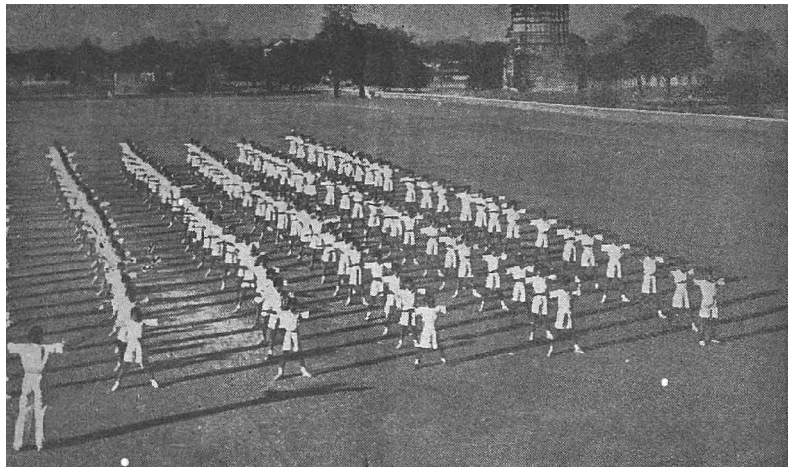


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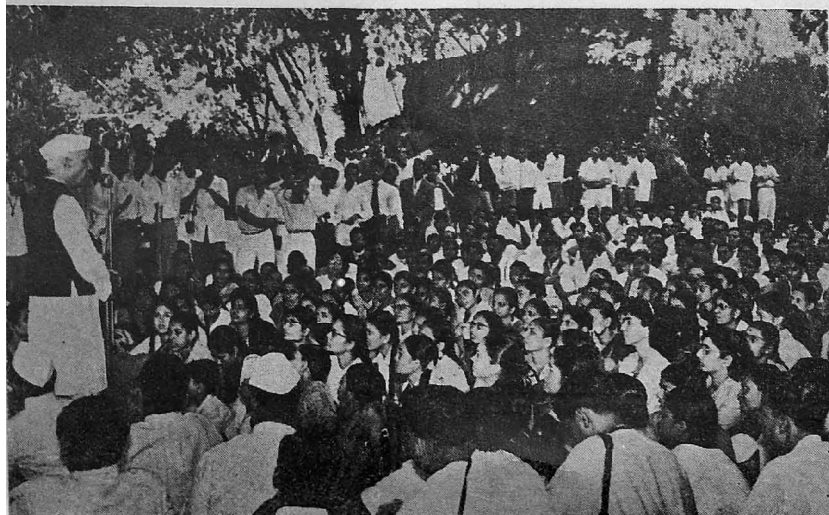
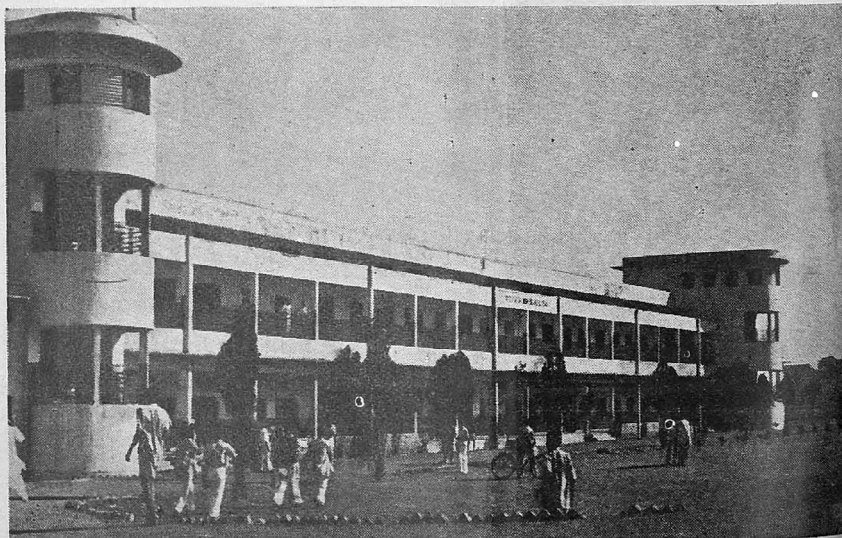
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from Bombay who went
on Bharat Darshan tour
of the country and
called on the Prime
Minister in New Delhi.

This Issue

In a scheme of educational reorganisation, the person whose reaction to the various changes and reforms counts most is the teacher. His opinion is valuable because he speaks from personal experience after he has put the new ideas to test. In this issue a number of teachers have contributed, discussing different subjects in the field of education as they see them. The main subject discussed is the decline in educational standards as it shows itself in the low attainments of pupils and the increasing number of failures in examinations. The writer of the article "Falling Educational Standards" writes from his experience of having inspected a number of schools in his State i.e. Assam and gives concrete instances along with some statistical data to show how in terms of quantity they have travelled in one direction but qualitatively in quite the reverse. Similarly, the writer of "Why this Downward Trend ?" is a headmaster from West Bengal who sees the problem against the background of conditions obtaining in his State. The third article "A Lacuna in our Educational System" is by a headmistress from Chandranagore who feels that in a country of such diversity as India, the main point that educational planners should keep before themselves is the need to provide a unified basis to our educational system.

In the Readers' Forum we have initiated discussion on a highly interesting and provocative subject—the question relating to the study of languages at the secondary stage. The main issue discussed is : What is the future of the three-language formula as recommended by the Central Advisory Board of Education at its meeting held in January '56 which makes the study of three languages compulsory for every student at the secondary stage ? Various questions are posed about the formula which the writer of the article

takes up one by one for closer scrutiny and clarification. We will continue the discussion on this subject in the next few issues of the journal and invite our readers to let us have their comments as early as possible.

An article of special interest in this issue is on "School Broadcasts for International Understanding" in which the writer discusses the place of school broadcasts in promoting international understanding. This article is in the context of the National Seminar on Mutual Appreciation of Eastern and Western Cultural Values held in Bombay in March 1959, an account of which appeared in the April issue of "Secondary Education". Other articles in the current number are "The Teaching of Social Studies" by a teacher of Modern School, New Delhi, who has recently returned from the United States; "School and Society" in which the writer points out that if a school is to be an active part of the community as it used to be in olden days, educational planning and social planning must be closely integrated with each other; the "Theory of Aptitude Classification" discussed in the context of school curriculum and development of talents. A special mention may also be made of the community school of the Phillipines and the Samoan method of using school broadcasts for classroom instruction published in "Window on the World".

FALLING EDUCATIONAL STANDARDS

SOME of the salient features of educational reorganisation are—the reform of the examination system, introduction of diversified courses at the secondary stage, making education free and compulsory throughout India, converting primary schools to the basic pattern and replacing English by Hindi. We have been busy with this reorganisation for more than 10 years now and yet when we try and assess its results in terms of the quality of products passing out from our high schools and colleges, we find that the picture is as gloomy as can be. Standards of education have fallen whereas our effort was to raise them.

In Assam we have accepted the principle of introducing the basic pattern of education in primary schools, diversified courses in secondary schools and a three-year degree course in colleges. We have been introducing these reforms according to a phased programme. But alongside this reorganisation we have also been increasing our educational institutions to meet the needs of increasing population and the demand of education-conscious people whose numbers are daily on the increase. Table No. I appended at the end of this article gives an idea of how the number of schools and colleges in Assam has increased by leaps and bounds in the years 1947-57.

Decline in quality

However, while there has been this great increase in numbers, there has been a corresponding decline in quality. I will cite here a few instances from my personal experience of inspecting the schools of Assam to give a clear idea of how and in what respects the standards have suffered.

In one school I asked the students of

Class X if they could work out this problem—8 divided by .4. More than half the class looked puzzled and were unable to answer. Majority of the other half answered .2 or .02. I repeated this question with some variation in many other schools but the result was nearly the same in every case. Evidently, very few of our students have a clear idea about the decimals.

In another high school I found one teacher teaching fractions to Class VI of the school. He was at that time working out difficult problems on the black-board. To find out whether the students had grasped the subject, I posed them a very simple question—work out $\frac{3}{4} + \frac{1}{4}$. To my amazement not one student could give me the answer. Then I asked them to work it out on paper. After a long time and after working out elaborate processes of first finding the L.C.M. of the denominators etc. a few students could work out the problem.

This again was far from satisfactory.

In many other schools I asked the students of higher classes (classes IX or X) if they could draw a triangle with one side 1' and another 2' and the third 3'. Many of the students did not answer. From among the others, some said it was possible to draw such a triangle while some said it was not possible to draw such a triangle but could not say why. Barely a few could give the correct answer with reasons. However, when the students were asked whether they knew that two sides of a triangle are greater than the third, majority of them said yes. This only meant that they had learnt their theorems well but did not know how to apply them in exercises. In other words they had not understood the subject.

The examples I have given above show

the standards of our students in mathematics. But mathematics is not the only subject in which their attainments are so low. It is the same with English, Sanskrit and Assamese. Those of us who have been teachers and examiners in English know how often we have come across English sentences without subjects or verbs. Nor is spelling any better. In one college I came across some students of science classes who could not correctly spell such simple words as water, soap, lather, etc. In some classes I found students of Classes VI and VII not able to conjugate; they did not know plurals of many simple words. I could give several instances of this kind. But the point I wish to make is that all this is extremely surprising because we used to know these things when we were ourselves students of the same age.

In General Knowledge also the majority of students do not keep up with current events. Many are ignorant of the outstanding scientific discoveries and inventions. There are many who did not even know our national leaders. In a junior basic school I found some students who did not know the name of our Prime Minister. In the same school many students could not name the colour of the sky. In a number of high schools I found students of higher classes not knowing the name of the town which produced steel in India or the town where the fertilizer factory was located or the meaning of such well-known abbreviations like the U.N.O., D.V.C., I.F.A., etc.

What about Universities ?

Nor have the standards in universities fared any better. Table II at the end of this article shows the percentage of failures and other particulars relating to the Matriculation and Intermediate examinations of Gauhati University during 1952-58.

The table shows that while the number of students appearing in examinations has increased every year, the percentage of those scoring first and second divisions has continued to decrease, the percentage of passes has also continued to decrease or remained the same while the number of

failures has continued to increase. It is also well known that the majority of students who have passed in the third division have actually been unsuccessful in one or more subjects but have managed to get through by getting grace marks. If the practice of giving grace marks were not resorted to, the percentage of passes would be even much lower than what it is now. I do not think I am giving away a secret by saying that for many years now in the Matriculation Examination, the percentage of pass marks in English has been taken as 30 by Gauhati University although University regulations require this to be 36. This means that many students were able to pass by getting 18 grace marks in English (as there are three papers in English).

It is therefore clear that the percentage of pass candidates in a university examination is no indication of the improvement or otherwise of educational standards. It is really the percentage of pass students in the first and second divisions which can measure the standard.

Causes of deterioration

Now what are the causes of this deterioration ?

There is not one answer to this question. Some of the causes are of an economic nature, some psychological and some environmental. In this article I shall touch upon only a few of the causes that seem to me to be the main causes.

The first cause, and the most important in my opinion, is the teachers. It may seem a paradox but while on the one hand, we are exerting to reorient the educational system and emphasising again and again the need for a new approach and new methods of teaching and learning, on the other, the quality of teachers is becoming poorer and poorer. Qualified and sincere teachers are getting rarer everyday. Young people who enter the teaching profession nowadays do so not from a sense of inclination or conviction but because it offers them something of a breathing place for the time being. The moment a better opportunity comes along,

the young teacher abandons his teaching career without a moment's hesitation or regret. The older teachers who have been in the profession for a long time have less of such opportunities and so they remain in the profession but continue to look out for tuition work and other side occupations to augment their little income as teachers. In fact there is so much demand these days for a good teacher for private tuition that he has to refuse many offers after he has taken as many as he can take, which keep him moving from house to house from morning to late in the night. Over and above this, the teachers in the present times are forced to form associations or join some organisations to safeguard their interests because society has ceased to bother about them any more. In short, what should have been the society's lookout in the good old days has now become the teacher's concern, namely, safeguarding his interests. Is it any wonder then that the teacher's morale should have fallen as low as it has, and we should find competent and sincere teachers reluctant to enter the profession ?

In our planning also we have put greater emphasis on buildings and less on the people who have to man these buildings. We have thus magnificent buildings for schools, colleges, universities, libraries and laboratories but not qualified people to staff them. All this is a matter of wrong approach and can be easily remedied. During recent years this point is being increasingly realised and happily there are signs of shifting priorities. School buildings and good equipment are necessary but more important than them are the teachers who have to make use of them. In one of his speeches the late Education Minister, Maulana Abul Kalam Azad said "Buildings can wait. Whatever funds we have must be devoted to the spread of education rather than construction of school buildings—our attention must be diverted from improving school buildings to better teachers and better teaching."

Another cause of deterioration in educational standards is, curiously enough, the educational reorganisation we are trying to attempt all at once. We have now the basic pattern of education at the primary

stage, multipurpose instruction at the secondary stage and a three-year degree course at the university stage. All this reorganisation is a sound and well-conceived proposition, only the way it is being implemented has created all the confusion. The new ideas have not yet been grasped by the people and so there are very few people who really understand what the educational reorganisation is all about. The general public is perplexed and so are the students and teachers.

Let us take basic education first. In the primary schools that I have visited I found that very few teachers actually understand what is meant by the basic pattern of education. In the several junior basic schools in our State that I visited, I found that teachers and students have understood this to be a pattern of education in which they have to pray before the classes begin and devote some time to spinning everyday! The idea of learning through activity has not been grasped by them. Although students of basic schools have to clean the school premises before the classes begin, I did not find these schools clean. Floors were dusty and weeds were strewn all over the place around the school. There were no flower gardens. Agricultural lands attached to basic schools were either lying fallow or if they had been cultivated, it was done only for raising crops and not for learning through the method of raising crops. In no schools in our State, whether basic or non-basic, primary and secondary, did I see the application of project methods of study. I remember that in the traditional non-basic schools in which we studied, we used to do some bamboo work, make clay models and draw pictures. Our work used to be displayed in the school and some of it was used to adorn the walls. In the basic schools that I visited, I did not see much evidence of such work. Added to this I found that none of the people, in authority or otherwise, had much faith in the basic pattern of education. They were completely without enthusiasm. In such circumstances what can one expect but that the standards will fall. Half-hearted work is never well done.

The result of this confusion is that our

students have found a convenient scape-goat in the educational system for all their shortcomings. For example, let us take examination reform. Everybody is agreed that the examination system as we have it, is out of date and cannot really judge the merit of the students. So we find many students failing in examinations to say that it is the examination system which is all wrong, that their failure has nothing to do with their calibre! Then again, we have two voices about the place of English in our system of education. Some say that English will be altogether abolished in course of time and that Hindi will take its place. Equally, there are others who speak for English and say that it will continue to occupy an important place, though not the most important as it has done so far. All this talk is puzzling and at the same time a convenient shelter for those students who fail in their English examinations.

The instances I have given above go to show that we have created for ourselves a psychological atmosphere which is not conducive to maintaining, much less building up, educational standards. If, as a result of our uncertain, vacillating approach to the place of English, its standard has fallen in schools, it has in turn led to deterioration in other subjects too.

In this article I have mentioned only the main causes of educational deterioration. There are other causes too, such as overcrowded classes, lack of equipment and teaching facilities, absence of library facilities, poverty of students and no provision of mid-day free meals for them, lack of play grounds etc. Many of these causes are to my mind remediable by proper planning. If we can work out priorities in terms of the actual conditions obtaining in each State, I feel that we can do a great deal to improve the situation.

Table I.

	1947	1957
1. No. of L.P. Schools	7574	11714 (including 23 Nursery Schools)
2. No. of Junior Basic Schools	—	982
3. No. of Senior Basic Schools	—	41
4. No. of M.V. Schools	316	556
5. No. of M.E. Schools	426	830
6. No. of High Schools	191	424
7. No. of Multipurpose Schools	—	15
8. No. of Higher Secondary Schools	—	9
9. No. of Intermediate Colleges	7	5+6 (unrecognised)
10. No. of Degree Colleges	9	18
11. No. of Technical and Industrial Schools and Institutions.	16	26
12. No. of Technical Colleges	—	1
13. No. of Training Schools (Normal Schools and Basic Training Centres)	10	34
14. No. of Teachers' Training Colleges including Post- Graduate Basic Training Colleges.	—	1+1
15. No. of students in Primary Schools (L.P., Junior Basic and Nursery).	3,93,247	7,97,104
16. No. of students in Secondary Schools (M.V., M.E., High and Senior Basic Schools).	1,59,375	3,04,075
17. No. of students in Colleges	5,439	13,905
18. No. of students in Technical Institutions.	1,051	1,830

FALLING EDUCATIONAL STANDARDS

19. No. of Universities	—	1
20. No. of students in the Universities	—	1,343
21. Expenditure on Education	1,06,55,120	4,59,95,620

Table II.

