

SECONDARY EDUCATION

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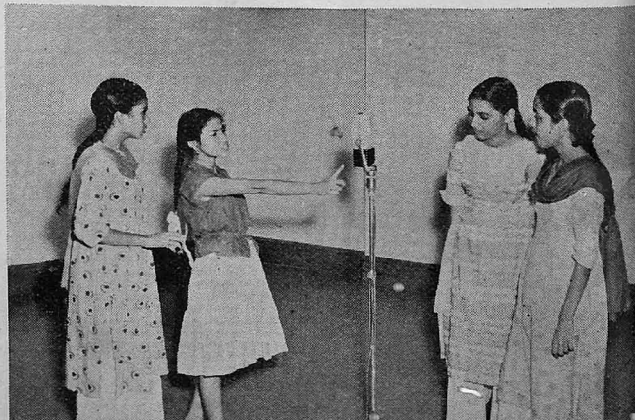


CHILDREN

ON

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(See article on 'School Broadcasts' ; page 10)

This Issue

The reorganisation of Secondary education as recommended by the Secondary Education Commission covers a wide range of reform but the two most important recommendations of the Commission—important because they are basic to a large number of other recommendations relate to (i) the reorganisation of the present secondary stage into a self-contained higher secondary stage, and (ii) the diversification of the secondary curriculum which in implementation takes the form of conversion of selected schools into multipurpose schools. In one of our earlier issues of this journal, we have discussed at length the idea of a multipurpose school. In this issue our main subject of discussion is the higher secondary school which extends the duration of the secondary stage by one year. This year will be taken from the present Intermediate stage, thereby reducing the degree course from four years to three. The main idea of the Secondary Education Commission in suggesting this reorganisation was (a) to make secondary education a complete unit by itself and not merely a preparatory stage leading to the university and (b) to raise the standard of those seeking entrance to the university by giving them a longer period of training at the school.

The first article in this issue which is on the higher secondary school explains the salient points about the higher secondary stage and gives the background of how this idea has continued to exercise the minds of educationists for a long time. In the last 70 years or so the Government of India has appointed a number of Commissions to go into the question of reorganising Indian education and practically every Commission has seen the need of reorganising education in such a way that the secondary school provides a terminal

point in a student's career. The new pattern of secondary and university education has already been accepted by most of the State Governments and Universities though its implementation will have to be worked out by the different States in stages and in keeping with the local conditions and educational system. To illustrate this point the second article in this issue describes the attempt of the Madras State Government to reorganise its secondary education system in accordance with the recommendation. The third article on this subject discusses the place of English in the higher secondary school curriculum since English will continue to occupy an important place in our national life for still some time to come.

A feature of special note in this issue is "What They Have to Say" which carries relevant extracts from the speeches of four teachers who were the recipients of National Awards at the three-day function organised by the Ministry of Education in January this year. A detailed account of this function when 32 teachers selected from all over India for their outstanding record of merit and service to the community were invited to Delhi to receive the Awards in person from the President was published in the last issue of this journal. Other articles of note in this number are "School Broadcasts at the Listening End" in which a teacher of the New Era School, Bombay, recounts the experience of her school in planning radio programmes for their classes; "Child and Play" which discusses the importance of play in a child's life from the psychological angle, and an account of the Unesco Major Project on the Mutual Appreciation of Eastern and Western Cultural Values. The rest of the contents include the usual features on school projects, book reviews and educational news from India and abroad.

THE HIGHER SECONDARY SCHOOL

THE system of education which has been prevalent in India in modern times may be said to have been started in 1835 when it was decided by the then Government of India "that all the funds appropriated for the purpose of education would be best employed on English education alone". The system started in 1835 proved to be popular and useful for the purposes of that time. Some 20 years later, the system of "English Education" having sufficiently rooted itself, it was found necessary to establish universities in India, and we know that first universities of India were established in 1857. From that time onward there has been a tendency for the requirements of University education to dominate the curriculum and standards of school education. In 1882, the Government of India appointed a Commission known as the Hunter Commission. This Commission recognised the need to make school education more or less complete in itself. In the words of that Commission "the great majority of those who prosecute beyond the primary stage will never go beyond the curriculum of the middle or at the farthest of the high schools. It is, therefore, of the utmost importance that the education they receive should be as thorough and sound as possible". But the domination of the University over Secondary education continued; and when an Indian University Commission was appointed in 1902, they also found that this was the fact. But the Indian University Act which followed the recommendations of this Commission in 1904 only increased the domination of universities over the schools, because in the terms of this Act schools had to be recognised by the universities and rules and regulations were framed for this purpose. The Calcutta University Commission of 1917, popularly known as the Sadler

Commission, recommended that there should be a clear separation between University education and Secondary education. They made the suggestion, however, that the point at which University education was separated from school education should be the Intermediate rather than the school-leaving examination. On the basis of the recommendations of this Commission, Intermediate Boards were established in certain parts of the country. The first time that a definite suggestion for the abolition of the Intermediate and for the extension of the school course by one year and of the degree courses by one year, was made was by the Sapru Committee appointed in 1934 by the U.P. Government of that day. One of the chief recommendations of this Committee was that the Secondary stage, extended by one year, should consist of six years to be divided into two parts, the higher and the lower, each covering a period of three years, the whole course thus covering 11 years, 5 for the Primary and 6 for the Secondary. Another recommendation was that the degree course at the University should extend over a period of three years.

By

S. Mathai

Secretary, University Grants Commission

The Sapru Committee's recommendations were not put into effect in Uttar Pradesh or in any other place. In 1944, the Central Advisory Board of Education submitted a comprehensive Report on Post-war Educational Development. This report is popularly known as the Sargent Report after Sir John Sargent who was then Educational Adviser to the Government of India. This report proposed a system of universal, compulsory and free education for all boys and girls between the ages of 6 and 14, the Senior Basic or the Middle School being the final stage in the school career of the majority of children. This report also recommended

that the high school course should cover six years, the normal age of admission to this course being 11 years. No action was taken on the recommendations of the Sargent Committee, except in the State of Delhi and the University of Delhi where a Higher Secondary course was introduced and the three-year degree course was instituted. The University Education Commission appointed under the Chairmanship of Dr. Radhakrishnan in 1948, also recommended the three-year degree course and consequentially the establishment of a Higher Secondary course. Again no effective steps were taken to implement the organisational proposals of this Commission. When, in 1953, the Secondary Education Commission under the Chairmanship of Dr. A.L. Mudaliar submitted their report, they once again recommended the extension of the school course by one year and the conversion of the degree stage of University education into a three year course. Their recommendation regarding the duration of Secondary education is worth quoting in extenso :

“We have to bear in mind the principle that Secondary education is a complete unit by itself and not merely a preparatory stage ; that at the end of this period the student should be in a position, if he wishes, to enter on the responsibilities of life and take up some useful vocation. The age at which the child is to begin his Secondary education and the age up to which it should be continued is, therefore, a matter of considerable importance. It is now generally recognized that the period of Secondary education covers the age group of about 11 to 17 years. Properly planned education, covering about 7 years, should enable the school to give a thorough training in the course of study taken up by the student and also help him to attain a reasonable degree of maturity in knowledge, understanding and judgment which would stand him in good stead in later life. It has been repeatedly pointed out by all concerned with education that at present the standard attained by students who seek admission to the University and to other higher courses is low and that the average age of entrance is also low. A somewhat longer period of training, before

entrance to the University, is likely to be useful both for those who want to pursue higher education and for those who finish their education at this stage. Judging by the requirements of several of the diversified courses that we have in view, we feel that a somewhat longer period of training will be necessary if they have to be taught with thoroughness and efficiency. The various arguments that have been adduced in favour of this view have led us to the conclusion that it would be best to increase the Secondary stage of education by one year and to plan the courses for a period of four years, after the middle or senior basic stage. At the same time, we realize that the total period of training required at present for higher education cannot and should not be increased, because of the large financial implications for educational authorities as well as for the students. We have, therefore, come to the conclusion—which also tallies with the views of the University Education Commission in this connection—that it is desirable to abolish the present Intermediate stage, to increase the period of Secondary education by one year and to plan a three-year degree course at the University stage”.

The main argument in favour of the extended Higher Secondary course is that this additional one year gives a better chance of making the school stage of education a more complete education than would otherwise be possible. In the educational system of any country, what happens at the school is the most important thing ; because after all only a small proportion of students will go on to the university, whereas the large majority will finish their normal education with the school. It is, therefore, important that this stage of education, aimed at the majority of boys and girls of the country, should be as good as we can make it. The Constitution of India proposed free and compulsory education upto the age of 14. We have not yet been able to accomplish this. We may hope, however, that before long we shall be able to achieve this target and make it possible for all boys and girls upto the age of 14 to go to school. Then, some day, before very long again, we may hope that our material conditions will improve sufficiently to make it possible for the large

majority of those who finish the 14-year stage of education to go on and complete the Higher Secondary stage of education. We cannot expect, indeed we should not expect, a large proportion of these to go on to the university. University education is in fact not just a continuation of school education ; it is something quite different. The primary objective of University education is to produce men of learning, and in any society University education can be available only to those who have the necessary aptitude and who can spare the time for making themselves specially learned in some subject or profession. It is therefore right that school education should not be geared wholly to the requirements of university education. For the large majority of people, an education upto the age of 17 or so should be adequate for all the normal purposes of life ; but it is necessary to see that this education, planned for the majority of our boys and girls, is as modern and well-rounded as we can possibly make it, and it is necessary for educational institutions to have sufficient time and opportunity to make a really good job of training the youth of the country.

Now, no arbitrary rule can be laid down as to the ideal age at which school education should be completed. In all such cases we have to go by our experience and have to make our arrangements with reference to the situation in our own country. In a great many advanced countries of the world, the school leaving age is 18 or thereabouts ; and it would be much better if we could have a school course that would take our boys and girls upto the age of 18. But this, in our present situation, is difficult and it is doubtful if in the near future we shall be able to extend our school education to that age. What is proposed now with reference to the so called Higher Secondary course is simply a rationalisation of the existing school-plus-university arrangement and by removing the Intermediate and splitting it between the university and the school, extending school stage by one year, so that there is a chance of making it a fairly complete and self-contained education.

One important proposal in connection with the Higher Secondary course of educa-

tion is that the last three or four years should be treated as an integrated course and that the education provided in this course should be as effective as can be made by the provision of teachers of the same standard as are appointed in colleges. The experience we already have at Delhi with the Higher Secondary course of education indicates that it does turn out very good types of students and that students who finish the Higher Secondary course attain a much greater maturity of mind than was possible under the old matriculation or school leaving system.

Adolescence is a difficult period in a human being's life and it is difficult to lay down any exact rules regarding when the adolescent becomes an adult. But experience shows that between the ages of 16 and 18 a young man or a young woman passes through a critical period in his or her adolescence ; and it is important that at this critical stage a boy or girl is given an opportunity to develop his or her personality fully. If the school course ends at the age of 15 or 16 and the student is then projected either into the rough-and-tumble of life or into the completely new situation of a university, he or she has considerable difficulty in making the necessary adjustment. It is at this stage that a student develops the capacity for leadership and it is much better for a student to continue to be at the school where he has an opportunity of becoming a senior student and exercising in some measure his capacity for leadership. The proposed Higher Secondary stage is not a perfect solution of the problem, but it is certainly an improvement of the situation now prevalent by which at about the age of 16 or earlier, just when a student was attaining the position of leadership in the school, he was pushed out into a college or into the workaday world. At college when he just begins to adjust himself he is confronted with a public examination ; and the Intermediate student in a college does not have much opportunity for leadership in the total college situation. It is only when he enters the degree course that he becomes senior enough in the college to exercise any kind of leadership. It seems, there-

fore, desirable that the career of a growing boy should not be split up into too many separate parts. The proposal with regard to the Higher Secondary course is to keep him at school one year longer and then, if he goes to the university, to give him a continuous three-year period in which to study and to develop his personality. If on the other hand he goes out of school into the world, he will have much better chances of adjusting himself if he is a little older. From the point of view of the employer a young man of 17 or 18 seems a much more satisfactory proposition than a boy of 15 or 16. So both from the point of view of the university and the employment market, it is much better to train a student to a later age than to finish the school education early at 15 or 16.

But, admittedly, proposed Higher Secondary course in India is an experiment. It is only by trying it out for some years that we can discover whether the theoretical arguments in favour of it are justified or not. Meanwhile the proposed reform gives us an opportunity to bring about many improvements in our school and to raise the status and standards of school education. Criticism of the scheme is good, but criticism should not lead to a stalemate in which the old is not allowed to die and the new is not allowed to be born. If we all accept in good faith the expectations regarding the Higher Secondary course and help to implement the proposed reorganisation, we shall assist in bringing about a significant improvement in the education of our country.

"It is not bigotry to be certain we are right; but it is bigotry to be unable to imagine how we might possibly have gone wrong."

G. K. Chesterton

THE PATTERN OF REORGANISED SECONDARY EDUCATION IN MADRAS

(With special reference to the four-year Higher Secondary course)

ANYONE trying to express his views on education must concede that there can be no finality about the content and method of education. Education is for man and has therefore to change with his changing ideals, environment and needs and his advancing knowledge. So many revolutionary changes are taking place in our ideas on every aspect of education in these times that today not even the most reputed authority on education can afford to be dogmatic about it. All our attempts at reforming our educational system have therefore to be of an experimental character and are not to be taken as the last word on the subject. The recent reorganisation of the educational system of Madras, of which I propose to give an account in this article, has to be understood as one such attempt.

Bases for formulating aims and objectives

Any educational system, to be fruitful, must evolve from clear cut aims and its organisation should be so planned with well-marked stages that every stage is not merely complete in itself, satisfying the natural needs of the respective age-groups, but will also enable the student to pass on smoothly to the next stage, if he so desires. But it must be understood that the second characteristic stems from and is subordinate to the first.

We know that the majority of students would stop at the Secondary stage and follow certain avocations. The system of

education must therefore aim primarily to train these students according to their tastes and aptitudes, taking care at the same time to see that the interests of the minority that may go on to higher studies are not overlooked either. Unfortunately in our country it is the preparation for the next stage that has been the obsession with us so far and that to such an extent that the educational possibilities of the present stage have never been fully realised or appreciated.

Any reorganisation of our educational system must be based on carefully formulated aims, which will be broadly acceptable, but flexible enough to admit of modification to suit the special needs of our country, always bearing in mind that the all-

round development of the personality of the student in society should come first and that the educational system should help him to fulfil himself. The learned authors of the Secondary Education Commission Report speak of the political, social and economic conditions which have to influence the education of the growing pupil. Secondary education, according to them, should develop an awareness of democratic responsibilities and improve vocational efficiency so that the pupil may discharge his duties as a good citizen and contribute his share to the economic productivity of the country. They go on to declare that it should also help in the all-round development of the individual personality. No doubt the objectives have been expressed in clear cut terms but one wonders if there is proper emphasis on the

By

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fundamental aim of education. It would appear as if the development of personality is only one of the aims along with training in citizenship and vocational competence and not the fundamental aim. Education, especially Secondary education, should help the child to grow to his full stature and develop all his latent powers. He must first become a full man and then only a good citizen or an efficient producer. Creating good citizens and increasing national wealth are certainly desirable ideals and undoubtedly necessary but they are secondary aims and emerge from the inevitable condition that man cannot live in a vacuum and must earn his own living without being dependent on others. There is also the danger of over-emphasising the citizenship or economic aspects of the human being as in Hitlerite Germany where the State reigned supreme or in some totalitarian States where education is geared to the economic machine, to the neglect of the development of the human personality.

If the development of the full personality of the pupil, with its intellectual, emotional, physical and spiritual facets, is accepted as the fundamental aim of Secondary education, it is essential to train him to think for himself and to give him the tools of thought with which he can shape and enrich his mind, as with material tools he shapes and modifies his environment.

Another aspect that has to be taken into account is the difference between individuals. The intellectual and cultural development of different individuals may take place through different media. So there should be several courses of study to cater to the differing needs and aptitudes of pupils so that each may fulfil himself in his own way. It follows that the child's natural interests and talents should influence the choice of the courses.

There is yet another consideration which should influence educational re-organisation. Secondary education has, till now, only served as a hand-maid of University education. Its content and method of training were mainly determined by the needs of the University. It must be realised that

Secondary schools are not mere preparing grounds for colleges. Secondary education is a stage complete in itself with its own needs and specific purposes, though it incidentally trains some students to pursue higher studies if they are so inclined.

Any pattern of reorganisation must be shaped keeping all these factors in view.

The Genesis of re-organisation

Turning now to face the actual situation, we find a bewildering variety of systems in different States, without any common framework. Not merely the content but also the duration differ from State to State. The school course of education extends to ten years in some States and eleven years in others. In Madras it covers a span of 11 years.

The Secondary Education Commission which studied the conditions and problems of Secondary education in India had recommended that the duration of the High school course should be increased by one year so that (a) the students seeking University education may have a better foundation; (b) those who finish their education at this stage may have a higher self-complete attainment and (c) those who pursue the diversified courses may improve their proficiency in the line of their choice. There can be no difference of opinion on the above objectives.

The Central Advisory Board of Education considered the report of the Commission and decided, while accepting these objectives, that the entire school course should be of 11 years duration to enable their realisation. This, it was pointed out, would bring in uniformity of duration.

The Government of Madras also accepted the need for reorganisation for achieving the same objectives. But a careful study of the educational system revealed that we were not getting as much as we should out of the present course of 11 years. This was because (1) Unlike many States, other secondary schools in Madras worked for only 180 days. This indicated the need for and the possibility of increasing the number

of working days and the content of studies. (2) The attainment of the pupils of this State at the S.S.L.C. stage was already fairly high except in English in which the standard had inevitably gone down due to the change in the medium of instruction. Further improvement can be attained by certain internal reforms like providing better trained teachers, and other improved facilities. Hence it was felt that it was not necessary to increase the present duration by one year and thereby continue the existing differences in duration. (3) Even to benefit mainly the university entrants, an increase cannot be justified, as only a small number of High school students take to higher studies and there can be no justification for burdening the vast majority of students, who finish their schooling with the S.S.L.C., with one more year of schooling. (4) With regard to the diversified courses, it was emphasised that the objective of the courses is only technical preparation and not vocational competence and as such the proposed extra year will be more effectively spent in apprenticeship for the job than at the Secondary school. (5) While imposing a great financial strain on poor parents who will have to maintain their children for one more year at school, an increase in duration will also entail disproportionate expenditure from State funds which could be otherwise utilised for expanding Elementary education to implement Article 45 of the Constitution. (6) The existing shortage of trained graduate teachers would dislocate the scheme.

But the overriding consideration was that if the proposed reorganisation aimed at evolving a uniform pattern in all the States, any increase in Madras State would defeat that objective, as the existing disparity among the States would be perpetuated by such extension. It would mean that the States which had ten-year schooling will have eleven years and those which had already eleven years will have twelve years. What some other States could attain in 10 plus one year, Madras also could certainly attain in 11 years and not need another year. This is also in consonance with the recommendations of the Central Advisory Board of Education.

While the Madras State decided against the extension of the school course by one year, they were quite conscious of the additional benefit to students in being taught for four years instead of three by graduate teachers and in the atmosphere of the High School. It was found that this could be done by shortening the duration of the Elementary stage from 8 to 7, without lowering the standards and increasing the duration of the Secondary stage. Due to various factors we have not been making a rational and maximum use of the time and material available. There is some avoidable overlapping in the courses of study. Our students are capable of absorbing more, but they are not being put on their mettle; their best is not being drawn out. They work only for 180 days in a year. This perhaps is shorter than the school year of many other States in our country. The most efficient and modern teaching methods are not being utilised, with the result that our pupils are not getting as much as they can within the period available. By reorganising the syllabus and integrating courses of studies it would be possible to realise in 7 years the level they were attaining in 8 years. Hence the pattern of school education in this State came to be 7 years Elementary plus 4 years Secondary.

The reorganised Secondary education course

The reorganised secondary education course would comprise of the last four years of schooling equal to 4,000 hours. The school year has been increased from 180 to 200 days. It would be, as explained earlier, a self complete unit, fitting the students for life and helping them to realise their potentialities. It would also cater to their varying aptitudes and tastes and prepare them either for the university or for a vocation.

The content of Secondary education is broadly divided into academic and diversified courses. The academic course leading to the university is a broad-based general course without undue specialisation, involving compulsory study of three languages and three subjects namely, Mathematics, General Science and Social Studies. This will equip

the students to attain the level of entrance to the university.

Diversified courses, starting from Standard IX will cater to the differing natural aptitudes of pupils. Practical work, intelligently organised, will draw out the hidden potentialities of many pupils and enable them to develop themselves fully. So it is necessary to provide varied courses to suit individual tastes and innate skills. These courses do not aim at professional mastery, but only give the necessary technical preparation for a vocation. If technical competence is wanted, the pupils can as well be diverted to trade and industrial schools. In these diversified courses, along with some academic subjects, any one of the technical subjects like Engineering, Textile Technology, Agriculture, Secretarial, Aesthetic and Domestic Science courses is offered.

The study of Languages

The study of languages has been a thorny problem in this State. There can be no two opinions about the importance that should be attached to the mother tongue or the regional language. But in addition to this we have to concede the claim of an international language like English, another national language like Hindi or a classical language for inclusion in the Secondary school curriculum. Equally we have to take note of the claims of the languages of linguistic minorities. The three-language formula evolved by the Madras State meets these various claims. It provides for a compulsory study of (i) the Regional Language, (ii) Hindi or any other Indian Language and (iii) English or any other non-Indian Language. Unlike in the past Hindi has been made an examination subject for the public examination at the end of the Secondary school course. This formula, it is gratifying to note, has commanded a wide measure of popular agreement.

The introduction of three languages has been so phased that the students are not over-burdened with too many languages in their tender years. Realising the utility of English in our present set-up for higher,

technical and professional education and the need to compensate for the loss of proficiency due to its replacement by the mother tongue as the medium of instruction, it was felt necessary that the teaching of English should begin from Standard V. Besides, that this language has pervaded our public and cultural life is a historical fact. To acquire it as an alternate medium of expression and as a means of keeping in touch with world thought, at least a seven-year course of compulsory study of English would be necessary.

The teaching of Hindi posed a different problem. It has been no doubt accepted as the Official Language of the country but the date when it should assume that position has yet to be finalised. It is necessary that pupils who wish to have contact with the Central Government and other States should have a working knowledge of it. At the same time we had to take note of the prevailing political atmosphere in this State. If Hindi is to be popular it must command some psychological acceptance from the pupils as a subject of study. This is not possible at the Elementary stage where the pupils are immature and unable to decide for themselves and as such would be mainly guided by elders and their prejudices. On the other hand, we can expect the students of the Secondary stage to be better aware of their future needs and to be more appreciative of the usefulness of learning Hindi. Therefore it was decided that Hindi can be more purposefully and effectively taught at the Secondary stage than at the earlier stage. Hence the reorganised scheme provides for the teaching of Hindi for four years from Standard VIII. To ensure serious study, it is included as a compulsory examination subject for the completion of the Secondary school course.

At present even if a pupil takes up Hindi voluntarily as an optional subject and studies it throughout the school course, he will get 432 periods during the entire course. In future every pupil will have to study Hindi for 480 periods instead. This has been done by increasing the allotment of periods for Hindi from two to three periods per week.

So with the increase in the working days and the periods of study, a student now gets more than he was getting previously when Hindi was started as an alternative to craft from Form I itself.

