, but that for him will be his upper limit. These two examples are not exceptional cases, but on the contrary represent a large number of real ones.

As regards agreement between the results of examinations and the real value of candidates, it has been disputed since long and by competent personalities. But even today in India, the passing of examinations is viewed as a passport for employment and indicates an ascent in the cultural scale and serves more or less as the sole criterion of the market value of

Dr. Varshney of the Regional Engineering College of Allahabad is already familiar to our readers. This is the second part of his article on the subject. The first part appeared in July issue.

the educational products without caring for the other and more abiding values of life. Students are more interested in notes and cribs than in text books, and in answers to select and possible questions than in a systematic and comprehensive knowledge. Teachers too supply the demand of their pupils by preparing notes, questions and answers on the subjects as their reputation, popularity and promotion in most cases depend upon the number of passes from among the pupils under their charge. Questions generally set for the examination are mostly of the subjective type which encourages mere cramming and spoon feeding rather than the habits of independent study. The entire system is thus transformed into a vicious circle defeating the ultimate purposes of education.

It is regrettable that over 50% of the candidates fail in the Secondary School Examination particularly more so, when one takes into account that there is elimination year after year till the boy reaches the final year. What shall we say of a factory manufacturing some current product with this efficiency— it is deplorable and the factory cannot but go into liquidation at that rate. What then are we doing about our teaching in schools when efficiency counts so much in this age of technology? It is usual to attribute this bad performance to bad orientation, but we do not think that orientation is so much to blame. It does not require so many years to find out that a particular branch is not suitable for a student, till he reaches the school final. It is inadaptation of teaching and insufficiency of its means and methods that are the causes.

The first question that arises is whether the excessive number of failures conform to justice i. e. the

better candidates pass and those who fail are bad. In general in a class about half the number of students are average, about a quarter above average out of which 10% excellent and about a quarter below average out of which 10% really bad. Almost all the good ones except a few exceptions do pass and almost all the bad ones do fail, but for the average ones passing or failing is more or less a matter of chance—he who has passed could have failed and he who has failed could have passed.

However one talks less about undeserving success; though the errors likely to occur in this direction are as much as in the other. Out of the flood of enquiries and protests received by the Boards of secondary education and universities, I do not think there is even one which says "My son is lazy or too playful, he did not put in sufficient work throughout the year. I do not understand how he has passed." The failure of good students is deplorable since it discourages them, but on the whole the passing of undeserving candidates is more pernicious, though considered as a chance by those who are benefited. It gives support to the belief that by knowing how to "manage" one is better off than by working hard; and very many young men get easily convinced about it. It is true that in such an examination it is not possible to know and consider individual cases and a demarcating line has to be drawn somewhere; but the moment a test takes the form of a chopping knife that drops, it loses its value as an orientation test.

An examination provides information regarding only one point: the aptitude of the candidate to mobilize his knowledge to reply in a given time to a set of questions, not told in advance, out of a given syllabus. This is a valuable information to be

taken into account, but not a determining factor all in itself. The substitution of valuation of a few note books for the judgment of a qualified person is not valid to appreciate how much the Student has picked up out of what has been taught; it is still less as regards his future possibilities. It is not difficult to find cases when a candidate does very well in an examination in a subject in which he is not so thorough and for this reason it is better to keep a record of and to take into account his performance in different classes leading to the final examination rather than a single examination alone. A thorough oral examination alone, I repeat thorough as against a short vivavoce, brings out more information than a written test with the questions set in advance, and is preferable in that respect. Also, if a certain percentage of marks in the final examination are given for a boy's performance throughout the year as is done e. g. in technical studies, it will eliminate the factor of chance to a certain extent.

There has been lot of controversy regarding the utility of examinations as conducted at present; but still one point on which the supporters and the opponents agree is that the person best informed about the value and the future possibilities of students, are the teachers who have taught them. One then naturally asks why we should have the examination at all when we can well distinguish between good and bad students with more certainty otherwise. The two principal reasons that we can think of are the following. Firstly in our country there is the tradition of having the examinations and we generally judge the value of an individual by the number of diplomas he manages to knock off by passing the examinations. Secondly the parents are haunted by the idea of favouritism

and the use of influence with teachers. They believe that teachers have their whims and fancies; they have their "pet" students and there are on the other hand others whom they like to pull down.

To avoid this, precautions like false script numberings, avoiding disclosure of student's or examiner's identity etc, are resorted to. This judging of individuals by their answer scripts though ensuring objectivity in certain respects, is defective in others. In an examination like the secondary school final, where hundreds of thousands of candidates take it in every state yearly, the problem of uniformity of valuation is an important one when there are so many different examiners. In spite of detailed instructions sent to examiners, there is a certain amount of latitude from man to man.

To sum up, the suppression of traditional examinations would be good to the extent the alternative methods work well. The teachers under whom the students have worked for years are better qualified than anybody else to comment about them but these comments should follow some set rules so that the persons who have to take note of them understand what is really meant. After all it is a language that is to be defined.

If each student is given a "Record book" to be maintained right through his student life and information useful for his orientation are entered therein, it will help the family to decide about the choice or in the alternative take the responsibility for not following the advice. The data in the record book can be used as complementary to the results of the traditional examinations as well.

By taking advantage experiences in foreign countries in this field, it

The True Aim of Education

By Miss B. C. Franklin.

THE true aim of education is the all-round development of the individual; that is, the development of body, mind and soul or moral and spiritual values. An educated man should develop a healthy and strong body, he should develop the ability to think logically, to plan wisely, to distinguish right from wrong, good from evil, beauty from ugliness, truth from falsehood, and godliness from ungodliness.

Our educational system has over-emphasized the development of the mind and has used all the resources of the world to nourish it. The soul has not been given half as much care as is needed for its development. The

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should not be difficult to standardise the form or Record Book. But this will not solve all the difficulties. The record book has to be filled in, and in our opinion this is a task where close collaboration between the parents and teachers cannot be overstressed. In order that it may synthesise all that is worth knowing about the child in his family, as well as at school, by psychotechnical examination, by his progress in class and as a result of examinations, which though insufficient as unique criteria are no doubt helpful as one of the means of appreciation. The parents and the teachers have to fill it jointly with the collaboration of the doctor and the psychologist. Such round table meetings will considerably help in orientation, though the final decision of course results with the family in case of diverse views.