<i>I. Matriculation Examination</i>	1952	1954	1956	1957	1958
(a) Total number appeared.	8475	11643	15192	17607	19664
(b) Total number passed	4265	5535	6623	8239	9684
(c) Total number in 1st division	381	398	427	434	458
(d) Total number in 2nd ,,	832	944	1069	1230	1259
(e) Total number in 3rd ,,	3052	3832	4550	6078	7380
(f) Simple pass (in one or two subjects)	—	361	577	497	587
(g) Percentage of pass	50'3	47'6	43'6	46'8	48'4
(h) Percentage of pass in 1st Division	4'5	3'43	2'83	2'47	2'34
(i) Percentage of pass in 2nd ,,	9'7	8'12	7'05	7'0	6'4
(j) Percentage of pass in 3rd ,,	36'1	32'9	30'0	34'6	37'5
(k) Percentage of failures	49'7	52'4	56'4	53.2	51'6
 <i>II. Intermediate Examination</i> (<i>I.Sc., I.A., I. Co n.</i>)					
(a) Total number appeared	3341	4199	5197	5773	6989
(b) ,, ,, passed	1048	1819	2078	2474	3029
(c) ,, ,, passed in 1st Division	210	363	382	409	407
(d) ,, ,, passed in 2nd Division	571	917	1027	1141	1313
(e) ,, ,, passed in 3rd Division	267	539	669	924	1309
(f) Percentage of pass	31'3	43'5	40'1	42'7	43'6
(g) Percentage of failures	68'7	56'5	59'9	57'3	56'6
(h) Percentage of pass in 1st Division	6'29	8'67	7'37	7'07	5'85
(i) Percentage of pass in 2nd Division	17'1	21'75	19'8	19'7	18'8

'The obvious is that which is never seen until someone expresses it simply.'

—Kahlil Gibran

READERS' Forum

The Future of the Three-Language Formula

By Veda Prakasha*

The question of languages is a difficult and controversial question. So also is the question relating to the study of languages at the secondary stage. We have therefore in this issue taken up for discussion a closely connected issue which is—What is the future of the three-language formula as recommended by the Central Advisory Board of Education at its meeting held in January, 1956 and which has been accepted wholly or with certain modifications by all the States? This formula, also known as the second language formula, makes the study of three languages compulsory for every student at the secondary stage—mother tongue, Hindi and English. Various questions are posed about the formula which the writer of this article, Shri Veda Prakasha, seeks to examine and clarify in the context of our conditions.

We invite our readers for their comments on the subject. Contributions should be typed and addressed to the Editor, "Secondary Education", Ministry of Education, New Delhi.

THE curriculum suggested by the Secondary Education Commission included the compulsory study of two languages. These were:

- A. (i) Mother-tongue or Regional language or a composite course of the mother-tongue and a classical language.
- (ii) One other language to be chosen from among the following:
 - (a) Hindi (for those whose mother-tongue is not Hindi).
 - (b) Elementary English (for those who had not studied it in the middle stage).
 - (c) Advanced English (for those who had studied English in the earlier stage).
 - (d) A modern Indian language (other than Hindi).
 - (e) A modern foreign language (other than English).
 - (f) A Classical language.

While this formula had the distinct advantage of recommending two compulsory lan-

guages only, it failed to meet the language requirements of the non-Hindi speaking areas. Under the formula a non-Hindi speaking student could study Hindi only by giving up English and vice versa. Considering that the students from the non-Hindi speaking areas account for more than 60% of the total enrolment at the secondary stage, the scheme could by no means be considered to be a satisfactory solution of the language problem.

The three-language formula which has since replaced the recommendation of the Secondary Education Commission and which has been accepted wholly or with certain modifications by all the States without exception was first evolved by the Central Advisory Board of Education at its 23rd meeting held in January 1956. To recall, the formula recommends the study of three compulsory languages on the following lines:

- (a) Mother-tongue (ii) or regional language (iii) or a composite course of mother-tongue and a regional language (iv) or a composite course of

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- mother-tongue and classical language or (v) a composite course of the regional language and a classical language.
- (b) English or a modern European language.
- (c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas).

Apparently the new scheme is free from the major defect of its predecessor.

Certain criticisms

So far three important charges have been made against the formula. One of these complains that to require every student to learn three compulsory languages is to impose too heavy a burden on the young mind. Another questions the justification of making English (or a modern European language) compulsory when it is recognised that the vast majority of secondary students will neither proceed to the university nor have any other use for their attainments in English. The third charge brought out against the formula is that there is little propriety in making modern Indian language other than Hindi compulsory for the Hindi-speaking areas. Let us briefly look into the three charges in that order.

With regard to the number of languages, it does appear on the face of it to be a little too much to expect every pupil, irrespective of his 'g' and 'v' quotients, to be proficient in three different languages. To this the frequent reply of the supporters of the new scheme is that the study of three languages is not an unusual phenomenon. The vast majority of students in India at the secondary stage have in the past studied three languages without any serious damage to their mental growth. The languages generally studied have been the mother-tongue or the regional language, English and a classical language. Not only that, there are a number of foreign countries also where students at this stage study three or more languages. In Germany, for instance, a student of classics has to take three languages while every one else two languages in addition to German. In Denmark and Switzerland children are required to learn several languages because of the

special language circumstances of those countries. If students in those countries can study three languages, why not the students in India?

I think in this controversy the basic issue is that of standards. What are the standards of attainment envisaged in the formula? If there is no rigidity about the standards and if no minimum standards are laid down, then the criticism that three languages are too heavy a burden for an average child loses much of its force. In fact, in that case even four languages would not be too many for the purpose. But the question which in that case is likely to be raised immediately would be: What is the purpose of such an undirected curricular policy? On the other hand, if definite standards are implied, it is time to state them clearly and to demonstrate that within the limits of an average 35-period time-table it is possible for a student to pursue the study of three languages upto the standards required. We shall revert to this point a little later.

As regards the second criticism, namely, that there is no justification for making English (or any other European language) a compulsory subject, the simplest and the most telling rejoinder is that the formula does not seek to make a new language compulsory; it only states the position as it obtains. There are hardly any secondary students in the country who are not studying English already. The few institutions where facilities for the teaching of English have been lacking so far are now finding it impossible to withstand the demand from the parents and students alike and in most cases have already fallen in line with the rest of the country.

The gravamen of the last charge is that whatever the cultural or political significance of teaching an additional modern Indian language in the Hindi-speaking areas, there is little justification for making it obligatory. Their recommendation, it is further pointed out, is not a practical proposition. For one thing the States do not command the resources necessary for appointing a sufficiently large number of teachers of modern Indian languages to enforce this clause-

of the formula. For another, it is doubtful whether the requisite number of teachers would be available for recruitment even if the problem of the wherewithal was not in the way.

As I mean to comment on this aspect of the formula a little later, I shall not say anything more here. It may be pointed out, however, that this is the only part of the new policy which marks a departure from the current language practices. Unfortunately, this is also the part which has been the least implemented so far. While no exact information is available, it is doubtful whether any of the states concerned have taken adequate measures to enforce the compulsory teaching of a modern Indian language other than Hindi.

The chief merit

In our opinion, the one great virtue of the present formula is that instead of suggesting any violent break from the prevailing state of affairs, in the main, it only seeks to enforce what is already in practice. The formula is essentially an argument in favour of the *status quo*. Besides providing for the study of the mother-tongue (or the regional language, etc.) it provides for the study of both English and Hindi without technically making either compulsory.

Let us consider the position of Hindi first.

The Secondary Education Commission had recorded that in the Southern States where provision for the teaching of Hindi is compulsory in all schools but Hindi as a subject is optional, as many as 80-85 per cent of the students are voluntarily offering this subject. In one State where opposition to the idea of making Hindi compulsory is the bitterest, the total number of students in the High schools of the State in 1953-54 was 4.68 lakhs. Of these, as many as 3.74 lakhs were attending Hindi classes. This gives a percentage of 80 for the Hindi learning students. When, of their own accord, students are coming forward to study Hindi in such large numbers, it would be hardly wise to jeopardize the future of the language by suggesting that it should be made compulsory.

Concerning English there is a good deal of difference of opinion. As the question of English is interlinked with that of Hindi, it is rarely discussed in an atmosphere free from passion. The discussion is often bedevilled by one's attitude towards Hindi. However, it is obvious that no argument for or against dislodging English from its present position is likely to affect the future of the language so long as a clear policy backed by a concrete programme of replacing the language by one or more Indian languages does not emerge at the Centre. Till then English is bound to continue to be in demand both in schools and colleges and educational authorities will find it well nigh impossible to resist the demand. An educational decision which is not only not supported by a relevant decision at the highest level but even runs contrary to the basic facts of the situation, can hardly be expected to endure for any length of time. In providing for the teaching of English without making it technically compulsory, therefore, the formula succeeds eminently in coming to terms with the hard facts of the situation.

It is only in asking the Hindi-speaking areas to make the study of an additional modern Indian language compulsory that the formula breaks some new ground. Again, however, the decision has not been backed by any relevant decisions affecting recruitment to the Central and State services. It is more than one can say whether the authorities responsible for conducting the school leaving examinations in the Hindi-speaking areas will listen to the counsel seriously. This is regrettable but having regard to the facts of the situation hardly surprising.

What is the future of these languages ?

With these preliminary observations we may now pass on to the main question with which this article is concerned. The question is : What is the future of the Three-Language Formula ? As an interim solution to the language problem we have found it not to be without some merit. What are its possibilities as a permanent solution to the problem ? It is obvious that the future of the formula will depend essentially on the future of the three languages involved. In

our search for a possible answer to the question, therefore we can hardly do better than to reflect on the future of the three languages.

Mother-tongue

In so far as the mother tongue* is concerned, its future is assured. This is the first language of the child and besides being studied as one of the core subjects, will also function as the medium of instruction. When the language becomes the official language of the State, the Legislature and the Courts of Justice, when it becomes the medium of examination for recruitment to the State services and when it becomes the medium of instruction at the university, its position in the Secondary curriculum will be further strengthened. This is one part of the formula about which there is complete unanimity. We need spend no more time over it.

English

Coming to English,** what is going to be its future at the Secondary stage? This will depend largely on whether or not English is going to be the medium of instruction at the university stage.

English as the medium of university instruction

The medium of instruction at the university stage is not, to use a mathematical term, an independent variable. It is determined by a set of non-educational considerations. Two of the most important considerations are: What is the medium of examination for recruitment to the State and Central services? And what is the language of the Government? In so far as the present query regarding the position of English at the secondary stage is concerned, we need not perhaps go beyond asking what is going to be the medium of instruction at the university stage. If English is to retain the position of a compulsory subject at the secondary stage, it has to continue to function as the medium of instruction at the next stage. The real question that we have now to examine, therefore, is: Will English continue to be the medium of instruction at the university stage?

The answer is no. English cannot continue indefinitely as the medium of university instruction. Our national leaders have been emphasising from the very beginning of the national struggle that it is highly improper for a foreign language to be the medium of education at any stage. I shall give three quotations: Two of these are from Gandhiji who had given so much thought to the problem:

“Our love of the English language in preference to our own mother tongue has caused a deep chasm between the educated and the politically-minded classes and the masses. The languages of India have suffered impoverishment. We flounder when we make the vain attempt to express abstruse thought in the mother tongue. There are no equivalents for scientific terms. The result has been disastrous. The masses remain cut off from the modern mind.”

“I love the English tongue in its own place, but I am its inveterate opponent, if it usurps a place which does not belong to it. English is today admittedly the world language. I would, therefore, accord it a place as a second, optional language, not in the school but in the university course. That can only be for the select few—not for the millions. Today when we have not the means to introduce even free compulsory primary education, how can we make provision for teaching English? Russia has achieved all her scientific progress without English. It is our mental slavery that makes us feel that we cannot do without English. I can never subscribe to that defeatist creed.”

The following quotation is from Shri C. Rajagopalachari. It is from his Convocation Address to the Osmania University delivered at Hyderabad on the 27th January, 1944. I have deliberately chosen Rajaji because after independence he is the one national leader who has changed his position vis-a-vis the English-Hindi controversy completely. In fact, he is the leader of an influential body of educated opinion including certain eminent scientists who think that it

* Mother tongue here and in the subsequent discussions includes the regional language also.

** It is not necessary to discuss any other European language in this context.

is premature, if not suicidal, to replace English at the university by Hindi or any other Indian language.

“The Osmania University is unique in all India in that the imparting of the highest scientific education as well as the teaching of the humanities is done here through an Indian language, the rich joint product of Muslim and Hindu contact. It is unique because every other University throughout India uses the English language, and from what one can see, has no intention of using any other medium within a measurable distance of time. The place of English in the administrative machinery of India and of almost every State and province in India completes the apparent impregnability of the fortification. Yours is an achievement of which not only you but all India should be proud. The only language that can claim to be an all-India language is Hindustani and that is the medium of instruction in this University. Yours then is the true Vidvath, the Swadeshi University of all India

“I am one of those whose confirmed opinion is that the students’ mother-tongue is the best and most fruitful medium of instruction. As I have said already, we ought to have at least one efficient University in India for every one of the great languages spoken by the people of India, so that students from all parts of India may know where to go and get instruction in the highest branches of the arts and sciences in their mother-tongue. The question of what is the most effective medium is placed beyond controversy by the recorded opinion of the All-India Universities Conference which held its deliberations in Bombay in March, 1939. They passed a resolution that in their considered opinion the medium of instruction at different stages of education upto and including the degree course shall be the mother-tongue of the students and that with a view to attaining this end, the universities of India should take steps to enrich the literature of the respective Indian languages. No University has made an ade-

quate or perhaps even an honest endeavour to attain this urgent educational objective. The Osmania University took up the task twenty-five years ago and its achievement is such that it should serve as a beacon-light to others whose duties in this direction centre round the other great Indian languages.”

These are the pronouncements of the national leaders. What have the educators to say about the problem ?

The University Education Commission made a detailed examination of the claims of English to continue as the medium of instruction at this stage and after a most careful analysis of the problem, decided against it. To quote :

“English has become so much a part of our national habit that a plunge into an altogether different system seems attended with unusual risks. It appears to us, however, that the plunge is inevitable. English cannot continue to occupy the place of state language as in the past. Use of English as such divides the people into two nations, the few who govern and the many who are governed, the one unable to talk the language of the other, and mutually uncomprehending. This is a negation of democracy.”

Disadvantages of a foreign medium

Regarding the disadvantages attendant upon a foreign medium Dr. Hans of the London University has to say this :

“Before entering school the pupils have acquired a proficiency in their mother-tongue, have built up a vocabulary covering most of the objects of sense impressions and their daily activities. At school they have to superimpose on this basis a language of ideas and abstract relations, expressed entirely in a foreign medium. Their minds become split into two water-tight compartments, one for ordinary things connected with school subjects and the world of ideas expressed in a foreign language. As a result they are unable to speak of their home affairs in the school language and about learned subjects in their mother tongue.”

Some time ago I had an occasion to look into a study on this subject by the California University. The University staff constructed two tests of English. One of these was a test of mechanical efficiency in the use of this language; the other a test of comprehension. All students from non-English-speaking countries studying at the university in a particular year (which I think was 53 to 54) were given the tests. Countries from which the number of students was less than five were excluded since such small samples are rarely representative. The findings were as interesting as they were startling. In a list of about 30 countries or so India had a very high position on the mechanical efficiency test. It was easily in the first quartile. In the comprehension test, however, it was ranked surprisingly low. (If I remember aright) it was either at the bottom of the third quartile or somewhere in the last. One hypothesis that was suggested to explain the great disparity in the performance of the Indian students on these two tests was that the mental effort required to master the mechanics of a foreign language often tends to cripple the other faculties. Not an unlikely supposition in view of what so many other independent authorities have said in the matter.

As against this volume of competent advice against the use of this foreign language as the medium of instruction at the university (or for that matter at any other stage) what is the case for retaining English as the medium even temporarily?

The issue of retaining English temporarily

It will be recalled that during the freedom struggle the national leaders were unanimous that a foreign language could not be the national language or the medium of instruction. It was hurting to the national pride to think that a foreign language should occupy such a dominant position in the life of the nation. As the national movement gathered momentum, the desire for replacing English by an Indian language naturally grew both in volume and intensity. The advent of freedom, however, has witnessed a strange phenomenon. There has been a most unexpected swing of opinion in certain sections of the national leadership in favour of retaining

English for at least as long as Hindi and the other Indian languages do not reach a sufficient degree of maturity. Some of the well-known arguments given in support of the proposition are that to hasten the replacement of English as the university medium by an Indian language will endanger the unity of the country, that such a step will isolate us from the rest of the world, that the change-over will adversely affect our status in international affairs.

The arguments are very familiar. None of them is such as does not admit of an effective counter-reply. For reasons of space, it will not be possible to examine them individually. Here I shall like to call attention to two points only. In the first place, neither international status nor advance in science and technology, nor yet research and scholarship are peculiar to the English-speaking countries. These things are best promoted, preserved and strengthened in the language of the people themselves. There is not a single free country (leaving aside the countries that have gained their freedom only recently) where the university medium is different from the language of the people. It is absurd to suggest that all social and intellectual life in the country will come to a standstill, that the progress of science and technology will freeze or that the unity of the country will go to pieces, if English is replaced by an Indian language. To insist that the Indian languages should first develop fully before they can be allowed to replace English is like preventing a novice from entering water on the ground that he should first know how to swim.