In the light of the above decisions regarding the duration of the courses and the subjects of study, syllabi for various languages and subjects have been framed by committees of teachers and others, circulated for opinion to all concerned, finalised in the light of suggestions received and approved by the Government. They provide for such of the practical activities as can easily be practised in ordinary schools even before they are converted into Basic schools.

The programme of change-over from the existing to the new pattern has been phased to cover a period of five years. The transition has been made gradual to avoid sudden disorganisation and to allow sufficient time for preparation by all concerned.

The programme of change-over is as follows :

1958-59	Classes	1 to 3	(New)
1959-60	„	4 and 8	„
1960-61	„	5 and 9	„

1961-62	Classes	6 and 10	(New)
1962-63	„	7 and 11	„

The introduction of the 11th year course will not be done simultaneously in all schools in 1962-63. The practical difficulties in the way force us to be content with the upgrading of only a percentage of High schools into Higher Secondary schools. It is hoped that more schools will be up-graded in the following years. The Pre-University class will therefore be replaced by Standard XI only gradually in the course of some years.

Any scheme of reorganisation, especially in the educational field, depends for its success on the human factor. Because of this, the reorganisation and the scheme of studies have been framed in consultation with the various political groups in the State and in accordance with the largest measure of agreement among them. In addition, the largest measure of consultation with the teaching profession and participation by teachers in the framing of the courses of studies have also been secured. In view of this, it is confidently expected that the teachers will rise to the occasion and put forth their best and make this scheme a success.

‘As certainly as water falls in rain on the tops of mountains and runs down into valleys, plains and pits, so does thought fall first on the best minds, and rans down, from class to class, until it reaches the masses and works revolutions.’

—Emerson

SCHOOL BROADCASTS AT THE LISTENING END

Everyone is agreed on the value of school broadcasts as one of the media of classroom instruction, but whether a school broadcast does fully serve its purpose or not depends almost entirely on how it is received at the receiving end, namely the school. In this article Mrs. M. Choksi, teacher of the New Era School, Bombay, describes the experience of her school and tells how they plan their radio programmes for all their classes so that children 'learn' to learn from the radio.

THE value of the radio as an instrument of education is by now accepted all over the world. There is not a country whose broadcasting system does not make provision for its schools. School broadcasts bring a fresh voice into the classroom. They open a new window on the world. Like all mass media, they make a powerful impact; and if not used rightly can be misused with equal effect. It is in school that we can train children to use the radio as a source of education and aesthetic enjoyment of a high order, so that as citizens they will not want to listen only to trivial or sensational programmes.

All progressive teachers want to utilize this new tool in spite of certain difficulties that its use entails. The two difficulties usually mentioned in this connection are:

(a) Broadcasting is a medium to the ear alone. It is learning by listening while the child is a passive recipient; and (b) the rigidity of time. At whatever hours school broadcasts are arranged they cannot fit in with the timetable of every school and every subject, especially as there is a considerable amount of variation from school to school as regards their opening and closing times.

Neither of these difficulties is insurmountable. Take, for example, the first difficulty. Though mainly directed to the ear the broadcast material is usually presented in a vivid way with concrete illustrations and

situations that can be visualized. Moreover, the child does not listen for more than fifteen to twenty minutes. Before and after that the classroom teacher can and does encourage the children to think actively about the broadcast material and to work on it in various active ways. The other difficulty also can be completely overcome if the school can afford a tape-recorder. Our school, however, has no tape-recorder and yet has a very adequate listening programme. It must be remembered that there is no reason why every class should listen to every series. Planned selective listening by classes will give much better educational results than indiscriminate listening by the whole school to whatever happens to be on.

Given a flexible outlook, careful planning and selective listening, very good and purposeful use can be made of this medium

without undue interference with the regular timetable. The children can be trained so that they are not in the least "mike-shy" but become quite capable of serious attentive listening, and accept the radio as a means of education, a habit which they carry over into later life. Moreover, the experience of this school shows that expensive equipment like tape-recorders and extension loud-speakers are not an absolute necessity.

Co-curricular Activities

Our school is noted for the importance it gives to co-curricular activities of many

By

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New Era School, Bombay

types ranging from camping to dramatics, and school broadcasts take their place among these. Careful planning is required if full value is to be given to all these items, and they are to be mutually adjusted. The term's programme of School Broadcasts is made available in advance by All India Radio; and besides the timetable, pamphlets are sent that give some idea of the scope of the talks, and also provide questions that serve as signposts in listening. Topics are dealt with in series of four to eight talks. While each talk is a complete and coherent unit in itself, much better educational results are secured by listening to a complete series; the subject matter can then be correlated with some aspect of school work, and the association of relevant matter leaves a permanent, not a fleeting impression. The practice of the school is therefore to arrange a listening timetable whereby each class may listen to only one series a term, but will listen to a complete series, not to desultory talks.

Planning a Term's Listening

As soon as the programme arrives, it is circulated, and then considered at a Teachers' Meeting. There are usually series for seniors as well as for juniors in most or all of the following subjects: History of India and of the World, Geography, Science and Nature-study, Civics, Hygiene, Language and Literature, Stories re-told or dramatised, Music lessons, Programmes in community singing, Current affairs and Vocational guidance. Class and subject teachers suggest what series they would select for each class from Forms VI to XI (age-range from eleven to sixteen). Sometimes there are differences of opinion to be thrashed out, for two teachers may choose different series for the same class, or subject teacher and class teacher may have different ideas. In the final arrangement a timetable is to be worked out and each form is to go to one series accompanied by a teacher. Wherever possible, it is the subject teacher who teaches the subject linked with the series. Or it may be the class teacher of the particular class who knows the children well. Occasionally, because of timetable difficulties, it may even be some other teacher who

happens to be free at the time; but this is no hindrance given enthusiasm, or at any rate goodwill on the part of the individual. For the pamphlet will give the teacher enough preliminary information on the topic so that he finds it quite simple to prepare the class beforehand. Finally a listening timetable for the whole term is drawn up, whereby each of twelve classes (each form has two divisions) listens to at least one series during the term.

There is a good deal of give-and-take. If it happens that a class is listening to a suitable geography series in what happens to be ordinarily a mathematics period, the geography teacher may agree to give up a few of his periods to the mathematics teacher. Moreover, a timetable of room exchanges has also to be worked out. The radio room is also the classroom of a particular class. So within the radio period, the listening class must move into it and the normal occupying class must move into the room thus vacated. I have known the suggestion of such an arrangement cause panic in the hearts of old-fashioned teachers with rigid ideas, but it is no insuperable difficulty and causes no confusion, given careful preceding planning.

Choice of Programmes

Some schools like to select series of talks very closely related to the work of the classroom. In our school we feel that the syllabus is best left to the classroom teacher and prefer to select programmes that provide something fresh in the way of information or treatment, outside the normal range of the classroom. A.I.R., catering for different types of schools, usually provides both "on-the-syllabus" and "off-the-syllabus" series. Programmes that our teachers find especially useful, and that they correlate with projects of their own, are those that give panoramic surveys of the march of civilization, e.g. Man's Quest for Food from the discoveries of the Stone Age hunters to the achievements of the F.A.O. or the development of law from the Law of the Jungle to modern codes of human rights. Many series are so devised as to restore the sense of discovery and achievement to the common and useful

things—glass, paper, dyes, the wheel, the lamp, the matchbox, money and the innumerable conveniences that we now take for granted.

The social aspects of various subjects and the part they play in the life of the individual have a special appeal for children. Thus a Civics series on "Your Government and You" brought out the functions of Local, State and Union Governments through the work done by lamp-lighter, policeman and postman. Children welcome the link with the human element, so series like "Man and His Animals", "Plants For Man", have a special appeal for them, since they show how these react on the life of man.

Dramatization of episodes in history, or of great moments in geographical discoveries and scientific inventions, always interests our children. A simpler treatment, but also of great appeal, is the child-centred historical story, reconstructing past history in the form of a story of an imaginary child living in the past—e.g. "the Seal-cutter's Son at Mohenjo-daro", "the Boy who brought food to the monks at Karla", "the Boy who watched the ships landing goods at Surat". Incidentally, it may be pointed out that the teacher's own attitude while listening plays a great part in creating or destroying interest among the class. Usually the teacher's interest or lack of it is reflected in the children. If school broadcasts are listened to successfully in the school, it is largely because of the readiness of the teachers, in spite of the many demands on their time, to use this aid to contribute to their pupils' mental enrichment.

The Importance of Preparation

The next factor, after the choice of a suitable series, is the need for preparation. This need not be very long in the case of every series and every talk. But it is vital that there should be some preparation. The broadcast should not come to the children out of the blue without their having uppermost in their minds some ideas with which the new matter can associate. The children should be aware of the scope and purpose of the whole series and they should also be set an objective while listening to each talk of the series. Such preparation need not be a

difficult matter for the teacher even when the series is off-the-syllabus. The background notes given in the pamphlet as well as the questions given under the title "Listen and Think" will considerably simplify the teacher's task. Especially when there are talks the background of which may not be part of the syllabus, the notes spotlight the points that are to be made.

Once the broadcast lesson starts, it is of course very important that the teacher should set an example of quiet receptive attention. It would be most distracting if the teacher were to walk fussily round the class during the broadcast asking: "Can you follow? Do you understand?" The teacher sometimes prefers to sit at the back of the class or in a far corner to make sure that the voice is reaching everywhere. But he is equally useful sitting near the radio in order to manipulate the knobs if necessary. Children have to be warned not to linger over a point that they have not fully understood but to leave it over to be discussed after the talk. Conscientious and intelligent children are quite liable to fall into this error of puzzling over some point and then finding themselves permanently behind the speaker.

Recapitulation and Discussion

The preparation is ordinarily undertaken just before the talk, or it may even be at any other convenient time before the broadcast when the teacher happens to see the class. Even more important is the recapitulatory questioning at the end, which is, except in special circumstances, done straight after the talk.

This recapitulation is essential and is of great importance in clarifying points and in building up a coherent impression in the children's minds. Children at the school stage cannot be left entirely on their own, either with their school textbook or with their school broadcast. They have as yet neither sufficient maturity of mind nor sufficient background of information to grasp essentials and arrange new facts in their proper perspective; they are frequently liable to confusion and misapprehension. In particular, they are often apt to seize on a vivid image or illustration, and to miss the teaching point that it was meant to highlight. The teachers' revision, therefore,

corrects misapprehensions as well as builds up transient auditory impressions into a permanent record. This step consists largely of questions and answers both ways : i.e. the children are encouraged to ask questions on what they have heard as well as to answer the teacher's questions. In the hands of a skilful teacher, the recapitulation is made into a creative and critical discussion, for one is likely to allow more free criticism of the broadcast lesson than of the normal classroom lesson. Discussions can be made very lively, and the children can develop through these a very thoughtful and inquiring attitude. For example, on one occasion, the listening class said of a point made in a talk that 'it was too interesting to be true', and reference had to be made to the particular speaker to justify his point. Quite recently a class objected to the statement that terns nest on the bare rocks during the monsoon, arguing that was impossible in the driving rain. There followed quite a spate of inquiries and a reference to experts leading to a deeper realization of the beautiful adaptation of the bird's anatomy to the needs of its environment.

Note-taking

A summary of the main points is often built up on the black-board and may be copied into the children's note-books. On the question of taking notes while listening there is much difference of opinion and of practice among teachers. Here as elsewhere in our school, different teachers may follow different practices. Many believe that while trying to take notes children listen imperfectly, miss points and get confused. Other teachers feel that with practice many, though not all, children keep quite good notes. Any way it is best for the class to listen with a note-book and pencil in hand ; even if they get down only a few single words it encourages concentration in listening.

Follow-up Work

Different follow-up exercises may be set according to the type of series and the time that can be spared for them. The subject-matter of a talk may provide material in the language lesson for an exercise in precis or composition in the same or in another language. On the series of talks may be the

basis of a project undertaken by the class. Sometimes the children may act a playlet based on a radio feature or story. Occasionally the series may be followed by a visit to the museum or to a library to look up supplementary material. Nature study talks may lead on to further field study. Sometimes, as after a series on "Our Achievements under the Plans" and "This is Our Country" the children may make albums of their own illustrations or of pictures they have collected.

Class Magazines

The follow-up work culminates usually in the preparation of a Class Magazine written and illustrated by the children. Different reporters, good at language and expression, are selected to write up a report of each talk. The different reports, after some editing and correction, are made into a manuscript magazine, which is the final permanent outcome of the broadcast series. Besides the reports, the magazine often contains supplementary material that the children have looked up independently, and it always contains plenty of illustrations. Children who are not good at expression in language may be good illustrators or may have a knack for lettering and decoration. Thus the class as a whole contributes to its class magazine. This is introduced to the school in the Morning Assembly and a resume given of the general topic, or a report read. After it has been bound, it is available on the reading-room table for others to read. In this way magazines have been brought out on "The Shrinking World"; "Growth of International Organizations," "Glimpses of Ancient India through the Lives of Children of the Past," "Man and His Animals", "From Kashmir to Kerala" : "This is My Country", "Man Learns to Write, Count and Measure", "Man's Quest for Food", "Hans Anderson and his Stories", "Tales of the Heroes who sailed away from Troy", and many others.

It will be seen then that, as a result of this type of carefully planned selective listening, the children not only get a good deal of information, but they *learn* to learn from the radio ; an attitude they carry into adult life, so that they can put this medium of education to adequate and worthy use.

The Place of English in the Higher Secondary School Curriculum

IN spite of the fact that most of our responsible leaders have frequently laid stress on the importance of retaining English for the time being as a *lingua franca* of India, as the medium of instruction in many fields of university work, and as the most convenient means of communicating with the other countries of the world, there are still those who seek to eliminate it, and the sooner the better. In some parts of the country enlightened educationists have taken the realistic view and English is firmly established in the school curriculum ; in others the shadow of proscription and sometimes active opposition have led to a curtailment of English teaching. It would make the task of curriculum planning much easier if this uncertain sitting-on-the-fence attitude towards this problem could be removed from the political sphere and settled once and for all. Positive action could then be taken to restore the standards that have fallen so unfortunately in the past ten years or so.

But we have to remember that our whole approach to the teaching of English has changed during these years. Although there are large numbers of Indians who speak English with the fluency of the mother tongue, and although there are many schools which still use English as the medium of instruction, for most Indians and in most schools English is a foreign language. Once we have realized and accepted this fact, the next obvious step is to adopt the new techniques of foreign language teaching that have been evolved in recent years based on a more adequate knowledge of the language we are dealing with provided by researches in linguistic science.

In 1953 under the auspices of Unesco

an International Seminar was held in Ceylon on the "The Contribution of the Teaching of Modern Languages towards Education for Living in a World Community." Certain general principles were adopted by the members including the Indian delegation. These principles as far as English teaching is concerned are incorporated in what has come to be known as the Structural Approach. This approach is primarily oral ; activity plays as large a part as possible ; the greatest possible use of English is made in the classroom ; the linguistic items are scientifically selected and graded for presentation ; and stress is placed on imparting a skill rather than providing information about the language.

With this approach the amount of time needed to teach the language properly in a normal school system should be six hours a week for six years.

There is much to be said for starting the teaching of a foreign language as early as possible, but by and large it generally begins at about the age of 11, which is also the age at which the break between Primary and Secondary education is commonly made. The Unesco recommendation fits in very well with a school system of the pattern—3 years Junior High school (or Middle school) + 3 years Higher Secondary school. It is possible at any rate to plan a six-year course. Unfortunately the desired amount of six hours a week is not generally allotted to the English teacher in our school. This is something that requires the urgent attention of those responsible for curriculum planning : if the subject is worth teaching at all, it is worth teaching well ; and if it is to be taught well, adequate time must be given to it.

Subject always to this limitation of time

By

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allotted, some progress is already being made in the teaching of English along the lines suggested by the Structural Approach. Detailed syllabuses based on a careful selection and grading of structures and vocabulary have been prepared for the first three years of English teaching and adopted in various parts of the country. The English Language Teaching Institute at Allahabad has prepared such a syllabus which has been incorporated in the Junior High School curriculum of the U.P. Department of Education. The Institute is now producing textbooks and teaching aids based on this syllabus. So far very little has been done on similar lines for the next three years of English teaching, which is the Higher Secondary stage. Clearly there is a pressing need for suitable textbooks and teaching aids at this level so that the good work which has already started in the earlier stage can be continuous and carried on through the whole system, and the improvement already evident may become more established and general.

The reasons for learning a foreign language, in this case English, vary from school to school and from student to student. But whether the aim is to enable a diplomat to play an influential part in the international sphere, to give a businessman the ability to conduct a satisfactory correspondence with a foreign firm, or to open up a necessary field of reading for the scientist or the technologist, the Structural Approach provides a satisfactory way of teaching English, and can be developed along whatever lines are required. The serious student in the Higher Secondary school obviously hopes to make something of himself; probably he intends going on to the university. The current report of the University Grants Commission records the recommendations of its Committee appointed to examine the problems connected with the question of "medium of instruction." The fourth and fifth of these state :

"That a proper foundation in English should be laid at the Secondary school stage so that students going up to the university can have an adequate knowledge of English.

"That it would be necessary to have the methods of teaching English in the schools carefully examined so that teachers might be suitably trained and the benefit of the latest techniques in the study of foreign language be made available to our teachers and students."

Our great need is to be realistic. India is a free and independent country. A fluent knowledge of English no longer makes the speaker—if indeed it ever did—a "lackey of imperialism." On the contrary, it makes him a more useful citizen of his country, one who can play a fuller, more influential part in its development. The Higher Secondary school has a vital part to play here. As time goes by and the new techniques of teaching English bear fruit in the Junior High schools it is hoped that students will come to the Higher Secondary classes with a sound basic knowledge of English that can be consolidated and developed in whatever direction is desired. As the Committee of the University Grants Commission recommends :

"It is necessary to define the aims of English teaching at the school stage and to have some arrangement by which those who propose to go up for University education can have additional emphasis laid on proficiency in English. This 'additional emphasis' need not, of course, apply only to those students likely to go on to a university. Even in the case of intending university entrants the teaching of those contemplating an Honours course in English will require a different emphasis from that given to prospective scientists or economists. In other words the teaching of English at the Higher Secondary level will not follow a set plan for all schools. A small school may well be restricted in what it can offer its students, but a large school with an efficient staff should be able to offer a variety of courses depending on the needs of its students. But whatever the ultimate aim, the Structural Approach will provide the surest foundation on which to build."

In teaching a foreign language there are four general aims : to teach pupils to hear

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SECONDARY EDUCATION IN OUR CHANGING SOCIETY

DOWN the ages children in school have had to be responsive to certain directions. Society, speaking with the voices of parents, teachers and other adults, has conveyed a sense of importance of certain ways of behaviour to each coming generation. The society in revolt against the values upon which it is founded is in danger of disintegration but the society which clings blindly to old ways is likewise threatened. Each succeeding generation has as its primary concern the development of young individuals who respond to values which will guarantee the safety and well being of a changing society. Concern for the abiding and changing values of society must be coupled with deep concern for and understanding of the growing young people in our Secondary schools.

In a rapidly changing society such as the one in which we live today, our Secondary schools have to meet certain needs and certain changes. These needs make it necessary that our emphasis in Secondary education shall also be changing.

POINTS OF EMPHASIS

A sense of perspective

In the schools of today we need to lay emphasis not only on academic work but also on the development of personal qualities in children. A sense of perspective is one of the important aspects to be thought of. Every child of today needs to get roots in something that will help to give him a sense of place and value. Perspective is the outcome of a well-designed general education. It includes an understanding of man's place in space, of the vastness of time that lies behind and ahead of the contemporary world. He must know of man's struggles,

achievements and failures. Without perspective a young person may become arrogant. He needs to develop true humility which is compounded not of subservience but of wonder, vision, courage and a sense of being one with an immeasurably vast creation. The late A. Powell Davies said: "The world is now too dangerous for anything but the truth, too small for anything but brotherhood". A valid contemporary world-view is necessary. For this purpose adequate emphasis is essential not only on study of the immediate environment but also an understanding of world background.

An integrated personal feeling

An integrated personal feeling in the individual is another aspect we have to consider. The emotions of the boys and girls in our schools have to be cultivated and integrated. A technological society such as the one in which we live, by its very nature, generates disorganised emotions.

The feeling content of films and press to which our young people of today are exposed stirs their emotions but does not necessarily leave them integrated. There is much confusion and futility in the feeling life of adults today. Simple primitive societies surrounded their members with a pattern of socially accepted feelings which were absorbed unconsciously and which gave form to their feelings. Social pressure in our cities is tending towards converting young people into thrill-seeking receptacles with no integrated personal feeling. If the average child in our school is to be given a reasonable chance of developing personal integrated feelings we have to pay more attention to the nourishment of personal feeling life throughout the years of education. Respect for the child's feeling life is particularly important during adolescence

since there is a great emotional upsurge at this stage.

Flexibility of mind

Improving the personal development of individual pupils is the chief concern of education. How should we educate young people so that they are capable of adjusting to the conditions of the modern changing society? For this adjustment, flexibility of mind becomes a necessity. Every individual child has to accept change, make use of it and enjoy it. The experience of domination in early childhood makes a person react to circumstances by the rigidity of identification or by the rigidity of revolt. The dominating type of authority should have no place in the schools and homes today. Lack of self-confidence makes a growing child escape from reality or meet change with fear. Friendly guidance by the teacher, encouragement, cooperation, mutual respect and obligation foster flexibility of mind and outlook. In our very methods of presenting new facts, we have to show a degree of uncertainty in the knowledge that human beings have of this world in which we live. This element of uncertainty leaves room for further study and enlightenment. Schooling which offers little success is also inimical to flexibility. Failure provokes retreat from the risks of the unknown into the security of the known. Flexibility requires breadth of mind. Education for flexibility of mind requires appropriate content and method in keeping with the stage of development of the child.

Skill for social adjustment

Another aspect we have to emphasize today is the need for the development of social skills in the children we teach. In the past, children lived in small intimate communities, which provided them with abundant social relationships. But today, many communities are not small. Some communities are in a social ferment. Many children do not live in the original community in which they were born. Life is becoming a series of encounters with strangers. This means that the individual has sometimes to create his own community

life wherever he finds himself. If he lacks the skill for this, he will find himself rejected, socially adrift, and in personal peril from the many risks of isolation. A society in rapid movement cannot sustain its mental health unless the social skill of its members is far higher than was necessary when society was intimate and static. In our schools today, we have to provide happy purposeful relationships which encourage the pupils' social potentialities to grow and express themselves. Plenty of experience in working in groups and partnerships is also necessary. Opportunities for discussion are also important so that children may communicate ideas clearly.

Each child has to be 'discovered'

One of the greatest difficulties noticed in many schools is that many a child leaves our schools 'undiscovered'. The more aggressive pupils often attract attention either by their achievements or their behaviour. The withdrawing and quiet child often leaves the school without adequately developing his potential abilities or gaining the necessary recognition for developing his personality. In these days when classes are large and overcrowded, often children leave the schools without their talents discovered or their interests stimulated. Among the crowds of children that come to our schools, we have to 'discover' and identify each child with his special aptitudes and interests. 'Heretofore nature has controlled man', said Albert Schweitzer, 'but now man has learned to control elemental forces, before he has learned to control himself.' In this matter of controlling and directing one's actions it is necessary that each child shall be 'discovered', helped and encouraged to the fullest possible development of his personality so that he may make a contribution as a member of a rapidly changing society. Ashok, a little boy studying in the 7th class of a High school, was becoming a truant. He would not attend school if he could possibly help it. In this particular school they had decided that they would have a 'clean-up-day' at the beginning of a new term. Ashok had come to school when all the boys were given their jobs. Ashok

was given a paint brush to paint the old gate of the school. He climbed the gate and sat and watched the passers-by—finally he set to work and painted the gate with the brush. This he did to the best of his ability. He was given recognition by his teacher and classmates for the good work he had done. He was given something to do which he enjoyed. The cleaning and painting of the gate helped him to get interested in the

school and some of the activities of the school which were on similar lines. Ashok had turned a new leaf. He showed a little more interest in his school from that time onwards.