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development of the human mind or intelligence has helped man to adapt himself to nature, and even to conquer some part of it. It has played a very important part in the material side of human progress and it will continue to do so. But the development of the mind alone, without or with very little moral and spiritual development, has worked against human progress toward love, sympathy and brotherhood. Where man's emotions and impulses are not refined, love and sympathy have not been awakened. Where fear of God has no place in man's heart, his knowledge and especially the knowledge of science, becomes dangerous for the safety of humanity.

Along with reading, writing and gaining proficiency for one's job, a man should be helped to collect as many precious jewels of life as he can. There should not be much occasion for him in his later life to regret that while he was getting his education he missed moral, spiritual and other values of life. The values of life are: love, joy, peace, long suffering, gentleness, goodness, faithfulness, meekness and temperance (The Bible). The education that aims at the harmonious development and coordination of all the human qualities, faculties and the values of life will give man the foundation for a happy and successful life.

Scientists have unveiled many secrets of nature, doctors have con-

Miss Franklin, Basic School and Girls' Home Supervisor of the Ingraham Institute, Ghaziabad pleads for moral and spiritual values in Education.

quered many diseases, and man has been able to increase his span of life on this earth. Rockets of terrific power, travelling at speeds of over 20,000 miles per hour are being developed to take man to the Moon, Mars and Venus. Man is swimming like a fish, searching the bottom of the ocean; he is flying into space with terrific speed. All this is the miracle of man's mind.

Jesus Christ said, "Be ye perfect like your Father in heaven." Every evidence points to the fact that man is going to make more and more progress in the field of science. Man swells with pride over all this success and then sinks back into despair when he finds that after all this progress, the world remains full of fear, distrust, greed, selfishness, and disobedience to social, political and moral laws. In general, people seem to have lost both self-respect and respect for others. The courts are filled with youth and grown-ups. There is a break down in the lives of individuals, families and societies. All this, is the result of the neglect of moral and spiritual development and the sense of human dignity. Man is not going to profit much by all this progress if his deepest longings to live happily and peacefully are being stifled. Very few men are searching the bottoms of their hearts, and very few are flying into the realm of spirituality to find out what is there.

Great civilizations have been born and died, but not one has ever completely disappeared. Their aesthetic, intellectual, moral and spiritual ideals are expressed by the treasures of art and beauty, in poetry, drama, music and monuments stored and preserved for us from time immemorial. These values have always held great prestige, and are universally admired and respected, but unfortunately they are not practiced by the masses.

Mere admiration of the great virtues, and mere performance of good deeds does not make a good man. The habits of appreciation, cultivation and practice of great virtues, should be developed in each individual through education.

All the saints and sages, of today and of all ages, all races, countries and communities, have been earnestly imploring man to strive toward moral and spiritual values which alone can give him the happy and successful life he desires.

Moral and spiritual progress is internal and is ensured by transforming a man from within and not merely by sharpening his intellect, or by improving the tools he uses to serve his purposes, or by increasing all kinds of comforts and facilities for him.

To give a child intellectual training without previously giving him moral and spiritual instruction is to build his life's foundations on sand. The growing mind of child is quick in learning new things, and also in retaining and reproducing them. Habits formed in childhood tend to be permanent and can hardly be broken or changed in later life. Therefore, it is at this early age training in the moral and spiritual values of life should begin.

The world is full of educated men and women, but unfortunately, all of them have not been given such instruction that gives them real good hearts. The future of humanity depends upon the educated men and women who are also morally and spiritually evolved. The task of correcting the short-comings that are being observed now and of avoiding them in future depends upon an educational system that is based on a high and noble aim of building a generation that has knowledge, character, and love of God and man.

Use of Library in Secondary Schools

By Principal K. C. Vyas.

LIBRARY is going to play increasingly more important role in the future organisation of education. In modern times due to enormous activities in Science and technology as well as mass means of communications, the content of knowledge is increasing at an accelerating speed. The old traditional methods of imparting information has got to change because it will be physically impossible to impart information to the child within the school time. Therefore, the methods and techniques of imparting education will have to be evolved and found. These new techniques and methods of imparting education will have to take more and more advantage of organizing library activity and facilities. Any educational programme which aims at providing quality education will have to organise its library facilities on a good substantial basis. For quality of education can be improved only if the students and teachers go beyond text books and study the problems confronting them. This leads us to the conclusion that all educational programme will need for its success a good organised library facilities.

The school administrator will have to devote greater attention to organization, equipment and providing of facilities both to the teachers and the children. The library of a school should be a place where children and teacher would like to go. It should be an attractive place where both materials for recreational reading are provided. The administrator of the school will do well to have a whole time librarian to look after its working in an efficient manner.

The location of the library should be such that it is at a central place where it is easily accessible to all. It should have quiet atmosphere with plenty of air and light. The library should be so constructed that there should be scope for expansion. Further library arrangements should be attractive and inviting. Simple decorations with attractive color of a library and reading room would help to make the child feel like taking advantage of the library. The library should with all its strict rules regarding organisations, with regard to house and handling of materials and books should be having an informal atmosphere. A teacher or a student should be able to go without fear to the librarian for his problems regarding finding out materials. Librarian therefore, should win the confidence of both the teachers and the students by his pleasant manners and behaviour.

The building up of library material should be with the co-operation of the administrator, the subject teachers and the students. A committee of teachers and students should help the administrator to equip the library with books, magazines and reference materials which are of interest for the academic study. The

Principal K. C. Vyas, M. A., (EDU.) (U. S. A.), Ph. D. (Bombay) of the New Era School, Bombay, is familiar to our readers already. This is an illuminating article—and as he asserts, it is a correct estimation that Libraries are going to play increasingly important role in the future organisation of Education.

library should have a good well equipped reference section both for teachers and students.