The second point and which to my mind is far more important for reaching a decision on the present controversy is that the medium of instruction at the university stage in any country is determined not by the kind of considerations which the supporters of English keep citing *ad nauseum*, but by facts relating inter alia the nature of the medium of examination for the recruitment to the Central and State services, and the nature of the official language. So long as English continues to be the language of the Government in this country and so long as it continues to be the medium of examinations conducted by the Union and State

Public Service Commissions it is pointless to suggest that it can or should be replaced by any other language. A large number of university graduates compete in the State controlled examinations and have to prepare themselves for work in Government departments. No university conscious of its responsibilities to the future of its graduates can afford to play with the idea of having a medium which is different from the language of the Government or the medium of its examinations. On the other hand, if a change does take place in the medium of the examinations and the official language, it is impossible to think how the change can be escaped in the university medium. The agitation for the retention of English for some time more at the university level really implies that English should also continue *inter alia* to be the official language and the medium of public service examinations.

The Constitution lays down that English is going to be replaced by Hindi as the official language. One reason why despite the clear Constitutional provision on the subject, the English-Hindi controversy is not subsiding, is that no definite date or programme has yet been fixed for the change-over. The moment that is done the universities will find it impossible not to order their houses accordingly.

Why this pro-English feeling

Psychologically the present spurt of enthusiasm in support of English owes its origin not so much to any newly discovered merits of the language or to any special suitability of this medium in the Indian setting, as to the anti-Hindi feeling so high in the Hindi speaking areas. Some opposition to Hindi on its elevation to the status of the official language was only to be expected. The kind of anti-Hindi consensus that one comes across in certain parts of the country can be attributed only to the aggressive policies of the Hindi protagonists themselves. As I mean to deal with this aspect of the matter a little later, here I shall only like to say a word or two in clarification of the position of Hindi as stated in the Constitution.

The Constitution makes Hindi only the official language of the country. This means that constitutionally speaking Hindi has to

replace English only for purposes of official business at the Centre, inter-communication between the Centre and the States and for inter-communication between the States themselves. The Constitution does not say that Hindi will also be the medium of university education. Nor can such an inference be drawn from the official position given to Hindi. In so far as the university medium is concerned, it cannot in the long run be anything different from the language of the people. The future in the matter belongs neither to English nor to Hindi. It belongs to the regional languages. The only exceptions to the rule eventually may be those university faculties where for certain special reasons the authorities concerned consider it advantageous to accept Hindi as an alternative medium.

If English is sooner or later to go as the medium of university instruction, it is difficult to envisage how English can continue indefinitely to be compulsory at the secondary stage. As it is, it is already being questioned that with the recent reconstruction of secondary education which seeks to make secondary education terminal, there is little justification for making the study of English compulsory. This is not to deny that the language must be studied by those who have to proceed to the university. But what justification can there be for imposing its study on that vast majority of students who will neither go to the university nor have any other use for the language. A study of the results of the various Higher Secondary examinations in the country show that some time in some cases as many as 80% of the failures occur in English alone.

Hindi

In the Hindi speaking areas Hindi is the medium of instruction. For the non-Hindi speaking areas part (c) of the formula makes it an additional compulsory language. What are the prospects of Hindi being a compulsory language in such areas ?

Hindi in the non-Hindi States

We may begin by making a factual survey of the present position of Hindi at the secondary stage in the non-Hindi States.

In the North, the two non-Hindi States are Jammu and Kashmir and the Punjab. In Jammu & Kashmir Hindi is not a compulsory subject. In the Jammu province, however, a vast majority of students offer this subject optionally.

According to one estimate the number of such students is 75%. In the Valley area the number of students offering Hindi on a voluntary basis is much smaller. However, from recent trends it appears that Hindi is steadily gaining in popularity. In the Punjab Hindi is compulsory in classes V to VII and optional in classes IX to X. It is compulsory in the new higher secondary school examination.

In the East, the three non-Hindi speaking States are Bengal, Assam and Orissa. In West Bengal, Hindi is not a compulsory subject. Perhaps opposition to Hindi is the strongest in this State. Some time ago the West Bengal Legislature decided not to accept Hindi as an official language. In Tripura the position is more or less the same as in West Bengal. That is because the secondary institutions of Tripura are affiliated to the Board of Secondary Education, West Bengal. In Assam also Hindi is not compulsory at the Secondary stage but it is compulsory in those schools where provision for the teaching of Hindi exists. While exact information is not available it is estimated that Hindi has become compulsory in this way in about 50% of the Hindi schools and about 40% of the Middle schools of that State. The position in Manipur is the same as in Assam because the Manipur institutions are affiliated to the Gauhati University.

In Orissa the study of Hindi is compulsory from standard VI to IX although it is not a compulsory subject for the matriculation examination. In the school examination marks in Hindi are added to the aggregate to determine the relevant rank of a student but failure in Hindi does not debar him from promotion to the next class.

Of the four non-Hindi speaking States in the South, namely, Andhra, Madras, Mysore and Kerala, Hindi is already compulsory in the last. In the other three the position is

as follows :

Andhra : In the Telangana area Hindi is a compulsory subject for those whose mother-tongue is either Telangana or any other regional language. For students preparing for the higher secondary examination it is compulsory from classes III to X. In the Andhra area it has become compulsory for the S.S.L.C. examination with effect from March 1959.

Madras : While Hindi is not a compulsory subject in this State, nearly 80 to 85 of the students are offering it on a compulsory basis.

Mysore : In the original Mysore area the study of Hindi is compulsory for the last three years of the secondary stage. However, it is not an examination subject for the Final examination. In the preceding years the examination is conducted by the school authorities.

It is a compulsory subject in the four districts of Belgaum, Bijapur, Dharwar and Karwar transferred from the Bombay State. The only areas where Hindi is not compulsory are the Madras and Hyderabad Karnatak areas. In these areas the language is studied on an optional basis.

In Bombay (which includes the former Bombay State, the Saurashtra State, Marathwara, Vidharba and Kutch areas) Hindi is a compulsory subject.

The review above is brief and has many gaps. However, one thing stands out—that Hindi has already been accepted as a compulsory subject in the majority of the non-Hindi speaking areas. Even where the subject is not compulsory, the vast majority of students offer it on a voluntary basis. The only important exception is Bengal. There also the position is likely to improve provided there is no unforeseen development affecting the present constitutional position of Hindi.

Hindi as the official language

It would not perhaps be unsafe to forecast

that sooner or later Hindi is going to become a compulsory subject in the non-Hindi speaking areas. There is only one condition to which this forecast is subject. It presumes that there will be no important amendment of the Constitution concerning the official position of Hindi. And this will depend largely on whether or not the protagonists of Hindi give up their present aggressive advocacy of the cause of Hindi and whether or not the Centre continues to regulate the replacement of English by Hindi with the same great care which it has shown so far. I would like to say a word each about the constitutional position of Hindi and the need to regulate with caution the replacement of English by Hindi as an official language.

The relevant language provisions are given in part XVII of the Constitution. The fact, however, that the relevant provisions are embodied in the Constitution does not by itself mean that the Constitution is non-amendable. If part III of the Constitution dealing with fundamental rights can be amended from time to time there is no reason to think that any other part would prove to be more sacrosanct. If the majority of the people decide to amend the Constitution there is nothing that can prevent them from doing so. However, taking all the facts into consideration it seems very unlikely that such a situation will actually arise. If it does, it will only be by way of a reaction against the antagonising attitude of the Hindi protagonists.

In so far as the need to regulate the replacement of English by Hindi is concerned the Centre has so far been following a very cautious policy. It is necessary that the present policy should continue if the understanding and cooperation of the non-Hindi speaking areas are not to be alienated. The question which every supporter of Hindi should ask himself on this issue is :

“Am I as willing to lend support to any other language being made the official language of India as I expect my non-Hindi-speaking brother to do in the case of Hindi? Further, am I as considerate towards his difficulties in accepting Hindi as I would expect

him to do if I were called upon to accept a language other than Hindi.”

After all, the choice of Hindi as the official language of the country has essentially to be the choice of the non-Hindi speaking people. It is for them to decide whether Hindi will or will not occupy that position. Having decided in favour of Hindi, it is also for them to decide at what speed Hindi will replace English.

The other regional languages

Let us now examine that provision of the three-language formula which makes an additional Indian language compulsory for the Hindi speaking areas. The regional languages will occupy the same position in their regions as Hindi in the Hindi speaking areas. Part (c) of the formula which makes Hindi compulsory for the non-Hindi speaking areas also enjoins that an additional Indian language will be compulsory for students in the Hindi speaking areas. At present there is hardly any provision for the teaching of modern Indian languages (other than the language of the region) in any part of the country. If this part of the formula is to be implemented, the Hindi speaking areas will have to be willing to set apart the necessary funds and also to take steps to recruit the necessary teachers. What are the chances that this part of the formula will be acted upon seriously?

We might begin by looking into the justification for this provision. One of the reasons why every Hindi speaking student is being required to study an additional language is to compensate the non-Hindi counterpart who is required to study Hindi. The fact that never before the enunciation of the language policy as incorporated in the formula had any one ever suggested seriously that the study of an additional Indian language should be compulsory in the Hindi speaking areas strongly suggests that this consideration is perhaps in the main responsible for the provision. However, educationally speaking one can question whether there is any justification for saddling a child with a third language on the ground that his counterpart in some other parts of the country

is being required to study three languages. Psychologically what should matter more than anything else is the capacity for language a given child has and not what is happening in the educational world elsewhere. Except for the justification that only thus will every child of the land bear an equal load of languages, the imposition is distressing in every sense of the word.

The language question is an emotional question

However, we must remember that the language issue is an intensely emotional issue. The notes of dissent in the report of the Official Language Commission as well as in that of the Committee of Parliament on Official Language demonstrate the intensity of the emotions involved. It would be very naive, therefore, to assume that the language issue can be resolved on educational considerations alone. To understand the problem we have first to enquire whether there is no better justification in favour of the additional language than that it will counter-balance the load on the non-Hindi speaking child. If the proposition is to carry the Hindi speaking parts with it, the justification for the new policy will have to be as good as in the case of Hindi in the non-Hindi speaking areas. Why is it necessary to make Hindi compulsory for the non-Hindi speaking child ?

Let us forget for the time being that Hindi is the official language. The real reason why Hindi is being suggested for compulsory study all over the country is that in order to maintain the unity of the country we need a common medium for intercommunication between the Centre and the States and between the States themselves. So far this purpose was served by English. As English happens to be a foreign language and as the number of people who can use it are in a microscopic minority, it has been decided to replace it by Hindi. However, in so far as the unity of the country is concerned, we should not forget that the desired national unity will be promoted not by the learning of Hindi by the non-Hindi speaking people alone ; the learning of the other languages by the Hindi speaking people can make as essential a contribution to the unity of the country. In other words whatever

justification is available for Hindi being compulsory for the non-Hindi speaking areas will apply equally to the study of the other languages in the Hindi speaking areas.

What are the likely financial and other implications of making an additional language compulsory ? In order to work them out it will be necessary to point out at the very outset that if the training of the additional subject is not to turn into a farce a student will have to devote at least five periods a week to the new language. It would also be necessary to presume that the average size of the language class will be somewhat smaller than usual because of the latitude given in the matter of choosing the additional language. Part (c) of the formula does not make any one Indian language compulsory for the Hindi speaking areas ; it makes the study of only one of the languages compulsory. Let us suppose that the size of the average class is not likely to exceed 20. With these two assumptions, let us work out the broad financial implications of the proposal.

At present the number of students at the post-middle stage is about 30 lakhs. Of these a little less than 35% are in the Hindi speaking areas. This gives a total of not less than 10 lakh students in these areas. Taking the size of the class suggested above and assuming further that a teacher will on an average be required to put in not more than 30 periods a week, it will follow that one teacher will not be able to look after more than 120 secondary pupils. This gives a figure of at least 8000 to 8500 teachers for the job. Considering the qualifications that have been suggested for the Higher Secondary teachers—a second class Master's degree—it is doubtful whether the average cost of a teacher will work out at any thing less than Rs. 3,000/- annually. This gives a total recurring bill of 2.5 crores of rupees for the States concerned. In terms of the per capita cost, each child will cost at least Rs. 20/- to 25/- more. The per capita cost has been generally varying from Rs. 60/- to Rs. 65/-. The additional cost will mean a net increase of about 40% in the per capita index.

Such being the financial and personnel implications, will the Hindi speaking States

be willing to invest the necessary outlay to make the formula a reality ?

Can we have more than one official language ?

If the regional languages had also been the official languages of the Union, it would have been possible to answer the question in the affirmative straightaway. Unfortunately, not only are the languages not in that happy position now, it is unlikely that they ever shall be. The main difficulty is their number. The Eighth schedule of the Constitution lists 12 languages (excluding Hindi and Sanskrit) and efforts are afoot in certain quarters to include a few more. If the number of the regional languages other than Hindi had been only two or three, to give them the status of alternative official languages would have been the simplest solution of the problem. There are instances of countries where this has been done. Take, for instance, Switzerland. It is a small country of about 48 lakh people. However, the Swiss nation speaks four languages, namely, German, French, Italian and Roumansch. There is a great variation in the number of peoples speaking the four languages. The number speaking German for, instance is much larger than that of French and Italian speaking people, while the number speaking Roumansch is hardly more than a hundred thousand. However, the country has solved the problem by accepting all the four languages as the official languages. India would have been well advised to follow this example if the number of her regional languages had not been so large.

It would be difficult to find an instance in modern times where provision has been made at the secondary stage (or for that matter at any stage) for the compulsory study of a language, which is not at the same time the official language also. The history of this country certainly offers no example. English is the only language which has in the past been studied on a compulsory basis ; but that was entirely because it has been the official language of the country. If Hindi is now stepping into the shoes of English, that is because the Constitution accepts it as the official language and requires it to replace English at an early

date. In the circumstances, the first reaction, in so far as the position of the regional languages in the Hindi speaking areas is concerned, is one of serious apprehension.

However, even if these languages cannot be accepted as official languages, is it not possible to devise a mechanism which will save this valuable part of the formula ? If the universities and Boards of Secondary Education in the Hindi speaking areas could agree that an additional Indian language will be a compulsory subject of examination at the end of the Secondary stage, the purpose would be served to some extent. But will they agree ? Or rather in what circumstances can we expect them to agree ? Normally, universities and boards fall in line on such matters only when there is a demand from the people for the subject concerned. Otherwise, the curriculum is already so crowded that no authority alive to its responsibility to the child and his development, can agree to make further additions. The question, therefore, is : Can a demand in the Hindi speaking areas be created for the study of an additional language ? I think yes. If the State Governments concerned could provide that a certain minimum proficiency in another language would be an essential qualification for recruitment to the State services, the additional languages will at once come into demand and their provision in the curriculum could be taken to be a foregone conclusion. The minimum standards of proficiency can vary from service to service, a higher standard being required of those competing for the superior services and a lower of those wishing to be considered for junior appointments. To my mind this consideration will be the *sine qua non* of whether or not the regional languages have any chance of taking root in the Hindi speaking areas.

Such in brief is our understanding only of the future of the three language formula. Before summing up the entire position, it will be pertinent to say a word or two about the educational merit of the proposal to make an additional language compulsory.

I have no doubt that to require every

The Hindi speaking areas include the States of Uttar Pradesh, Madhya Pradesh, Bihar, Rajasthan, and the Union territories of Himachal Pradesh and Delhi.

child to master three languages is to ask him to perform a feat which he will never accomplish. Those who are specially endowed with a gift for languages may study three or even more languages. There is little justification for requiring every child irrespective of his endowment to bear the burden. An educational policy which seeks to enforce three compulsory languages must be prepared for facing the problem of wastage on a colossal scale. We have some experience of the problem in respect of English which accounts for the vast majority of failures at the different secondary examinations. It would be nothing short of educational impolicy not to recognise this fact.

There is one other practical consideration which militates against the inclusion of three compulsory languages in the secondary curriculum. According to the latest decision on the subject, a child from henceforward will be required to study in addition to the three languages embodied in the formula, the following compulsory subjects :

- (1) Social studies which is supposed to replace the study of history, geography, civics and economics. An integrated course in the subject may not be as heavy as all the subjects put together, but it will certainly represent an equivalent of at least two subjects, if the basic objectives of the studies are not to be jeopardized.
- (2) General science which is supposed to include Physics, Chemistry, Biology including Physiology and Elementary Mathematics. Again in terms of curricular load the new subject will easily be the equivalent of two full subjects.
- (3) A compulsory craft.
- (4) Three subjects from any one of the groups recommended by the Secondary Education Commission. The groups are : Humanities, Sciences, Technology, Commerce, Agriculture, Fine Arts and Home Science.

Thus the total number of subjects including the three languages will in no case be less than 11 for every secondary pupil. The ordinary time-table provides for 35 periods of about 40 minutes duration each. On an average each subject will hardly get more than 3 periods! With that amount of instruction, is there any possibility of achieving the present intermediate standards for at least some of the subjects? Strictly from the point of view of number of languages one wonders whether the original recommendation of the Secondary Education Commission recommending the study of only two compulsory languages was not a better proposition.

Summing up

We might now round up the foregoing discussion of the Three Language Formula. As an interim solution to the language problem at the secondary stage it is difficult to improve upon the new scheme, since it is essentially a plea for the *status quo*. However, the moment the basic issues relating to the question of the official language and the medium of instruction at the university stage have been resolved, the formula will inevitably come in for revision. What exact revision it will have to suffer will depend upon the exact position which the languages concerned will occupy in the life of the nation. In other words, the future of the formula will depend upon the future of the languages involved.