In this changing society we are faced with new opportunities and new responsibilities and it is for us to make the best use of them.

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and understand the spoken language, to understand what they read, to speak the language, and to write it. That is to say there are four abilities to train: hearing, reading, speaking, writing. In the first three years the objects are: to build up a small general service vocabulary sufficient for the purposes of manipulating all the essential structures of English together with such content vocabulary as is demanded by the situation; to teach the simplest essential patterns of English structure; to enable the pupil to recognize these words and structures when they are heard or seen in print; and to impart the ability to use these words and structures in speech and writing. In the next three years, namely, the Higher Secondary years, the objects will be: to extend the vocabulary already built up to include all words necessary for general purposes and include such technical vocabulary as the student requires for his special needs; to increase the number of structures which the student can manipulate to include those used in newspapers, educated conversation, and in literary or technical books. While for general purposes the stress will still remain on the oral approach and on

activity, the skills of reading and writing will require more specialized attention depending on the student's ultimate aim.

There can be little doubt that the English language, more than any other, has attained the currency of an international language which is used extensively in the worlds of diplomacy, commerce and science. It provides the key to advanced study in nearly all branches of learning and the surest means of contact with the rest of the world. With these facts in mind we can say that in general there seem to be two main reasons for learning English in India: firstly to enable as many of our students as possible to use books written in English for the purpose of gaining information in a particular professional, scientific or technical sphere; and secondly to make as many students as possible capable of using English as a means of communication with other countries. Obviously there are other, more restricted aims, to train teachers of English for example, but these two cover most cases. To perfect the skills required in this undertaking is firmly the responsibility of the Higher Secondary schools.



WHAT THEY HAVE TO SAY

In the last issue of 'Secondary Education' we published an account of the three-day function organised by the Ministry in January this year, for giving away National Awards to teachers for their outstanding record of merit and valuable service rendered to the community in their professional life. Thirty two teachers (16 Primary and 16 Secondary) were selected from all over India for these awards and they were invited to Delhi to receive the awards in person from the President at a special function held in Vigyan Bhavan. In one of the sessions some of the teachers were invited to speak about their experiences as teachers and express their views on educational problems. We reproduce below relevant extracts from the speeches of four teachers, namely, Shri Tahla Ram Gulati of the M.C. Primary School, Karol Bagh, New Delhi, who spoke on the difficulties of a Primary teacher; Shrimati Veena Manjit Singh, Headmistress of the Fenton Gunj Girls Higher Secondary School, Jullundur City, who spoke about the teachers personal influence on the students; Shri Grendra Nath Changkakati, Headmaster of the Nazira High School, Assam, who had to say something about falling standards in education and the problem of indiscipline in schools, and Shri A.M. Kannappa Mudaliar, Headmaster of the Pachaiyappa's High School, Kancheepuram, Distt. Chingleput, Madras, who thought there was an over-emphasis on extra-curricular activities in schools today.

Tahla Ram Gulati

I wish to place before you my experience as a Primary school teacher, specially with regard to the difficulties I have come across in my professional life.

The first difficulty of a Primary school teacher is psychological—he suffers from a deep-rooted sense of inferiority. This feeling arises from the fact that all along he has been overlooked in all educational matters, even in matters that concern him most vitally. For instance, he has never been associated with the formulation of syllabuses or with the writing of textbooks for primary children. I think you will all agree with me that as we are the teachers who come in

such intimate contact with the children, it is only right that our advice should be taken in these matters.

Secondly, there are no openings for promising Primary school teachers. I feel that if good work is to be encouraged among them it is necessary that a certain number of posts in the higher grades should be earmarked for suitable teachers to be promoted from the ranks of Primary teachers.

Thirdly, an ordinary Primary school teacher is not able to educate his children in good Secondary schools and colleges. This is due to the fact that his financial means are too limited for him to be able to pay the fees of such institutions. I think that

where the merit of children justifies it, Primary school teachers should receive adequate financial assistance from the State so that the education of their children or wards does not suffer.

Veena Manjit Singh

Recently our President while addressing the Conference of Headmasters in Bombay referred to student indiscipline and stressed the importance of a teacher's personal influence as a factor which could be developed to solve this problem to some extent.

Those who are in the field admit the desirability of establishing intimate contact between the teacher and the student but feel that in the present conditions that is not possible, firstly because of the increase in teacher-pupil ratio and secondly, for want of time on account of the innumerable demands made on the teacher. I, however, believe that establishing a close contact with the students is not so much a matter of time as of approach. Here I will make a few simple points which I have practised without any loss of time but with very good results in coming closer to my students—

- (a) If a teacher makes it a point to go round the school before and after the school bell, during the recess or during games' period, calling each child by name and talking to them about their games or studies, the teacher will soon find that she has unconsciously come much nearer to the children.
- (b) The students do not like being rebuked before others—I mean before other children in the class. Therefore, if a teacher calls the child aside after the class and quietly explains why such and such thing done by him or her was not correct, the child will take it in good spirit and will not repeat the same mistake again.
- (c) A teacher's appreciation means a great deal to a child and if this appreciation is given before other children, it will not only stimulate

the child to work better, it will increase her admiration for the teacher. What is even more rewarding, this practice of explaining the students' shortcomings outside the class and bringing out their good points before others develops their personal confidence in the teacher and they begin in due course of time to confide in the teacher their difficulties and how they might face them. Here I will give an incident from my personal experience :

Once a girl was brought in the morning assembly by the class prefect for having been caught red-handed stealing a two-rupee note from another girl's purse. The accused stood with her head down, looking shame-faced and miserable. I could not stand this sight and I went forward and told the prefect that I knew the girl personally (though I did not know her) and that she was such a good girl I simply could not believe she could steal. I said I would look into the matter myself and assured the prefect that she would not have another occasion to complain about the girl.

I then took the girl to my office, put my arm around her and asked her what the matter was. This broke down her defences and she began to sob. She said that she had five sisters and one brother. The brother got all the care while the sisters were completely ignored. Whenever she asked her mother for anything, the mother threatened to remove her from the school as she could not afford her expenses. I told her that she need not worry on this account. I would recommend her to the school students' welfare society for her immediate needs. She remained in the school for two years after the incident and was a bright student. She was elected the prefect of the class for her leadership qualities and she won the best prefect prize in the last year of her school. She is happily married now and has her own children but she has not forgotten me and often comes to me for advice.

Could any teacher wish for a better or more satisfying reward than that her students should remember her long after

their school years ?

Girendra Nath Changkakati

In 1921 when I was just a little over 20 years of age, I entered the teaching profession. I became a teacher by accident—an accident which I have not regretted in all my 38 years that I have been a teacher. The then Headmaster of the school who knew me personally wanted a science graduate in his school. Since I was still looking around for a job, he persuaded me to take up the teaching post for some time. But they say 'once a teacher, always a teacher'. Once I took to teaching it never occurred to me that I should leave it, for it has given me so much joy in dealing with young growing minds and in helping to mould them.

I am well aware of the duties of the teacher and I also know that, now, when our country is passing through a period of reconstruction, the task before the teachers is to build a strong foundation. This task has become all the more difficult because of the gradual deterioration in educational standards and several other factors which are the result of this phase of transition. We teachers do our best to stem this tide. But there are some factors like over-crowding in schools, inadequate facilities and so on over which we have little control. In these matters we look to the State Government to solve the problem. Therefore, the problem of falling educational standards is a joint responsibility and can only be met by cooperative effort.

Then there is the problem of indiscipline in educational institutions, or rather I should say that the students have lost that sense of discipline which is a necessary pre-requisite to effective instruction. The remedy for this problem lies in strengthening a) parent-teacher associations and b) increasing teacher-pupil contact through various school activities. I feel that in this matter even political parties have to play a part in that they should forbid school children from taking part in political activities or engaging in any political work.

A.M. Kanniappa Mudaliar

There is a great emphasis on extra-curricular activities in schools today. Upto a point such emphasis is right for extra-curricular activities represent an important educational principle, but it seems to me that there is a tendency to over-emphasise them with the result that schools tend to be over-ridden with these activities. If the main objectives of education are not to be lost sight of, it is necessary that proper balance between curricular and extra-curricular activities should be maintained.

Secondly, I feel there is considerable duplication in the activities of organisations like the A.C.C., N.C.C., Girl Guides and Scouts, etc. We thus fritter away our limited resources. I have, therefore, to suggest that in this field there is urgent need for rationalisation so that we can derive the maximum benefit from the resources available.

'In the long run the sword is always beaten by the mind'.—*Napoleon*

CHILD AND PLAY

CHILD psychology has taken big strides in our century. Never before in the entire history of human civilization has the child been a subject of such vital consideration and study as he is today. From a feeling of casualness with which he was regarded a few decades ago, he has now become an individual with immense potentialities for full adult personality development. Consequently every effort is being made, both on national and international levels, to know and understand him through his unifying process of growth. Child development institutions have been established for intensive research and investigations and their findings are of prime importance to educators, psychologists, social workers and psychiatrists alike.

Modern Research

Modern research cannot claim to have discovered everything about child development but its approach to the study of child has been wholehearted, intense and scientific. The research made by child development clinics and institutions in Europe and in America particularly, and the international discussions on the psycho-biological child development under WHO study groups have brought to light certain fundamental facts about the need for a psycho-symmatric growth of young people. It has been established that mental health and mental hygiene are the two important pre-requisites for a child's normal growth. They help the individual to attain the full flowering of his personality and enable him to adjust and accommodate himself to life and to the ever-changing human society around him.

The child's needs

Modern tendency is to accept the child as he is, in order to ensure his healthy growth, and the external factors are altered or controlled according to the child's needs. Environmental conditioning has been recognised as a positive safeguard for the child from becoming mentally or physically ill or delinquent or even a neurotic and a psychotic personality.

Now, what are the child's important needs according to which we must condition his environment ?

Discussing this point Susan Issacs in her book "Childhood and After" writes : "If we were asked to mention one supreme psychological need of the young child, the answer would have to be 'play'—the opportunity for free play in all its various forms. Play is the child's means of living and understanding. Another aspect of his

By

Nooru Peermohamed*

play is make-believe. He needs the opportunity for imaginative play, free and unhampered by adult limitations and teachings, just as much as he needs the chance to jump and run and thread beads ! It is in this regard that our understanding of the child's mind and in the way in which it develops has deepened and broadened in recent years."

For the pre-school child all activities tend to be informal, for the child up to the age of six or seven can hardly be expected to do anything which is of the nature of a "pressing need" or "serious business". Even the relatively simple motor activities at this

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age require all of child's concentration and effort. Not till the child is three years old does his play become more imitative and symbolic, and therefore personal and social leading towards parallel play and social games. When the child is nine years old, play begins to be an activity requiring improvement of skill in different social games. Consequently, play with other children in surroundings that develop his affections and his skill is indeed a great help towards his mental and emotional growth.

Play and emotional growth

In point of fact the importance of play in human growth and development can hardly be exaggerated. As Gaskell points out: "No one needs to teach a child to play, because nature has planted strong play propensities in every normal child to make sure that certain basic needs of development be satisfied." Indeed play provides for the child a wealth of inner and outer experiences. A child's inner problems are generally of an emotional nature, those of the outer are imbedded in trial and success in manipulating skill and acting. Thus the telling of stories to children *stirs up their imagination* while dramatic acting helps them to "play out" problems—the problem of skill, of seeing and understanding, problems of feeling and behaving and other social problems.

Emotional troubles in the child are general and normal from early childhood and they demand an outlet through free play activities. That is why it is through play that children tell us most about their needs of growth and also about their emotional phantasies and mental disturbances. Hence play forms the basis of child therapy. Behind the child's ever playful action there is often a symbolic meaning. On this symbolic aspect of child play, Piaget writes: "Symbolic play is free association of reality to the ego, assimilation which is essential because the young child's thought is not adapted to reality. The more the child progresses in adaptation, the more play is reintegrated into general intelligence and the conscious symbol is replaced by constructive and creative imagination".

This progress towards adaptation and the assimilation of reality is directly connected with mental growth and it is by no means rapid or uniform in all children. Each individual child has his own interests, inclinations and his own pace of progress. Therefore it is essential to the maintenance of mental health that right through adolescence children should be given enough opportunities for free activities during their leisure time.

The problems of adolescence

The years of adolescence are the most crucial in a child's life for at this stage the child is still a child in many respects and at the same time he is also an adult in many respects. Today it is widely recognised that the improvements which can be effected during this relatively "turbulent" period of human growth is by providing better environmental treatment. As C. Flemming has said: "The adolescent years are also a time of social learning to which adjustments are made both in bodily changes—physique—and to accompanying alterations in social expectations and personal ambitions."

Play helps in offering the adolescents opportunities to get themselves slowly adjusted to their inner growing needs of self-acceptance and self-expression and to those of the society or community around them. The adolescent begins to recognise his own limitations as well as his capacities when he takes part in free play activities with the children of his age group or when he tries his hand in skilful activities.

Given the opportunity the adolescent likes to try out his own capabilities not only in handicraft work but also in leadership, in organisational powers and in the management of committees. For growing boys and girls want and need to feel themselves useful in the community now and not simply to feel that they are learning to be useful when they are grown up.

Providing free activities

Now how are we to provide an environment in which children have opportunities

for free activities? One answer to this question is schools, but schools cannot and are not expected to provide for all free activities and it is here where there is a need for organisations like the play centres, junior and senior clubs and recreational movements to fulfil this need of children. In all advanced countries, play centres and recreational organisations provide leisure-time activities for the adolescents, the idea of which is to teach as well as to train children to be useful members of their community.

As games with rules are often included in leisure-time activities, let us examine their psychological importance. We find that in these games there is a subtle equilibrium between assimilation to the ego which is the principal of all play, and social life. Though there is still the sensory-motor and intellectual satisfaction and the chance of individual victory over the other, yet these satisfactions are as it were made "legitimate" by the rules of the games through which competition is controlled by collective discipline, with a code of honour and fair play. Games when they are conducted as a recreational activity tend to be spontaneous and natural rather than games played with a purpose such as between two rival teams in competition.

As with games, so also with dramatic acting, physical display, dancing, singing in a group—in all these activities the emphasis is not on doing or on achievement or even on accomplishment. The main purpose is to give the children a sense of relaxation or repose, in other words a chance to work out their inner tensions. It may sound paradoxical, but relaxation brings with it a greater sense of inner fulfilment so essential to psycho-symmatric growth. Also, it increases self knowledge, self-control and self-confidence—all these factors which are really important to mental hygiene and mental growth of the young.

One other vital deed of growing children is mild control. Now mild control can be exercised not only through prohibiting children from doing certain things which is negative but also through providing positive means of activity. This means providing for children constructive and cooperative occu-

pations and responsibilities even during their leisure hours. Children are left to choose and pick whatever activity they like to pursue whether it be painting, carpentry, leather-work, pottery, music, dancing or even telling stories. In the world of human relationships this has a cumulative and beneficial effect. In sharing the activity of work and play, in genuine social life with other children, the child learns to overcome his distrust of others and his rivalry with them, and thereby slowly builds up a true social feeling of comradeship, mutual affection and group loyalty.

As far as social implications of recreational activities go, through this varied but alive and real contact between children of different ages, the child not only gains self-confidence but also learns and acquires a sense of responsibility and leadership "among those younger to him. As he learns to receive help and guidance from those older than he, the child also learns to give help to those young in age. Herein lies the true meaning of leadership and discipline so essential to the philosophy of democratic living.

Recreational organisations in India

In India there is a great and urgent need of more and more recreational organisations of which we have very few at the moment. There is however no doubt that there is a general awareness of this need. As in other fields of social work, child welfare activities are slowly gaining ground and the attention of well-meaning and benevolent social workers and benefactors is increasingly being drawn to setting up organisations designed to promote leisure time activities for children. We have, for instance, the Balkan-ji-Bari which is the premier all-India children's association about 34 years old and it has over six hundred units operating throughout the length and breadth of this country and has a membership of about 60,000 children. Children's work among these units is carried on locally and by voluntary social workers.

I visited some play centres in Britain and though perhaps in that country they may have different social implications, the

object they seek to fulfil concerns the same psychological needs of the young as those I have seen and worked with in India. There too the stress is on "free play" and on "free activities" carried on by children with the minimum of adult interference and dictation. There too I was glad to find voluntary workers coming forward to help in the running of junior and senior activities of the club. These play centres are doing excellent work among children in the economically backward areas of London.

I am firmly of the opinion that play centres and recreational organisations for

children are absolutely essential for their mental health and hygiene. They meet perhaps the greatest need of childhood, the need to be needed, and the need to belong. The cumulative effect of recreational activities on the children's personality and social development are indeed far-reaching and incalculable. Because of their all round influence on the children, play centres and recreational movements have received recognition by state authorities in all advanced countries of the world. In the international field the WHO has appointed a special body to study child problems in the world.

'You can do anything with children if you only play with them.'

—*Bismarck.*

'Our most important are our earliest years.'

—*Cowper.*

Unesco Major Project

ON

MUTUAL APPRECIATION OF EASTERN AND WESTERN CULTURAL VALUES

ONE of the Unesco's important undertakings at present is the Major Project for the Mutual Appreciation of Eastern and Western Cultural Values, launched in 1957 and planned to continue for 10 years. Within this broad aim, the Major Project intends to encourage research; to work for the improvement of school education; to develop contacts and exchanges of persons; to reach the public through the use of the media of mass-communication, to enlist the support and cooperation of youth organisations and adult education groups and to promote the translation of literary works and the diffusion of music and plastic arts.

Under this Major Project the Member States are expected to develop programmes in schools, universities, academies, adult education institutions, youth organisations, libraries and museums and by means of media of mass communication and otherwise, to supplement activities already undertaken by them to increase the mutual appreciation of cultural values between the Orient and the Occident.

To implement the Major Project the Unesco has set up an International Advisory Committee to advise the International Headquarters in the preparation and the execution of the programmes under the Project. At the national level, National Advisory Committees have also been set up since July, 1958.

The Major Project has now completed two years of its existence. This period has been, more or less, of an exploratory nature,

during which action in the Member States has been mainly confined to undertaking preliminary studies relating to (a) an assessment of the activities of the various national institutions in regard both to spreading a knowledge of other cultures and to giving foreigners a more accurate and comprehensive idea of the national cultural life; (b) determination of the needs of the population with regard to knowledge of other countries; (c) location of the products of national cultures and values that deserve most to be disseminated abroad, and (d) enlistment of the public and private institutions which should be associated by the Government or Unesco in the execution of the Major Project, etc.

After the first two years of preliminary spade work the International Advisory Committee has drawn up a detailed comprehensive programme of activities which may be carried out during 1959-60. The activities could be broadly catalogued into three main sectors:

1. Action in cooperation with specialists in Education, Science and Culture.
2. Action in connection with School Education.
3. Programmes for the General Public.

The general aim of "action in connection with school education" is to help the teaching body in Primary, Secondary and teacher training institutions to increase and improve the knowledge acquired by the pupils during their studies about countries belonging either to the Eastern or to the Western cultural tradition. To implement the Major

By

K. C. Vyas

*Principal, The New Era School, Bombay, and
Joint Secretary of The National Seminar on
Mutual Appreciation of Eastern and Western
Cultural Values.*

Project under the School Education Sector the Indian National Commission for Cooperation with Unesco organised the National Seminar on "The Implementation of the Unesco Major Project on the Mutual Appreciation of Eastern and Western Cultural Values in Secondary Schools and Teacher Training Institutions of India" at The New Era School, Bombay, from March 2 to 6, 1959. The Seminar was directed by Shri M.T. Vyas.

The main purpose of the Seminar was to arouse interest in the East-West Major Project of Unesco and to suggest lines of action in Secondary schools and teacher training institutions of India during 1959-60. Within this broad aim, the Seminar considered such questions as the planning of special projects having bearing on the promotion of the main objectives of the Major Project ; appropriate subjects of study relating to the Major Project ; relation of the East-West Major Project to education in international understanding in general and to teaching about the aims and work of the United Nations in particular ; possibilities represented by the existing syllabuses ; possibilities of adapting curricula and syllabuses, extra-curricular activities, and teaching methods and materials. In examining various aspects of the implementation of the East-West Major Projects in school programmes, the Seminar was to give due consideration to the experience gained by the Indian Secondary schools and teacher training institutions already participating in the Unesco Programme of Associated Schools Projects for Education in International Understanding and Cooperation. At present thirteen Secondary schools and teacher training institutions are participating in the Associated Schools Projects.

The Seminar divided into four working groups and discussed the following topics:

1. General questions on the subject of the Seminar ; appropriate subjects for study ; relation of the East-West Major Project to education for international understanding in general and to teaching about the aims and work of the United Nations in particular.

2. Consideration of the possibilities presented by courses of study in established curricula ; and possibilities for adapting curriculum and syllabuses.
3. Consideration of teaching methods and materials including extra-curricular activities.
4. Programme of action in Secondary schools and teacher training institutions of India during 1959-60.

The main recommendations were :

Working Group I

1. Cultural values are the highest creation of the human spirit manifested in conscious ideals worked out in daily living to make life truly human ;
2. Cultural values are not the exclusive property of any one people or culture though the emphasis may vary from culture to culture ;
3. Appreciation means more than mere knowledge. It requires a sympathetic and tolerant attitude ;
4. The appreciation of cultural values must be neutral ;
5. Current forces in modern society, namely, that of Science and Technology, should be harnessed.
6. Importance of the individual in education should be recognised.

Working Group II

1. The objectives of the Major Project could be achieved within the framework of the present syllabus.
2. There is need of a good bibliography on the subject.
3. School broadcasts for international understanding should be included in the radio programmes for schools.

Working Group III

1. There is need for good interesting and impartial textbooks as textbooks

are the most important teaching material.

2. A bibliography of documentary films should be prepared.
3. Teaching materials and methods should follow the principle of 'from known to unknown'.
4. It should always be borne in mind that all knowledge and enterprise is the result of international cooperation.
5. Teaching about the U.N. may be undertaken through projects in which students have to work in groups.
6. All extra-curricular activities should be taken advantage of, to the extent possible, to promote international understanding.

Working Group IV

1. Study of the United Nations may be undertaken with special emphasis on Unesco.
2. Students should be informed of the

Specialized agencies of the U.N. which work for human welfare like W.H.O., I.L.O., F.A.O., etc.

3. Study of World Organisations like Universal Postal Organisation etc. should be encouraged.
4. The United Nations Day and Human Rights Day should be observed.

Besides this minimum programme, the schools were free to undertake any other projects they chose on the subject.

The Seminar concluded with a note that the geographical division of the East and West is artificial. Human beings are the same all the world over and to drive this point home, it is necessary to understand the different peoples of the world in the context of their ways of life, which differ not in basic essentials but only in detail. The Seminar expressed the view that these ideas have to be explained to students while they are still in school and therefore ultimately it is the schools and training colleges in India or anywhere else who will be mainly responsible for carrying out the recommendations they have made.