It is always better to organise the library with open self arrangements. The organisation and classification of library books should be such that a book which is required may be easily available. Therefore, an elaborate classification as found in university library or public libraries is not necessary for a school library.

Teacher's role in Organisation of Library

All subject teachers while planning their syllabus and teaching units should note the supplementary reading that they would like to suggest while doing a particular topic.

The teacher should have a fairly good acquaintance with the books in the library at least in the subject of which he/she is in charge. This requires that a teacher should form a habit of visiting and making use of library. Unless the teacher is well acquainted with books he will not be able to suggest supplementary reading to the children. The suggestions about supplementary reading should be pointed and give particulars regarding the page and the chapter in the book suggested by the teacher. Merely asking children to read a number of books does not serve the purpose of supplementary reading in a topic. But if a teacher gives a pointed bibliography of chapters and pages about a topic in different books, children may not only find it easy to complete their assignment but will do it with great interest and enthusiasm. For this purpose every teacher at least should visit the library once a day during a free period.

How to develop interest in Library among Children ?

The librarian will do well to exhibit the new books and put a list on

the library notice board. A library bulletin board may also be encouraged in which a small review of new books may be briefly noted. The bulletin may also serve useful purpose if some interesting articles from different magazines are listed in the bulletin with a brief reviews about them. A Teacher would do well to introduce some of these new books to the students by briefly talking about them in the class and thus developing interest in the new books that have arrived. In the morning assembly or on a news day a short review of some interesting books may be read out before the children gathered in the assembly.

The library period need not mean that children should be asked to read in that period. A teacher can choose two or three magazines or two or three interesting books from which the teacher might give a few readings to arouse curiosity among the children for further reading. In other words the teacher might introduce an author or a magazine or a book by reading some extracts from the material to help the children to further reading.

It is always necessary that good, standard, interesting literature be placed before the children so that they develop liking for reading good literature. If proper guidance and introduction is given to the children to reading standard literature and authors they would not go in for trash literature or comics.

One of the objectives of education is to help the child develop faculty to independent thinking but also to develop capacity and techniques in them to find out solutions to problems given to them. This will lead to giving learning experience to the children and helping them to find

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Hindi Medium for U.P.S.C. Examinations

It is learnt that the Government of India has decided to introduce Hindi as an optional medium in the Competitive examinations for recruitment to the All India Services from the year 1965 and the Union Public Service Commission has been asked to make the necessary arrangements.

THE decision to introduce Hindi as an optional medium for the competitive examinations is contained even in the Presidential Order of 1960 which provides that 'necessary action may be taken by the Home Ministry in consultation with the U. P. S. C. for the introduction of Hindi as an alternative medium, in due course.'

THE U. P. S. C. which was then consulted on the subject told the Home Ministry that it would be feasible to introduce Hindi as an alternative medium for its examinations from the year 1963 onwards. But the University Grants Commission, whose opinion, in the matter was then sought by the Home Ministry through the education Ministry, expressed the view that it would be impossible to ensure Uniformity of Standards in valuation, if the answers were written in two languages. The matter was then postponed. However the

Home Ministry conveyed to the U. P. S. C. that Hindi should be introduced as an alternative medium for the examination to be held in 1964, but it did not press the matter. It has now asked the U. P. S. C. definitely to do so from 1965 and to make the necessary arrangements.

THE repeated attempts and the repeated postponements, to implement the decision taken practically in 1960, is rather interesting and illuminating and creditable to the authorities concerned. The Home Ministry and the U. P. S. C. seem to have been eager to implement the decision as early as possible, and yet hesitant and reluctant to take any possible risk in the step.

THE choice of Hindi as the national language even during the struggle for freedom from foreign domination, and the incorporation of this status of it in the constitution of Free India, make it inevitable that, in course of time, it should replace the foreign language, English, as the Official Language of legislation and administration, as the medium of instruction in institutions of higher education, and medium of examination in the competitive examinations for recruitment to the All India

Services. But in the peculiar circumstances of the country and its history, where several regional languages prevail, which are entitled to, and have been conceded, the status of national language, and English has actually occupied the place of the national language for over a century, and used as the Official language, the medium of Higher Education, and of Examination for recruitment to the Government Services, the transition should be gradual, and cautiously effected, without giving rise to fears and suspicions, that it will result in, or is calculated to result in, undue advantage to any one section of the population.

AT a recent meeting of the Chief Ministers of the States with the Union Home Minister, it was agreed that Hindi might be allowed as an alternative medium of examination for recruitment to the All India Services, but it was expected of the U. P. S. C. to introduce some kind of moderation in the valuation, so that the Hindi speaking States do not have an undue advantage. The Chief Ministers also decided to make a thorough study and formulate methods and techniques to safeguard the interests of people from the Non-Hindi areas, well in time, before the actual introduction of Hindi as an alternative medium.

IT is not known whether any such technique of moderation has been evolved and if it has

been found satisfactory to the Chief Ministers. But even if it has been, it is not the Chief Ministers, that should decide whether the technique is satisfactory and can be expected to result in a fair selection on merit. Politicians are likely to be satisfied with, and to insist on proportionate representation of their States in the selected candidates. It is a qualified body, like the Inter-University Board or the University Grants Commission, that should be satisfied with the technique evolved, before it is actually applied.

OTHERWISE it may be wiser to wait a little longer before launching on the experiment. A fund of goodwill has been built up by the farsighted and patriotic endeavours of our leaders in the struggle for freedom, for the Hindi language in the non-Hindi areas, and the enthusiasm for the propagation of Hindi in those areas, by voluntary efforts, and through non-official agencies, has not abated, in spite of the bitter controversy kept alive assiduously by vociferous advocates and antagonists of the imposition of Hindi as the national language immediately and for all purposes. The Conference of Chief Ministers had also decided that more funds should be allotted to the States for strengthening the non-official efforts for the propagation of Hindi in the non-Hindi areas. Along with the Presidential Order of 1960 the Prime Minister's (Nehru's) assurance

should also be remembered and every step in the progressive use of Hindi for official purpose of any kind, in place of or even along with English, should be taken with the willing consent and full co-operation of the non-Hindi areas. That way lies wisdom and safety and national integration and any other way leads to fears, suspicions, controversies, and an opportunity for disintegrating forces.