In so far as the regional languages are concerned, they are already the medium of instruction in their respective regions and as such their future can be taken to be fully assured. As regards English, our view has been that its status in the secondary curriculum will depend on how long the language continues to be the medium of instruction at the university stage. That sooner or later the language will have to make an exit at the university level is certain. How soon the exit will occur, however, will depend on how long the country wishes it to continue in the position of the official language. The Parliament is going to discuss the Report of the Committee of Parliament on official
(Continued on page 19)

A LACUNA IN OUR EDUCATIONAL SYSTEM

THE question of suiting education to our country's needs has been an anxious problem with Indian educationists for a long time. The question has become particularly urgent after Independence because we realise that no country in the world can hope to achieve much without the full support of its educational system. The problem has been studied from several different angles and almost as many different solutions have been offered to solve it.

The official solution aims at bringing about changes in the structure and subject matter of education. At the primary stage the solution lies in the basic schools following the principle of 'work and learn', where all instruction is sought to be made craft-centred. At the secondary stage there are multipurpose schools offering diversified courses in humanities, science and crafts, with the object of giving students an opportunity to choose courses according to their interests and aptitudes. These reforms are meant to prevent overcrowding in Arts colleges. However, their beneficial effects can only be felt when a number of technical, industrial and medical institutions are established in different parts of the country.

These reforms will certainly go part of the way to meet our needs. But as I look at the 'reformed' system of education (both primary and secondary) as a whole, it seems to me that it has overlooked one important aspect of the question, which is—it does not offer a unified basis for our educational system.

Our leaders have repeatedly declared that our aim in whatever we do should be to create a unified nation living in a casteless and classless socialistic pattern of society. Now, if that is to be our aim in education—and few will dispute this

premise—the question we have to ask ourselves is—are our schools and colleges functioning in a way as will create a strong national feeling in the students, overriding every other consideration of caste, community, region or religion?

If we take a broad look at our history we will see that though politically India has been united at times, emotionally it has never been a nation. Whenever the central political authority grew weak, people, already divided into different racial, religious and linguistic groups, tended to grow apart and separated from one another. Therefore, I feel that a system of education in post-Independent India must aim primarily at toning down these sharp differences among Indian people. I do not say, indeed I cannot even suggest, that there should be one

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uniform pattern of education which all Indian States should follow. The regional diversities have of course to be taken into account and provided for. But I do say that there should be some unifying basis to our educational structure so that (a) our children should be strongly aware of the national oneness of the country and (b) it should be easy for our school students to move from one State to the other if need arises. At present as things are, as soon as our children cross the boundaries of one State and go to a neighbouring State and seek admission in schools, they find they are not welcome there and what is worse, the very system of education prevailing is different from what they have known in the other State. Perhaps, of all hurdles faced in this movement from one State to another, the language barrier (medium of instruction) is the hardest to contend with.

Here is a lacuna in our educational

system and it must be rectified. A nation wants oneness for its very existence and the education of every child of the nation must be consistent with the national policy. Political expedients must give way before

this supreme need of the country. •If we do not grapple with this problem in time, we may have to face serious consequences in the years ahead.



(Continued from page 17)

language in the next monsoon session. Let us hope that a clear decision will be available on the issues involved. Once English ceases to be the medium of university instruction, its place in the secondary curriculum will at once shrink to that of an optional subject to be offered by only those who wish to go in for higher education or wish to pursue a career requiring proficiency in the languages.

In so far as Hindi in the non-Hindi speaking areas is concerned, there is every reason to hope that within the next 10 years or so it will come to be accepted as a compulsory subject. The only condition to which this is subject is that there will be no serious amendment of the Constitutional provisions on the subject in the meantime. As regards the study of the other regional languages in the Hindi speaking areas, the whole thing will depend on whether or not the States

concerned make a certain minimum of proficiency in an additional Indian language an essential qualification for recruitment to the State services. If that happens the situation will at once turn in favour of these languages. If, on the other hand, the condition remains unmet it is extremely doubtful whether in view of the financial and other implications and the lack of any sound psychological justification for the proposal, this part of the formula will ever become operative. Let us hope that the Parliament in its ensuing discussions on the subject will *inter alia* resolve that the condition suggested above should be made a statutory obligation for those seeking to enter the State and Central services. Unless some such decision is taken, it is difficult to justify any hope for the future of this part of the formula. It may well remain a dead letter much as it has remained so far.



Errata to the article "The Future of the Three-Language Formula"

1. Page 11, column 2, line 8 from the bottom, read 'facts relating *inter alia* to the nature of the'
2. Page 12, column 1, line 11 from the bottom, read 'animus' instead of 'consensus'
3. Page 13, column 1, line 13 from the top, read 'VIII' instead of 'VII'
4. Page 13, column 1, line 17 from the bottom, read 'High Schools' instead of 'Hindi Schools'
5. Page 16, column 2, line 7 from the bottom, delete 'only'

WHY THIS DOWNWARD TREND ?

THE fact that standards of education in our schools have declined considerably is no longer a point of dispute. Whether it is in public examinations or in the services, the performance of our students is at times distressingly poor. And this has naturally caused great anxiety in educational circles. When we begin to look for reasons for this decline, it is common to find people usually point to one or two obvious factors to account for it. But I do not think that the problem is as simple as all that. A careful analysis of the problem will show that there are many reasons for this educational deterioration and in India specially, where every region has its own medium of instruction and frames its syllabus according to its own culture and literature, the problem becomes even more complex. I will illustrate this point from my own personal experience as teacher of a school in West Bengal and try to analyse the problem in the light of the conditions obtaining in our State.

We have now all accepted the definition of education as preparation for life through life. It is a continuous process through which the pupils are given facilities to develop their abilities in an environment that represents the society in which they live. Therefore, to organise schools in a way that will provide democratic environments in which the students can learn through doing, or learn through living is the accepted technique and principle of school organisation. However, when we do come to organising our schools on these lines, we find we have to face many practical difficulties over which we have little control. For example, in West Bengal, the partition of India has had a direct impact on our educational system. Apart from creating other overwhelming problems affecting

every sphere of our life, the partition of the country brought in a big exodus of people from East Bengal and the school population in our State increased enormously. To provide for this great mass of school-going population, educational institutions had to be set up immediately. To staff these institutions with qualified teachers was another big problem. But if you try to cope with the problem quantitatively, you find it is not always possible to handle it equally in terms of quality also, and in such situations quality is usually sacrificed to quantity. It was the same with us. In meeting our problem we have had to relegate teaching efficiency to the background with the result that standards of education inevitably suffered.

Then there has been the question of reorienting the school curriculum to meet the needs of present-day social and political conditions. Time and again the various Education Commissions appointed by the Government to review the Indian educational system have stressed the need to revise the school curriculum. In keeping with their recommendations we have included many subjects in our curriculum which have had the total effect of increasing the curricular load of school children without any proportionate increase in the time necessary for the study of different subjects, for the number of working days in a year has remained the same. The result is obvious. The teacher tries to cover the syllabus anyhow which usually happens at the cost of intensive study and thoroughness and so the students just skim the surface of the subject without getting any proper grounding in it. I doubt if even one per cent of schools can claim the credit of having completed the prescribed syllabus with any

By

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thoroughness. It will indeed be interesting to institute a fact-finding survey on this point.

Thirdly, we have the predominance of public examinations in our educational system. When passing the examination by any means becomes the supreme objective of the students, one can well understand their psychology. They are like unarmed or inadequately armed soldiers determined on victory. This results in their resorting to unfair means in the examination hall and the occasional acts of indiscipline when students, faced with stiff examination papers, feel that they have reached the end of their tether.

It is this over-emphasis on examinations which has led to the publication of pamphlets and pocket-size books called "examinations made easy" etc. The students not only cram up the contents of these books, some of them even keep them concealed under their left palm for reference in the examination hall! If we want to do anything about this practice, we must act firmly and soon before the evil goes deep.

Another important factor which has brought down the standards of teaching is the economic insecurity and frustration of the teacher. The teacher's salary is so meagre that he has to live in conditions of near abject poverty. In the case of non-government schools the position is even worse because there the payment of salary

is irregular and sometimes deferred for a long time. Private tuition has become a necessity for the teaching profession. Thus the teacher uses up his energy just trying to keep himself alive. What enthusiasm can he bring to his work in the school? The complaint of the society is that teachers are not living up to the standards of their profession; the complaint of the teachers is that the society is not being fair to them. Who is going to break this vicious circle and when?

Thus we see that the situation is bad enough as it is. Unfortunately by marking time we cannot improve it. What is of more concern, it gets worse and worse by the sheer force of circumstances which draw students and teachers into the vortex of political agitation. Sometimes it is the teachers striking work to demand for higher pay and better conditions of work and sometimes it is the students seeking redress of their various grievances. The most essential pre-requisite of a successful educational institution is a quiet environment in which the teacher and his students devote their undivided attention to the pursuit of knowledge. Unless conditions are created that will ensure this kind of environment, it is futile to hope that educational standards will improve. Today we are planning for a prosperous future in the economic, social and political spheres. But can this dream of a bright future be ever realised if we let the present generation of our youth deteriorate and remain ill-equipped for the great tasks ahead?

'He who has lost the child in himself is absolutely unfit for the great work of educating human children.'

—Tagore

SCHOOL BROADCASTS FOR INTERNATIONAL UNDERSTANDING

This is a Paper read by Mrs. Choksi at the National Seminar on Mutual Appreciation of Eastern and Western Cultural Values held in Bombay in March 1959. An article on this seminar appeared in the last issue of this journal. In the following article the writer discusses the place of school broadcasts in furthering international understanding and disseminating knowledge about the United Nations and its specialised agencies.

RADIO is a very suitable medium to help to bring about mutual understanding and international cooperation. As a voice coming out of space and bridging distance and time children appreciate that it is eminently a "One-World" medium. Broadcasting systems of different countries can and do arrange exchanges of programmes. A. I.R., for instance, has prepared a feature on "Holy Ganges" for the A.B.C. (the Australian Broadcasting Commission) who have sent to the A.I.R. a vivid programme entitled "Wool in Australia" bringing to life the early history of their country. Thus countries can prepare and exchange representative programmes on their life, festivals, culture ; there is a great scope for such mutual interchange.

As supplements to classroom teaching

Moreover radio presentation can usefully supplement classroom teaching by emphasising the social relevance of knowledge and by presenting in dramatic and concrete situations man's needs and man's achievements, and the contribution of all countries and ages to man's advance.

A school syllabus lays out its material in systematic divisions and sub-divisions, and must be taught as such in the classroom. School broadcasts seek to supplement this core knowledge by taking cross-sections that show the inter-relation of subjects, and by presenting the syllabus material through a

dramatic treatment or from an unusual point of view, such as that of the first discoverer or explorer. Panoramic surveys enable children to feel the thrill of the march and sweep of civilization—the advance of humanity as a whole. Thus a series on 'Man's Quest for Food' through the ages goes from the discoveries of the Stone age to the work of the F.A.O. A series on the 'Story of Money' will show its development from shells and dog's teeth to bank notes and the World Bank. The story of printing will start with Tsai lun's first invention of paper in China in the first century A.D. and end up with modern newspaper presses. Or the travels of food plants are described to show how these are sold today in the bazaars what used to be delicacies available only to kings and nobles of old.

School broadcasts have tried over the years to stimulate children's interest in what may be called the most constructive achievement of the twentieth century, the

hopeful, helpful fact of active international cooperation exemplified in U.N. and its Specialized Agencies, and have endeavoured to promote regional and international understanding in every way. The Unesco Major Project and the work of the present Seminar will help enormously to create a climate for the appreciation of such topics, whether presented in educational broadcasts or through other media. The experience gained in planning suitable programmes in

By

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consonance with the above aims, and in estimating the popularity of such programmes among listening schools, is briefly described as likely to be of practical use to teachers interested in the purposes of the Major Project.

How to plan such broadcasts

It is obvious that direct preaching and exhortation concerning mutual understanding and cooperation is not likely to be effective with children. What is required is the presentation of man's achievement as something developing, something which is the work of many men from many countries and ages. Familiarity, unfortunately, breeds contempt; but the sense of wonder and achievement can be restored to the common pursuits of life by showing the long slow evolution of common and useful things—the wheel, the lamp, the match-box, the postage stamp, the bicycle, spectacles and innumerable other conveniences of modern living. Concrete and, where possible, local situations have to be taken as the starting point. Thus we show how messages have been conveyed from the days of the ruler's messenger who carried only the ruler's letters to the Penny Post and finally to the Universal Postal Union. Or the question of medical help can be tackled, starting with Asoka's herb gardens and Gupta's free hospitals and ending up with W.H.O. and U.N.I.C.E.F.

Cooperation can thus be presented as the keynote of all effective effort. And that leads on to a realization of the sheer necessity of international organization. Children can be made to appreciate how inventions and discoveries cannot help the world by themselves without world cooperation in an organized manner. A useful starting point to the vital need for organization can be made with such associations as the World Meteorological Association and the Universal Postal Union. Children can easily understand the point that the weather of a country is not made in the country itself, and how important it is to exchange weather bulletins among the countries at all hours of the day and night. Children appreciate also how railway and

steamship could not, by themselves, speed up exchange of communications while the Governments of the countries wrangled over postal rates and exchanges. It was the establishment of the Universal Postal Union that enabled the common man all over the world to get the benefit of swift and cheap communication of messages.

Some examples

In the course of the past years series of programmes on U.N. and its Specialized Agencies have been included several times. The following series is representative. "Towards One world: The Growth of International Organisations".

1. The beginnings of world cooperation; the Universal Postal Union.
2. The League of Nations; an attempt that failed.
3. The International Labour Organization (that accompanied the League and still continues).
4. The United Nations Organization.
5. UNESCO: A World Club.
6. F.A.O. and the world's fight against hunger.
7. WHO and UNICEF—better health for adults and children.

In other programmes, different U.N. Agencies were led up to as the climax of man's effort and advance in various fields. Thus a series of school broadcasts on 'Man's Quest for Food' spread over two terms and began with talks on "Hunters of the Old Stone Age" and "The Taming of Animals". Even at this stage the element of cooperation could be and was emphasized. The small men with their clumsy weapons could not have hunted the great mammoths without cooperation among themselves. Again men could not have tamed animals without some understanding of their ways and kindly treatment of them. At a later stage in the same series it was shown how "the Spice Trade Linked the World Together" and brought East and West in contact for good and for evil. A programme on "Food Preservation" showed how methods of canning

and preservation rose out of the work of scientists like Pasteur and out of the needs of sailors on ocean voyages and soldiers on field campaigns. The series ended with two talks : one on "Our Food Research Institutes in India" which highlighted the contribution of science to the increase of food supply and the last one on FAO which emphasized how we cannot hope to satisfy the world's hunger without cooperative effort on a world wide scale.

Within the Indian subcontinent itself there is room for active effort to further mutual understanding, appreciation and reconciliation. Various series have therefore been planned to promote this purpose. One was entitled : "The Paths of Peace in India's History". The first talk told how Buddha, the Blessed One, attained Peace and taught the Path to Peace. The second was about Ashoka the Emperor who renounced war for peace. The third described how, in the wars and fighting of the medieval period, there were many saintly preachers (From Ramanand to Guru Nanak) who sought to end the clash of creeds. Then was described the occasion when the great and tolerant Emperor Akbar presented to Guru Ramdas, the third Sikh Guru, the site of the Golden Temple at Amritsar. The next talk described how Mahatma Gandhi died in the work of reconciling his people. And the last one told how Gandhiji's disciple, Vinoba Bhave, is striving to usher in a peaceful land revolution.

Another series, on Ports of Gujarat and Forts of Maharashtra aimed to show how these two great areas and peoples of Western India have played a complementary role in the development of the nation.

It has been found useful to begin or end with local (Indian) personalities or situations. Thus an attempt to give children an awareness of other nations approached foreign personalities through "Great Contemporaries". Among those were "King Ashoka and the Emperor who Built the Great Wall", "Harsha of India and Tai-Tsung of China", "Akbar and Queen Elizabeth I".

Or the Indian effort was shown as

forming a part of the world struggle for great causes. Two such series are listed below :

In the series "Fighters for Freedom in Many Lands", the purpose was to show that the fight for freedom assumes many forms and has to be fought on many fronts, and how those who have themselves fought for freedom may still deny it to others. Vigilance is the price of freedom.

- I. John Hampden Refuses to Pay Ship Money. This described Britain's fight for Parliamentary Democracy and the parallel with the Indian No-Tax Campaign was drawn.
- II. Voltaire and Rousseau and the Rights of Man.
- III. Mary Wollstonecraft and the Rights of Women and Florence Nightingale, Pioneer of Women's Right to Work. (It was pointed out how Rousseau would not have granted rights to women).
- IV. Garibaldi, Hero of Two Worlds.
- V. Abraham Lincoln and the Freedom of the Slaves.
- VI. Sun Yat Sen, Architect of the Republic of China.
- VII. Jawaharlal Nehru and the Fight against Imperialism.

The other series collected some of the world's great figures under the title : "Men and Women Who Thought Differently" and showed how people the world over have turned upon some of those whom they recognized later to be the saviours and servants. The five programmes included :

- I. Socrates, Lover of Wisdom, was made to drink hemlock.
- II. Joan, the Saint, was burnt at the stake.
- III. Galileo, Father of Modern Science, was made to deny the truths he had proved.
- IV. Abraham Lincoln, who saved his country from disunity, was murdered in the hour of victory.

- V. Gandhiji, apostle of non-violence, was assassinated by one of his own people.