More history or less ?

In an interview with a press correspondent Lord Bertrand Russell said : "I would like to see much less national history taught in schools and much less fuss about wars. There should be more history of remarkable men like Shakespeare and Darwin. We would be very surprised to find a column to Shakespeare as high as Nelson's column. But we are much more proud of Nelson than we are of Shakespeare. We value a man for his skill in killing foreigners. All our values are completely wrong. Power and prestige are competitive values and that is what is wrong with them."

(The Times Educational Supplement ; February 27, 1959)



From Our School Notebook

We publish below accounts of individual projects undertaken by various schools. Contributions (which should be typed) for this feature are invited. These should be addressed to the Editor, "Secondary Education," Ministry of Education, New Delhi.

I

A Richer Programme for our Talented Pupils: by Mrs. Kamala Bhatia, Principal, M.B. Girls Higher Secondary School, New Delhi.

ON February 1, 1958 we launched a project, the idea of which was to formulate a programme of educational opportunities and activities for those of our pupils who were specially bright and gifted with some talent or other. The specific aims of the project were: (1) to discover the talented pupils in the school and their special talents, (2) to give them larger opportunities for developing these talents, (3) to enable them to make the maximum possible use of their talents so that they develop wholesome attitudes towards themselves and others, and (4) to train these children for leadership along the lines of their talents.

Identifying the "gifted children"

What is the definition of "gifted children"? For our purpose we defined "gifted children" as those who have special abilities or talents of social value—students whose performance in a potentially valuable line of human activity is consistently remarkable. These special abilities or talents include high intelligence, talent in creative fields such as art, music, writing, dramatics

and special abilities in sciences, games, social organisation and human relations.

We made the initial search for talented pupils from Classes VI to XI on the basis of the opinion of teachers, class work and examination records. In this way we selected altogether 63 pupils. We put this group to two further psychological tests (group and individual) and on the scores of these tests considered along with the school marks, we grouped these girls into three broad categories, namely, Groups A, B and C. It was decided that only girls in Groups A and B be included in the programme for talented pupils unless some girls in Group C showed outstanding ability in some special field regardless of general ability which may be merely average. Subsequently on the advice of one American expert who held the view that general ability has little or no correlation with special talents, we enlarged the scope of the project to include 9 more girls in the project. At present there are 72 girls for whom we are planning the programme.

In identifying the bright pupils and finding out their special interests and aptitudes, a number of tests had to be administered, followed in some cases by personal interviews. In all this work we have been receiving help from the Central Bureau of Educational and Vocational Guidance and the Child Guidance Clinic.

Planning the programme

Our first step has been to set up a special library of books and art materials for the students. The library consists of books of general information, literature, fiction, scientific books, etc. The students show marked interest in reading these books. They make their own notes and ask their teachers questions on points that specially interest them. This extra reading has in turn led to some creative work on their part. Some students have painted pictures, written essays, and adapted dialogues and stories from ideas gained from the books. Recently a group of 20 girls put up a play called "In Story-Book Land" which was directed and produced entirely by them, including the costumes, make-up and stage décor. They had taken this play from the book "Hundred Plays". Another play they put up was "The Sleeping Beauty" adapted and rendered in the form of a play by the pupils themselves.

Some of the other important items included in the programme were : (a) *trips and excursions* to places like the National Art Gallery, the Red Fort, Wazirabad Pumping Station, the Indian Agricultural Research Institute, the Gandhi Samarak Nidhi etc., (b) *special film shows* on science, art, travel and literature, (c) *special lessons in art* demonstrating the use of varied media for expression and the girls produced beautiful pictures, painted pottery and china, etc., (d) *weekly classes* (each class lasting an hour) on current events and general knowledge.

Many of the talented pupils were elected *House and Class leaders* in the school elections and were given many responsibilities in the organisation and management of students' activities in the school.

As far as class work is concerned, we included in the contents of the school curricula and syllabi a number of *correlated activity projects* in which the talented pupils played an important part. Much of the work in the projects was initiated by them and directed and executed by them with the help of other members of their classes.

They thus got an opportunity to act as leaders as well as work in a group and help their classmates. Further, the teachers were asked to give maximum assignments in their subjects to these pupils so that their abilities may be challenged, and they should get opportunities of doing better and quicker work than the others and remaining occupied all the while.

Finally, we arranged an exhibition of these students' creative work in art, music, drama, dance, poems and essays which was held on August 29, 1958.

Evaluation

As there are no reliable methods or instruments yet framed by us for specific and exact evaluation of the impact of the enriched programme on the talented pupils, the only basis of judgment used is the teacher's opinion, class work records, examination results and the achievement and greater participation of the pupils in the curricular and extra-curricular activities. The teachers were asked to submit a report card for each of the pupils. This was followed by a conference of the Principal and faculty members to discuss the effects of the enriched programme after a term of 6 months on each of the talented group. In this conference the following points came to light :

1. *Confidence*—Most of the 72 pupils showed an increase in confidence and poise and had thrown off their feelings of inferiority and reticence if any. (70 to 75%).
2. A large number of them showed greater *initiative* and *imagination* in their speech and written work in the classroom and house meetings. (65 to 70%)
3. All of them took an interest in a larger amount of extra reading (100%), and some of them showed their taste and special interests by quoting references in oral and written work in the classroom and in house meetings. (50%)
4. Some of the talented pupils showed distinct *improvement in class tests* (oral and

written) in reading, composition, Social studies and Biology (60%). About 25% showed an improvement in Mathematics and Domestic Science.

5. All the pupils were reported to have become gradually more friendly, *sociable* and *co-operative* after this programme of six months, and were helping the teachers and their class fellows in the execution of various activities and projects in the school. (100%)

6. Most of the pupils gave evidence of having developed a *greater sense of responsibility* in attending to their tasks in the school and classroom. (75%)

7. Some of the pupils showed a remarkable ability in *leadership* and organisation—e.g. in the direction and production of plays, in suggesting themes for debates and discussions and in conducting house meetings. (25%)•

8. The School Medical Officer made out a medical report form, filling in height, weight, eye-sight and teeth records. History of diseases and general health were taken. Some 70% of the students had suffered from infections like chicken pox etc. in their childhood, but the doctor's reports indicate that 95% of the talented pupils are in general good health and possess good stamina. Their school attendance records are also very good.

9. *Individual Record files* of each student are being maintained by the Principal. These contain records, reports of class work, examination records, the autobiography of each pupil, inventory of interests, wishes and ambitions of the pupils, medical and health report, report of intelligence and performance tests, copies of original and creative compositions of the pupil, lists of extra books read by the pupil from the School library or other libraries.

The project is being continued.

II

Let's have an excursion! *By G.A. Swami, St. Joseph's High School, Wadala, Bombay.*

ONE evening Suresh returned home, tired but very happy. "How was the excursion, Suresh?" asked his father for he always took keen interest in his son's activities.

"Oh, it went along fine, Father," replied Suresh. "We had a grand time at the Fort, playing hide and seek, and killing birds with air-guns. We sang and danced too. Oh! I wish we had such excursions every month" he added with a sigh.

But his father was not impressed. "You mean to say that you did not learn anything about the Fort?" asked his father anxiously.

"But we went to enjoy and not to study anything", replied Suresh.

Suresh perhaps is not the only student to give such a discouraging report of an excursion. Thousands of other students give this typical reply. To our students and teachers too, excursions are merely a means to escape from drab classrooms and have fun in the open. Many of them regard excursions as occasions for entertainment rather than for education. Very often schools organise excursions because the Education Department wants them to do so!

One wonders when our schools will realise that excursions form an integral part of visual education. It is instrumental in conveying knowledge 'right on the spot.' My friend's son studying in the Kindergarten class had a vague idea of an elephant. True he had seen illustrations of an elephant but still his mind could not grasp the exact appearance and size of an elephant. He was at a loss to understand whether an elephant was the size of a buffalo or a building. When he was taken to the local zoo, he stood dumbfounded admiring the elephant. At last he could see this creature face to face and thereby acquire a definite picture of this animal.

Similarly a science teacher may describe at length the functioning of an irrigation project with only a few grasping the lesson. The rest will be day-dreaming. But if this teacher were to arrange a trip to an irrigation project, the majority of his students

would get a better idea of this project. For lack of visits to factories, mills, docks, laboratories, farms etc. our students have a poor knowledge of their functioning and their contribution to our society.

Excursions are like magic carpets, they take you to a new world—a world of imagination and knowledge. A visit to an ancient fort will flood our minds with past events leading to some battle centered round this fort. Similarly an irrigation project, nearing completion, will create in our mind's eye a picture of plenty and prosperity—green arable lands, flowing canals and lush growth of crops. Excursions help us to understand the working of our docks, refineries, presses, etc. at first hand. By means of excursions, we can learn so much about our museums, temples, churches, mosques, hills and dales, and the sea.

While planning an excursion, I would suggest to the teacher concerned to bear the following points in mind :

(1) *Methodical Planning*—Excursions should be planned with the help of a committee. The place or project should not be selected in a haphazard manner, but with care and understanding. The visit should not be announced just a day ahead of the Excursion Day. A week's prior notice should be given to the students, giving the name of the site or project chosen for the excursion.

(2) *Previous Preparation*—Teachers organising the excursions should give in advance some facts and figures about the place or project. The students should know something about the place they will be visiting, for without advance information, they will be going there as total strangers. What is even more necessary, the students themselves should be made to collect facts from publications, encyclopedia, picture-postcards etc. The teachers should also be thoroughly acquainted with the place for they will have to act as guides during the trips.

(3) *Equipment*—Students should be asked to bring note-books and pencils for taking down notes of interesting facts they

come across during the trip. They should also be encouraged to bring along cameras, binoculars and even microscopes for the study of plants, insects and rocks. For entertainment, they could bring musical instruments, foot-ball, volley-ball etc.

(4) *'Souvenir' collecting*—Students should be made to bring back some interesting "souvenirs" such as sea-shells, plants, eggs of birds, pieces of rocks etc. from these trips. These could make valuable additions to the school museum. Photographs could be collected and preserved in an album along with a file of detailed accounts of the trips.

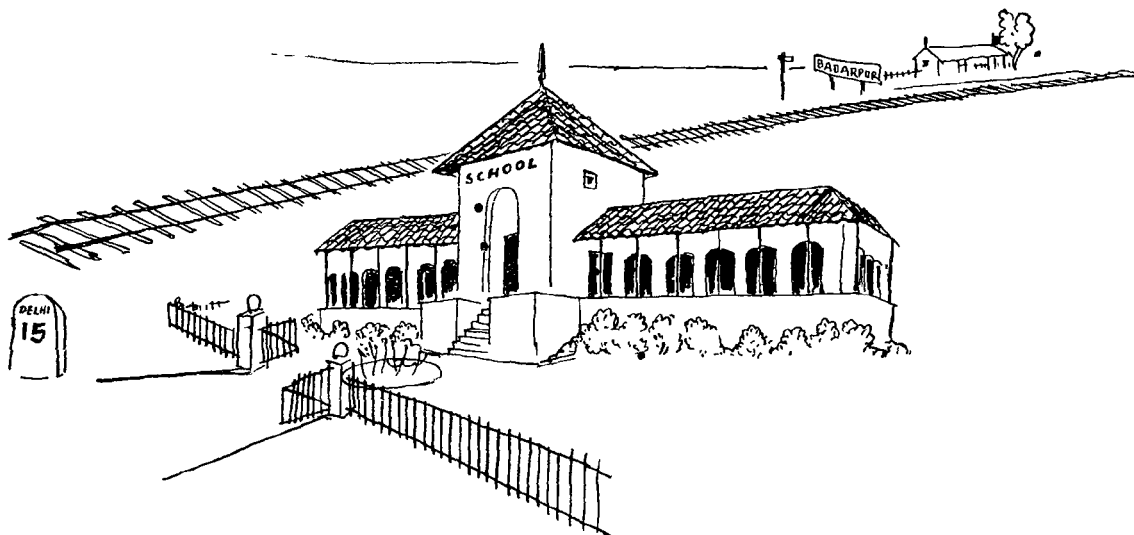
(5) *Follow-up work* — After visits, students should be asked to submit written reports, and prizes could be awarded for the best essays. In this way, the teacher could properly assess each individual student's power of observation and expression and what benefit he derived from the trip,

II

A School Journey : *By H.S. Bholra, Ministry of Education, New Delhi.*

FIFTEEN miles from New Delhi on the Delhi-Mathura Road there is a government higher secondary school that caters to the educational needs of the villages of Badarpur and some adjoining villages. It was till recently a Senior Basic school and was raised to a Higher Secondary school only some months ago. The curriculum in the Higher Secondary grades is non-Basic. In this article I am giving an account of an interesting experience I had recently of arranging a trip for the students of this school to Delhi.

The community served by the school consists of petty landlords and their tenants, barbers, blacksmiths, carpenters, and many milk-sellers. The encroachments of urban Delhi have in recent years considerably changed the complexion of the community. More and more farmers are selling their lands to buy milch cattle, for milk brings easy and ready money from the city market. The milkman sells all his milk for money, leaving none or little



for use at home. The children attending the school are, therefore, with few exceptions, undernourished, pale and weak. Most families are poor and pay school dues of their wards unwillingly. The students have to help their parents at home and in the fields and their work seldom takes them to the city. The boys in grade IX for whom this school journey was organised are rather old for the grade, most of them belonging to the age group 16-18. This is explained by the fact that most children leave their studies without completing the school stage for various reasons and join again after a few years. Many of these children are already married.

Special problems

The main problem with the class was English—how to teach them English. English had been grossly neglected in the lower grades in the Basic school from which they were promoted. They had not done much reading and had done no composition or translation work at all. Their weakness in English also affected their learning of other subjects taught in the English medium. And with this their homes and the community offered no stimulation for reading or writing English. Hardly anybody in the village speaks English or reads an English news-

paper and hardly a shop or an establishment displays a sign board in the English language.

It was a difficult situation. On the one hand the teacher had to finish the courses prescribed for the Higher Secondary schools which, apart from composition, grammar and translation work of the Intermediate standard in Indian colleges prescribe the reading of as many as five textbooks; *Paths of Pleasure* (an anthology of 34 poems, four of them long poems); *Ascent of the Everest*; prose selections from wellknown writers called *An Approach to English Prose*; an adaptation of Drinkwater's play *Abraham Lincoln*; and Charles Dicken's *David Copperfield* in an abridged form. On the other hand the students could not answer such questions as "What is your name?" "What is your father?" etc. All they knew were the Hindi equivalents of some English words which they could not use in sentences. There was thus a terrible gap between their examination needs and their real needs. At the examination for which they are being prepared they are required to answer pretty tough questions: they are asked to explain or paraphrase difficult prose and verse passages from the prescribed books; summarise and comment on stories and poems; and give reviews and estimates of

important characters in the plays and novels they read. On the other hand, the real needs of the students were reading, drills, dictation and transcription.

Making a beginning

A beginning was made with the fundamentals. Regular reading in the classroom was taken up, pronunciation and drills followed—the negative influence of their mother tongue made their pronunciation awful. The students were not very enthusiastic and were indifferent towards homework. But the work put in by the teacher helped. Students became slowly aware of the importance of the subject—the teacher's concern infected them—which they had hitherto considered useless; some 15% started making sincere efforts to master their difficulties; there was improvement in the reading habits of about 10% of students; pronunciation improved in some cases and some students were found trying to converse in English!

It was now time to go further. A poster saying: Learn English by (i) speaking, (ii) reading and (iii) writing was prepared in the classroom and hung near the black-board where it could always be seen by the students. A chart was also prepared with the help of Oxford Concise and Oxford Little dictionaries to teach sounds of English alphabet in combinations. The Inspector of Schools during one of his routine visits thought these audio visual aids good and they indeed proved very useful for the students. Frequent references to them were made during classroom work.

But there was still something lacking and this was 'student participation'. And the best way to do it was to bring them in the very midst of life, out of the village and into the city, so that they could see for themselves how English permeated the whole texture of urban life in India.

Planning the Journey

In working out the plan of the journey, we decided to take the students to New Delhi and show them round the Connaught

Place, the modern shopping centre of the capital so that they could see the names of the shops, notices and advertisements in English and get an idea of city life.

Only 17 students from a total of 57 joined the school journey. The rest stayed behind for various reasons. The students were to catch a bus from Badarpur and get down opposite the New Delhi Fire Station from where the actual school journey would begin. The students were told where they were going, why they were going there, what they would be doing there, what they would be expected to do on return. The students were also told that while going round the place with the teacher they were to (i) read the various sign boards, try to understand their meanings and note down the words that were new to them; (ii) note the way these words were used as to be able to construct simple sentences with them when they got back; and (iii) get an idea of new things and concepts encountered which would form the subject matter of their compositions and discussions.

All was ready for the journey. Problems of behaviour and heavy traffic in the city area were discussed, monitors for the journey were elected and the time for the journey fixed.

In the City

Going round Connaught Place the boys talked about what they saw and noted new words and phrases that they came across in their copy-books. But their English was so poor that even in copying, words like oriental became oriatial; biscuits, biscusts; footwear, fortwear; and surgeon, surglor.

The chief advantage, however, of the trip was not the number of words the boys learnt but that they got these words directly from life and not from the pages of a textbook. They had seen with their own eyes what showrooms of furnishers, opticians, embroiderers and confectioners looked like. They had seen coolers, portraits, coir mats.

From the books they might never have understood the concept of dispensing chemists, gone and seemed to understand the meaning of these words and learnt to use them in



Around Connaught Place

antiquities dealers or an art gallery.

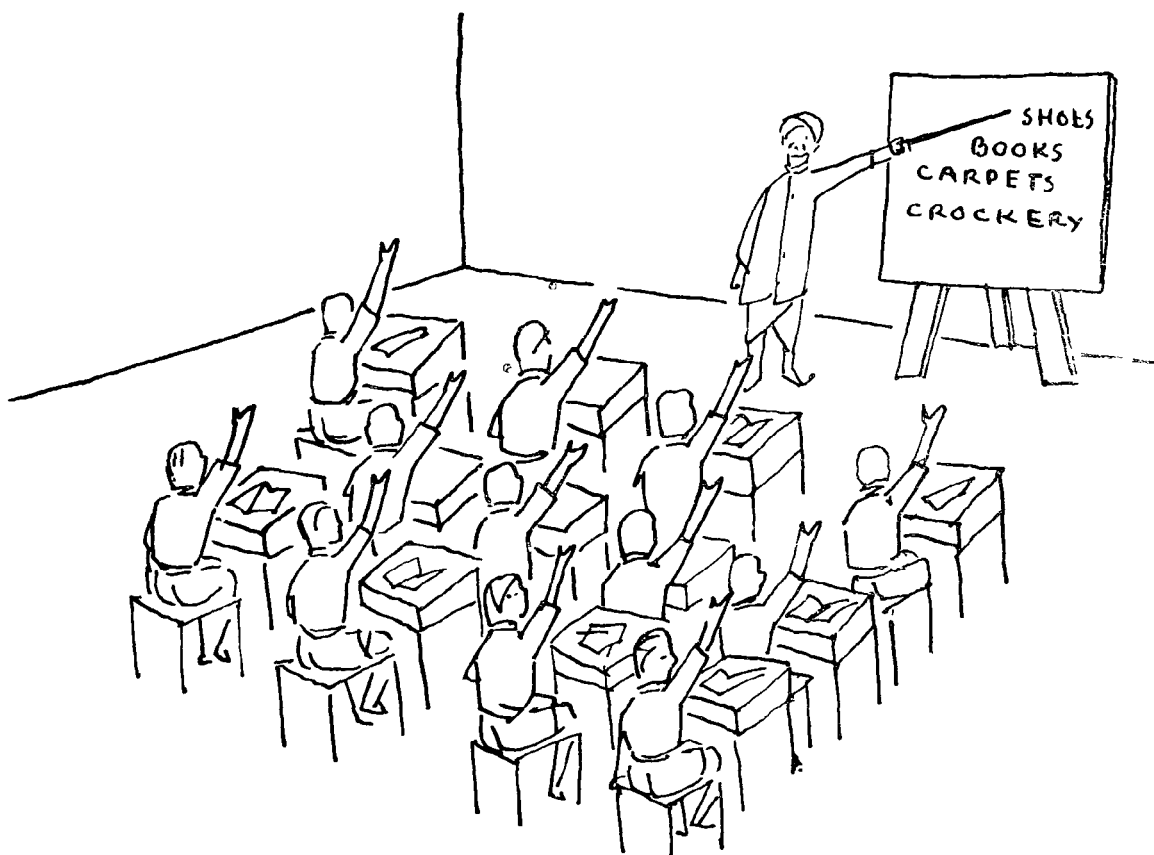
simple sentences.

Follow-up work

Back in the classroom there was plenty to do for the teacher and the students. The teacher first revised the words with them and then asked them to construct simple sentences with them. The result in the beginning was thoroughly discouraging. Only 2 students in the class could make correct sentences. But once the teacher had explained the meaning of the word in its context and made a sentence with it, nearly all boys in the class could follow and made an attempt to construct similar sentences. Even those students who had not joined the trip noted down these words, talked about them with those who had

Further activities followed. The boys made lists of things of domestic use they saw in their homes and of implements in the fields, learnt their English equivalents and made sentences with them. This led them to discuss their home conditions and what was meant by better hygienic living in homes.

The students were also asked to write short paragraphs on their experiences. Some topics suggested by the teacher were—Journey to Connaught Place, Waiting for a Bus, A Modern Provision Store, etc. The students were enthusiastic and wrote eagerly about their experiences. The compositions they submitted were by no means of a high standard; they were in fact far from satis-



After the Journey

factory. But the attempt itself and the thinking that had gone into it more than compensated for the defects of language and grammar.

Evaluation

When asked whether the trip was worthwhile, the teacher who had taken his class on this journey had no two opinions about it. "It is not fair to expect impressive and substantial changes in the reading and writing habits of children after a single school journey. But there have been other gains which cannot be overlooked. Students have started taking interest in the subject. They are more attentive in the class and eager to learn. This has brought me closer to my students and I cannot wish for a better result".

Indeed the school journey did so much to improve the students' morale that many more teachers of that school have decided to take their students out on similar trips.

"Learning by Living in the Community": by *Shri Ram Mahesh Choubey, Headmaster, Shree Maheswari Vidyalaya, Calcutta.*

The chief aim of 'Social Studies', according to the draft syllabus for Higher Secondary Schools prepared by the All-India Council for Secondary Education, is to prepare the pupils for an intelligent and effective participation in group and national life. In keeping with the spirit of this recommendation, our school has organised a practical project entitled "Learning by Living in the Local Community". The

project seeks to help the students to break through the academic isolation of the school and bring it into close contact with the life and activities of the surrounding community. The main purpose of this programme is to develop in the students desirable attitudes, skills and understandings that are essential to democratic living in our society. It seeks to encourage the students through appropriate and social activities in and outside the school to develop an ability to think, plan, work together and to evaluate ideas, information and materials so as to form sound opinions on the basis of evidence and keen observation.

The project is to be carried out with students of class IX. The students of this class will be divided into six batches, each undertaking a study of one of the following topics :

(i) *Health and Housing* : The students will visit hospitals, dispensaries, medical shops etc. in the area and interview the doctors. They will also visit parks, playgrounds and other public buildings, and converse with doctors and others concerned on health and housing problems.