The Sapru Committee Report

THE Report of the seven-man Parliamentary Committee, headed by Mr. P. N. Sapru, which was set up last year to examine the question whether the Centre should take up more responsibility in the field of higher education, has been handed over to the Education Minister.

THE Committee is reported to have taken the view that, if the standards of higher education in the country are to be raised, it was essential that the Centre should also assume responsibility for it, and to have recommended that higher education should be made a concurrent subject, and the Constitution should be amended accordingly. The Committee seems to have also suggested that the University Grants Commission should be strengthened, and given more funds for raising the standards of higher education. It is also reported that one member of the Committee opposed the majority recommendation. He seems to have

suggested that the existing arrangements between the Centre and the States, in the field of higher education, should not be disturbed, and to have further pointed out that the University Grants Commission Act could be used more effectively than it has been.

THE Committee had issued a questionnaire to the State Governments and the Universities to ascertain their views in the matter. It is reported that opinion in the States is sharply divided, and many States have opposed the idea of the subject of higher education being brought on the concurrent list, but asked at the same time for more financial assistance from the Union Government.

THE views expressed by the Vice-Chancellors in their answers to the questionnaire are not known, but the Vice-Chancellors of the South Indian Universities who met at Chidambaram early in November are reported to have considered the question, and resolved unanimously that the present state of affairs should continue and should not be disturbed, and further reiterated that the legislative authority under the Seventh schedule of the Constitution should continue as heretofore and that, subject to the exercise of the above legislative authority, the autonomy of the Universities should be preserved to the fullest extent.

MR. Chagla's views are already well known. He has expressed

ssed himself strongly in favour of making higher education a concurrent subject. He is eager to take the necessary steps, as early as possible, for the evolution of a national policy for education, a uniform pattern for the whole country, maintenance of national standards of education, and improving the quality and standards of higher education. He thinks that much could have been done in the past in these various directions, if education had been a concurrent subject, and more can be done in the future, if it is made a concurrent subject now.

BUT he is no fanatic, and he hoped to take the States with him. In view of the known opposition of many States and the Vice-Chancellors of the Southern Universities to the idea, and the opinion of the member in the minority on the Committee, which may be the opinion a considerable section of the public and of educationists, it may be hoped that he will not be in a hurry to sponsor a Constitutional amendment which is sure to raise a needless controversy in the country. As we pointed in these columns in the issue of May and June 1964, the existing position enables him, especially in view of the judgment of the Supreme Court in the memorable Gujarat University case, and the interpretation of the existing position contained in it, to take all the necessary steps, through the University Grants Commission, towards co-

ordination and maintenance of standards in higher education and thereby to improve the quality of higher education. The University Grants Commission has a good record of valuable work to its credit, which has won the appreciation of all concerned, the Parliament, the State Governments, and the Universities. It has been handicapped and prevented from doing better, by paucity of funds. More funds should be placed at its disposal, the University Grants Commission Act should be used more effectively, and we should await the report of the Education Commission just now appointed, and attempt to implement their recommendations, and only then think of amendments to the Constitution and direct responsibility and more powers for the Centre, if it is felt necessary.

Extension Lectures

UNIVERSITIES are centres of learning, where scholars who specialise in the different branches of knowledge are gathered and provided with the necessary facilities and a congenial atmosphere for their intellectual pursuits. The normal functions of these scholars at the University comprise teaching, the imparting of instruction in the different branches of knowledge to the youth who seek it and qualify themselves to receive it and profit by it, and Research or extension of the frontiers of

knowledge by further study, investigation and enquiry, by these scholars, and their students under their guidance and supervision. But in modern times the knowledge available is so vast, its growth is so rapid, and its impact on the social and economic life of the people is so direct and immediate, that dissemination of the knowledge and its latest developments and applications, in outline, among the people, and rousing and fostering the intellectual curiosity of the educated sections of the community, may also be deemed a legitimate function of the University. Especially in the present context of planned efforts at social and economic development in our country, and the attempts at rapid industrialisation and modernisation, it is no less valuable or necessary than the normal functions of Teaching and Research. The series of extension lectures organised by the authorities of the Andhra University recently, towards the close of the summer vacation, at several mofussil towns in the University area, constitute a commendable effort in this direction.

THE organisers of the scheme deserve to be complimented on several features of the scheme. The lectures covered a very wide range of subjects including physical and natural and social sciences, and literature and the fine arts. The topics have been selected with such skill that adequate and substantial material, both interesting and instruc-

tive to the layman, could be presented in relation to them. Lecturers, to deal with the different subjects, were chosen with care, from among the staff of the University Departments and Affiliated Colleges, competent to present the material in a scholarly yet popular manner. Most of the lecturers, even those who dealt with scientific and technical subjects, revealed a remarkable ability to present their ideas, in the regional language, with commendable ease, grace and effectiveness.

BUT the attendance at these valuable lectures was so meagre, usually ten or fifteen, and only on rare occasions forty or fifty, that the scheme must be judged a sad failure from the point of view of the benefit derived from it, and the money and energy expended in the organisation of the scheme must be deemed a waste altogether. It may be worth while for the organisers as well as the public to enquire into the possible reasons for the failure of the scheme. The lectures were arranged in mofussil towns where affiliated Colleges are situated. But they were arranged in the summer vacation when most of the students and the staff were away from the station. The location of the college was usually, and naturally, at the end of the town, if not altogether away from it, and not in Central place of assembly in the town, within easy reach of the residents of the different parts of the town. The scheme was not

brought adequately, and effectively, to notice of the members of the other learned professions and the public, likely to be interested in the subjects. The lectures were arranged in quick succession in a short span of time, in ten days, in two sessions on each day, at the rate of two lectures in each session. Not even the most versatile and voracious mind can be expected to stand such a packed and concentrated dose of intellectual food.