A third series, pertinent to our present purpose, was termed "History's Lesson; Union is Strength". The underlying idea was to show how clearly the lesson of history goes to show the strength, efficiency and prosperity achieved by union as against the waste and suffering caused by division. In the examples given in the talks, it was shown how steps promoting union were usually taken in spite of much opposition, because wise men saw the terrible consequences of disunion. The different people came together, not because they loved one another, but because at least some among them foresaw the disastrous results of quarrelling with one another. The talks were as under :

1. *The Birth of Great Britain : The Union of England and Scotland.* The talk was meant to bring out the considerable previous opposition to the Union side by side with the great advantages that it eventually brought about—how both countries benefited by the enjoyment of peace, and thus was made possible the peaceful growth of parliamentary democracy.
2. *The Birth of the United States of America : Federal Government.* This brought out the jealousies and suspicions of the different states and how they overcame them.
3. *The Swiss Federal Union : A Small Country and a Happy People.* This

showed how the bitter experience of the Napoleonic conquest made the Swiss realize the need for a firm union to replace a loose alliance.

4. *The Universal Postal Union : The Beginnings of World Cooperation.* This showed how the benefits of swift communication that science was placing at man's disposal could have been nullified by narrow national barriers and the claims of national sovereignty and prestige.

5. *Unesco : A World Club.*

This sought to show how in the conditions of the modern world, international cooperation has become a necessity of modern living and of the preservation of the human race. Unesco's task is to create a new type of thinking for the citizens of the world society.

A great many other series, linked not only with history but with literature, geography and science, have been and can be planned to further the cause of mutual understanding and world cooperation. But hitherto it has been found that, however carefully a series might be planned to promote certain ideals, the purpose could be and often was defeated, because at the listening end, many teachers took children to listen only to stray talks on Indian personalities alone. The work of the Major Project is likely to create a new and different atmosphere in schools, where there will be a much more receptive attitude to all educational means of furthering understanding and cooperation.

'The despair over the future of mankind is an act of cowardice, a want of faith in the possibilities that man's own ingenuity has opened up to him. The first rehabilitation necessary is a revival of faith in man's own potentialities and in man's own hopes'.

—Irwin Edman

THE TEACHING OF SOCIAL STUDIES

The writer of this article has recently returned from the United States where he went as a member of the International Teacher Development Programme sponsored by the U.S. Office of Education to study the school system. Shri O.P. Goyle's field of study was the teaching of Social Studies. In this article he writes about the Social Studies Programme followed at the Clifford J. Scott High School, East Orange, New Jersey.

AS one of the members of the International Teacher Development Programme sponsored by the U.S. Office of Education, I had a valuable opportunity to study the school system in the United States, mainly in the Essex County of the New Jersey State. We had gone there during 1958-59. My field of specialization was the teaching of Social Studies both at the elementary and high school stage. In this context I made a special study of the Social Studies programme followed at the Clifford J. Scott High School, East Orange, New Jersey.

What impressed me at the very outset was a well-equipped Social Studies laboratory and a programme of research projects to be done by each individual senior student. The school has a Youth Volunteer Service which gives students an opportunity to practise what they learn in theory—in other words, they get lessons in practical citizenship.

The aims and objects of Social Studies are too well known to be repeated again. And the aims and objects of the course are the same in American schools as in our own schools. The difference lies in the methods followed in teaching the subject and the contents of the course. For example, among the courses offered to the 10th, 11th and 12th grades at the Scott High, the first course is the one called 'Background in World Civilization'. Now this course is not the same thing as World History because here the approach is

topical in the areas of religion, science, education, arts and letters, economics and government. In the second year American History is taken by every student as a full year course. In the senior year the department requires them to take a full year course in Contemporary United States History which covers life in the United States and the lessons that the students may learn from it. The students explore the problem areas of labour relations, foreign relations, economics, public opinion and propaganda, crime, race relationships and state and federal government. To my mind this course constitutes the core of Social Studies and therefore I observed the methods and material used in the presentation of the subject, keeping in mind the Civics curriculum of the Delhi Higher Secondary Board.

By

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Board.

(1) *Textbooks* : I found that there is no one single textbook prescribed for the course. It is the general practice to have as many as eight or nine different texts being used by a class at the same time.

(2) *Periodicals* : In the classroom the students get periodicals like the News Week, United Nations, World Report, Current History, American Heritage, Foreign Affairs and newspapers from East, South, Middle West and Pacific area. Such periodicals are something which we do not have in our schools and the reason for not having them is not always lack of funds. I feel that we should get journals like the Modern Review

and the periodical publications of the Indian Council of World Affairs and encourage our students to make extensive use of them. We should so direct our students that every senior student of the secondary school should himself want to consult quarterly journals of standing in the field of History, Political Science, Economics and Social Work. Journals like the Congress Economic Review, New Age, Organiser, Bhodan, Janta and Link should be made available to our students so that they keep in touch with current developments.

(3) *Library* : The Social Studies department at the Scott High feels that the library is another Social Studies classroom that should operate on the laboratory method. To this end the department, in collaboration with the librarian, makes from time to time a selection of current Social Studies literature for the library. Each teacher in the department shares in the selection. He is therefore under obligation to use them in the class through appropriate classroom techniques.

(4) *Reference Material* : The school is building up a steadily increasing supply of reference books which is being catalogued and utilised for the use of different classes. A student clipping file is the basis of this method, for each student clips and files relevant material as part of his regular class work. The department is so comprehensively stocked with reference material in Social Studies that once when I needed material to prepare a few talks on certain phases of Indian History, I was pleasantly surprised to find that I could draw on their reference material marked under 'India'.

(5) *Youth Volunteer Service* : I have mentioned earlier that the school has a Youth Volunteer Service which requires each senior student to work for two hours a week for a civic cause. This the student does by working with agencies like the City Welfare Board, Anti T.B. League, City General Hospital, Red Cross and Y.M.C.A. This programme has not only served the community well by making the high school a functioning part of community life but has also given the students an opportunity to

get directly acquainted with community problems. The department also supplies, when required, student speakers for panels, forums and various community drives.

(6) *Student visits and interviews* : When students at the Scott High seek first-hand material for their individual research, they are made to contact people or agencies, visit them and interview them. Thus the students have visited places like the News Office, Police Headquarters, Court House, Mental Hospital, Board of Education, Children's Bureau, etc. The persons interviewed represent diverse fields like the Voice of America, Iranian Representative to U.N., State Legislature, Consumers' League, Chamber of Commerce, Tax Payers' Association, etc.

In conclusion I would like to give below some idea of the research subjects that have been selected by students for their individual projects in the Contemporary United States History course. The general areas of study are selected by the senior cabinet, a representative body consisting of two members selected from each class. Particular subjects are then selected by individuals in accordance with their own interests. After the students have selected their topics, they are given laboratory periods in which to work on the preparation of their topics. After they have done some research, they prepare class reports in presenting which they must be prepared to answer criticism and other questions raised by the class. In this way they gain poise, and the ability to think logically and clearly. Here are some of the titles of the projects selected by students.

Economics :

- (1) Are our labour unions too powerful ?
- (2) Is small business becoming extinct ?
- (3) State aid for education.
- (4) Socialised medicine.
- (5) Instalment buying.

Social Problems :

1. How can we control group prejudice ?

(Continued on page 32)

THEORY OF APTITUDE CLASSIFICATION

THE 'multipurpose school' system has obviously focussed the attention of educators upon the potentialities for maximum benefit of the school curriculum comprising of core subjects and diversified courses which the system offers. They seriously ask : does this new system, as compared with the familiar 'high school' system, educate better ; if so how, to what extent, in which directions ?

Education, as we commonly understand, is to prepare and equip the individual for the different roles of life—as effective student, worker, friend, parent, citizen. The outcomes, be they from 'schooling' or supplemented by informal education in home and neighbourhood, are naturally assessed and evaluated to indicate and, if need be, also predict how effectively any one or more of the responsibilities and functions of life can a school and college educated person discharge in the different roles mentioned.

Basic Functions

The simple question—does the system of education educate?—is answered best by a reference to the individual's acquisitions from schooling which have direct and global bearing upon the degree of competency reached in the basic functions of man. We may group the latter according to the nature of the educational content which initiates them and educational techniques which perfect them: for instance, in accordance with the nature of content of the diversified courses, intellectual, moral, and spiritual functions can be put together in the first group; social, economic, and political in the second group ; physical and domestic in the third ; and recreational and aesthetic in the fourth

group. All these functions are organically, i.e. structurally, subsisting in the psycho-physical organism that the individual is. Besides, they are functionally interconnected.

Learning experiences which a total curriculum provides need to be organised in such a manner that the scope as well as the tempo of learning-teaching activity may become intelligible alike to the individual and his educator. Curricular organisation and development, therefore, are the crux of the problem of making the education system effective and serve its purpose.

Basic and Derived Skills

It is an axiom of the education system that the individual who is educable at all is endowed with potential preparedness of his mental (cognitive and effective-conative) organisation and physique for developing talents in one or more specific areas of skill and knowledge ; which may be in any one of the major fields of relationships having to do with man, thing, or value systems. In the language of the school, the individual with such preparedness is known to have given evidence of possessing 'aptitude' for, say, dealing with systems of ideas or people or things.

Aptitudes are contrasted with potential abilities of an abstract nature demonstrable at different relational levels. The latter can be accounted for qualitatively in the power of discrimination, reference in space and time, and integration in the process of establishing the interconnectedness of ideas, persons, things.

When learning experiences, which abound

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in and out of school and serve as representative selected knowledge and unselected knowledge and experience, are organised and put through verbal and action media, they serve as motivational circumstances as well. For every activity in progress is self-motivating. In this way the school beginner acquires and conserves and prepares to apply skills, firstly in the basic areas of language, number and muscular (manual and motor) capacities. The use of these skills is in evidence in varying measures in the situations where the basic functions are pressed into activity.

The basis of potential preparedness for acquiring and applying the skills, and the knowledge which gives conceptual stability and enlarges the scope of their application, even assuming to be in some part rooted in the individual's constitutional endowment, must be sought, to be realistic as with normal individuals, in the pedagogical potentialities of the particular social and economic and cultural environment in which he grows up.

Growing-upness is a total phenomenon and to the individual it is dynamic to the core both as a self-activity and on inter-personal level. If this dynamism, which is inherent in the process of growing-up, is slowed down due to a certain weakness of the media of learning or from a paucity of motivational circumstances, the effect of it upon the development of the basic functions can be the reverse of balanced growth and insufficient preparedness for benefiting from 'schooling' and education.

Aptitude Development

Viewed from the standpoint of the school's share in the preparation of the school child for the next stage placement, curriculum organisation and development at different levels of schooling beginning right from the pre-school level occupies a pivotal position in the education system. Learning experiences, severally and in their totality, which the curriculum fashions out of the pedagogical content of the home-school-neighbourhood environment, must provide progressively for :

(1) basic skills formation and conservation, development of derived skills in accordance with broad interest-patterns which correspond with the diversified courses of the multipurpose school system, and development of confidence in and motivational readiness for application in projects designed by pupils themselves ;

(2) acquisition of knowledge complementary to the skills mentioned, which ensure sufficient advancement prospects on the job ;

(3) the qualitative corollaries of polytechnical application of skills and knowledge in actual work situations, which are (a) development of congenial attitudes to ideas, and persons, and things of certain value and (b) inculcation of proper habits on the manual, perceptual, and ideational levels of activity for work and life satisfaction.

Application to aptitude development in the field of science and engineering education may be illustrated briefly by a consideration of the polytechnical import of school skills. All school skills have vocational implications. This is being increasingly recognised in the secondary school curriculum especially their importance for relating "secondary schooling" to employment (or, in other words, their polytechnical application in the world of work).

Skill-oriented school practices have the added advantage of narrowing down the current gap between abstract (or verbal) knowledge and concrete (or manual) skills and thereby enabling the secondary school leaver to acquire sufficient vocational preparedness, and for providing the basis of higher or more complex polytechnical skills.

The first level preparation for acquiring skills of polytechnical value emphasizes, and rightly, training in manual and motor functions—manipulative skill, dexterity in assembling, recognition of space relations—of size, shape, and position, speed, direction and volume of movement, muscular control, visual and auditory acuity.

Curriculum organisation and development

in the field of Industrial Arts has direct bearing, upon the development of manual capacities.

The second level preparation concerns chiefly the development of scientific attitude and practice in scientific (abstract) reasoning. Science ability has obviously a demonstrable basis in rational potential but science study is held to be environmentally moulded pursuit, more of a developmental nature; hence may not represent a factorially isolated unitary or specific ability like music, for instance. An interest test or inventory of physical and biological information can be a useful introduction to more strictly objective testing when developed.

Higher science, particularly research in fundamental sciences, calls for abilities for symbolization, comprehension of scientific relations, and prospective reasoning. Whether these are factorially identifiable has yet to be investigated.

Comparable to scientific aptitude, and of topical interest in the context of our Development Plans is the place of engineering aptitude in a scheme of aptitude classification.

For educators and guidance workers engineering aptitude is easily comprehensible if understood as a complex of manual and motor skills, ability for inventive use of mechanical information and comprehension, scientific interests, a possessive sense of and confidence in machines and interest in their polytechnical use, a developed sense of perspective of completed wholes. Engineering behaviour as applied to industry and trades is indicative of capacities for (a) thinking in quantitative terms, using abstract and symbolic relationships, (b) understanding human relations, use of language skills especially, and (c) making decisions and executing them—temperamental preparedness underlying managerial ability.

Psychometrists would add to this list factorially identifiable spatial—mechanical components held to be highly specific for most engineering occupations involving mechanical plants.

Theory of 'Developed Abilities'

Earlier references to the education system as a major instrument of effective education have implications equally for acceptance of 'developed abilities testing' as an educationally sound school practice. Every observant teacher cannot fail to notice how learning experiences which the home-school-neighbourhood environment throws up deliberately or casually, unselected and unprocessed, serve as environmental moulders of aptitudes in many specific behavioural fields. When organised and defined in terms of the outcomes, these experiences provide both learning and teaching media and serve to lay the foundation for developed interests and inferentially 'developed abilities testing'.

Obviously, then, the trend in self-appraisal as well as appraisal by means of objective tests should be towards 'developed abilities testing'. This is also in line with the widely held view that what matters for effective education, i.e. to ensure adequate outcomes from the education system, is curriculum development and organisation. The syllabus and textbook are aids, may be typical but yet of limited scope for providing adequate pedagogical aid. They can never include sufficient incentives and content necessary for balanced growth and therefore should never be considered a substitute for total, integrated curriculum which alone can supply learning experiences capable of developing and trimming to expected standard the basic functions.

The theory of 'developed abilities testing' has the following merits :

- (a) It eliminates vague, experimentally yet unsubstantiated views regarding the constitutional basis of aptitudes.
- (b) It does away with the distinction between ability/aptitude and achievement/attainment tests, a distinction which purports to unfairly discriminate between children with the privileged (pedagogically adequate) and those with the unprivileged (impoverished or

educationally 'deficit') growing-up background.

- (c) It enjoins upon education (school and college) systems to provide learning experiences and opportunity of laboratory/workshop application which help the student to develop talents and competencies in the behavioural fields, appropriate to age and sex and subserving of his organic, psychological, social and economic needs.

This will ensure in action equality of opportunity for effective education. Short of this fundamental change in the education system, the national need of promoting, and of ensuring reasonably quickly an adequate supply especially of scientific and technological talent in the country is likely to remain but a vain hope.

Conclusion

Curriculum development and organisation is the central theme of the story of aptitude development and classification during the senior basic or the middle stage of secondary education. Such a curriculum has obviously to include in the education systems of underdeveloped countries a large part of what belongs now to the field of unselected knowledge and experience; which in these countries continues to be not only hopelessly deficient in content and drive alike but unfortunately the monopoly of the 'market-place' as well for the bulk of their youth.

Curricular organisation and extension is spread out over levels of learning experiences to suit the requirements of age, sex, and the changing pattern of social and economic and cultural life of the home and community.

The first level learning experiences (imparting knowledge and skill alike) subserve the development predominantly of manual capacities in both individual and social settings: manual training experiences in the craft room and in athletics (individual) physical and domestic (group) experiences through school gardening and school sani-

tation, cross-country hiking, etc., physical and aesthetic (group) experiences through group singing, drama and concert, rhythmic games, etc., and social (group and individual) experiences through activities involving first-aid nursing, pupil movement control in the classroom or school premises and on the playground, library service, supervisory and distributive services, etc.

The second level learning experiences are centred in curriculum-based programmes and projects which are conducive to the development of such non-material (abstract) qualities as scientific attitude perceptual habits and thinking, motivation for inventiveness, etc.

Illustrative of learning situations are 'leaderless' groups participating in different curricular activities in a manner that such social, self, and character qualities as school spirit, self-reliance, neatness of appearance, a strong voice, sense of rhythm are instilled in the young minds and they show up in appropriate behaviour; another set of activities for developing a sense of achievement are from creative work in the arts and crafts or an attitude of scientific understanding—of living things (animals, plants) and inanimate objects (rocks, timber, liquids, metals, chemicals).

Activities which are principally knowledge-giving whilst promoting a feeling of personal worth and well-being are centred in the curricular subjects of physiology and hygiene and built round our bodies and health, living (or class) room sanitation, care of pets (animals and birds), miniature model farming, etc.

In short, every school subject admits of curricular development in the form of 'hobbies' which lend themselves to instructive and interesting 'talks' and activities, the two principal media of developmental guidance.