(ii) *Public Utility Services* : The students will visit the electricity generating stations and water works and discuss with the authorities concerned the subject of public utility services.

(iii) *Commerce and Industry* : The students will conduct an enquiry into the principal industries, factories, commercial firms, banks, markets, shops and restaurants.

(iv) *Law and Order* : The students will visit local police stations and courts and observe their duties and functions.

(v) *The Municipal Corporation or Committee* : The students will meet the authorities of the local body and understand the working of its various wings and departments.

(vi) *Educational Institutions* : The students will visit the educational institutions of the locality and prepare a note on the facilities available in the area.

Each batch will have a questionnaire for its respective field of investigation. The questionnaire will present to the students real life situations and enable them to understand how the local services are organised and maintained.

The Parliamentary Group System

Before embarking on the project, there will be a group discussion with all pupils participating in the project. Each of the six batches will be organised as a parliamentary group, with a President, a Secretary and other special officers. The Secretary will record the minutes of the discussions and write a summary of the materials included. A committee will also be formed to arrange a bulletin board display relating to the topics discussed. There will be another committee to provide the pupils with contemporary materials for the class library. One pupil will be assigned the job of film-shows for supplementing the discussions.

The teacher will not dominate the project. He will simply be a member of the group. He will retain control of the group as a guide and helper. The students would look to him for help and friendly guidance throughout the project and will not hesitate to ask questions and make suggestions as the occasion arises.

We have based this project on the assumption that when democratic methods and procedures are employed pupils will be made to feel that they are actively participating in a democratic process and are not merely having some of the teachers' responsibilities pushed on to them. Democratic classroom procedures will include developing units of work, planning field trips, participating in panel discussions, preparing exhibits and arranging displays and assisting in an assembly programme.

Evaluation

Evaluation will be a continuous process in the project. Progress reports from each group will indicate the areas of strength as well as of weakness of the students.

An initial diagnostic test will be administered to the participating students to ascertain their capacity, intelligence and aptitude for the work. Later on a periodical test will be held to have an idea of their development.

Towards the end of the project period which will be one year, there will be a thorough examination (both essay-type and objective test) to know what the pupils have achieved.

V

Discipline in School: *By Prithvi Raj Batra, Modern School, New Delhi.*

IN these days there is constant talk about individual liberty and individual freedom. In fact there is so much over-emphasis on the individual and his 'individuality' that this trend has invaded practically every sphere of human thought. In the field of education this trend is all the more noticeable because here we deal not with adults but young people about whom we are not clear as to what extent we should stretch this concept of 'individual freedom' to. Not long ago there were parents and teachers who were firmly of the view that children learn best under a system of iron discipline. Now there is a shift to the other extreme which believes that letting children be in an atmosphere of unrestrained freedom is the only way to ensure their natural growth. Needless for me to say that I agree with neither of these extreme opinions.

When we are dealing with young people, specially children below 14, I hold the view that we should exercise a greater measure of discipline. River gathers strength and depth in its onward flow from the restraint imposed by its banks on other side. Similarly, individuals gain depth and strength by a healthy measure of self-restraint. The idea, therefore, of many teachers today that any form of discipline imposed upon the scholar is detrimental to his or her normal growth is erroneous.

The task of education is to train the scholar's 'intellect and at the same time assist him in the development of his emotions on 'disciplined lines'. While the development of reason is essential to enable

him to think and form logical opinions which can properly happen in an atmosphere of freedom, the proper development of his emotional make-up is also necessary for the purpose of enabling him to exercise the faculties on socially desirable lines. Education fulfils this only when it can secure a harmonious development of these two aspects of human nature. In this task the home and the school have both to play a conscious part. Both at home and school the scholars should be given education in an atmosphere of 'discipline'. This restraint loses much of its sting if it is imposed in a spirit of love and understanding. In the home the kind of discipline that should be emphasised is in regard to the daily habits of the child, say in food, cleanliness, manners, etc.

In the school it is the teacher who has to exercise discipline and create that 'disciplined' atmosphere which will enable children to grow up on desired lines. That the teacher should exercise this discipline through word of mouth, nobody disputes. But there are a great many people who will not agree that the cane or corporal punishment should have any place in the teacher's scheme of things. I, however, believe that the cane still has its rightful place in the school. It is expeditious and nearly always effective because the relationship between the teacher and the pupil is so close and friendly that the use of the rod creates no bad blood between them. What is essential to remember in this connection is that disciplinary action should only be taken after knowing and understanding the psychological implications of the situation and the temperament of the student involved. If the teacher enforces discipline, bearing the following rules in mind, no harm will come to the student or to him :

(i) It should be exercised rarely ; (ii) It is necessary to make sure that it is never exercised arbitrarily but that it is always accompanied by reasonable explanation ; and (iii) Only that teacher has the right to resort to the cane who has established an understanding and close relationship with the pupil.

In any other case it will be misunderstood and resented by the pupil.

Activities at the Centre

Central Advisory Board of Education

THE Central Advisory Board of Education held its 26th annual meeting at Madras on the 15th and 16th January, 1959. Given below are some of the important recommendations of the Board, with special reference to Secondary Education :

Conversion of High schools into Higher Secondary schools on the reorganised pattern.

The Board recommended that from the year 1960-61 all new Secondary schools should be given affiliation only on the new pattern of Higher Secondary education.

The Board agreed with the recommendations of the All-India Council for Secondary Education that—

- (i) High priority should be given to the conversion of High schools into Higher Secondary schools and that the upgrading of High schools should be regarded as an essential feature of the whole scheme of reorganisation of Secondary Education.
- (ii) State Governments should be persuaded to change over most, if not all, of their High schools to the Higher Secondary pattern by the end of the Third Plan period.
- (iii) In so far as the third Five Year Plan was concerned the Central

Government should assure the State Governments of recurring and non-recurring contribution on the conversion of High schools into Higher Secondary schools on a scale not less than what prevailed at present. It desired that a suitable formula should be worked out to apply to all schools. The Board made the following suggestions in this behalf :

- (a) For a unit of 40 students in a class and for a school to be raised from High school to Higher Secondary school, the non-recurring expenditure, taking accommodation, equipment and laboratory into consideration, may be Rs. 50,000/-
- (b) A recurring expenditure of Rs. 10,000/- may be provided towards the improvement of salaries of teachers with better qualifications etc.
- (iv) Every school should provide for the teaching of both Humanities and Science and students should generally be taught both subjects in the Higher Secondary schools.

Training of adequate number of teachers for the New Secondary schools

On this question, the Board recommend-

ed that the scheme for such training should be on the following lines:

(a) That all heads of departments employed at the Higher Secondary stage should be M.As. or M.Sc.s. or persons with a Diploma/Certificate from a University indicating their competence to teach at the Higher Secondary stage, both categories having pedagogic training of the B.T. standard as required for Higher Secondary schools. It was suggested that a certain number of teachers from different institutions should be deputed for a period of one year to a university for practical training in approved laboratories for Science subjects and in the other approved departments for the other subjects.

(b) That a teacher should get advice regarding his studies in his preparation for the Master's degree from the university departments prior to his joining the course. He should put in one academic year's study in the university for the course concerned, at the end of which he should either take the M.A. or M.Sc. examination to be held for the regular students preparing for these courses or sit for a Diploma examination, details of which should be worked out by the University. The possession of the Diploma would qualify a teacher for work at the Higher Secondary stage. The present provision for teachers to appear privately should continue.

(c) That a candidate should be allowed to sit for either or both the Diploma and the Degree examinations conducted by the University and that in the case of those who were not successful in one or the other test, a second appearance should be permitted after private study at the end of another year. Teachers selected for advanced study should preferably have qualified for the B.T. Degree and should have put in a minimum of five years of teaching in a recognised school. The headmaster of the school should be the authority to recommend teachers. The number of teachers so recommended would be scrutinised by the University, with a view to selecting the actual number that should be trained in the University in a particular year. The recommendations of

the headmaster should be forwarded to the University through the State Government concerned.

(d) That such teachers will be deputed by their respective managements and during the period of deputation they will be entitled to :

- (i) the salary that they were drawing prior to the date of deputation ;
- (ii) a subsistence allowance, which may be fixed by each State Government during the period of their training ; and
- (iii) the teacher deputed for such training should enter into a bond with the management and the State Government concerned to serve for a minimum period of five years after the completion of his training.

(e) That the salary of the substitute to be appointed in the vacancy created and who need not necessarily be a trained graduate will be regarded as part of the approved expenditure of the school. The expenditure involved in such teacher training will be under the following heads :

- (i) Deputation of the teachers under the conditions suggested as well as the employment of the substitute in his place.
- (ii) The expenditure likely to be incurred by the university or institution training such teachers. This expenditure may be of two types :
 - (a) Non-recurring expenditure for the expansion of laboratory facilities or for the increase of library books.
 - (b) Expenditure to be incurred in appointing additional personnel for the training courses. This expenditure will have to be decided on an *ad hoc* basis depending on the number of persons that are to be trained in each particular subject. The optimum number of trainees in a post-graduate training centre should be 12 ; in no case should the number exceed 20.

A non-recurring grant of Rs. 2,500 per

student for increased accommodation in the laboratory may be given for the Science subjects and a non-recurring grant of Rs. 1000/- per student for accommodation for the Humanities. As for the recurring grant for equipment, Physics, Chemistry, Botany and Zoology should get Rs. 1000/- each, while Mathematics and Humanities should each be given Rs. 500/-.

For each of the Science subjects—Physics, Chemistry, Zoology and Botany—increased accommodation should be provided in the laboratories at the rate of 50 sq. ft. per student. For Humanities and Mathematics and other subjects, the lecture room space should be calculated at 12 sq. ft. per student. It is suggested that the effective plinth area may be six rooms 12' x 30'. The total effective floor area will be 2160 sq. ft.

The recurring expenditure will be mainly on the laboratories and equipment as well as on the extra staff that will have to be recruited for the purpose. The recurring expenditure so far as the Science subjects are concerned may be Rs. 600/- per student per year. So far as other subjects are concerned, the expenditure will be mainly in regard to the library facilities. A sum of Rs. 5,000/- per year may be needed by way of additions to the existing facilities in universities and colleges which undertake this work.

It will be necessary in each of the subjects to have at least an extra Reader and a Lecturer on the usual University Grants Commission scales. The laboratory staff required for Science subjects may consist of two attendants for each of the laboratory subjects, also in the usual scale.

As far as the responsibility for financial aid in regard to the scheme outlined above is concerned, it was suggested :

(i) that the State Government should take up the responsibility for meeting items of expenditure connected with the deputation of teachers, etc. and that this expenditure should form part of the approved expenditure to be shared between the Centre and the States within the Plan provision.

(ii) that the University Grants Commission may be requested to meet the expenditure to be incurred by the Universities and Training Departments, as this forms part of post-graduate development. The grant should be given without the liability of the University for a matching contribution.

Training of (i) teachers for multipurpose schools and (ii) teachers for Higher Secondary schools

The Board recommended that in order to attract well qualified persons into the teaching profession, the scales of salary should be considerably improved and should conform to the minimum scales at least of similarly qualified persons teaching in the universities.

The recommendation of the Secondary Education Commission for the Multipurpose schools envisages the possibility of starting such schools according to the Higher Secondary pattern. Pending the setting up of Higher Secondary schools, it may be possible for some of the secondary schools to have some diversified courses of instruction. However, as far as the Higher Secondary pattern of Technical education is concerned, it is essential that at least one member of the team of teachers in any of the technological subjects who will be the head of the department should be a graduate in that subject and he may be assisted by those who have the national diploma or its equivalent in that field. The pattern of the higher technical institutions has got to be standardised. The Board, therefore, recommended that a small Committee should be set up to inspect some of the schools that offer the electives in the field of technical, science and other practical subjects in the States and to report on the working arrangements made, the standards maintained and on all other relevant matters connected with this problem.

The report should deal with the following facts :

(i) The equipment and accommodation available for the particular course of study, inclusive of workshop pattern, field exercises, etc.

- (ii) Personnel employed with qualifications, salary scales etc.
- (iii) Number of students in each department.
- (iv) Opportunities for employment or the avenues available for employment to those who have finished their training and any other relevant matters.

So far as the training of teachers of Multipurpose schools is concerned, the Board felt that the training must be evolved by experts in the field. These should be persons qualified in particular spheres of Technical education and should work with experts in pedagogics from the training colleges. It was suggested that the Ministry of Education might like to constitute a small committee to go into the whole question.

The Board suggested that the two committees suggested above should be requested to submit their reports before the 31st October 1959 so that the reports could be placed before the next meeting of the Central Advisory Board of Education.

Greater Coordination among Schools, Vocational Guidance agencies and Employing agencies

The Board accepted the recommendation made by the Government of Bombay that a liaison should be established between Multipurpose schools and the industries concerned.

It was understood that steps had been taken in at least eight States to set up Youth Employment Units of the National Employment Service. The Board hoped that such Units will be established in all the States and eventually in the major district headquarters. In the long run it will be for these agencies to contact industries or other employing agencies on the one hand and schools on the other, with a view to arranging effective placement of young school leavers.

Extra Curricular Activities

It was strongly recommended that some form of extra-curricular activity must be

made available to all students in all schools all over the country and that for this purpose a proper assessment of various schemes and activities was necessary so that maximum advantage may be had from the funds available.

The Board recommended that adequate steps, including provision of suitable incentives to attract promising students to different sports, should be taken.

New Scheme of Secondary Education of the Kerala State

The Board agreed with the Government of Kerala that persons who qualified in Higher Secondary, Technical/Technological courses should be eligible for admission to a three-year degree course, the choice of subjects being determined by the special subjects a student had taken at the Higher Secondary stage.

Place of Sanskrit in school curriculum and modifications suggested by the Sanskrit Commission to the three language formula

The Board carefully considered the recommendations of the Sanskrit Commission which envisage the modification of the three-language formula with a view to including Sanskrit as a compulsory subject of study in the Secondary curriculum. While the Board fully recognised the importance of the study of Sanskrit both from the cultural and linguistic points of view and the need for encouraging it in all possible ways, it felt that it would not be desirable to include a fourth language as a compulsory subject, as this would either make the curriculum much too heavy or result in substituting Sanskrit in place of Hindi, which is the official language of the Union. The present three-language formula which has been approved by the Central Advisory Board of Education, should not, therefore, be disturbed and provided for the study of Sanskrit either on an optional basis as a separate subject or as part of the composite course.

Radio Broadcasts

The Board agreed that Radio was a very

important medium of education. It desired to have a more comprehensive report on the use of the radio as a means of education at the various stages of education i.e. in schools, colleges, universities etc.

Central Basic School, Basic Education in urban areas and Post-Basic schools

The Board recommended that the Model Basic School (now designated as Central Basic School) should be set up at New Delhi at an early date and, in any case, before the end of 1959.

The Board desired that a detailed study should be made of the progress of Basic education in urban areas, particularly in relation to the suitability of the crafts employed and the other characteristics of Basic education. The Board suggested that while implementing the general policy of reorganising the Post-Basic schools as one type of Multipurpose schools, the State Boards of Secondary Education should develop suitable techniques of evaluating the students of Post-Basic schools. The Board noted with regret that the scheme of Social education in urban areas had not been finalised. It suggested that steps should be taken to finalise and implement the scheme as early as possible, so that the National Fundamental Education Centre may take up the training of workers to be employed under the scheme.

Loans for Hostels

The Board was not happy with the decision of the Government of India to charge interest on the loans given for the construction of hostels attached to educational institutions, since many institutions were not normally in a position to pay an interest on loans. It recommended, therefore, that the Government should reconsider the decision. Even if some interest was to be charged, the Government should see to it that a grant equivalent to the interest was made available to the institutions concerned from year to year. The Board suggested that the scrutiny of the applications should be made by the State Governments. In the case of grants also the State

Governments should be made responsible for the implementation of the schemes, and proper scrutiny of the applications from individual institutions.

The Board recommended that in view of the universally accepted need for hostel accommodation, larger funds should be provided for hostels, particularly for girls' hostels. It also recommended that grants should be released early in the year so that building programmes could commence immediately after the rains. Another suggestion made by the Board was that grants given in January or thereafter should be automatically renewable during the next year so that the repetition of the entire time-consuming process of having a grant sanctioned could be avoided.

Employment of the Educated handicapped

The Board recommended that the handicapped all over the country should be found suitable employment, particularly after being trained. Industries in the public and private sectors should be asked to reserve a certain percentage of jobs for the trained handicapped. If necessary, an expert body may be appointed to conduct a survey of the types of work that are suitable for such people.

The Board also recommended that the Central Government should give liberal assistance to States for starting schools of various categories for the training and rehabilitation of the handicapped.

It suggested that schemes for providing aids for the handicapped—whether visual, hearing or prosthetic—should be taken up with more speed.

Additional Central Assistance to State Governments

The Board viewed with sympathy the proposal of additional Central assistance beyond the standard rate of 50% to State Governments on a scale based on the comparative backwardness of the State as revealed from its annual output of Matri-

culates per lakh of population. It noted, however, that the general question was under discussion between the Ministry of Education and the Planning Commission.

Limiting admission to Universities

The Board considered the question of limiting admission to Universities. In order to raise and maintain academic standards and to ensure discipline it was imperative that admission to colleges should be determined according to their capacity and resources.

The Board recognised the need for providing additional facilities for higher education by establishing new institutions and departments, especially in the fields in which the pressure of admission was acute. For this purpose it was necessary, the Board felt, to allocate increased resources to University education.

The Board concluded that the real remedy lay in the speedy reorganisation of Secondary Education, closer relationship between the employment pattern in the country and the output of graduates and the provision of a large variety of courses at the Secondary and post-Secondary levels for those not suited to University education. The Board urged that all possible measures should be taken to implement these recommendations as early as possible, keeping in view the recommendations of the first Deshmukh Committee.

Religious and Moral instruction in educational institutions

The Board stressed the need to make provision for moral and spiritual instruction in all educational institutions. It authorised the Chairman to appoint a committee to make a detailed study of the entire question and make suitable recommendations in the matter.

The Third Five Year Plan

The Board recommended the appointment of a special committee to look into the educational needs of the country and to

work out the financial implications of the programmes necessary to meet these needs. The Board desired that the committee should place its report before the Board at its next meeting.

Directors of Public Instruction/Education meet

An informal meeting of the Directors of Public Instruction/Education was held on 12th January, 1959 at Madras. The meeting discussed the following subjects :

- (1) Problems faced by State Governments in implementing the Second Five Year Plan.
- (2) Development of sports and physical activities in schools and colleges.
- (3) Provision of educational and vocational guidance in all Secondary schools, of guidance and student personnel services in all universities and colleges.
- (4) Provision of a condensed course for teachers of technical courses in Multipurpose schools.
- (5) Provision of 50% *ad hoc* grant or interest free loans to States for hostels.
- (6) Submission of educational statistics by State Governments/Union Territories to the Central Government.

Central Bureau of Educational and Vocational Guidance

Training Course

The final evaluation of the one-session training course for counsellors is scheduled to be held in April. The trainees have already gained actual experience in giving class talks, observing, testing and interviewing students, and discussing cases with the teachers through the courtesy of the Principals of some of the local schools.

Research

A battery of tests for selection to Science courses is being constructed. This project has been undertaken in response to a press-

ing demand from schools, for assistance in screening their delta class students.

Work has been started on an adaptation of the Wechsler Adult Intelligence Scale. A panel of psychologists (selected on an all-India basis) have been approached to scrutinise the items for the verbal subtests.

Central Bureau of Textbook Research

Workshop for Textbook Writers

A workshop for textbook writers was organised from March 9 to April 20, 1959 at the Central Bureau of Textbook Research, Delhi, under the guidance of Dr. Bernice E. Leary, a T.C.M. Textbook Production Expert and it was attended by delegates from nine States. In the course of the workshop, discussions were held on the problems of textbook production, on the basis of which the participants prepared two sample books, one in Social Studies and the other in General Science at the elementary level.

Central Institute of Education, Delhi

A party of 17 students and two members of the staff of the Institute went on an educational excursion to Chandigarh and Bhakra Nangal. The party attended the All-India Educational Conference at Chandigarh.

In the Psychology Wing of the Institute, a comparative study of the achievement of class VI in certain school subjects of the Central Institute of Education Basic School and some other Basic and non-Basic schools in Delhi has been completed during the period under review. Data on test retest reliabilities and association of teachers' estimates of intelligence for verbal group test of intelligence (13 plus) and non-verbal

tests of intelligence were collected. Work on these is in progress. Analysis of the content of Hindi Readers for classes IX to XI is in progress. The first draft of the report is being written.

A few children of classes IX to X of three schools in Delhi have been interviewed to mark differences in their study habits. Work on assessing the adjustment of students from Senior Basic schools in High or Higher Secondary schools is in progress.

In the Extension Department of the Institute, two seminars on the teaching of English were held in January. A seminar on the 'Improvement of school magazines' was held on 30th January. A workshop on 'Evaluation' was arranged on 29th, 30th and 31st January under the direction of four evaluation officers from the All-India Council for Secondary Education. Two meetings of the Teachers' Study Circle were held on 8th and 14th January to discuss internal assessment in Secondary schools and the use of audio-visual aids.

A seminar on 'school library organisation' was held in the Institute in February 1959. 33 teachers participated. A workshop on test construction for teachers of history in which 30 teachers participated, was held on 27th and 28th January.

The first three-month refresher course for Art teachers commenced on 9th February. 18 Art teachers deputed by different States joined the course.

Central Institute of English, Hyderabad

Shri V.K. Gokak, M.A. (Bom. & Oxon.) has been appointed Director of the Central Institute of English, Hyderabad. He took over charge with effect from 9th January, 1959.

Assistance to Voluntary Educational Organisations

The following grants were sanctioned during the period under report :

<i>Name of the Institution</i>	<i>Amount paid Rs.</i>	<i>Purpose</i>
1. Sri Avinashalingam Home Science College, Coimbatore.	50,000 (2nd instalment)	Establishment of Home Science College

2. D.A.V. Higher Secondary School, New Delhi.	4,194	Continuation of Educational and Vocational Guidance Centre
3. Gujarat Research Society, Bombay.	48,400 (2nd instalment)	Construction of building for the Research Institute

Research in problems connected with Secondary Education

The following institutions were assisted with Central grants for conducting research in problems connected with Secondary Education :

S. No.	Institution	Research Project	Grant sanctioned during 1958-59.
1.	Department of Education, University of Allahabad.	Causes of failures in High school examinations in Uttar Pradesh.	7,679
2.	R K. Arya College, Nawanshahr Doaba (Jullundur).	Preparation and Standardisation of Achievement Tests for the 8th Class.	2,617
3.	University Training College, Nagpur.	Preparation of Achievement Tests for some electives at the High school stage.	1,017
4.	University of Gauhati, Gauhati.	Follow-up study of teachers in training.	527

NEWS AND NOTES

FROM

THE ALL-INDIA COUNCIL FOR SECONDARY EDUCATION

The All India Council for Secondary Education has been reorganised with effect from April 1, 1959. All executive functions performed by the Council have been made the responsibility of the Directorate of Extension Programmes for Secondary Education which is an attached office of the Union Ministry of Education.