APART from these minor defects in organisation and publicity, which can account only partly for the failure, and can be avoided on similar occasions in the future, we may have to admit that the intellectual climate in the country, the level of intellectual curiosity even among the educated sections of the people in our mofussil towns, does not warrant such schemes of extension lectures. Perhaps the scheme had its origin in the offer of financial assistance. But we have to resist also the temptation to yield to the fashionable impulse to imitate mechanically the programmes of the West, and discountenance the vulgar ambition to present an appearance of progress, which inspires most of our public activities now-a-days, in the educational as well as other departments of national life. Instead, we should aim at and attempt real improvement, with full knowledge and honest recognition of the conditions

Health Education

(Continued from page 50)

thereof should be sent to the Guardians concerned for proper treatment as directed:

(ii) Provision should be made for a separate Students Ward in the Hospitals where they can be given nourishing food and costly medicines.

(iii) Provision should be made by the Ministry of Information and Broadcasting to broadcast in the students forum by A. I. R. fortnightly talks on Health Education.

In conclusion, I, as a teacher, find that the schools of today or tomorrow are altogether different from those of my time. Today it is necessary that all the teachers including the heads of the Institutions as well as the higher authorities concerned should try to understand new trends in education propounded by the great thinkers of the country. Unlike the Schools of ten or fifteen years back, the schools of today and tomorrow are full of different activities. If we fail to incorporate these revolutionary ideas in education, we can not compete with progressive countries of the World. Our Geographical boundaries and recent political developments have compelled us to produce healthy scientists, peasants, soldiers and citizens. For this our Schools have to chalk out a solid programme for health education immediately by means of different activities discussed earlier. Schools are the heart of the Society which requires new devices for its betterment.

actually obtaining in the country, and careful consideration, adequate preparation, and efficient organisation, calculated to achieve a real, though a modest measure of, improvement and progress.

Readers' Forum

States and Education

In America, states which had grown up with migrants as political entities were federated together to form the United States of America. In India one unit was broken up to form Provinces to dole out political influence to politicians (or to train them) under Dyarchy. Later on as the ambitions of politicians developed or political consciousness grew, Provincial Autonomy came into existence. In the constitution of Independent India they have bloomed into full-fledged units which will break up into independent principalities once the Centre becomes weak, (This has always happened in the past in our country) and the hegemony of the Congress is shattered.

The effect of this compartmentalisation of political power and national ability has been the worst on education, with the result that the country is not producing men from universities who can take the place of those who are passing away. In the states there is not enough ability and resources in money and men to run the Higher Education. Even where the Education Ministers have got a will to do better the state of education, they are hamstrung severely by the members and local politicians. The more of an educationist they have got in them and consequently display greater resilience the more they invite trouble upon their devoted heads.

The States are mostly spending 10% of their revenues upon education while the Union Government only 4%. Let the States allow more say in the education, specially higher, to the Centre even before the education is made a concurrent subject.

Democracy does not oppose excellence though there is every tendency to swamp it. It has woefully succeeded in the matters of education. In a democracy a better quality is demanded in leaders than in an autocracy.

The Union Government must not only find funds for improving the Secondary education and putting in science in Higher Education, but it must take a direct hand in doing things. They have better brains at their disposal and have greater power.

Everywhere there is a cry for a standard all-India pattern. The new Commission appointed for an over-all survey of all kinds and stages of education should not be hampered in its working and influenced in its decisions. The discursive pattern of education in U. K. should not be made a model, nor the local board pattern. The States in U.S.A. have enough talent to run all stages of education and to man the seats of higher learning like universities and some Colleges which grant their own diplomas recognised by all.

Constitution of Indian Educational Service alone will not lead to standardisation and pull up the education from the quagmire it has got into as a result of politics in states. The Centre should set up Science Colleges, get them affiliated to a proper university or establish small universities for the selected few promising ones as they are going to do in U. K. We have got to educate for excellence otherwise the democracy which needs a better type of leaders will wither away.

The Centre should thrust itself in States over-riding the susceptibilities of the states. Steep falling of standards is a national calamity and portends danger greater than the militarily armed enemies.

Chagla has the grit to undertake bold tasks, unlike his predecessor who depended on sufferance. Many things can be done without waiting for legislation making education a concurrent subject or for recommendations of the proposed Educational Commission. This will pave the way for better things. The Committee presided over by Shri P. N. Saprú has recommended that Higher Education should be placed on the concurrent list. One who pays the piper must call the tune.

Raghuvir Sahay Nigam
Principal, Sihora.



DELHI

CENTRAL BUREAU FOR BOOK PRODUCTION

The Union Educational Ministry is considering a proposal for the setting up of a central bureau of books production which would play a key role in the translation and publication of standard works and text-books in Hindi and other Indian languages.

The idea underlying the scheme is to enrich Hindi and other Indian languages by the production of standard books. The bureau would also seek to popularise the scientific and technical terminology in Hindi evolved by the Ministry over the last ten years.

If the proposal is approved by the Planning Commission, it is expected to be included in the Fourth Plan schemes.

Rs. 22 CRORES FOR SPORTS

A Rs. 22-crore programme for the encouragement of sports and expansion of coaching facilities in the country has been proposed for the Fourth Plan by a working group of the Union Education Ministry.

The programme envisages large-scale Central assistance to States for providing more playgrounds and sports equipment in educational institutions.

SCIENCE STUDY IN SCHOOLS - 7 CRORE SCHEME

The Union Education Ministry has approved a Rs. 7-crore programme for improvement of science education at the secondary stage.

The programme is to be implemented during the remaining two years of the Third Plan period. The Centre will provide 100 per cent grants to the States for improving science laboratories introducing special training program-

mes for science teachers and for bettering school libraries. The grants will be outside the States Plan ceilings.

It is proposed to allocate about Rs. 1.50 crores during the current financial year, the balance being made available in the next financial year. The actual share of each state is being worked out.

ANDHRA PRADESH

POOR RESULTS IN EXAMS. DISTRICT COMMITTEE FORMED

The Andhra Pradesh Government has constituted a District Committee for each Revenue District in the State with a view to consider whether the results of examinations in particular school in the district may be treated as poor and if so which of the teachers are responsible for such poor results.

The following are the decisions taken in this regard and the Director of Public Instruction will implement them according to the G. O. issued on the subject.