The third level learning experiences apply in a large measure to the conservation and polytechnic application of skills in the school laboratory/workshop. This is an experience which prefaces the after-school workshop or trade or farm practices.

The chief educational merits of inclusion of try-out (labour) experiences in curriculum development are two: Scientific, human and mechanical interests grow out of the instructional matter in the core curricular subjects of general science, social studies and language, and crafts. These in turn further serve as motivational circumstances for inducing in the young student a frame of mind best suited for polytechnical application of the skills he has acquired.

.. In the planning of school term or session-

al programmes the first and the second level learning experiences may actually overlap. Those of the third level are usually reserved for the end-of-session or the school-leaving year.

The education system at the secondary or, for that matter, any stage of learning cannot be expected to educate effectively until and unless a Copernican revolution in the teacher education system is brought about, the objective of which should be to educate effectively the educator.



(Continued from page 27)

2. Effects of T.V. on the public.
3. Automobile accidents and their causes.
4. Slums in New Jersey.
5. Current attacks on Public education.

In following this programme the department takes care to point out that they are not seeking to evolve any teaching formulas

that will be applicable to all classes at all times. As the Head of the Department said, "What we find works with one group we may have to discard with another. Our secret, if there is one, is the flexibility of our programmes which must operate on the educational philosophy of maintaining high standards of performance both by teachers and students."



SCHOOL AND SOCIETY

By

Austin A. D'Souza

Inspector of Anglo-Indian Schools, West Bengal.

IN olden days the school used to be a community institution. By that I mean that it used to serve as a focal point around which the life of the community revolved and the teacher used to be a community representative and, not infrequently, a community leader. But things have changed now, because conditions have changed. With industrialisation the old close-knit communities have gone and life in terms of human relations has become a complex matter. The result has been that the school which used to play such an active part in the community has, over the past few centuries, tended to withdraw more and more into seclusion and surround itself with physical and cultural walls to keep its pupils in and the community out! This isolation of the school from the life of the community has led to one of the most serious defects in modern education, namely, its excessive bookishness and a conspicuous lack of contact with life.

Another characteristic of modern education is the increasing emphasis it places on the individual, with competition as its keynote. Now, while I do not disagree with the view that education should aim at the development of the individual, I do feel that in doing so it should not under-emphasise the individual's social needs and responsibilities which modern education tends to do. The true aim of education is the fullest development not so much of individuality as of 'personality'—which word has a definite social content. The social aspects of personality are as vital as the individual, for the personality cannot be fully or properly developed except in contact with one's fellow beings in society.

It follows therefore that the process of education in the school which is the principal means by which a child is

prepared for his own life in and for society must be largely a social affair, a community matter. For the school exists not only to develop its pupils fully as individuals but, as an organ of society's purposes, one of its main functions is to transmit to the growing generation the social and cultural heritage of their community, state and nation, and to endow them with the creative power of adding to or modifying the heritage.

To fulfil this dual function, namely to prepare the child both for his personal and social responsibilities, schools have to be planned with due regard to the needs and activities of society. In other words, while schools function they must maintain a close and active relationship with the community so that they assimilate what is best in it and at the same time contribute the best they can offer to its all-round growth and progress. This does not mean that schools can by themselves bring about a social revolution; but it does mean that educational planning and social planning must not only go on side by side but must be carefully integrated because they complement each other.

How can this close integration be achieved? Education, John Dewey has said, is not merely a preparation for life, it is life itself. The school must, therefore, not only be linked at all points with the life of the community, it has in turn to provide adequate knowledge and first-hand experience of community living. The school is a miniature community and should strive to be, as far as possible and practicable, an 'idealised epitome' of the world outside by providing a fair sampling of activities that reflect the life of the larger society, so that by participating in such activities the child can experience the joy of community

living and simultaneously learn by living its rights and duties as a member of the community. For instance, it is now generally agreed that education needs to be given a much more definite vocational bias than it has had in the past. Vocational education, in its broadest interpretation, is an essential part of the truly liberal education; there can be no true liberal education that is not also vocational, and no true vocational education that is not liberal. Man's character and personality and outlook on life are moulded by his work to a great extent, and a man who is contented and competent in his work is well on the way to achieving true happiness. But the average child leaves school with little idea of the job for which he is best suited and that is the main reason why many adolescents are uneasy at school, especially those in the upper classes for it is at this stage of life that they begin to be aware of their responsibilities and have a distinct feeling that soon they will have to enter life as adults. There is therefore an urgent need for education during adolescence, while not sacrificing its liberal character, to be more definitely orientated to the vocational needs, abilities and ambitions of the individual pupils.

The second important way of bringing school closer to the community is through its curriculum and methods of teaching. To this end, the school curriculum has to be made not only less bookish but more functional—its aim should be not merely to impart knowledge, but to help pupils to apply this knowledge to the practical affairs of life. Thus the subject matter in all subjects, and more specially in the sciences, arts and crafts, and social studies, should be linked with real life problems and the social implications of every subject should be carefully brought out and emphasised. The best way to do this, that is, to relate the subject matter to community problems, is to organise "environmental surveys" and educational visits to factories, courts and other places of interest. About once or twice a week prominent men from all walks of life should be invited to give the students first-hand information about their life and work. Side by side with these changes in

the school curriculum, methods of teaching have to be activised. In other words, we must have less and less of "chalk and talk method" and exercise book method. In their place must come learning by doing and group methods of study to make children realise the joy and efficacy of co-operative endeavour.

One of the main reasons for the ineffectiveness of modern education is the attitude of mutual indifference, often active hostility, that exists between the school authorities on the one hand and parents and guardians on the other. Now, unless this attitude is replaced by sympathy, understanding and active cooperation, any amount of education given to a child in the school or by the parents at home will always lack something vital. Hence every effort should be made, as in the United States of America, to make the school a focal and vital part of the community. One of the most effective means towards this end is the establishment of active parent-teacher and old pupils associations in every school. Such associations serve as vital links between the school and the community, interpreting the school to the community and vice-versa. In point of fact such associations can be used as an instrument of shaping community attitudes to the school and bringing the school and the home in a happy partnership to promote their common object—the well-being of the child.

Another valuable method is to start in the school a wide variety of clubs and societies of all types catering to all interests. These clubs should be based on the pattern of adult activities in the community outside. To give the children a concrete idea of how they must participate in such activities the school can also sometimes undertake community activities whenever possible, such as holding classes for adults or arranging film shows for both children and parents.

If our schools were to draw up their programmes of activities on the lines suggested above, they would in the process think of many other ways of establishing closer ties with the community around them, and thus become an active part of society.



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

Teaching Through Structures By
*D. C. Jain, Principal, Ahmadia Hanafia
Higher Secondary School, Agra.*

THE structural approach to the teaching of English has been experimented with successfully in a number of countries where English is not the mother-tongue, or where it has to be taught to pupils whose mother-tongue is other than English. The essential feature of this method of teaching is that it has in it some aspects of the direct and the oral approach. The structural teacher tries to associate the idea directly with the object and starts his teaching with a sufficient amount of oral drill which is continued all along. The distinctive feature of the oral approach may be said to lie in its careful selection of the teaching material, which consists of sentence patterns neatly graded in terms of difficulty, frequency of use, inter-connectedness and flexibility of use. The teacher using structures will not confront his students with a medley of sentence patterns; he will, instead, introduce them to sentence patterns one by one, taking care not to present a successive sentence pattern till the earlier ones have been mastered. Thus the teacher's task following the structural approach is to make his students learn one structure after another

like one ascending a staircase of measured and regular steps.

Prejudice, however, dies hard and it is not easy for teachers to give up teaching practices which they have constantly followed for so long and through which they learnt the language themselves 'so excellently and so well.' I am, in this article, going to describe how I have tried to introduce the structural approach in my school by conducting some research projects with the idea of bringing out the full potentialities and also the full dangers of either the traditional or the structural approach.

In 1957-58 (February to May), I conducted a research project in one section of class VI to compare the efficacy of the structural approach as compared to the direct-cum-translation approach usually followed to teach English at that stage in most of the schools. As I had only four months' time at my disposal to teach and test, I made it a purely exploratory work so as to spot out the various problems I might come across in the course of my experiment and also obtain some indications of the possible results. I took care to see that the exploratory project, in so far as it went, was valid and reliable. For a more comprehensive experiment of the kind I was already corresponding with the All-India Council for Secondary Education.

I took permission for conducting the exploratory project from the Department of Education, Uttar Pradesh. They also consented to my using Dr. Jean Forrester's textbook and the graded vocabulary and structures prescribed in the prospectus for Form I of the Madras Education Department. At that time I was not adequately aware of the work being done on the subject by the English Institute of Uttar Pradesh. I must also acknowledge my thanks to the Departments of Extension Services and Research and the Bureau of Educational and Vocational Guidance, B.R. College of Education, Agra for the ready guidance and cooperation we received from them.

On the basis of the School achievement records, which included some objective tests, intelligence test results and the teacher's rating, I divided the boys of class VI into an experimental and a control group, each consisting of an equal number of average and below average students. The actual teaching on this exploratory project was started in the month of February 1958 when by a happy chance, Dr. Arthur W. Brewington, a Fulbright scholar, happened to be in Agra for about two months and who helped me considerably in designing the exploratory work. Teaching on an average two to three periods a day, it was possible for me to teach the boys for about 150 periods, which makes over three-fourths of the normal teaching time devoted in a school in one academic year. On May 15, 1958 I administered to the boys of the experimental and the control group two comprehensive objective tests, one written and the other oral. The oral test was prepared by me and the written test was Dr. Jean Forrester's comprehensive English Test for boys of Form I and based on Book One of her New Plan Readers. The written test was found to be rather difficult by both the two groups of boys, their mean score upon them being twenty-one for boys of experimental group and eighteen for boys of the control group.

I, therefore, had to place more reliance on my own test, administered to the boys orally, but so designed as to broadly test the ability of the boys in the elementary

forms of English sentence patterns, grammar and their comprehension of the more frequently used environmental English words. On this test the boys of the experimental group had a mean score of 47.6, with a standard deviation of 15.5. The boys of the control group had a mean achievement of 42.33 with a standard deviation of 9.2. The difference between the scores of the two sets of boys was, however, not considered statistically significant for it came to be slightly lower than 1.96. When represented, however, on an ogive or the so-called cumulative frequency curve, it was found that the ogive of the experimental group had a tendency to be to the right of the ogive of the control group on the entire range. That evidently proved the superiority of the experimental group over boys of the control group who were taught with the traditional direct-cum-translation method. But the difference between the achievement of the two sets of boys was not very large. It, however, does tend to show that the boys of the experimental group, who were taught with the structural method were in no way worse off than the boys taught with the prevalent direct-cum-translation method which many classroom teachers consider the only practicable method in Indian conditions.

Results

The exploratory project has brought to light a number of problems connected with the use of the structural method in the classroom and has given me the necessary experience to conduct a more comprehensive project of a similar kind which the All-India Council for Secondary Education have now sanctioned. I gave 60 periods to oral work last year, but this year we might give it 90 to 100 periods, if not more. An analysis of the test results of the last year's work has shown that the boys of either group did not have a good understanding of the tenses, of the question sentences, and the negative sentences. The oral work this year has therefore to be more thorough so as to give the boys a good understanding of the above. Finally, if possible, we shall try to teach the boys for 200 periods or more so that their learning of the writing abilities gets

time to consolidate before they are tested. And this is an important clue for it tends to indicate that unless teaching through structures is thorough and intelligent and the duration of teaching fairly long, it may give results not superior to those obtained through careful teaching with the direct-cum-translation method. We have also obtained a number of other indications about the nature of the textbooks and the tests to be administered. Broadly, the findings lead me to think that the students may have to be watched for two to three years before the superiority of the structural approach properly begins to show. Moreover, whether it is oral work, or reading, or writing or testing, the learning and testing experiences have to be kept interesting and meaningful or else the boys will not be sufficiently motivated and make little progress.

II

Parents and Schools by *Chhitubai Mehta, Headmaster, Rajpipla High School, Rajpipla.*

PARENT-TEACHER cooperation is singularly lacking in Indian schools. Whether this is due to the indifference of the parents or the inability of the teachers to interest parents in the schools, it is difficult to tell, but the fact remains that parents are by and large indifferent about what happens in their children's schools, and this fact is, in my opinion, largely responsible for the increasing indiscipline among school students. It is common nowadays to see students travelling in buses without a ticket, playing truant, disobeying teachers and destroying public property. The matter is therefore of great concern because it is only in recent years that this problem has reared its head. About 20 years ago Shri Kaka Saheb Kalelkar was asked in America whether we had indiscipline problems in India as they had in the United States. His reply was that we had very few. Now, I am afraid, we will have to admit that the problem exists in a real and rather menacing form.

We considered this problem in a workshop of teachers in our school and came to the conclusion that under the present

circumstances it was absolutely necessary to enlist parents' active cooperation in the school affairs. We had a few complaints about students taking money from their parents under the false excuse that they needed it for some school activity. We had also received information that some students gave wrong reports to the parents about their teachers, about their work and so on. There were other instances too of problem children who were irregular in attendance, or who did not do their home assignments, and therefore it was a matter of some urgency that we should take immediate steps to meet the situation.

Our workshop lasted for two full days in which we discussed the problem threadbare and at the end of our deliberations we decided to organise a "Parents' Day" for which the entire planning and organisation was to be left to the students.

The project was entrusted to the Sarvodaya Samitee of the school which decided that the "Parents' Day" should be observed every year during *Gram Sudhar Saptak* for two days. The first day was to be devoted to social service in which both students and teachers were to participate so that they could establish close contact with the community. The second day was fixed for holding the *Anand Bazaar* (school exhibition) and a meeting of the parents. An entertainment programme was also to be arranged to round off the two-day celebrations.

We have now been observing the "Parents' Day" for the last three years. On the first day the teachers and students engage in some community activity after cleaning the school premises thoroughly. They also collect old clothes, wash and restitch them and then distribute them among the needy. On the second day of the programme they hold a *Bazaar* of the articles prepared by them and sell them at market rates. The profit from the sales goes to the school fund. For putting up this *Bazaar* the children have shown great enthusiasm and start preparing for it days in advance. They make handwork articles of great beauty. On this occasion their drawings, paintings, outstanding compositions, etc. are also put up for display.

For the parents' meeting we always write to the parents in advance and request them to send us their suggestions about what they would like to discuss at the meeting. Thus at these meetings we have had frank discussion with the parents on such subjects as school uniform, irregular attendance, children's home work, whether we should have girls study in one division or divide them in a number of divisions to study with the boys, etc. The meeting is followed by an entertainment programme presented by the children.

We thus find that we have solved many of our problems by getting the parents to

cooperate with us and take interest in the school. There are of course always a few individual cases to be dealt with now and again. In these cases we have now made it a point that there should be a notebook kept in each class and whenever a student creates some trouble, the teacher is required to make a note of it in the notebook. These notebooks are examined by the Headmaster every three months and the parents of the erring students are invited to come and discuss these matters. This has proved a highly effective method of bringing parents and teachers closer together in goodwill and better understanding.

'There is nothing noble in being superior to some other man. The true nobility is in being superior to your former self.'

—Indian Proverb

Activities at the Centre

State Education Ministers' Conference

A Conference of Education Ministers of States is to be held at Vigyan Bhawan, New Delhi, on 8th and 9th August, 1959. The Conference will discuss, among other things, the following subjects :

1. Provision for free and compulsory education with particular reference to the introduction of compulsory education for 6-11 year age-group in the Third Five Year Plan.

2. The development of sports and physical activities in schools and colleges.

3. The modifications suggested by the 1957 Lucknow Conference in the original recommendations of the Lucknow Conference held in 1953.

4. The National Service Scheme.

5. The question of converting the existing High schools into Higher Secondary schools during the Third Plan period.

6. Equipment of the Education Departments of the States to enable them to meet the new requirements for the successful implementation of the educational provisions of the Third Five Year Plan.

7. Limiting the number of students in Universities and institutions of higher education.

New York Herald Tribune Forum

As in previous years the New York

Herald Tribune Forum authorities have extended an invitation to India to depute a student, boy or girl, to the U.S.A. for a three-month visit from January to March 1960 for participation in the Forum. Free air passage both ways will be provided to the selected candidate. While in U.S.A. he/she will live as a temporary member of the family in four different American homes where there are children of the same age, attend school with them and participate in the normal programme of school and community activities. There will be numerous opportunities for the Forum delegates, as a group, to share experiences with one another.

The Government of India have accepted the invitation. The selection of the delegate will be made on the basis of an original 1500-word essay competition in English to be held at various centres in India, on 1st August, 1959. The subject of the essay will be announced at the time of the competition. The rules for the competition are :

- (i) The contest will be open to students of High/Higher Secondary or equivalent classes.
- (ii) Candidate's age should be between 16-19.
- (iii) Only students who are citizens of India by birth and are studying in institutions recognised, supported or subsidized by the Government will be permitted to compete.

- (iv) Each Headmaster/Principal may recommend not more than 6 candidates for the contest from his school/college.
- (v) The candidates should bring to the examination hall necessary permission from their headmaster/principal and a certificate from their parents or guardians that if selected they will be permitted to proceed to the U.S.A.
- (vi) The candidate must have a good working knowledge of English and be in excellent health.

The competition will be held at selected Secondary schools/colleges. The candidates wishing to compete should communicate their intention to do so by the 10th of July, 1959 and should contact the District Inspector of Schools or Registrars of the Universities regarding the venue of the competition in their respective areas.