The Council will now be an advisory body. It will consist of the following members :

- (i) Joint Secretary/Joint Adviser in charge of Secondary Education Divison, Ministry of Education. (*Ex-officio Member*)
- (ii) Director, Directorate of Extension Programmes for Secondary Education. (*Ex-officio Member*)

- (iii) Deputy Financial Adviser, Ministry of Education. (*Ex-officio Member*)
- (iv) One member to be nominated by each of the following bodies :
 - (a) All-India Council for Technical Education
 - (b) University Grants Commission
 - (c) All-India Council for Elementary Education
 - (d) All India Federation of Educational Associations
 - (e) Association of the Principals of Training Colleges
- (v) A nominee each of the 14 State Governments.
- (vi) Five experts in the field of Secondary Education to be nominated by the Government of India.
- (vii) The Head of the Secondary Education Division. (*Ex-officio Member-Secretary*)

The reconstituted Council will perform the following functions :

- (a) The Council will review the progress of Secondary Education throughout the country and serve as an expert body to advise the State and Central Governments about improvement and expansion of Secondary Education in all its phases.
- (b) It will examine and appraise proposals in this behalf referred to it by the Government of India and the State Governments and make suitable recommendations.
- (c) It will initiate proposals for the improvement of Secondary Education in the light of the experience gained and within the ambit of the decisions taken by the Government of India from time to time.

- (d) The Council may examine and recommend proposals for research in problems relating to Secondary education in all its aspects.

To carry out any or all of the functions enumerated above, the Council may appoint *ad hoc* Committees and/or Standing Committees.

Extension Services

Quarterly grants amounting to Rs. 83,751.56 were sanctioned to 22 Extension Services Departments during the period under report.

Out of 23 Training Colleges that were included in the Extension Services Project in the year 1955-56, 20 are continuing their programmes under the revised schemes, after completing the first term of three years.

The Government of India have approved the establishment of the 54th Unit of Extension Services Department.

Seminars and Workshops

A regional conference of headmasters of selected Multipurpose schools from the States of Bihar, Madhya Pradesh and Rajasthan was held from December 2 to 6, 1958, at Prantiya Shikshan Mahavidyalaya, under the direction of the Principal of that College. The participants considered the different problems relating to the working of these schools and suggested certain practical measures for their solution

The following regional conferences of the Headmasters of selected Multipurpose schools were also held during the period under report :

<i>Venue and Date</i>	<i>Participating States</i>	<i>Director</i>
1. Wardha : December 18 to 21, 1958.	Bombay and Andhra Pradesh	Divisional Superintendent of Education, Central Division, Nagpur.
2. Calcutta : December 20 to 23, 1958.	West Bengal and Tripura	Principal, David Hare Training College, Calcutta.
3. Patiala : January 27 to 30, 1959.	Punjab	Principal, State College of Education, Patiala.

Subject-Teacher Seminars

To develop initiative and responsibility in the teachers of Secondary schools and enable them to plan out improved methods of teaching and to give increased attention to classroom problems, the following subject-teacher seminars were held :

<i>Venue</i>	<i>Subject</i>	<i>Date</i>	<i>Direction</i>
1. Delhi	Hindi	December 22 to 31, 1958	Delhi School Teachers Association.
2. Delhi	Geography	December 22 to 31, 1958	Principal, I.A.F. Central School, New Delhi.
3. Trivandrum	General Science	December 21 to 30, 1958	Headmaster, S.M.V. High School, Trivandrum.
4. Raipur	English	December 24 to January 2, 1959	Principal, Government Training College, Raipur.
5. Madras	English	December 24 to January 2, 1959	Lecturer, Teachers College, Saidapet.
6. Pappanaickenpalayam	Mathematics	December 22 to 31, 1958	Headmaster, Mani's High School, Pappanaickenpalayam.
7. Nellore (A.P.)	Mathematics	January 19 to 28, 1959	Lecturer in Mathematics, Government Training College, Nellore.
8. Nizamabad (A.P.)	Social Studies	January 19 to 28, 1959	District Education Officer, Kakinada.

Follow-up-Workshops

To encourage the participants of previous Headmasters' seminars to execute the projects started by them in the schools, a follow-up-workshop of four-day duration was held at Baroda from January 29 to February 1, 1959. The Dean of the Faculty of Education and Psychology, Baroda, directed the workshop. Headmasters from the States of Bombay, Punjab and Rajasthan participated in it.

The following Evaluation Workshops were held during the period under report :

<i>Subject</i>	<i>Dates</i>	<i>Venue</i>
1. General Science	26th December to 31st December, 1958	T.T. College, Mysore.
2. General Science, Social Studies	26th December to 31st December, 1958	Faculty of Education and Psychology, Baroda
3. General Science ; General Mathematics	26th December to 31st December, 1958	Government Training College, Trichur
4. Social Studies	28th January to 2nd February, 1959	Chandigarh
5. Mathematics	28th January to 2nd February, 1959	Ferozepur
6. Social Studies	7th to 12th February, 1959	Trivandrum
7. General Mathematics	7th to 12th February, 1959	Belgaum
8. Physics	7th to 12th February, 1959	Poona
9. Social Studies	16th to 19th February, 1959	Aligarh
10. Hindi	23rd to 28th February, 1959	Agra
11. English	23rd to 28th February, 1959	Bombay

(Continued on page 56)

Around the States

A & N Islands

The only High school in these Islands has been upgraded into a Higher Secondary Multipurpose school in accordance with the sanction accorded by the Board of Secondary Education, West Bengal. Humanities and Science Groups have already been introduced in the school. Facilities for the teaching of Printing Technology will be made in 1959-60.

It is also proposed to raise the Middle school in the Island of Car Nicobar to a Multipurpose school during 1959-60. Agriculture will be introduced as one of the main subjects in this school.

The Government High School, Port Blair, was till recently a co-educational institution. In November 1958 a separate Senior Basic School for girls was started. This school is the first of its kind in this territory. The girls of classes 6 to 8 have been diverted to this school.

It is proposed to provide a radio set in all the schools in the Port Blair Municipal area from June 1959 i.e. when the school is to reopen after the summer vacations.

Fifty two students went from the Islands to the mainland on an educational tour during October 1958. They visited Calcutta, Delhi and other important places.

The work of providing the Higher Secondary school in Port Blair with a stadium and sports field has already been taken up and is expected to be completed during 1959-60. To teach discipline and elementary drill to the children of the schools in the rural areas, the services of the police in the respective stations are being utilised. This is expected to solve to some extent

the problem of the shortage of qualified physical training instructors and drill masters.

Bombay

The Secondary Girls' schools of Bombay City organised a cultural programme at the St. Xaviers School Hall on 31st January and 1st February, 1959. The programme which was directed by the Inspectress of Girls' Schools, Greater Bombay, aimed at the integration of cultural activities with the regular curriculum of studies provided in Secondary schools, the idea being to enliven and vitalise classroom instruction.

The items staged represented the various subjects of the curriculum. For instance, "Tumbling and Acrobatics" by Chanda Ramji Girls High School, "Chair Drill" by Balika Vidya Mandir, "Shooting" by Ratan-chintamani S. Jain Girls' High School, showed a variety of approach in the teaching of Physical Instruction. Items like "Shah Jehan" (a ballet) by the G.T. Girls High School (Gujarati), "Jhansi - Ki - Rani" a shadow play by St. Columba's High School (Hindi), "Footsteps to Freedom" (English) by Alexandra Girls' High School and "Saint Poets" (Marathi) by the I.E.S. Girls High School, not only made history alive but made the children proud of their glorious national and cultural heritage.

"Round the World in Twenty Minutes" by the Princess High School for Girls, "Japan" by the J-J.P.B.I's Girls School and the "Constellation of Orient" by G.E.I's Girls High School showed that Geography could have a fascinating appeal if given the human touch. How best to impress upon the young minds the rules of health and healthy living was cleverly demonstrated in

a play entitled "To Good Health Land" staged by the Canossa High School.

"Scenes from David Copperfield" by the J.B. Petit High School, "Trial Scene" from the "Merchant of Venice" by the Walshingham House High School and poems by Tagore all proved that the most effective way of studying an author, playwright or poet was by enacting either the episode from his life or scenes from his works.

A Seminar on "House System"

A two days' Seminar on "House System" was organised at Saifee Jubilee High School, Sidhpur, under the auspices of the Extension Service Department, A.G. Teachers' College, Ahmedabad, for the teachers of the Mehsana, Banaskantha and Sabarkantha districts. About 40 teachers representing 25 schools, including 8 Headmasters of rural schools, participated in the Seminar. A few of the schools in the Mehsana District who have already introduced the 'House System' suggested a few modifications in the system in the light of their experience. The Seminar also laid down the aims and objectives of the system, a practical scheme of working it out, the method of classification as well as some form of evaluation. It was decided to review the position after about a term. The report of the above Seminar has been sent to other schools for information and guidance.

Delhi

Facilities for educational and vocational guidance for the students during the session (1959-60) have been provided at the Government Model School, Ludlow castle, Delhi and B.R. Government Higher Secondary School, Shahdara.

Both these schools will have educational and vocational guidance counsellors who will guide the students in the choice of their vocations. They will also assist the students in knowing their potentialities and help them in their educational career.

Refresher Course

Twenty three Drawing teachers from Higher Secondary schools in Delhi participated

in the Refresher Course in (i) Pictorial Composition (ii) Life Study (iii) Sculpture, held in the Delhi Polytechnic from 15th January to 25th February, 1959. The participants were frequently taken to outside exhibitions and were introduced to various trends in design and painting.

Pay Scales of Drawing Teachers

The Government of India have decided that Drawing teachers in schools in Delhi possessing Teachers Training Diploma/Certificate of the Mayo School of Arts, Lahore, or Drawing Teachers Certificate of the Government School of Arts and Crafts, Lucknow, who have undergone a refresher course in Scale Drawing and Geometry will be treated on par with those who have passed full-time Diploma Course of Delhi Polytechnic for the purposes of the grant of scale of pay admissible to Drawing teachers in Delhi schools. The orders have been made effective from 21st December, 1957.

New Projects in Secondary schools

To stimulate interest among the students for studies in various subjects and to train their minds to think and encourage individual and group initiative, a number of projects have been sponsored in Government and Aided Secondary schools. For example, a Project 'Home-room' has been started in the Government Boys Secondary School, New Rajinder Nagar, New Delhi during January, 1959 with a two-fold objective: (i) guidance to students and (ii) to conduct a programme of hobbies.

A project 'Bulletin Board' has been introduced in the Saraswati Girls Higher Secondary School, Katra Neel, Delhi. This project is expected to bring about a better understanding between the teachers and the students.

Science Clubs

In order to develop the students' interest in the study of science, Science clubs have been introduced in a number of schools. These clubs are an effective aid to the learning of Science.

Jammu & Kashmir

The Extension Services Department of the Teachers' College, Srinagar, has undertaken a number of projects and promoted many educational activities in the State with the object of raising the standards of teaching and learning. Some of these major activities are given below.

Experimental projects in schools

To attain a high standard of proficiency and adopt modern teaching methods the State Government has, in collaboration with the Extension Services Department, encouraged the teachers of 30 Secondary schools of the Valley to undertake purposeful activities, including experimental work. The names of some educational experiments undertaken in schools are—(i) The School Magazine and the School Newspaper, (ii) Beautifying the School, (iii) Open Shelf Library Project, (iv) The Production of Chart Material, (v) The Bulletin Board, (vi) Writing of Books for Children, (vii) Home-room project, (viii) The Maintenance of Cumulative Record of Pupils and (ix) The School Parliament.

Subject Clubs

In almost all schools, subject clubs in various subjects, that is, Teaching of English, Teaching of Mathematics, Teaching of Science, Teaching of Social Studies and Teaching of Urdu are functioning. The Coordinator of Extension Services Department, Teachers' College, Srinagar, attends these discussion groups. Some of the subjects discussed during the quarter under review were : "Sample study in Geography", "Evolving a word vocabulary for classes VII and VIII"; "No induction without deduction and no deduction without induction" (Teaching of Mathematics); "How to improve the handwriting of pupils in Urdu and Hindi".

Education Societies

The Extension Services Department of the Teachers' College has started education societies in all the schools. These societies meet in some schools twice a month and in

some only once a month. Topics of educational interest that are faced by a school in its day to day life are discussed at these meetings. "Freedom and discipline in schools" "Dynamic methods of teaching in schools" "Students should learn more from life rather than from schools" are typical of the topics discussed at these meetings. On the advice of the Extension Services Department some of the schools have started discussing some of the outstanding books read by teachers and which have a bearing on school work.

Demonstration lessons

One of the regular features in the Department's programme of work is the organisation of demonstration lessons in various subjects. These are very popular. Heads and teachers of some schools meet in centrally situated schools and deliver model lessons. Fourteen demonstration lessons were arranged during the quarter.

Science Club

A science club financed by the All-India Council for Secondary Education is functioning in the Multipurpose Higher Secondary School. It has opened a miniature observatory in which members collect weather data and prepare weather charts. The members of the club were taken to the Srinagar Meteorological Station and also shown round the local drug research industry and a silk factory.

The Library Service

The Department has opened a library under its direct management called the Core Library which regularly circulates books to schools. These books are meant specifically for teachers who are requested to maintain brief but regular notes of the books they read. In some schools, books of significant value or of some topic which have a direct bearing on the improvement of school work are discussed in the education societies functioning in the participating schools.

Audio Visual Aids

The Department lends out maps, charts,

globes and models to schools for use for two weeks at a time. To acquaint teachers with the use of such material, periodical exhibitions are held of the T.C.M. equipment received by the Teachers' College. Organisation of film shows is also a regular feature. There is a permanent dark room in the college and regular shows are arranged for the teachers. In addition there is a dark room for developing, printing and enlarging photographs and Secondary school teachers are trained as photographers. Special encouragement is given to Science and Geography teachers.

L. M & A Islands

The First Plan drawn up for this Union Territory envisages the starting of a Secondary school by the end of 1960-61. At present the students desirous of higher studies go to the mainland and are given scholarships.

Madhya Pradesh

The State has made further progress in switching over to the Higher Secondary

school pattern. 71 Government and 165 Non-Government High schools have been converted into Higher Secondary schools so far. In the next financial year (1959-60) Government intend to convert 65 Non-Government High schools into Higher Secondary schools. To encourage private enterprise in this field the Government meets 75% of the admissible expenditure of the institutions that have changed to the Higher Secondary pattern. Recently it has been decided to take over a number of private High schools from the ensuing session. Government have sanctioned a sum of Rs. 5,000/- each for equipping these institutions. Thirty-one schools have been selected for this purpose and grants for buying equipment have been given to 10 institutions.

The institutions in the State were formerly affiliated to four Boards of Secondary Education. Now only two Boards viz. Mahakoshal Board and Madhya Bharat Board are functioning in the State. A bill for introducing a new Board which will have jurisdiction over the whole State is under the consideration of the State legislature.

Madras

Pilot Project Coordination Scheme

A brief report about the Pilot Project Coordination Scheme of Madras was published in the January 1959 issue of this journal. This movement has demonstrated its potentialities to such an extent that it has attracted the attention of the entire country. Upto 8th March, 1959, 35 conferences had been held in the various districts of the State. The total number of schemes undertaken for execution in the conferences was about 22,000 and their total value came to Rs. 2,70,48,337. The value of the collections in cash and kind on the spot was about Rs. 66,75,334. Details of the conferences held during January-March, 1959 are given below :

S. No.	Date	Place of Conference	Value of the schemes undertaken for execution	Donations received on the spot in cash and kind
			Rs.	Rs.
1.	23.12.58	Thandikudi	268067	218640
2.	23.12.58	Dindigul	751530	294875
3.	27.12.58	Mecheri	91700	55971
4.	28.12.58	Kodaikanal	268521	177541
5.	2.1.59	Ranipet	407385	267968

6.	5.1.59	Nannilam	486961	64247
7.	8.1.59	Ilayangudi	2678062	332911
8.	24.1.59	Kurinjipadi	206432	90336
9.	21.2.59	Uthukkottai	885590	82965
10.	23.2.59	Sathur	460000	83700
11.	25.2.59	Usilampatti	183853	34217
12.	26.2.59	Devakottai	2900000	Particulars are awaited
13.	7.3.59	Tanjore	1287200	-do-
14.	8.3.59	Tiruchengode	2000000	900000
15.	8.3.59	Salem	1700000	750000
16.	11.3.59	Papanasam	425000	Particulars are awaited

Revision of grant-in-aid code

In pursuance of the recommendations of the State Legislature Committee on Education, the Government of Madras constituted a committee for revising the grant-in-aid code. The Committee has concluded the first stage of its work and submitted to the Government the first list of its recommendations which deals with Secondary education only. Copies of the list have been circulated to individuals and organisations interested in the matter and the comments and suggestions received will be considered by the Committee before finalising its recommendations.

Manipur

During 1958-59 nine new centres for Inter-School Sports were organised at different places. For the first time a contingent was sent to participate in the 4th National School Games Meet held in Delhi in December, 1958. Manipur secured the third position amongst all States in India and won three gold medals for securing first positions in Shot-put, Hammer throw and Pole vault.

During the year, 17 standard playgrounds were constructed in 17 High schools with Government contribution and local help. One foot-ball was supplied to each Primary school in the Union Territory so that students from Primary schools come better prepared to Secondary schools.

Indian Council of Child Welfare made two awards to two students of this Union

Territory (a boy and a girl) for acts of bravery and spirit of sacrifice. These students were two of the 11 in the whole of India who received such awards.

Special efforts were made to improve the libraries of Secondary schools in the Territory. The science laboratories of High schools were also better equipped. For this special non-recurring grants were given to all Aided High schools.

In order to promote Secondary education, new rules for giving grants-in-aid on deficit system have been framed according to which 90 per cent of the deficit will be paid by the Administration to all Aided High and Middle schools in place of the previously fixed grants. Tuition-free education upto Class VI has also been allowed with effect from 1st March, 1959.

In order to help the poor and deserving students, 150 additional scholarships were awarded to tribal students reading in Secondary schools and 240 girl students were given help for good attendance. 40 girl students who will take up the teaching profession were given help of Rs. 120/- each for buying their textbooks.

In order to provide facilities for hostel accommodation in hill areas, grants were given to 6 Secondary schools for the construction of hostels. This will enable students of hill areas to stay in their own areas for Secondary education. Ten High

schools were also taken up for extensions to their school buildings and teachers' quarters. Special grants were sanctioned for the purpose.

The schools are also being given grants to provide modern furniture in place of the old-type long desks and benches of odd sizes.

Orissa

Board of Secondary Education, Orissa

During the quarter, the Board conducted a week's re-orientation course in English for English teachers under the direction of the Expert in English at the Christ Collegiate School, Cuttack. Twenty-five teachers from Middle and High schools participated in the course.

In implementation of the scheme for the improvement of English teaching, the Expert visited seven High schools where he observed English teachers at work, gave demonstration lessons, helped in the grading of exercises and suggested measures for the raising of standards in the language.

In pursuance of the scheme for improving the teaching of Social Studies in the State, the Expert in Social Studies also visited seven Boys' High schools and two Girls' High schools during the quarter under report and followed the following plan to acquaint teachers with the new technique of teaching the subject :

- (a) Observation of lessons delivered by the teachers.
- (b) Demonstration of instructive technique.
- (c) Discussion of problems arising out of the above.
- (d) Talks given to the teachers to bring home to their minds the aim and scope of the subject, way of approach and technique of evaluation.
- (e) Examination of library and equipment and suggestions for their improvement.

- (f) Suggested readings for the improvement of teachers' ability.

The Board also conducted a Refresher Course lasting 10 days for the teachers of the Social Studies during this period. Forty participants from different High schools of the State attended the course.

The Expert in General Science visited twelve High schools during the quarter including five Girls' High schools. Visits to two Boys' High schools were follow-up visits to see what improvement had been made in the teaching of General Science since his visits to these schools last year. Teaching of General Science has been introduced in the Girls' High schools from this year. During his visits he gave demonstration lessons, observed lessons given by the Science teachers and pointed out the merits and defects of the lessons.

Rajasthan

During the quarter under review 36 Middle schools were raised to Higher Secondary schools, 75 Primary schools to Middle schools and 7 girls' Middle schools to High schools.

To promote girls' education at the Secondary stage, 80 stipends of the value of Rs. 25/- p.m. each have been offered to girl candidates of classes VIII and above.

A Pilot Scheme for running selected schools on Model School pattern has been introduced in order to raise the efficiency of Primary and Secondary institutions in the State. 32 High schools (27 boys and 5 girls), 62 Middle schools (54 boys and 8 girls) and 140 Primary schools (108 boys and 32 girls) have been equipped with necessary equipment and selected staff and placed under the charge of Education Officers at different levels who will watch the progress of these schools and assess the results of these efforts. The idea of this scheme is to give concentrated attention to improving educational standards.

Physical Education College which was started last year as a Wing of the Govern-

ment T.T. College, Bikaner, has been shifted to Jodhpur where it started functioning as a full-fledged College of Physical Education with its own building and staff. This college prepares students both for Diploma and Certificate courses in order to provide Secondary schools in the State with qualified physical instructors.

To develop scientific curiosity and to provide greater opportunities of taking up Science subjects at the High end Higher Secondary stage, science as an optional subject was introduced in five existing High schools and in three existing Higher Secondary schools.

Uttar Pradesh

The School Psychological Service

The School Psychological Service, which came into existence in 1947, is now functioning at three levels, namely the State level (Bureau of Psychology, U.P., Allahabad), the regional level (Five Regional Psychological Centres at Meerut, Bareilly, Kanpur, Varanasi and Lucknow), and the school level (School Psychologists in Multipurpose schools).

The State Educational Department has made provision for the appointment of 25 full-time School Psychologists at 25 Multipurpose schools under the Second Five Year Plan. Fifteen of these School Psychologists are already functioning at Government Higher Secondary schools for Boys at Jhansi, Moradabad, Faizabad, Gyanpur, Deoria, Pilibhit, Etawah, Almora, Lansdown, Rampur and Etah and for Girls at Faizabad, Bareilly, Gorakhpur and Naini Tal. The remaining ten are to be appointed in the next two years. Trained graduate teachers, who successfully complete a full-session training course in Guidance Psychology at the Bureau of Psychology, U.P., Allahabad, are appointed as School Psychologists.

The main functions of the School Psychological Service are (a) to provide educational guidance and counselling to "Delta" class students (i.e. class VIII) with the idea of guiding them to proper diversified Secondary educational courses offered in Multipurpose schools, namely, Literary,

Scientific, Agricultural, Commercial, Constructive, Technical and Aesthetic, (b) to provide vocational guidance and counselling to High school and Inter class leavers, and (c) to organise remedial teaching for the backward children and enriched educational programmes for the gifted ones.

The guidance and counselling programmes are organised on group basis and are drawn up on relevant background information from the home and the school, combined with a variety of psychological tests of general intelligence, mental abilities, aptitudes, interests and personality make-up, which have been developed and standardized at the Bureau. The border-zone and maladjusted cases are also taken up for individual diagnostic testing and counselling. The guidance reports, which are drawn up for each student individually, are submitted to the Principals, and through them, also to the guardians along with the annual progress reports. Copies of these reports are also made available to Employment Exchanges, if and when called for. About 5000 students of class VIII from about 50 Higher Secondary schools and 2000 students each of classes X and XII from about a score of schools get the benefit of guidance and counselling services every year.

Preliminary follow-up studies indicate unmistakably that those students who accept Bureau's advice and act up to it fare better than those who act contrary to it. The psychological service thus rendered is being increasingly appreciated by students, parents and teachers alike, as is evident from the fact that more and more schools are now keen to organise guidance and counselling services in their schools and the number of students seeking guidance is steadily increasing.