The committee will be called the 'Examination Results Committee', and its Chairman will be the Chairman of the Zillah Parishad. It will be set up on permanent basis in each revenue district with the Headquarters District Educational Officer as the member-secretary and the other D. E. O., if any in the Revenue District as co-opted member.

The Inspectress of Girls' Schools having jurisdiction over the Girls Secondary Schools in the District, one Head-master of a non-Zilla Parishad School at the Headquarters concerned nominated by the D. P. I. and the Deputy Secretary (Education) of Zilla Parishad will be the members of the committee.

The committee's decisions will be final and the D. P. I. will watch the

progress of the work relating to the implementation of the committee's decision.

All the Secondary Schools including Higher Secondary Schools, both Basic and non-Basic under all managements, will come under the purview of the committee.

In respect of Government managed schools, further action with reference to the decisions of the committee will be taken by the respective controlling officers of the Department.

OSMANIA TO HOLD MATRIC EXAM.

The Osmania University has decided to conduct the Matriculation examination for the first time in March-April 1965, for the benefit of candidates residing within the jurisdictional area of the University. They shall be allowed to appear privately subject to the fulfilment of the following conditions: (a) Boy candidates who have completed 17 years of age on October 31 immediately preceding the year in which the examination is to be taken and who have passed the eighth class in any school recognised by the Director of Public Instruction. (b) Girl candidates who have completed 15 years of age on October 31 immediately preceding the date of application for examination. They are, however, exempted from school education. Detailed syllabi for the course will be available in due course, it is learnt.

MADRAS

RE-INTRODUCTION OF ENGLISH MEDIUM IN B. A.

The Government has decided to reintroduce English medium in B. A. Economics and Psychology courses in the Coimbatore Government Arts College from this year, as there was not even a single applicant for the Tamil medium in these courses.

Immediately after the announcement to re-introduce English medium, in the College notice board, 45 applications for 25 seats in Economics and four

applications for 15 seats in Psychology were received in two days.

LEGISLATION FOR SAFETY OF SCHOOL BUILDINGS

Legislation to ensure the fitness and structural stability of buildings used as places of public resort like schools and hospitals would be introduced in the current session of the legislature, said Mr. R. Venkataraman, Minister for Industries, in the Madras Assembly on July 20.

MAHARASHTRA

BIRLA & TATA INSTITUTE

The Government of India has declared the Birla Institute of Technology and Science, Pilani and the Tata Institute of Social Science, Bombay, to be separate Universities according to a Press release.

TEXT-BOOK MUDDLE

All schools in Maharashtra have been asked to stop teaching geography in standards IV and V till new textbooks are made available to students in these classes. The schools have been asked to concentrate on geography in the second term, as new textbooks are expected to be ready by November.

Government have decided to withdraw the geography textbooks now in use in these classes. There has been widespread protest at the numerous howlers: factual and grammatical, that these books contained in all the seven languages in which they were published.

GUJARAT

TWO NEW UNIVERSITIES

The Gujarat Government has accepted the recommendation of the committee appointed by it to report on the question of establishment of two new universities in the state. The Committee had unanimously recommended setting up a South Gujarat University at Surat and a Saurashtra University at Bhavnagar.

At present there are three universities in the State, the Gujarat Univer-

sity, the M. S. University, Boroda, and the Vallabh Vidyapith, Vidyanagar, Anand. The two new universities will be created from the present Gujarat Universities.

The ten member committee headed by Mr. L. R. Desai, Vice-Chancellor of Gujarat University, has also recommended the formation of an inter-university board for post-graduate teaching and research provision of a separate faculty of real education and appointment of a board of representatives from all universities for publication of text-books.

MYSORE

CAPITATION FEE

Mr. Chagla's attention had been drawn by Pressmen to reports of great hardships experienced by parents by the private managements' demand for heavy capitation fees. After one or two extreme cases had been mentioned by a Pressman, the Union Minister wondered if it did not amount to blackmarketing in education.

Asked if the Government could not intervene to mend matters, Mr. Chagla thought it should be possible for the Government to do so by exercising a greater degree of control over the private institutions. He did not think it would be enough for the Government to say that grants would not be available for private colleges. There should be greater control over the private institutions in regard to staff etc.

BANGALORE VARSITY COMES INTO BEING

The Bangalore University, the second federal type university in the country was inaugurated on July 10 by the Union Education Minister, Mr. M. C. Chagla. This is the fourth University for Mysore.

Mr. Chagla outlined the various directions in which the new university could function and expressed the hope that it would also prove to be an instrument for achieving national integration

by throwing open its portals to students from all over India so that they could learn and live together in understanding and tolerance.

UTTAR PRADESH

LOCAL BODIES TO RUN SEC. SCHOOLS

It is possible the Govt. may ask the local bodies to run Sec. Schools, as it lacks the resources to run them.

There are now about 2,000 higher secondary schools in the State. Of these barely 150 are Government institutions and the remaining 1,850 are private schools.

According to official estimates: 1,800 new higher secondary schools are proposed to be opened under the Fourth Plan—an average of 40 new higher secondary schools per district. The question that will arise and one that will have to be settled before the Third Plan period is over is: which agency is going to open the 1,800 new schools and who is to run them?

The State spends Rs. 5 crores annually on higher secondary education. This is expected to go up to Rs. 10 crores if private agencies run the 1,800 new schools and to 20 crores if Government does so because, a Government school costs twice as much as a private institution. According to official quarters, Government can count on private agencies to open no more than 600 new schools. The Government cannot take up the task because even as it is running only 150 such schools.

According to the educational advisers of the State Government, only local bodies can fulfil this task.

BIHAR

SALE OF PIRATE TEXT BOOKS

The sale of pirate books specially of textbooks published by the Bihar Textbook Committee, had put the State exchequers of seven States to the loss of over Rs. 10 crores, according to Mr. A. Pendey, general secretary of the All-India Anti-Spurious Books Committee.