Assistance to Voluntary Educational Organisations

The following grants in the field of secondary education were sanctioned during the period under report :

<i>Name of the institution</i>	<i>Amount sanctioned</i>	<i>Purpose</i>
	Rs.	
1. Shri Ramakrishna Mission Sarada Vidyalaya Girls High School, Thyagarajanagar, Madras.	729	Construction of a Multipurpose Hall and purchase of furniture.
2. Ramgarhia Training College, Phagwara, Punjab.	2,057	Establishment of Psychological Bureau of Educational and Vocational Guidance.

Central Institute of Education, Delhi

of Shri L.N. Verma, Lecturer in Hindi at the Institute.

The annual C.I.E. Educational Gathering was held on 14th and 15th March, 1959. A special feature of this year's gathering was the discussion held by five student committees on 'The Role of the Teacher in National Development'. The staff members acted as resource personnel in these five study groups. The purpose of this educational gathering was not only to stimulate the thinking of the students on current educational problems but also to give them training and practice in this seminar-cum-workshop procedure. The purpose also was to initiate the students into the techniques of organising and conducting such seminars when they go out to their respective institutions with the idea of breaking down the walls of tradition, isolation and stereo-typed teaching that have so long characterised our schools.

The first three-month refresher course for art teachers which commenced on 9th February came to a close on 8th May, 1959. 18 art teachers deputed by different States successfully completed the course.

Under the Extension Service Department, a short course on the teaching of English by structural approach was arranged at Dalhousie from 25th May to 12th June. Mr. L. A. Hill, Education Officer, British Council was in charge. 30 teachers of English from the schools of Delhi participated in it.

An all-India seminar on the revision and reorganisation of the courses relating to philosophy and sociology of education, history of educational thought and comparative education for the M.Ed. class, was held in Poona from May 18 to 22, under the guidance of Dr. R. Freeman Butts, visiting professor, Columbia University.

A seminar on the teaching of Hindi was held on 3rd and 4th April under the direction

Central Bureau of Educational and Vocational Guidance

The Bureau organised a three-day seminar at the Central Institute of Education premises on April 2, 3 and 4, 1959 on the scope and techniques of counselling interviews. The participants included guidance personnel from the Delhi schools, the Youth Employment Officer, Delhi, and the students taking the Bureau's one session course. The Bureau's technical staff conducted the seminar. The main topics considered at the seminar were (a) Interviews of school leavers and of students at the 'delta' stage for choosing the optional subject and (b) the technique of short interviews for dealing with special problems.

Two higher secondary schools in Delhi were helped in the use of test data for the allocation of optional subjects to pupils promoted to Std. IX.

The Central Bureau participated in the Youth Leadership Training Camp conducted by the Ministry of Education at Taradevi. The Director of the Bureau delivered three lectures on Vocational Guidance and Youth Counselling and participated in the symposium on social work and university youth.

Professional course on guidance and counselling.

The one session professional course on guidance and counselling begun in July 1958 came to an end on 8th May, 1959. Nine candidates took the course, three deputed by the State Governments and others belonging to Teachers colleges and Secondary schools.

All the candidates have passed, two of them with 'distinction'.

Research

The Bureau's research project "Selection test battery for science administered in the 'delta' class" is nearing completion.

Work on the adaptation of the Wechsler's

Adult Intelligence Scale has made good progress.

A panel of psychologists from Universities and Guidance Bureaux has been formed for assisting in the selection of test items to replace the items in the original test considered unsuitable.

The Bureau completed the project on guidance filmstrips, a set of 7 strips on subjects corresponding to the diversified courses offered under the multipurpose school system. The proposal to mass-produce them for distribution to all multipurpose schools is under consideration.

Central Bureau of Textbook Research

The workshop for authors held by the Central Bureau of Textbook Research from 9th March to 18th April 1959, a report of which was published in April 1959 issue of this journal, produced two books—one for Grade III in Social Studies and one for Grade VI in General Science. This material will be ready for publication in a few months. The idea of bringing out these books is to have them serve as specimen of the type of textbooks required. There is also a proposal to translate this material in various Indian languages for use in the States.

Research

In the field of pure research, two M.Ed. students attached to the Central Institute of Education worked out a scheme of suitable science ideas for the different classes in the primary and middle schools. In this study teachers were consulted as to the intellectual comprehension level of the primary and middle school children. The study was more of a survey than an experiment. It indicated the need for further work on these lines so that textbook writers and syllabus makers would know exactly at which age and in which class a given idea could be introduced. This research is expected to lead to the production of good textbooks in science.

NEWS AND NOTES

FROM
THE DIRECTORATE OF EXTENSION PROGRAMMES
FOR SECONDARY EDUCATION

Conferences of Science Club Sponsors

Under the auspices of the All-India

Council for Secondary Education, three conferences of sponsors of science clubs were

held during March 1959, to assess the work of the science clubs that have been organised

in various schools throughout India. The Conferences were as follows :

<i>Venue</i>	<i>State covered</i>	<i>Number of participants</i>	<i>Dates</i>	<i>Director</i>
1. Madurai	Madras	22	13th to 15th March, 1959	Principal, Thiagarajar College of Preceptors, Madras.
2. Wardha	Bombay	21	27th to 29th March, 1959	Divisional Superintendent of Education, Central Division, Nagpur.
3. Chandigarh	Punjab	34	28th to 30th March, 1959	Principal, Post-Graduate Training College, Chandigarh.

The agenda suggested by the Council and followed in these conferences was :

- (i) To consider the purpose and scope of the Science Club scheme launched by the Council.
- (ii) To review those activities and projects that have so far been carried out in the clubs, with a view to formulating a more effective programme for the future.
- (iii) (a) To develop precise projects on various science topics.
(b) To consider appropriate methods for the achievement and evaluation of the objectives of science clubs.
- (iv) To explore ways and means of incorporating the clubs in an autonomous organisation which would not only ensure their continuing existence but also provide for the establishment of similar clubs in all Secondary schools in the country.

The participants of all three conferences discussed the problems confronting their clubs and offered practical solutions. Some of the problems such as lack of suitable science literature in the regional languages, lack of sufficient time for club activities, heavy routine work that science teachers already have, lack of training in the use of tools and equipment, were common to almost all science clubs.

The conferences made suggestions on how to remove these difficulties and improve the quality of work in the clubs. They recommended co-ordination of school work with that of science clubs wherever possible; preparation of suitable books and pamphlets in science in regional languages for use in the clubs; allotment of one or two periods for club activities in the school timetable; organisation of training classes for science teachers in the use of tools and equipment; organisation of all-India competitions to discover and encourage talent in science; holding of annual conferences of sponsors to provide a forum for exchange of experience; allocation of a recurring grant from the State Government or of a portion of the school library fees to cover the expenses of the clubs and to help their development.

The conferences reviewed the projects that had been undertaken and prepared a list of suitable projects that would be practicable in most schools which have the normal science equipment. Lists of books that may be useful were also prepared.

Orientation Workshops in Evaluation

The Evaluation Officers now posted at several Departments of Extension Services, conducted the following orientation workshops during the period under report :

ACTIVITIES AT THE CENTRE

<i>Subject</i>	<i>Number of workshops held</i>	<i>Centres where held</i>
1. English	10	Madurai, Coimbatore (Madras), Nagercoil (Madras), Ferozepur City, Meerut, Aligarh, Agra, Kodaikanal, Trivandrum and Kandahat.
2. Mathematics	13	Jullundur, Lucknow, Agra, Meerut, Poona, Patiala, Chandigarh, Patna, Aligarh, Belgaum, Simla, Jabalpur and Ranchi.
3. Social Studies	14	Jullundur, Madras, Annamalainagar, Patiala, Allahabad, Trivandrum, Baroda, Poona, Amritsar, Ranchi, Sat Tal, Dewas and Karaikudi.
4. Science	16	Agra, Meerut, Hyderabad, Mysore, Coimbatore, Jabalpur, Baroda, Islampur, Gargoti, Belgaum, Bangalore, Madras, Amritsar, Allahabad, Dewas, Khundeshwar.
5. Hindi	3	Lucknow, Meerut, Agra.
Total :		
	<u>56</u>	

The participants were helped to develop test materials in accordance with the new concept of evaluation that was introduced to them in these workshops. Enough material on test items and learning experiences is being collected by the Evaluation Officers in the course of their work. In view of the growing interest in such practical courses, a proposal to extend the programme of orientation workshops by one month more i.e. to the end of July, 1959 has been approved.

Extension Services Departments

During the period under report, the Teachers' Training College, Hindu University, Varanasi, was included in the Extension Services Project, thus bringing the total number of Extension Services Departments to 54.

In spite of certain handicaps arising from the reconstitution of the old Council (A.I.C.S.E.) into the Directorate (D.E.P.S.E.) and depleted funds, the Extension Departments continued their activities. During these three months they organized about

50 seminars, 40 workshops, 25 exhibitions, 20 conferences, 30 study circles, 50 talks and discussions, 16 symposia and 15 demonstration lessons. More than 600 school visits were undertaken by the Co-ordinators in connection with various aspects of advisory and guidance, audio-visual and library services. About 40 publications were brought out by the Extension Departments during the period. These departments gave their full cooperation to the Directorate in implementing an intensive programme of orientation workshops in evaluation techniques.

An amount of Rs. 2,34,164.32 was sanctioned to 53 centres as the first instalment of grant for the year 1959-60.

Zonal Conferences

The fourth Zonal Conferences of the Directors and Co-ordinators of the Extension Departments of the five zones were convened during the last week of March 1959. The conference of the North-Western Zone (Uttar Pradesh and Madhya Pradesh) was held at the Central Institute of Educa-

tion, Delhi; that of the Northern Zone (Delhi, Rajasthan and Punjab) at B.R. College of Education, Agra; of the Southern Zone (Madras, Mysore and Kerala) at the Teachers' College, Saidapet, Madras; of the Central Zone (Bombay and Andhra Pradesh) at the Tilak College of Education, Poona and of the Eastern Zone (West Bengal, Bihar, and Orissa) at the Radhanath Training College, Cuttack. These conferences helped all those concerned in the implementation of the Project, to review the progress made so far, pool experiences gained, discuss problems relating to the administration, organisation and finance of the centres and suggest measures for the future strengthening and expansion of programmes of inservice training.

Work of the team of consultants in the Directorate

The four members of the Ohio State

University contract team of consultants attached to the Directorate under the second phase of the contract, conducted a sampling survey of multipurpose schools in the country, in order to discover the status and problems of vocational education in the multipurpose schools and to make recommendations regarding further development of these schools. The survey was conducted by means of visits to selected schools in the different States and personal interviews with the headmasters and some of the teachers of these schools and with the Co-ordinators of the Extension Services Departments. The team which was primarily concerned with the main problems relating to the three practical courses of Agriculture, Commerce and Technology, has brought out a 115-page report, on the survey findings. The report represents the first attempt of its kind to study and analyse the major problems of multipurpose schools on a country-wide basis.

'The best institutions are those which produce the greatest possible creativeness and the least possible possessiveness compatible with self-preservation.

—Bertrand Russell

Around the States

Andhra Pradesh

Reorganisation of Secondary Education

The following High Schools have been converted into Multipurpose/Higher Secondary schools with provision of elective subjects indicated against each :

1. Government Collegiate High School, Hyderabad City—Multipurpose High School : Science, Commerce and Humanities.
2. Government High School, Chanchalguda, Hyderabad—Multipurpose High School : Science, Commerce and Humanities.
3. Government Madarsa-i-Aliya High School, Hyderabad—Multipurpose High School : Science and Humanities.
4. Government High School for Boys, Sangareddy—Higher Secondary School : Science and Humanities.
5. Government High School for Boys, Wanaparthy—Higher Secondary School : Science and Humanities.
6. Government Mahubia Girls' High School, Hyderabad—Higher Secondary School : Science and Humanities.
7. Anwarul-Uloom High School, Hyderabad—Multipurpose High School : Science, Commerce and Humanities.
8. Lalg Maheshgiri Vidyalaya High School, Hyderabad—Multipurpose High School : Science, Commerce and Humanities (Aided High School).
9. Nurupatanga High School, Hyderabad—

Higher Secondary School : Science and Humanities (Aided High School).

Provision has been made for the supply of requisite science and other equipment to these schools.

Improvement of Teaching of Core Subjects in Secondary Schools

The Government have sanctioned during 1959-60 Rs. 2,20,000/- for the improvement of teaching of core subjects in 22 Secondary schools in the State at the rate of Rs. 10,000 per school as detailed below :

1. Purchase of science apparatus and laboratory equipment :	Rs. 5,000/-
2. Purchase of reference books, maps and charts :	Rs. 2,000/-
3. Purchase of almirahs for laboratory and furniture :	Rs. 3,000/-
Total :	<hr/> Rs. 10,000/- <hr/>

The State Government have sanctioned five posts of Subject Inspectors for the inspection of Secondary schools in the State.

The private classes run by private bodies in Government schools in Telangana area have been taken over by the State Government.

Free Education

The concession of free education to all children up to class VIII and the half fee concession to children of non-gazetted officers of the State Government reading in the High

School classes were hitherto available only in the "Andhra region of this State. These concessions have been extended to Telangana region with effect from the school year 1959-60.

Sports

The State Government have approved the formation of an Andhra Pradesh Sports Council to look after and develop the sports activities in the State.

Bombay

Seminar on Rural Secondary Schools

A seminar of headmasters of Secondary schools in Ratnagiri district was held on 4th and 5th May, 1959.

The Headmasters discussed the problems of rural schools and suggested ways and means of overcoming the difficulties faced by the schools. The important topics discussed at the seminar were :

1. The role of Rural Secondary schools in the reconstruction of villages in the new set up.
2. The ways and means of playing the new role.
3. The planning of the year's work.
4. The hobbies and cultural activities appropriate to village pupils.
5. Hostels attached to the schools.
6. Problems of children who are backward in studies.
7. The cooperation of parents of the pupils of rural areas who are less educated than their wards.
8. Co-ordination of the work of the Primary and Secondary schools.

Extension Services for Primary Schools

The Secondary schools in Ratnagiri

have decided to render extension services to Primary schools in the town. A committee consisting of Headmasters of Secondary and Primary schools, Local Assistant D.E.I. and the Educational Inspector has been formed to implement the decision. The Director of Education, Bombay State, inaugurated the project on 24th May 1959 at the Patwardhan High School, Ratnagiri.

The extension services would consist of lending laboratory equipment, library books and other teaching aids, arranging lectures on methods of teaching and co-ordinating the work of Primary and Secondary schools.

The object of the project is to improve the standards of education in Primary schools.

Delhi.

The Government of India had sometime ago agreed to the setting up of a non-judicial tribunal for the settlement of disputes relating to service matters between the teachers of Government-aided Private schools in Delhi and their managements. The Government of India had also accepted in principle the recommendations made by the Committee on Aided Schools, set up by the Delhi Administration in 1957, in regard to the maintenance of discipline, punishment to offending teachers, right of appeal including the setting up of Arbitration Boards for the expeditious disposal of the teachers' appeals.

In pursuance of these decisions the Government of India have framed rules which will be called the Government Aided Private School Teachers (Discipline, Punishment and Appeal) Rules, 1959, and take effect from March 1959. These rules are based, more or less, on the Central Civil Services (Classification, Control and Appeal) Rules, which are applicable to Government teachers. These rules will be enforced in the private aided schools in all the Union Territories.

The more important features of the rules are (i) no order imposing penalty shall be

passed by any school management except after the teacher has been given an opportunity to defend himself by making such representation as he may wish to make and after such representation, if any, has been given due consideration. (ii) All appeals against orders of punishment and other disputes relating to service conditions of such teachers will be heard by an Appellate Tribunal which will consist of Director of Education as the Chairman and two other members—one representing the appellant and the other the school management. These two members will be nominated by the Chief Commissioner from the panels to be submitted by the teachers and the school management.

Welfare of the teachers

A Welfare Officer of the rank of Deputy Director of Education has been appointed in the Directorate of Education, Delhi to look after the welfare of the teachers and other staff of the Government and private aided schools in Delhi.

Himachal Pradesh

Conversion of High Schools into Higher Secondary Schools

During the quarter under review, 12 High schools were converted into Higher Secondary schools. Two of them at Sundernagar and Jubbal have provision for the teaching of Humanities, Science and technical subjects. In five schools at Paonta, Rampur, Lad Bharol, Ghumarwin and Chamba provision has been made for the teaching of Commerce subjects in addition to Humanities and Science subjects. In five Girls' Higher Secondary schools at Nahan, Solan, Bilaspur Mandi and Chamba arrangements have been finalised for the teaching of Fine Arts and Home Science subjects also.

Upgrading of schools

During the quarter, 25 Primary schools were upgraded to the Middle standard and 7 from Middle to High standard. Also, 135 Junior Basic Primary schools were opened

under various schemes. Under Compulsory Primary Education, a Pilot Project has been launched in Renka II Block. This experiment is being watched with interest.

Revision of Pay Scales

Recently grades of teachers of all categories have been revised with effect from 1st May, 1957 and brought on par with the scales of pay obtaining in the neighbouring State of Punjab.

Training of Teachers

Twenty-five teachers have been deputed for P.T.I. training at Madras and a further batch of 15 teachers for similar training at Amravati.

Madhya Pradesh

During the period under review 130 posts of Headmasters of Higher Secondary schools in the grade of 250-20-550 were created and appointments made. Six posts of lecturers in the scale of 150-350 were also upgraded in all the newly converted Higher Secondary schools—3 for Humanities and 3 for Sciences.