Government Central Pedagogical Institute, Allahabad

The Institute is preparing a text-book for class II. It is also constructing tables to help in the teaching of English structures. It is further drafting syllabuses in different topics prescribed for the High School Science examination. These are intended to indicate the scope of the topics and the methods

and activities suitable for them. The Institute prepared a syllabus on Social and Moral Hygiene for training institutions. Notes on the equivalence of degrees of other universities with those in U.P. were submitted. A report on "Rural Institutes" was also prepared.

The institute is now considering the revision of the syllabi for Primary and Basic schools.

Department of Extension Services

Five Demonstration lessons by members of the Institute staff were given in two schools. Several members visited the Kesarwani Intermediate College, Jasra, and discussed problems in the teaching of Hindi, Civics and Geography.

English Language Teaching Institute

The first batch of the session completed

the course in November, 1958. These students gave a demonstration of practical teaching which was attended by the Joint Director of Education, Uttar Pradesh, the Deputy Director (Training) Uttar Pradesh, the Regional Inspector of Girls Schools and some Principals.

West Bengal

In connection with the Scheme for reorganisation of Secondary education in the State, the State Government has sanctioned the conversion of 47 High schools into Higher Secondary schools with Humanities only. 97 High or Higher Secondary schools with Humanities have also been accorded sanction for the introduction of diversified courses. Ten Higher Secondary schools with diversified courses have been sanctioned one additional course each.

Continued from page 48

Evaluation Officers of the Council participated in these workshops.

Other Activities

The following publications were brought out by the Council during the period under report :

(i) "A Venture of Faith"—a review of the activities of the All-India Council for Secondary Education during 1955-58.

(ii) "The teaching of English in Secondary Schools"—a report of the all-India seminar held at Nagpur from December 5 to 20, 1957.

(iii) "Home Science—a Handbook of Suggestions for Teachers" by Dr. Mrs. P. Rajammal Devadas.

A Science Club Newsletter was prepared by the Council and distributed to 289 Science Clubs and 32 Central Science Clubs.

Twentyseven Packages of Magazines, Posters, Slide Projector, Motion Picture Projector etc., were received from the T.C.M. 254 packages of the T.C.M. material already received were despatched to all the Extension Services Departments.

Window on the World

Canada

Guidance Service for Teachers

FOR the past two years, the Vancouver (British Columbia) Board of School Trustees, has instituted a special service designed to assist teachers, particularly new teachers, with the organization and presentation of their work, which has proved highly successful. Four teacher consultants whose work was regarded as outstanding were originally appointed—two in the primary grades, two in the intermediate grades—and subsequently a consultant in music was added. They were released from teaching for two years to visit schools and discuss problems and new ideas with the teachers, to give demonstration lessons to illustrate new techniques if necessary and, at the invitation of school principals, to take part in staff conferences, exhibitions of work, etc. At the end of their two years they will return to teaching and another group of consultants will be appointed.

(Foreign Education Digest)

China

From City Schools to the Farms

IT is somewhat of a surprise to travellers visiting the area around Wuhan in the Yangtze valley to find so many young people on the village roads and in the fields. This is due to the fact that one finds here not only the young people from the rural localities, but many thousands from the city of Wuhan who have chosen to become cooperative farmers. They are representative of the estimated 3,000,000 urban youth who have in the past year moved to the farms after leaving school.

The trend during the past few years, when the main immediate need was for

trained personnel for the many new factories, offices and schools, was for most of those graduating from primary or middle schools to go on to further education. But today, the number of middle school graduates has increased sevenfold since 1952, and the number of these graduates more than meets the demands of the universities. The new need is that of the farmer for persons with a fair amount of education. The advancement of agriculture is one of the chief targets of China's Second Five-Year Plan.

The 750,000 agricultural producers' cooperatives into which China's 50,000,000 peasants have organized themselves for work in common in recent years are family-size farms. They require as much skilled management and accounting as an average factory. Their aim is to increase productivity per acre. This requires not only more man-power but also the use of scientific methods. Although a great many peasants have learned to read and write, there has not been time enough for them to get further schooling. Hence the need for more people with more education on the farms.

In Wuhan there were in 1957, 45,000 graduates in junior and senior middle schools; about 70% of those leaving primary school, a third of those leaving junior middle school and 50% of the senior middle school graduates, are eligible for admission to higher educational institutions.

A Graduates' Allocation Committee was organised in Wuhan by the schools, the democratic parties and the youth, trade unions, and women's and business organizations. After due study of national needs and the needs of the young people, the Committee conducted a survey of local job possibilities. On the nearby farms there were shortages of all kinds—especially a lack of workers, particularly educated ones, to

deal with the problems of double-cropping, farm construction projects and sideline occupations.

The first step was to persuade the young people to accept the farm jobs, and the main difficulty in this effort was the traditional scorn for manual labour, and the preference for "white collar" jobs or employment in factories as a means of meeting the nation's economic needs. The committee then decided to conduct a public education campaign through newspapers, local bodies, discussion groups, mass visits by students and their parents to a number of cooperatives to see the improved standard of living on the farms. They began to glimpse the technical aspects of farming, requiring skill and intellectual acumen.

The 5,137 students who were selected had to meet certain conditions; they must be at least 16 years of age and physically fit; must have the consent of their parents and of the cooperative to which they were to be sent. The remaining young people were absorbed into jobs in handicraft cooperatives and the service trades, some few remained at home to take self-study extension courses.

The students chosen left for the rural area in four groups beginning in June. One typical group of 32 was assigned to a 1,231 member cooperative. Of this cooperative's 68 administrative workers only 16 had the equivalent of four years of schooling—a situation which handicapped efficient management, planning, accounting and study of new methods. The student-workers shared the peasants' houses with the farmer's family and with other students. The allocation committee had made all preliminary arrangements with the co-operative leaders regarding food, housing, farm tools, jobs, wages, and student-farmer relations in general.

With their first day of work the students became full members of the farm cooperative, but they started off with lighter jobs and shorter hours. Some were assigned to planting, weeding, orchard work or care of livestock. Each student was assigned to a "Teacher" farmer to break him into his job.

Gradually the students became adjusted in spite of physical problems, homesickness, etc. By the end of the second week they began to take pride in their work and to feel at home. After the young people have been thoroughly grounded in agricultural skills during an estimated period of 3 to 5 years, many will undoubtedly be elected to more responsible positions in cooperative management.

The interaction of urban and rural dwellers has already produced significant results. The creation of a new rural community has been regarded by the students as a real challenge. One boy, who loved botany when in school is keeping up his studies to see what he can do to help improve crops. Last winter the new members cooperated with the peasant youth to organize study groups in which they learn more about farming and share with the others their basic knowledge of geography, history and literature. They are securing books to enlarge the village library. But whatever they have to teach, it is the city youngsters who are learning more. They are learning what is fundamental in a country whose population is still 80% agricultural. There is a proverb that says 'You can learn a craft in 3 years, but farming takes 10.' They are planning even to 'change the village oil lamps to electricity, the pond water to tap water and the dirt roads to paved roads.'

(Foreign Education Digest)

France

The Children's Cinema Club at Nanoy

THE original motive for the creation of this club was to provide some attraction for the very young children who roamed the city streets in their free time on Thursdays, and thus nip in the bud a potential tendency towards delinquency. But as it turned out it was not this type of youngster that accepted the invitation to join the Cinema Club, but those of a higher social status.

The Club was quickly accepted by all children, parents, educators, all kinds of people. The time for the organization of such a club was most opportune—a short

time before certain articles had appeared in the local press, written by journalists and by parents who deplored the complete lack of films for the young. Thus the proposal to start a Cinema Club met with a ready response and cooperation.

The first performance was given on December 4, 1952, followed quickly by five others. The programmes were not given in a cinema, but in a large city hall, properly equipped for movies.

This undertaking now comprises two sections : a Cinema Club for Teenagers and a Club for Youngsters, since the different age-groups require different types of films.

The Cinema Club for younger children includes 1500 members, small girls and boys from 5 to 11 years of age, who come from all sections of the city and from all schools. Each youngster has a membership card which is carefully filled out and contains the member's photograph and signature. These cards are proudly presented when they purchase their admission tickets.

The programmes consist of short films. The sessions never exceed 75 minutes in length. The first film is usually a documentary, when receptivity and attention are fresh. The young child is eager to understand, thirsty for knowledge. Their letters show that they did not come merely for amusement but to see portrayed other peoples, countries, animals, things they had been told about but had never seen, dances, travel films, etc. They want to see documentaries made for children, and appealing to children.

The documentaries are followed by animated cartoons, a marionette film, a fiction film or a comic film, special favorites are the Soviet and Czechoslovakian short films—animated cartoons, marionettes, etc. which always delight these club members.

Films for these programmes are chosen with all due consideration and respect for the child's sensitivity. Care must be taken not to present action which children should

not emulate (i.e., destructive, dishonest acts, etc). Children are asked for their choice of films, and these are followed as far as feasible.

To enable children to follow every action intelligently the films must be accompanied by comments, explanations, interpretations, translations of foreign titles, etc. For this purpose, the adult director takes up a position with his microphone in the midst of the audience. For this same reason all parents are invited to come to the programmes when possible. Their presence never seems in any way to dampen the spirits of the young spectators whose shouts, laughter, gestures remain uninhibited by the presence of adults.

In order to provide means of relaxation and release from any tension, a large adjacent hall has been provided with facilities and materials for numerous activities—modeling, painting, paper cut-outs marionettes—with an adult in attendance to answer questions or to help in any other way. All this is designed to afford opportunity for self-expression.

Germany

Comprehensive or Common? A Berlin Experiment :

IN June, 1914, the German Teachers' Union, representing more than 130,000 teachers, passed a resolution in favour of the *Einheitschule*. This term had been current for some decades to describe a projected reform of the school system that would make it easier for the poorer classes to obtain grammar school education. The chief obstacles were the preparatory departments that many state grammar schools had developed, above all in Prussia. The existence of these *Vorchulen* made it possible for the children of the better-off families to avoid the first three classes of the *Volkschule* and to receive more intensive preparation for the grammar schools, thus setting an artificially high standard of entry for the less fortunate.

The reformers, led by Kerschensteiner,

Rein and Tews, wished to make the early classes of the free *Volksschule* compulsory for all children. Tews proposed that all children should be kept together until they were 12. The majority—those with “practical” intelligence—would then receive their further education in the higher classes of the *Volksschule* or in separate schools; others would pass into a sort of junior grammar school, from which some would enter the senior grammar school while others entered working life. It was regarded as desirable that all should be in the same building or on the same site.

All teachers were to receive the same basic training, followed by specialist courses. From the kindergarten to the university, education was to be free.

Post-War Reform

The school-section of the Weimar Constitution reflects the spirit of these proposals. Prussia made attendance of state schools obligatory for the first four years of school life. Other measures were taken such as the award of maintenance grants and the creation of special schools and classes to prepare late developers for the university entrance examination.

After 1945, a form of *Einheitsschule* became universal in the Soviet Zone. In Berlin, too, one of the last acts of the City Assembly before the city split in half was to approve, under the approving eyes of the Americans and Russians, for once in agreement, the universal *Einheitsschule* on very similar lines: co-educational, secular, extending from the age of 6 to 18, with the first division according to types of ability at the age of 14. A new training college had already been founded with a three-and-a-half-year course to provide teachers, all holding university entrance qualifications on admission, who would be able to teach all subjects in the lower school and one subject in the middle school.

The School at Work

For various reasons, partly political, the school system was considerably modified

three years later, and since 1951 only one school in West Berlin retains the original form, although all schools bear certain of the features of the *Einheitsschule*: co-education, no streaming (not a German practice in any case), common education in the age of 12 instead of 10, facility to passing from one type of secondary stage to the other, division of the curriculum into compulsory core and optional courses. About 40 per cent of secondary pupils aged 13 are in some kind of grammar school, the rest in the “practical” branch.

The one remaining public *Einheitsschule* is at Neukolln, a borough famous for its educational and social enterprise. Boys and girls enter at the normal age of six. The first six grades (a total of 18 parallel classes with between 30 and 40 pupils each) constitute the primary stage, for which a woman teacher has a special responsibility. All children begin English at 10.

The seventh and eighth classes (204 children) are the “differentiated middle school”, in the course of which an attempt is made by pupils, parents and teachers to decide where the interests and abilities of the individual pupil lie. For 22 hours a week each class studies as a unit all the subjects normal to this age-group: German, English, mathematics, history, geography, physics, biology, music, art, physical education. For another 10 hours they study five subjects of their individual choice in the “courses”. The range of the latter is precisely the same as that of the “core” with the sole addition of French. Care has to be taken to see that “core” and “course” lessons in the same subject supplement and do not duplicate each other. The weakest pupils take remedial courses in German, mathematics and English instead of the usual courses. The sixth and eighth school years have one class each for children who have fallen behind. Numbers in these two classes are just over 20.

The object of the “course” is to enable children to find their natural bent without dropping subjects which may be useful or may appeal to them later. It is claimed that the work of the “core” benefits from the

enthusiasm engendered in the "courses".

For some (at the moment 90) the ninth school year is the last. As in other schools in Berlin work centres at this stage on vocation-finding under the guidance of specially qualified teachers. The chief branches of the economy are studied practically and theoretically with special stress on conditions of work, personal requirements of workers, the cultural history of trades and so on.

Educational Values

For the rest, the "grammar school" now begins. At present numbers as one moves up the school are : 100 plus 88 plus 50 plus 23 plus 30. This year 25 sat and passed the university entrance examination (*Abitur*) at the age of 19 ; last year the figure was 23. All pupils take all subjects throughout the course (some 12 subjects), but with a bias in favour of either science or modern languages. (Latin is added to English and French for the language students). This is the normal German practice, and helps the *Einheits-schule* to avoid a dilemma of the English comprehensive school : how to find a viable sixth form in each subject.

The staff regard their elastic organisation as merely a body that has to be infused with life : "inner reform" is the more important. Their chief objectives are to encourage community spirit, independence of mind, a right sense of values, cooperation with parents and the pursuit of the arts. Parents make a small voluntary payment once a month to provide the school with funds for miscellaneous purposes such as buying extra material for handicrafts. As much as possible the organisation of out-of-school activities is left to the pupils' self-government committees.

Sweden

The evolving comprehensive School in Sweden

DURING recent years a social movement has been under way in Sweden to provide a common elementary school for all

alike and to make more generous provision for secondary education. The idea of combining elementary and secondary education in a unified or comprehensive school system belongs to the same general pattern. Such radical changes as those involved in establishing the comprehensive schools require a period long enough for adaptation to new concepts, new needs.

Comprehensive school surveys were conducted in the 1944's. In its principal report the 1940 School Committee proposed a prolongation of the school-leaving age to 15 and recommended that differentiation of pupils into "streams" should still be made at the age of 11.

The 1946 School Commission proposed a comprehensive school for all alike up to the age of 16. It favoured a type of comprehensive school more integrated than differentiated ; pupils to be allocated and transferred on the basis of guidance rather than selection, although each pupil should have the right of a free choice of the optional courses available in the 7th and 8th grades ; a decisive choice to be referred to the 9th grade. These recommendations aroused intense criticism. Therefore, the Minister of Education declared, in 1950, that the controversy could not be settled by discussion but by practical experiments, and that the experiments should be paralleled by a series of scientific studies.

The Education Act of 1950 outlined an experimental programme for a 9-year comprehensive school designed to replace elementary and lower secondary schools. This new school is to comprise 3 sections : the lower (grades 1-3), the middle (grades 4-6), and the upper (grades 7-9) ; the lower and middle sections to have regular grade teachers and the upper section, as a rule, subject teachers. English is to be the first foreign language from Grade 5 ; vocational guidance is introduced in Grades 7 and 8, and prevocational training in Grade 9. This plan was adopted by Parliament, but it became evident that the Act could not become fully operative until the shortage of teachers and building accommodation had been overcome.

Voluntary organization of comprehensive schools on a trial basis had already begun in some communities prior to the 1950 Act. In 1948 over 100 local authorities asked for permission to try out the comprehensive school programme, but only 14 districts were permitted to begin reorganisation as of 1949-50; these were scattered all over the country, and were of varying size and structure. Some rural communities were too small to provide a variety of courses and adequate teaching.

Although districts are free to adopt or not to adopt the comprehensive school system, the number of those adopting it is rapidly increasing. In 1956-57, 71 districts were adapting their schools to the comprehensive system. The State grants a small subsidy to the pioneering districts. The vagueness of the Act has deterred a more widespread adoption of the comprehensive system.

The Minister of Education in 1956 promised that a general survey of the still controversial issues would begin in 1958 at the latest and should be ready for presentation to Parliament in the early 1960's. The Minister expects the establishment of the comprehensive school system to become quite general in the early 1970's.

Regulations of 1950 provide that the allocation of pupils to schools should be based upon "school maturity" tests and a report from the teacher, and a medical examination. Only a few "school maturity" classes, to be attended by immature pupils for remedial training until they are ready for regular primary work, have thus far been organised.

The pupils' free choice of study alternatives, postponed until grades 7 or 8 (ages 13-15), has proved to be one of the most controversial features of the comprehensive school. However, choice is offered somewhat earlier through school guidance during the sixth grade.

The results of a questionnaire submitted in 1954 to 7th grade pupils show that over one-third had made the selection of study

alternatives quite independently, one-fourth followed the advice of their parents, another fourth had received assistance from the school, and only 30% felt that the school had both advised and decided for them.

Educational guidance, combined with the pupils' own study experiences in the elective studies of the 7th and 8th grades, is designed to enable pupils to make more definite choice of the three existing courses of study: *grammar, general and prevocational.*

Vocational guidance is provided for all pupils of the 7th and 8th grades, in groups and in some cases individually. All pupils of the 8th grade, except those taking heavy foreign language courses, have the privilege of using one month of their school-time to gain practical job experience out of school. Usually they divide this time between two or three jobs, in industry, business or social work. The guidance teacher maintains close contact with these working pupils and gives them needed assistance. Such job experience requires close cooperation between school, employment agencies and employers. The prevocational group, who have already selected their occupational field, have access to four types of training: domestic, agricultural, industrial and commercial. There is also a "diversified occupations" group. This is the only group which receives its entire practical training from the employer. In addition to general education the school must provide this group with individual instruction in technical subjects pertinent to the different trades in which the pupil is employed. This rather complicated procedure has been simplified by such expedients as correspondence courses and other means of self-help. This system of coordinating school instruction with job experience seems to appeal to a large number of adolescents, even to those who dislike school.

General practical training should constitute the major part of the prevocational educational programme, and combine theory and practice, as has long been demonstrated in domestic subjects. In housecraft rooms, often in charge of a single teacher, for example, a variety of activities are conducted—home management and decoration,

hygiene and health, budgeting and buying foods, preparing balanced meals, the care of the sick and of children, and, for both boys and girls, repair of clothes and other textiles, of household articles, furniture, etc. The major objectives of housecraft education are non-vocational. It aims at developing general resourcefulness. However, in their senior year, some pupils may have their training programme oriented towards their occupational choice.

While the general practical training of boys is still largely conducted along the traditional pattern in separate shops with special teachers for woodwork and metalwork, there is a distinct trend towards following a comprehensive programme. However, in small schools which lack special shops, both these basic areas of work are often combined in a "mixed" or "general" shop where, in addition to woodwork and metalwork, textiles, leather work, bookbinding, etc. are offered. Such a shop provides opportunity for individual work and social experience in working together. Being part of general education, the general shop also seeks to develop habits of planning, concentration, accuracy, and appreciation of workmanship.

A comprehensive school system will undoubtedly make it possible to explore and make use of a maximum of various and valuable human resources, by fully including all selections of the social structure. The expenditure thus far obtained from the comprehensive schools confirms the soundness of the fundamental principle of providing for all pupils opportunities to find themselves through varied learning experiences, guidance and a free choice of study alternatives most suited to them.

The most impending problem seems to be how to supply the comprehensive school with the different categories of teachers needed for its heterogeneous student population. So far efforts and interests have been concentrated chiefly upon obtaining specialist teachers for its upper section. Experience has shown, however, that the majority of pupils in this section still require further general and practical education

of a type designed to enable them to find themselves personally, vocationally and socially. They cannot be served adequately either by teachers preoccupied with traditional subject matter and with a tendency to impose grammar school standards upon these youngsters, or by class teachers who treat them as if they were still elementary school pupils. Though not yet mature enough for any narrow specialization, most of these pupils want to concentrate progressively upon activities and subjects which will help them to mature. There is a need for teachers in the upper section who are competent to cover a wide educational field. The training of teachers must provide different degrees of comprehensiveness and concentration. Teachers must be helped to keep to date on such topics as the development of adolescents, and new approaches to the guidance function.

(Foreign Education Digest)

United Kingdom

A theater's service to the schools—The Theater Royal, Bristol

IN the spring of 1942 the oldest living theater in Britain, the Theater Royal, in Bristol, continuously used as such since May 30, 1766, was about to be put up for auction and sold to the highest bidder, probably for use as a warehouse. However, this tragic fate was averted through the efforts of various groups, among them the Bristol City Corporation, and this historic building has now been fully restored and equipped to carry on its traditional functions. In 1946 the Arts Council invited the Old Vic (London) to form a resident company to work in Bristol. On its managing body are representatives of the Old Vic Trust, the Arts Council, the City of Bristol, and the University of Bristol. So now the under-graduates of the University of Bristol and the pupils of Bristol's schools have a genuine theater open for three-fourths of the year where they can actually see performed on any day of the week Shakespeare, Dickens or Arthur Wilkes. The Drama Department of the University and the Bristol Old Vic Theater School are closely affiliated with the Theater.

The plays are organized in series of six, each play to run for three weeks. In each series the Education Committee will choose, normally, two plays for its schools to visit officially. On each Wednesday matinee of those three weeks the Education Committee will book approximately 400 seats for secondary school pupils. These 400 seats, no matter where they are in the house, are priced at 2s. 6d. of which the pupil pays 1s. 6d. Thus it costs the Education Committee £20 each matinee (£60 each play) and £120 each series to send a certain number of its pupils to a good live theater. If the Education Committee takes up its seats for 6 plays in the year it spends from £360 to £400 per year to send its pupils to good drama, well acted in a properly run theater.

The system of allocating these 400 seats among the schools is as follows: each school submits the number of seats it requires for the current play. Suppose the total number of seats requested by all schools is twice what the theater can offer, then every school receives 50% of what it asked for. The seats are not together in one solid section of the house. They are allocated places in small groups all over the house.

One of the education department officials keeps a strict rota on seating arrangements—a school having had its seats in the gallery at one performance will be in the stalls for the next. The resident manager of the theater is most emphatic concerning the good behaviour of the pupils at the matinees. In addition to the official visits of the Bristol authority's schools there are 200 schools outside its jurisdiction who visit the theater frequently, and, in addition there are scores of pupils from every type of school who go independently of the matinee organization.

The schools have little say in the choice of plays to be performed. The director of productions will, in any given series of six, keep the schools firmly in mind when choosing at least two of the productions. Should he have a short list of perhaps 8 to 10 plays, he may mention them to the chief education officer who, informally, by telephone, passes them on to a panel drawn from heads of schools or English depart-

ments especially interested in drama. This panel does not meet officially and it is doubtful whether its voice is even made effective in the counsels of the theater. Nevertheless its influence is felt.