Public Opinion

Mr. P. B. GAJENDRAGADKAR,

On

Status of English

In the Course of an address, delivered on July, 29 under the auspices of the University of Madras, the Chief Justice of India, Mr. P. B. Gajendragadkar expressed the firm view that "English should continue to be the language of the higher university education and if I may say so, the higher administration of Law."

He added that while realising that the mother-tongue must find its place in the curriculum of the child's studies, its importance should not be stretched too far. He felt that considerations of the community of thought and ideology which sustained the unity of India or any judgement of law were of such fundamental importance that sentimental attachment to regional language should take a subordinate place. He said it was as a citizen interested in the unity of India and in the maintenance of its community of thought and ideology that he expressed the view that there was no use trying to supplant English by the regional language in the fields he had mentioned. In that context, the Chief Justice admired the courage with which the Vice-Chancellor of the Madras University was fighting for that cause.

The Chief Justice made an appeal to politicians wielding power to "leave universities and administration of law to themselves." He said "Let the educationists decide what education should be like and the judges and lawyers decide how law should be administered and in what language."

"THE HINDU"

On

'State-made Howlers'

School-Boys, at least the less studious and less intelligent among them

are notorious for howlers. Samples of their deplorable, though sometimes amusing, performance in public examinations are released from time to time by out-raged authorities to tell the public how sadly standards were falling. But ever since some State Governments took to nationalisation of school text-books, they seem to have emerged as keen rivals to the bad school-boy in this business of perpetrating howlers. The latest instance is the Maharashtra Government's geography text-book for the V Standard, which abounds in bloomers of all sorts, factual errors vying with grammatical ones and the entire book so badly conceived and written that it is amazing that it was first permitted to be printed and then to be prescribed as a text-book in thousands of schools.

The reported enquiry by a committee into the whole sordid business should have revealed to the Government the many pitfalls that beset the path of text-book publication for school children. But it is doubtful if, even now, the Governments concerned would learn the real lesson of it all—namely that the Government is not well-fitted to do such academic jobs as the preparation of text-books and that creation of a monopoly in their production was inimical to the high standard and quality which had been ensured in the past by competition among private publishers and careful screening by Text-book Committees set up by the Education Department. When the Government itself becomes the sole publisher of books, no wonder the screening agencies either get lax or are rendered ineffective. The Maharashtra example is certainly not the first of its kind, at least one Madras text-book and others from Delhi and elsewhere having also achieved similar notoriety in the past. There must also be many instances in which the imper-

fections of such text-books are not as glaring as in "An Introduction to the World" from Bombay but bad enough to work havoc on young minds. Stringent pre-publication checks by purely academic bodies are necessary if such perpetrations are not to become possible hereafter.

Dr. BHAGAVANTAM'S

Plea

For Scientific Outlook

Inaugurating the Seminar organised by the Kerala University on behalf of the U. G. C., on July 6, Dr. S. Bhagavantam, Scientific Adviser to the Defence Ministry made a strong plea for the development of a Scientific outlook among the people. He said :

"The scientific spirit, in a broader sense, consisted in giving an edge to one's ability to think on scientific lines, to be reflected in his day to day living. Those who taught and learnt science should keep this fact in mind and should not reduce science education to mere "transcription of Western books into Eastern note-books". It was the duty of a real scientist to advance the frontiers of knowledge in the branch of science with which he might be connected.

TRIBUTES TO INDIAN SCIENTISTS

Dr. Bhagavantam pointed out that the Chinese attack on Indian frontiers forced the country to fight unprecedented battles on some of the highest peaks in the world. That caused peculiar problems connected with high altitudes like appropriate clothing, weapons as well as research in psychological attitude to maintain highest efficiency under inhospitable surroundings. He said no other country would solve these problems for us and he was happy to see that Indian scientists were trying to meet that challenge with vigour and imagination.

Dr. RADHAKRISHNAN

Says

Education must broaden the Mind

The President, Dr. Radhakrishnan while unveiling the foundation plaque of the Queen Mary's College Golden Jubilee Hall at Madras on 15 th July said that the purpose of education was not merely to help the student acquire knowledge or skill but to widen the horizon of the mind. It should inculcate in the student qualities of service and sacrifice and help one acquire a frame of mind which looks upon mankind as one brotherhood.

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“Here comes the Language Bus”

By AUBREY WILSON

So great is the demand in Britain today for teachers of foreign language that the supply falls far short of requirements, and some novel methods of teaching have been adopted.

One of the most successful of these is the language laboratory. With its “direct” instruction by aid of films, tape recorders and specialist tutors, it can produce more proficient linguists in far faster time than is possible with the usual school-room technique using text books.

The language laboratory, however, is expensive.

Now, however, it looks as though the problem has been solved.

Mr. Brian Jackson, Director of the National Extension College in Cambridge, a non-profit-making educational body, had the idea that if there are not enough pupils to justify a static language laboratory, then the laboratory itself must be mobile so that it could go to students in small schools and out-of-the-way places.

For this purpose a double-decker bus was thought to offer the best possibilities. Mr. Jackson, together with Dr. Young, chairman of the National Extension College, then set about putting their idea into practice.

BUS IS CONVERTED

They approached the well-known electronics firm of Pye, which agreed not only to convert the bus, but to supply their own recording and film projection equipment.

The work has now been completed, and through the lanes of Cambridgeshire travels an unusual looking bus painted in a livery of light blue and cream and carrying on the front of it the legend “Here comes the language bus.”

The lower deck of the bus accommodates ten pupils and is virtually an ordinary classroom in miniature, except that it is equipped with a film projector, a screen and a tape recorder. Here the pupils sit on two long benches facing inwards and look along the aisle at the screen which supplies the visual part of the instruction. The teacher sits at the recorder and demonstrates its use.

Upstairs there is a rather more elaborate lay-out. Here the pupils sit at individual desks, five down each side of the centre aisle, facing the screen. At each desk there is a tape recorder and set of earphones.

An elementary lesson begins with the appearance on the screen of a match-stick man and a simply-worded slogan such as “C'est moi”. At the same time a voice murmurs the pronunciation through the earphones, and the pupil repeats the words into the tape recorder. Later the tape is played back and any defects of pronunciation can be corrected. So from the very beginning the pupils are encouraged to try to speak and think in the language. This method is not only a faster way of learning a language, but phonetically more precise.