Since, in the past 20 years there has been a steady drive towards drama in education from every conceivable angle, it would seem that there should be in each main city a theater to serve the schools and colleges as well as the adult population. Music, drama and ballet could be organised together and one building serve all three. In this way people's ideas of what constitutes good drama could be revolutionized and standards of acting, producing and writing for the stage might well be raised to new heights.

(Foreign Education Digest)

Yugoslavia

New Education System of Yugoslavia

THE Federal People's Assembly of Yugoslavia passed a General Law on Schools in June, 1958 on the recommendations of a Commission which worked for four years. This Commission, through its sub-commissions, conducted numerous debates and discussions among educators, public and cultural leaders, educational organizations and societies before drafting its recommendations.

Educational Individuals as Free Creators

The General Law on Schools lays down, in 190 articles, the fundamental principles of the entire new school system in Yugoslavia. It establishes a uniform system of education and regulates the organization and work of institutions for children of pre-school age, elementary schools, secondary general education and technical schools, and faculties, together with institutions for adult education (workers' and people's universities etc.)

The preamble of the Law states that "the social community, through state organs, institutions and social organizations, opens and maintains schools and other institutions

with the aim of creating conditions for the proper upbringing and education of young generations in the interests of all-round development of socialist society and the human personality."

The duty and the aim of schools is to adapt the course of instruction to the requirements of society as much as possible, to develop among young generations a healthy and responsible attitude towards work, to educate people—free and initiative creators with an independent and critical spirit, developing in them intellectual and high moral qualities, enabling them to become citizens of a socialist community which seeks to harmonize their social and personal relationship with the spirit of socialist humanism.

Compulsory Eight-Year Education

Eight year education is compulsory, i.e. every child from 7 to 15 years of age must attend school. The aim of the community is to give the necessary elementary education to every citizen.

All citizens, regardless of sex, social origin or religion, have the right to education under the same conditions. Instruction in all schools is free, and pupils who show particularly good success are given special assistance.

After completing the elementary school, all youth can continue their education in technical schools and secondary general education schools. The new Law establishes new relationship between different types of secondary schools. Earlier, the secondary general education school (gymnasium) was the most prominent, and all other secondary schools were, to a certain extent, subordinated to it. Now, in the new system of education, there will be three and equal types of secondary schools: technical schools for skilled workers; technical and other schools for the training of personnel for different branches of economy and social services, and general education schools—gymnasiums. Accordingly, one type of schools will produce highly skilled workers, another—technical personnel, and

yet another—men and women with sound general education. All the three types of school will provide the pupils with a considerable amount of general knowledge and prepare them for studies at higher schools and colleges.

The certificate granted by the secondary schools will not, as earlier, be the sole requirement for enrolment into faculties and colleges. Under the Law, citizens without a secondary general education school or technical school diploma will be able to enrol for courses of study at faculties and colleges if they prove, in a proper way, that they possess the necessary knowledge to follow instruction at higher educational establishments.

Under the General Law particular attention is paid to the education of the members of national minorities. In regions with a mixed population, children of different nationalities receive elementary education in their mother language, either in special schools or in separate departments of regular schools.

For the first time adult education has been regulated by law. Adult education is to be treated as part of the general system of education, as it is designed to enable citizens, who do not attend school, either because they are employed or are above school age, to supplement their general knowledge and improve their technical training. In this way, thousands of workers and office employees will acquire new general and technical education, which is of particular importance now when the employed persons themselves manage their factories, mines and enterprises through their workers' Councils. In the future, adult education will be promoted, not only by workers' and people's universities and schools for the rural youth as earlier, but also by regular schools, universities and academies, as well as by economic and social organizations.

Education and Social Requirements

The new Law is based on the conception that the school is not an institution separated from life which has for its sole aim to

give a definite knowledge to the pupils. In the new educational system, as the reform sought to accomplish, the school will be the concern of society and the entire community; it will be assisted in its work by the family and all progressive social forces which seek to raise intellectually strong and physically and morally healthy generations. Consequently, the new law regulates the internal life of the schools and their management, and provides for the creation of higher educational and pedagogic institutions which will help the schools to improve their work.

Every school, as the Law states, is bound to adapt its instruction to general social requirements, to encourage pupils to use their knowledge whenever possible and to the greatest possible extent (this is particularly an important task of technical schools), to develop their initiative and free activity, to accustom them to independent and thorough studies. The school is obliged to expand and enrich instruction by promoting various forms of free activities of pupils, mostly through school cooperative societies, popular mechanics clubs, youth debating societies, cultural-art groups and sports clubs.

Public Management of Schools

Some years ago schools and universities in Yugoslavia began to be publicly managed. At present, about 130,000 citizens sit on school boards, councils and other bodies of administration. Through the assistance of these public bodies, many weaknesses and difficulties in the work of schools have been eliminated. School boards and faculty councils have proved to be of immense value. Therefore, it is understandable why the new Law, which lays down the foundations of the entire school system in Yugoslavia, fully sanctions these new organs.

An important institution in the new school system in Yugoslavia will be the

Federal Council for Education whose members—prominent personalities of the country's educational and cultural life—will be nominated by the Federal People's Assembly. The duty of this Council will be to study the general problems of schools and make proposals and recommendations for the improvement of school instruction and university training, as well as to give opinions about various draft laws and other regulations concerning the educational policy.

Miscellaneous

Gandhi Museums in India

A number of collections devoted to the life and work of Mahatma Gandhi are to be created in various parts of India, financed by a special fund started in Gandhi's memory some six years ago. The first of these Gandhi National Memorial Museums will be inaugurated shortly in Madurai, southern India, and others are being planned in New Delhi, Sabarmati near Ahmedabad, Bombay, and Wardha.

The museums will contain a library of some 10,000 volumes, including works by Gandhi and about Gandhi, books by writers like Tolstoi and Thoreau whose philosophy was related to Gandhi's, and works on India's cultural heritage. The story of Gandhi's life will be told with the aid of pictures, photographs, photostats of letters and articles and other personal objects. Various smaller exhibits will describe the Mahatma's activities such as the Harijan movement, the development of cottage industries, and basic education programmes.

Hostels are proposed to be attached to the museums where scholars from other parts of India or from abroad may stay while carrying out research work.

(Unesco News)



book reviews



The Slow Learner by M.F. Cleugh, Methuen & Co. Ltd., London, 1957, Pp. 186, Price 13s.6d.

THE education of backward children is a matter that has received little or no attention in this country, and therefore, the number of special schools that cater to the needs of such children can be counted on one's finger tips. The problem will present itself in its reality when we seriously consider—as we are hoping to do in the Third Five Year Plan—making education universal and compulsory, to begin with, for the age-group 6 to 11. In Great Britain, however, provision for the education of backward children has been made for several decades already, although it cannot be said to be entirely adequate even today. A great deal of valuable literature has also been produced on the subject by persons who have either specialized in work with backward and educationally subnormal children or made this area of educational activity their field of specialized study; but this is the first time that the policies and principles underlying the organization of special educational treatment for slow children has been considered at all fully.

The book is divided into two parts, dealing respectively with special schools (ascertainment; selection; age of entry; reorganization at 11; de-ascertainment; after-care) and ordinary schools (alternative methods of providing special educational treatment for dull children and for those requiring remedial help, with a consideration of the advantages and drawbacks of each

type of organisation). It ends with a chapter on the training of teachers for work with slower children. Although it is a book of less than two hundred pages, it is packed with ideas and suggestions which speak for the rich experience of the author and her deep study of the problems with which the organisation of special educational facilities for subnormal children bristles. It is impossible in a brief review like this to touch even the fringe of the problem of educating such children. An attempt will be made only to refer to some of the useful suggestions made by the author which should be helpful to our own administrators when they are faced with the problem of providing for the education of subnormal children.

To begin with, Dr. Cleugh stresses the need to distinguish between the mentally deficient and the educationally subnormal, both of whom require special treatment. Under section 34 of the Education Act of 1944 it is laid down as a duty of the Local Education authorities to ascertain what children in their area require special educational treatment—not merely those who may need to attend a special school. According to the Education Ministry's Pamphlet No. 5, an educationally subnormal child is one whose attainments are less than 80 per cent of the normal for his age: this includes all dull children whose I.Q.'s are less than 80 and also any other children of whatever grade of intelligence whose attainments are seriously below their age-level. This has placed a heavy responsibility on the Local Education Authorities which have still a long way to go for making the

necessary provision for all the children included in this definition. The first step in making the required provision is to 'ascertain' the range and extent of the need and to find out what different forms of provision are required, not only the setting up of special schools.

In considering the transfer of a child to a special school, several matters have to be taken into account, the most important of which are age, intelligence, attainment, and social and emotional characteristics. As far as age is concerned, Dr. Cleugh is of the opinion that with rare exceptions children should be admitted to day special E.S.N. (educationally subnormal) schools not earlier than seven and not later than nine or ten. Her arguments in support of her contention are cogent, but cannot be entered into here. As regards intelligence, Dr. Cleugh believes that "usually children with I.Q.'s below 70 are best in special schools" and that "it is difficult to defend the retention of pupils of relatively high intelligence (say, over 80 I.Q.) in E.S.N. schools, as long as there are any in the ordinary schools who are very much lower—say below 65." Dr. Cleugh very properly draws attention to all the difficulties inherent in the administration and interpretation of intelligence tests, and yet she maintains "that it is fair to say that intelligence tests give the best single estimate of the general mental level of the child in comparison with the rest of the population."

As regards a child's lack of attainments, which is more easily discernible, Dr. Cleugh warns against basing referral to a special school mainly or even largely on it, because, as she says, there are many reasons why children fail to learn, and low intelligence is only one." It is necessary to find out what the other reasons are in order to decide what would be the best form of special treatment to be provided for a particular child. As regards children with social and emotional problems, Dr. Cleugh debates whether they should be invariably sent to an E.S.N. school even if they come under the wide E.S.N. umbrella because of their backwardness in school attainments. She admits that they need special educational treat-

ment, but believes that it is of a kind different from that which the innately mentally handicapped need.

In discussing the question of the organisation of classes in E.S.N. schools, Dr. Cleugh considers several aspects of class organisation such as the number of classes, the practice of 'streaming'—which, she thinks, raises more problems than it solves in organisation, and may be undesirable in practice—the problem of frequent changes in class structure through irregular admissions and promotions, an unbalanced sex ratio, etc. After a careful consideration of these problems she concludes that "the conditions which are unescapable are: a range of several years in one class, an even larger scatter in attainment, and hence the need for individual work and careful record keeping. Conditions which are avoidable, or at least mitigable, by a suitable admission policy, are: an unbalanced sex ratio, an unduly wide range of mental age, and constantly changing classes."

Dr. Cleugh pleads for continuity in the education of subnormal children and advances a number of arguments against any break at eleven plus, in particular the fact of the much lower mental age of the subnormal child when he is eleven years old. In connection with the organisation of residential schools for those subnormal children who need them, specially those who lack a steady home background or whose powers of adjustment are particularly low, Dr. Cleugh believes that it is valuable to provide for a mixture of ages in such schools, and to ensure that there is no break at eleven plus. Whenever possible, she favours the practice of mixed residential schools which make 'family groupings' possible.

After considering the problems relating to the organisation of special schools for subnormal children, Dr. Cleugh turns her attention to the setting and scope of the problem in ordinary schools. In such schools, she sees the need to differentiate between 'ordinary' educational treatment and 'special' educational treatment. A common example of the latter is the single special class. Wherever such classes are

arranged, Dr. Cleugh suggests that they may be limited to a two-year age range. Where the age range is four, there should be at least two such classes. The organisation of 'transfer' or 'opportunity' classes is another expedient. Such classes may be set up in central and conveniently placed schools to serve the needs of a particular area. In connection with the organisation of such classes Dr. Cleugh makes a distinction between lavish provision and good provision, and she is critical of those Local Education Authorities who are content with equipping such classes generously and putting specially qualified teachers in charge of them and not caring for what happens therein after that. The 'multiple' approach through 'streaming' is another type of organisation that Dr. Cleugh considers in her chapter on special educational treatment. All the problems connected with this approach are carefully analysed. Her general conclusion on the whole question of special educational treatment in ordinary schools may be summed up in her own words: "The only final test of special educational treatment in ordinary schools is to be found in their success or failure. When all is said and done, the majority of the backward children come within their care. If they are fortified and supported, even if only a little, more will have been done to help more children than by partial expedients however excellent they may be."

I began by saying that the time is fast approaching when we in this country will need to make proper provision for the education of subnormal children. We should make a beginning immediately with the training of teachers of such children. In this respect Dr. Cleugh's note on the subject in the last chapter of her book will prove to be helpful to our educational administrators. I recommend this note to them and to principals of training colleges who should be giving immediate and serious thought to the organisation of special courses for teachers of subnormal children.

E.A. Pires

Psychology and Principles of Education by Anjilvel V. Mathew (3rd Edition)

1958—Literary Press, Tiruvalla, Kerala : pp. 533—Price Rs. 8.50.

THE author is an experienced teacher of teacher-trainees. Hence he has kept before him the needs of training college students. The book is almost like a textbook and is fairly extensive in the range of contents. Throughout the book there is a healthy orientation towards real values of life which the teacher must always keep before him. The need for character training in pupils and for inculcating legitimate moral and spiritual values is emphasised throughout. It is against such a philosophy of life that the book is written. Though it is meant as a textbook, it is not too technical. Whatever the author has to say has been said in a simple and clear manner. His illustrations are practical and fall within the normal experience of any student.

The book deals with various problems connected with the philosophy and psychology of education. We even have a chapter on curriculum and its construction. With regard to psychology, in addition to the usual topics like psychology of learning, remembering and forgetting, imagination and thinking etc., there are also chapters on child psychology, schools of psychology, mental hygiene, etc. This extensive range of the book while being advantageous to a student who prepares for an examination, in a way restricts its use in the sense that the many topics touched upon have to be necessarily dealt with in a cursory manner. For instance, I feel that some of the psychological topics discussed in the book such as the section on mental hygiene could have been omitted to make room for a lengthier treatment of some topics dealt with but briefly.

Another drawback of the book is that most of its psychology material is dated. The chapter on heredity and environment, the sections on intelligence, perception, remembering and forgetting, etc. have suffered from this handicap. Perhaps, the defects of the book are to be traced to the syllabi that are obtained in some universities for teacher trainees. It is quite possible that the author has tried to cater

to such practical needs. The appendix contains a number of questions on different topics taken from different universities' examination papers. There is also an extensive index.

From the point of view of comprehensiveness and examination requirements, this book is very good. The book can also be highly commended from the point of view of the practical orientation it has and the simple suggestions it offers.

G.D. Boaz

Fun with Geometry by Mae and Ira Freeman, Edmund Ward (Publishers) Ltd., London, 1958, Pages 62; Price 10s. 6d.

GEOMETRY as a subject fails to appeal to young children for the simple reason that the approach to teaching Geometry in schools is made on rather formal lines from the very beginning. Figures are defined, propositions are proved and geometrical properties established only with the idea of building up the logical structure of geometry in its rigorous form. All this means covering hard ground for the young child without realizing at all the why or wherefore of the subject. There is thus no appreciation gained of either the nature of the subject or its usefulness. It is only the informal approach, more playful, practical and applied and less theoretical and rigorous which can be appealing and meaningful to beginners. The book under review illustrates successfully what this approach should be like.

As claimed by the authors, the book aims at acquainting the pupil with some of the facts and uses of geometry through various interesting activities such as making drawings and cut outs, through observation of natural and man-made objects and through simple experimentation planned to discover or verify facts. The book has been divided into two main sections, the first introducing some of the basic figures and facts of geometry and the second dealing with some of the applications of geometrical theory in making articles of every day use. In the first section are included units dealing

with straight and parallel lines, angles, lines at right angles, triangles, measurement of heights and distances, circles, ellipse and parabola. In these units, new ideas or concepts are first introduced in simple and familiar language; they are then amply illustrated to make the pupil comprehend the ideas. Any processes involved as, for example, in drawing an ellipse or measuring the height of a tree are explained and the explanations made clear by appropriate pictures. Finally, examples are cited and illustrated on the application of the ideas or processes in the day-to-day life of the pupil.

In the second section are included units such as spirals, the helix, one-sided piece of paper, the three tags, cutting and fitting, nature's geometry and objects with many faces. All these units do not seem to include making of articles as mentioned by the authors. The 'one-sided piece of paper', 'knots' and 'the three tags' are more of puzzle situations than attempts at constructing or creating articles. Again, the unit "Nature's geometry" illustrates how natural objects show balance and evenness in appearance and how geometric forms and design occur in nature in things like the snowflakes and the honeycomb, although without asking the child to prepare any objects. However, in some cases clever devices have been used; for example, in making a model of a helix with the help of a right angled triangle cut out of paper and wrapped tight round a pencil. In the two units 'cutting and fitting' and the 'Tangram' which is a Chinese design divided up in seven pieces, there is sufficient scope for exercising the spatial thinking and imagination of children as well as for creativity on their part.

The presentation of the units throughout²² is in a lucid and highly readable style. The photographic illustrations face the presentation on the opposite page and thus make reference very convenient. A few commendable features of the presentation are :

- I. The terms and concepts have not been introduced in the language of

the geometrician but in a language much more familiar to the pupil. Care has also been taken to present the basic concepts as accurately as possible.

- II. Casual references to history about the development of certain geometrical ideas or their numerous applications in the immediate surroundings of the pupils have been given to arouse or maintain the interest of the pupil.
- III. The applications cover a wide variety of situations. The role of right angles in city planning, use of triangles in navigation or the finding out of distance between two objects by the thumb method, the parabola illustrated by the course followed by drops of water coming out of the nozzle of a garden hose or by the cables of a suspension bridge are striking examples of a diverse nature.
- IV. Facts are sometimes supplied but with the idea of further arousing the curiosity of the student or with a suggestion to confirm them by observation or experimentation.

A good feature of the book is that the activities and experiments suggested do not require any elaborate apparatus. From among the geometrical instruments only the ruler and compass are involved. Improvised apparatus, wherever suggested, is simple and easily manageable. One obvious reason for which the authors have done this is that they have throughout aimed more at an appreciation of geometrical forms and their occurrence everywhere than trying to develop some sort of mechanical skill in the use of instruments. An emphasis of the latter kind would have marred the basic purpose of such a book. However, in spite of this the book does help in developing certain useful skills incidentally. How to draw an ellipse, how to estimate distance between two objects or how to prepare a five pointed star in paper are examples of practical skill useful in daily life.

The get-up of the book leaves nothing to be desired. The printing is excellent.

Photographs comprising 27 plates in all have been carefully selected and are, neatly and artistically presented. The book is a model in this respect.

“Fun with geometry” succeeds admirably in impressing on the pupil how geometry can be useful to the artist, craftsman and engineer. Besides providing sufficient material for fun to the young learner, it helps to develop in him the necessary background for a real appreciation and understanding of the subject in future.

The book has not been written for children of any particular age or grade, although the age of Robert, the school boy who appears in the photographs carrying out various activities may suggest the age to be 15 or so. By its very nature it could not be so well graded as to be appropriate as a book for intensive study at one particular stage. But there is material in the book which could be useful for children of several grades of Middle or High School classes depending on their backgrounds. The book can be commended to all teachers dealing with these classes. The ideas they will gain from this small, stimulating book can be made use of and suggestions for organising simple experiments or trying out interesting exercises thrown to children as and when a suitable opportunity presents itself. The book will also profit teachers under training because it helps to give an insight into the kind of work in geometry which can interest and appeal to children and which forms the real basis of an informal approach to the teaching of geometry.

The book will, therefore, make an excellent addition to school or class libraries. It would serve the purpose of a useful supplement to the traditional textbook in geometry, particularly in classes where the subject is still in its elementary stages. The book will prove to be of interest to members of mathematical hobby clubs or similar associations of young mathematicians. There is great dearth in India of this kind of literature, and as such the book deserves the attention of publishers as well in this country.

P.D. Sharma

Teaching Home Science—Handbook of Suggestions for Teachers by Dr. Rajammal P. Devadas; Published by the All India Council for Secondary Education; pages 396; Price Rs. 7/-.

THIS book is a most welcome addition to the meagre literature available in India on the teaching of Home Science. It is especially so as it is the first of its kind. Several other Indian writers have published books related to particular areas in Home Science but none so far had written specifically for those who teach the subject as a whole either in schools or in the community. Dr. Devadas, who has many publications already to her credit, may be congratulated for being the pioneer in producing such a comprehensive handbook which is sure to serve as a guide and resource material to the Home Science teachers all over the country.

The book has been divided into five parts containing twenty chapters in all. The first part deals with the philosophy and purposes of Home Science education. The author has effectively blended the old concept of women's education with the new and presented to her readers a synthesis of both in terms of Home Science education as it is today. In the second part the author explains the status of the subject in the educational programme and especially in the draft syllabus suggested for the Multipurpose schools in India. The third part, though it primarily deals with the general principles of Teaching and Learning, has a special appeal to the Home Science teachers because of its specific implications for teaching the subject. Some of other characteristic features of this section are schemes for surveying the community, schedule for making home-visits and check-list for self-evaluation and they deserve special mention as important devices for making education more meaningful and knowledge more functional.

In the fourth part a successful attempt has been made to orient the teachers to the recent techniques of teaching the subject. Problem solving and discussion methods could be expected to be experimented with

in teaching much sooner than Role-playi. which due to various reasons, may not prove to be much popular to start with. Those who are inexperienced yet responsible in equipping the Home Science laboratories, will find the section on the Organisation of Home Science Department particularly useful. It not only gives a list of equipments that may be needed, it also indicates the approximate cost which is highly informative indeed.

In view of the difficulties faced and complaints made especially by the beginning Home Science teacher for not having any properly graded syllabus nor any suggestions for desirable learning experiences, the fifth part of the book seems to have been designed specially to help the teachers in these respects. The content of Home Science specified in the draft syllabus has been made explicit in terms of well-defined goals and elaborately-planned learning experiences. In several places, however, the content and experiences have been specified without indication of the corresponding goals to be achieved. Nevertheless, the whole section has been developed in a remarkably systematic order. All the suggested goals and activities may neither be considered ideal nor feasible in a particular situation, but if the teachers are resourceful, they could make use of these suggestions as spring-board for further modifications and improvements to suit their own requirements. The last chapter on Reference materials is sure to prove equally helpful to teachers and administrators both. As a well-equipped library is an asset to any institution, the author has compiled a comprehensive list of various resource materials in the form of books, pamphlets, periodicals, charts, posters, films and filmstrips available in the respective areas of Home Science to encourage the authorities concerned in securing them as materials as readily and as effectively as possible.

The publication will be of value not only to the teachers and students of Home Science but also to administrators and educators in general.

Bina Roy

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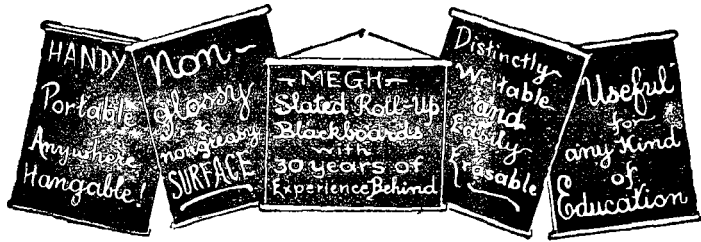
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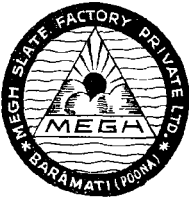


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