The atmosphere inside the bus is particularly conducive to learning. For in such a confined space there is more of an intimate feeling than is usual in a normal-sized classroom.

This “language bus” is the only one in Europe so far, but already it points the way not only to the solution of one of the problems of teaching a foreign language in Britain, but it could also serve as a model for mobile units for teaching English overseas.

International Collaboration in Educational Publications

More international consultation and collaboration in the preparation and production of text-books was urged by participants from 48 countries at a meeting of educational publishers held at Unesco House in Paris from June 22 to 26.

To assist developing countries, the meeting recommended that Unesco should organize international and regional textbook centres, co-ordinate the exchange of textbook information among such centres, publish regular catalogues of the best textbooks, supply more experts in textbook preparation and production, assist in translating textbooks, provide practical workshop fellowships; and furnish financial aid, where possible, to developing countries to produce textbooks.

The meeting discussed the application of the Agreement on the Importation of Educational, Scientific and Cultural Materials, launched by Unesco 14 years ago, to school books, and asked that this agreement be extended to audiovisual educational materials.

The meetings topics included printing paper supplies. Here, it was pointed out that in countries with a high illiteracy rate, a 1 per cent rise in literacy would have the same effect on the demand for paper as a 5 per cent rise in per capita income. A tripling of literacy in Asia and Africa over the next 20 years, as planned in national educational programmes, would mean at least a 600 per cent increase in demand for paper.

Concerning international co-operation in textbook production and preparation, the meeting agreed that Unesco would continue to organise regional and international meetings of educational publishers. It was pointed out that, for the first time, the International Publishers' Association had agreed to create a special group to promote co-operation in textbooks and related media.

The conference elected as its chairman Mr. Jorgan Bang (Denmark), with Mr. Hamayoun Sanati (Iran), Mr. Abdoulaye Diop (Senegal), and Ambassador Jose Luis Martinez (Mexico), as vice-chairmen.

During the conference, an exhibition was held of several hundred recent textbooks in modern science, mathematics and language teaching, and of new teaching techniques, including closed-circuit TV, programmed instruction, teaching machines, and projectors using new "endless" 8 mm. loop films.

—Unesco Press Release.

Do-it-Yourself Science for Brazil's Students

A project designed to improve science teaching by encouraging high school students to do experiments on their own initiative is arousing wide interest in Brazil. Student participation is fostered by the production of low-cost chemistry kits complete with cook-book type "recipes" of simple experiments, by a talent search and regional fairs where whole classes may display scientific exhibits and meet for an informal exchange of ideas with leading scientists.

According to Dr. Isaias Raw, professor of bio-chemistry at the University of Sao Paulo and one of the promoters of the project, the problem is to raise the student's curiosity in a country where scientific education is of primary importance but where qualified teachers are in short supply.

The talent search encourages top students to compete for scholarships by presenting reports on experimental science or mathematics. TV programmes featuring simple experiments, such as the classic implosion of a can by atmospheric pressure, have been shown to thousands of students. And low-priced, basic equipment has changed the concept of school laboratories, by proving to the students that it is not the apparatus that does the experiment.

—Unesco Features.

Use of Library in Secondary Schools

(Continued from page 60)

out and investigate facts and solutions to problems through library work.

The projects organised by the teacher would also require great deal of library activity on the part of the children while working out the project. It is necessary also that one has to provide materials and activity for brilliant students. That material for advanced students could be provided only through library material and activity. It would be better if the subject and the class teacher together make a list of reading materials for the children of their grade in light of the subjects they are interested as well as their intellectual level.

The library may contain different materials also like visual Aids, Pictures, Charts, Maps, Film, Film strips and teaching materials. This library of teaching aid materials should also be under the supervision of the librarian. Once a term the librarian would do well to exhibit all the equipment of teaching aids he has for the benefit of teachers to get themselves acquainted with the material. A day in a week may be set apart by the librarian to invite from the teachers the materials they would require which he will be able to keep ready for the teacher the next day. Such arrangements will facilitate greater use of the teaching material and the library.

It is of utmost importance that the teachers go beyond the text book. We will be doing educational work only if we develop in the child an interest in reading good material. It is for the teacher and the administrator to provide the necessary facilities through a well equipped library to fulfill this objective of education.

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* * *

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MASULIPATAM (S. India)

TEACHERS' CLUB

Annual Teachers' Day, 1964

Saturday, Sept. 5

The Teacher's Club will have the following programme for the Annual Teacher's Day which will be observed this year on Saturday, September 5:—

I CONVENTION

A convention of teachers will be held on the day (at Ram Mohan English School, 160 Raja Ram Mohan Roy Road, Girgum, Bombay—4) at 9-30 a.m. The following topic will be taken up for discussion at the Convention :

How to bring about better understanding between —

- (i) The Pupil and his Teacher
- (ii) The Teacher and the Management
- (iii) The Teacher and the Parent.

II AWARD FOR BEST WORK

The Teachers' Club is glad to announce an award of Rs. 500/- for the best work written on education in Hindi or Marathi or Gujarati or English by a teacher during the last two years (September 5, 1962 to September 5, 1964.) Teachers who have written or published any book are invited to send three copies of the printed book or two copies of the manuscript with all particulars about himself to the address given below on or before August 20, 1964.

- 1) Mr. Vajubai Patel,
Shree Chandulal Nanavati Kanya
Vinayamandir, Vallabhbhai Road,
Bombay-57.
- 2) Mr. G. L. Chandavarkar,
Ram Mohan English School,
160 Raja Ram Mohan Roy Road,
Girgaum, Bombay-4.

It is essential that the writer should have written the book as a result of his own experience as a teacher and or his experiment. Preference will be given to a book which has for it theme 'evolution of a system of national education for free India.' It may deal with any one of the stages—primary, secondary or collegiate.

The name of the recipient of the award will be announced and the presentation will take place at the convention to be held on September 5, 1964.

Shree Chandulal Nanavati
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July 20, 1964.

~~G. L. CHANDAVARKAR,~~

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