Officers of the Education Department meet

A conference of all the executive officers of the Department including principals of Training colleges, Divisional Superintendents, Deputy Directors and Inspectresses was organized at Pachmarhi in the month of June to discuss problems arising out of the development of education in the State.

Reorganisation of Board of Secondary Education

Steps are being taken to constitute a new Board of Secondary Education in the State under the new Act. This will replace the Mahakoshal Board, Jabalpur, and the Madhya Bharat Board, Gwalior. The headquarters of the new Board will be at Bhopal.

State Government takes over more High schools

In order to improve educational facilities in the areas hitherto served by private

SECONDARY EDUCATION

enterprise the State Government have decided to take over 40 non-Government High schools. Each High school will receive Rs. 5,000/- as an initial grant for purchasing equipments and carrying out other improvements.

Madras

Pilot Project Coordination Scheme

The progress of this scheme till 8th March, 1959 was published in the January

and April 1959 issues of this journal. Eleven more conferences were held during the period 8th March to 29th April, 1959 to bring about improvements in schools in various districts with the active participation of the public. The total number of schemes implemented in conferences held under the project was 45,390 upto 29th April, 1959 and their total value came to Rs. 3,49,46,770. The value of the collections in cash and kind on the spot was about Rs. 99,44,236. Particulars of the 11 conferences held during the period are given below :

S.No.	Date	Place of the Conference	Value of the schemes undertaken for execution	Donations on the Spot in Cash and Kind
			Rs.	Rs.
1.	14.3.59	Srivilliputhur	2,36,130	1,16,000
2.	14.3.59	Mallipudur	4,92,000	1,59,000
3.	15.3.59	Rajapalayam	4,53,612	1,96,000
4.	6.4.59	Batlagundu	2,56,199	1,60,784
5.	15.4.59	A. Thekkur	13,25,954	2,14,742
6.	16.4.59	Adaikalapuram	12,72,000	3,66,959
7.	23.4.59	Kumbakonam	6,41,119	1,10,273
8.	24.4.59	Tiruvarur	3,38,549	30,000
9.	24.4.59	Tiruthuraiipoondi	6,36,444	1,43,272
10.	27.4.59	Maduranthagam	5,03,117	3,01,502
11.	29.4.59	Ooty	15,00,000	7,04,981

Orissa

Refresher Course in English

During the quarter under report a Central Refresher Course in the teaching of English through structures was organised by the Board of Secondary Education, Orissa, in which some college teachers and experienced teachers of High schools participated. The object of this course was to give the participants intensive training in the subject so that they in turn would hold refresher courses for Middle school teachers in different districts in the State, and thus enable every Middle English school to have at least one teacher who was conversant with the teaching of English in the structural pattern. Six college teachers

and 24 senior teachers of English of High schools participated.

Punjab

Free Education

The Punjab Government has extended facilities of free education to the 7th class students studying in all Government institutions in the State with effect from 1st April, 1959. As this step had the direct effect of bringing down the admissions in the private institutions, the Punjab Government distributed Rs. 4,00,000 by way of *ad hoc* grants to such institutions. This help has enabled these institutions to balance their budgets.

Uttar Pradesh

Audio Visual Education

The Education Department of Uttar Pradesh undertook the production of educational films in 1950 with an initial outlay of Rs. 5 lakhs which was utilised from the Government of India's subsidy of Rs. 11.59 lakhs granted during that year for Social Education. This amount enabled the State Government to purchase the requisite machinery for the production of films and also for arranging film exhibitions in the rural areas.

By the beginning of the Second Five Year Plan, the State Government had started producing fairly good and useful films. A non-recurring grant of Rs. 2,29,000 was received for the construction and furnishing of a film studio which has since been completed, except for its sound proofing. The total value of the equipment and installation now comes to about Rs. 15 lakhs.

The film section at present produces :

- (1) Films on 35 mm. base ;
- (2) Their copies in 16 mm. for educational use ;
- (3) Filmstrips ; and
- (4) Still photographs.

It consists of the following sub-sections :

- (i) Camera Section—It is equipped both for movie and still work and for work on 35 mm. film or 16 mm. film. The section is in the charge of a Cameraman assisted by a junior.
- (ii) Laboratory Section—It is provided with machines for developing both the 35 mm. and 16 mm. films. The section is controlled by a Laboratory Incharge.
- (iii) Printing Section—It can print 35 mm. films on 35 mm. base or reduce

them to 16 mm. The incharge of the section is designated as Film Printer.

- (iv) Sound Recording Section—The section is equipped for recording both on tape or film. Recording is now first done on the tape as the record, if not satisfactory, can be erased and a second record taken without much additional cost. The record on the tape is then transferred to the film. A Sound Engineer is in charge of this section.
- (v) Editing Section—It is provided with the requisite viewers to select and reject the shots or their portions from the picture and the sound films and then to synchronise them. A Film Editor looks after this section.
- (vi) Projection Section—It consists of a sound proof hall and a cabin wherein are installed two 35 mm. projectors and one 16 mm. projector under the charge of a Chief Operator.

The technicians who man these Sections have been recruited from the film industry. A post of Director of Films has also been created recently and is likely to be filled soon. At present the administrative and directorial work is done by the Education Expansion Officer assisted by the Incharge Film Section.

The department has by now produced 38 films. Many of these are used as background material in the classroom e.g. 'Kanch' or 'Chooriyan' in connection with a lesson on the manufacture of glass ; 'Chir Ki Atankatha' in connection with a lesson on the Pine or Turpentine. 'Cement Ki Kahani' and 'Chini' are also similar films.

A number of films to serve as supplementary films on geographical topics have also been produced. 'Uttar Pradesh Ke Niwasi,' 'Garhawali and Bundelkhandi' and 'Dhaloo Dharti Ke Upyog' come under this category. 'Varsha Mangal' and 'Uttar Pradesh Ke Mele' are films on Social

Studies. '*Madhumakhi Palan*' and '*Phal Sanrakshan*' are films giving practical instruction on the topics.

Some films have been produced for creating public consciousness about some of the new movements in the country. '*Wall-less-prison*' is one of them.

'*Uttar Pradesh Ke Lok Nritya*' is a recreational film with an anthropological content.

Some films are records of historic events produced from educational standpoint. '*Dev Nagiri Lipi Sudhar*' records a few of the events of the first conference held in Uttar Pradesh for reforming the *Nagiri Lipi*. '*Teertharaj Men Sant Vinoba*' is another such film.

Some films are produced with the purpose of giving publicity to the important activities of the Education Department. The news reels '*Shiksha Ki Nayi Kirne*', is one such film. '*Khilonon Ka Mahatva*' is a documentary extract from a Toys Exhibition. '*Maha Kumbh Prayag*' is also a documentary extract with enough anthropological material.

'Deogarh' is a documentary on the Jain temples of Deogarh in District Jhansi. '*Uttar Pradesh Ke Tirth*' and '*Brajbhoomi*' are educational travelogues.

The film on '*Grihe Vigyan*' conveys to the general public the importance of home science and to the pupil teacher it analyses the various educational techniques that can be suitably employed in the teaching of home science.

Thus, the film section, of the Uttar Pradesh Education Department has been trying to produce films of various types of educational content. The department has also produced 21 filmstrips. Some of these have been produced by photographic procedure: some are scratch work strips on black films and others are ink work strips on transparent base.

Film Exhibition for Mass Education

The work of film exhibition in the Uttar Pradesh began in 1943 when a local Indian press presented a van to this department.

In 1945 the department arranged for a new van of its own. In 1950 five more vans were purchased and a daylight projection van was added at the beginning of the Second Five Year Plan. Some vans have been reserved for film shooting with the result that there are now only five vans for film exhibition. These vans are further equipped with public addressing sets and film strip projectors.

During the Second Five Year Plan a Film Library under the charge of a Film Librarian has been started. The library has films suitable for the students, pupil teachers and teachers and for the people of the rural and urban areas for all age groups. There are films of various techniques including slow motion and time lapse photography, picture and puppet animation, etc. The number of 16 mm. films in the library is 768 and the number of film strips is 1054. These films are now available for loan to all the educational institutions in the State.

West Bengal

Board of Secondary Education, West Bengal

In pursuance of the Secondary Education Commission's recommendation, the State Government has started from January 1957 a number of 11-year Higher Secondary schools in the State with revised curriculum and syllabuses. The number of such schools to date is 506, the remaining 1337 schools being 10-Class schools preparing pupils for the School Final Examination.

Some development schemes were taken in hand during the period under report, of which the following are worth mentioning :

- (i) The structure method of teaching English as an optional method has been recommended to schools.

- (ii) In order to implement the recommendations of the All-India Council for Secondary Education on examination reform, an Examination Reforms Committee consisting of experts has already started work.
- (iii) Samples of objective tests have been prepared in the major subjects for the High schools and are being circulated to the schools with appropriate directions for the administration of these tests.
- (iv) Cumulative Record Cards have been prepared and distributed to schools with necessary instructions as to how they are to be kept.

Reorganisation of Secondary Education

Till the last quarter of 1958-59, the Government had sanctioned the conversion of 50 High schools (10-Class schools) into Higher Secondary schools with Humanities only. Twenty-four Higher Secondary schools with Humanities, and 87 High schools have also been accorded sanction for conversion into Higher Secondary schools with diversified courses. Seventeen Higher Secondary schools with diversified courses have been sanctioned one more additional course.

For providing residential accommodation for the teachers of Secondary schools, specially in the mofussil areas, 39 units of twin-teachers' quarters have been sanctioned by the Government to 39 Secondary schools involving an expenditure of Rs. 3,46,400/- from Government funds.

Sanction has been given by the State Government for the construction of 47 units of hostel in 38 Secondary schools at Government cost amounting to Rs. 14,61,412.

Sanction of the Government has also been

accorded to the starting of 42 new Senior Basic schools. Some of these schools will be started either by converting the existing Junior High schools or by upgrading the Junior Basic schools.

For the improvement of teaching in Science and other subjects, 119 schools have been sanctioned Rs. 1,31,25,125/.

Girls' education

With particular reference to girls' education, the amount mentioned above includes expenditure on the following items.

- (a) Twenty-four Class X Schools for girls have been converted into Class-XI schools with Humanities only. Seven Class-XI schools with Humanities for girls and 14 Class X Schools for girls have also been accorded sanction for conversion into Class-XI Schools with diversified courses.
- (b) Eight units of twin-teachers quarters have been sanctioned to eight Secondary schools for girls ;
- (c) Sanction of the Government has also been accorded to the construction of 12 units of hostel in 11 Secondary schools for girls.
- (d) Of the 42 new Senior Basic schools sanctioned by Government, 13 are for girls.
- (e) Four girls' schools have been sanctioned Rs. 15,000/- each for the improvement of teaching in Science and other subjects.

During 1958-59, 217 Girls' schools and 588 co-educational schools have been included under the scheme of remission of tuition fees for Classes V—VIII in rural areas. This has benefited 27,917 girl students.

Window on the World



GERMANY

Traffic Education for Children in Western Germany

(The Report of a Delegation from the Western European Union)

The Delegation visiting Western Germany was struck by the great interest that the Government of Western Germany was taking in the problems of traffic safety for children. The development in road safety precautions, the liaison between interested parties and the deep serious thought given to this subject showed the Government's determination to solve this problem, intensified as it is by the fast speeds of the buses, by the lack of speed limits in thickly populated areas (this has now been amended) and by the narrow ancient streets. While the Government is vigorously waging its campaign against the reckless or drunken driver, the defective car, or the careless pedestrian, it is also making every effort to make still further improvements in its traffic control.

Excellent facilities are provided for training the children in the necessary skill and operation of all types of vehicles, through classroom instruction for which there is the closest liaison between police authorities and the educational system. The method of regular instruction in the schools is governed by a standard syllabus and its inclusion in the regular school schedule. This procedure is an integral feature of the educational set-up in France, Luxembourg, Belgium and Italy and while it cuts across the whole concept of such instruction in British schools where it is mainly incidental, in Western Germany,

a regulated lesson in traffic education is an accepted fact.

The German police play a much more important part in this work than is the case in Britain, and enter into the teaching of the subject in a way that would hardly be accepted in Britain.

A German (woman) teacher conducted a class with zest and the response to her questioning showed real enthusiasm; an examination of a class in road safety precautions conducted by a young police officer showed that the technique of the subject had been well mastered by both teacher and pupils. There was no mass teaching, but a careful instruction at class level in a serious subject.

A puppet show illustrated road safety work especially designed for younger pupils. The show, a thoroughly professional production, was put on by a company employed solely for this purpose, and which spends much of its time travelling from one school to another. The younger pupils just revelled in the play.

The cycle training grounds also provide the means for accustoming the younger children to traffic conditions: small pedal cars presented by a well known oil company teach the pupils to obey automatic signals given by light and manual signs, to learn the rules of the road and in general to conduct themselves as proper motorists.

The very debatable problem of "School-boy Patrols" was illustrated by a practical demonstration which showed that there was no slavish imitation of the Scandinavian or American system, but rather one which un-

doubtedly worked and was based on service to the community. Older boys with practically no other distinguishing mark than a coloured circle of board on a short stick were stationed at main intersections, with separate lines of traffic and, at times, dense traffic. Entirely without supervision these "wardens" conducted children, old people and nervous pedestrians across the road without interfering with traffic or causing any congestion. Since the adoption of this scheme there has been no pedestrian accident.

(Foreign Education Digest)

Compulsory Vocational Education in Germany.

ONE of the boldest and most important decisions made by the German people after 1945 was to maintain, at whatever cost, the continuance of part-time education (largely technical) for all until the age of 18. Some two million youths are obliged to attend for at least one day a week the *Berufsschule*, which bears some slight similarity to the British technical college. Each year come 2,00,000 young people—from the home and the office, from rural areas, the mines and the factories,—for compulsory instruction related to their employment. House-wifery, cooking and catering, salesmanship, wholesale marketing and the retail trades, industrial, mechanical, business and commercial training of every kind, all at a suitably elementary level, are available. In addition to the training directly concerned with and advancing skill in the particular employment of the apprentice, there is some instruction in literature, history or other general subjects. Although not very much can be accomplished with rather limited classes for relatively short periods of time, nevertheless the continued and progressive training conducted over a period of 3 or 4 years is accepted and, in general, welcomed.

There is also the alternative of at least one year of full-time instruction in trade, craft or profession; regular courses in commerce, language or applied science are available, sometimes in the same, sometimes in separate buildings, for those who want something a little more advanced or more

concentrated than the compulsory minimum.

In most *Länder* there are also *Fachschulen* providing technical instruction for those who have completed their apprenticeship or can demonstrate their ability to profit by training in some special field conducted at a high level by experts; this includes also general education. About one out of every 10 employed young people have availed themselves of these facilities and the numbers are steadily increasing as more buildings, more specialized institutions and more teachers become available.

(Foreign Education Digest)

JAPAN

Education of the Physically Handicapped

(This is an account by Dr. H.P. Mehta of the Directorate General of Resettlement and Employment who visited Japan for 3 weeks in December, 1958 as a delegate from India to attend the IX International Conference of Social Work. During his stay in the country he visited a number of institutions and organisations for the handicapped and this article is based on his personal observation of the elaborate organisation which Japan has for the education and rehabilitation of its handicapped.)

JAPAN at present possesses an elaborate organisation for the welfare of the physically handicapped including education, vocational training, vocational guidance, medical treatment and employment. Even in the past centuries, measures for the handicapped formed a part of the social welfare activities carried out privately under the influence of Buddhist concepts and by feudal governments. A noteworthy example is the institution by the government of Takugwa of a privileged loan system for the blind whereby they could operate a business.

Education

The education of the physically handicapped can be understood within the framework of general education in the country. The School Education Law enacted in 1948 lays down the basic pattern of the Public

School System, which consists of primary schools, junior and senior high schools, junior colleges, universities, schools for the blind, deaf and dumb, and otherwise handicapped children. Education is compulsory for all children, normal or handicapped, for six years of primary and three years of junior high school. Three years of senior high school provide higher general education and preparation for professional education, which is imparted in the two-year and three-year junior colleges and four-year junior colleges and four-year universities. Four-year evening courses in senior high schools exist for those who have to take up employment after completing their compulsory education but who desire to have a college education.

Chapter VI of the School Education Law prescribes the obligation of the government to establish schools for the blind, for the deaf and mute and for those afflicted with other types of handicaps. It also recommends the setting up of special classes for the handicapped in primary, junior high and senior high schools for normal children. In 1952 the Office of Education for the Handicapped was set up in the Elementary and Secondary Education Bureau of the Ministry of Education.

Of the 18,600,000 children of the age-group covered by the period of compulsory education in the country, it was estimated that 1,203,100, i.e. 6.42 percent, suffer from physical and mental handicaps of such nature as to prevent them from receiving general education in ordinary schools. Among these, the mentally retarded have been estimated at 819,000 i.e. 4.53 percent, and the remaining 352,100 i.e. 1.89 percent, are the physically handicapped. This figure is broken down into 13,100 blind, 24,000 deaf, 253,000 physically weak and 64,000 suffering from other types of physical handicaps.

There are 180 schools for the physically handicapped children, which include 72 schools for the blind, 91 schools for the deaf and 16 schools for children with other handicaps. Of the 352,100 handicapped children who are eligible for attending these schools,

it has been found that only 24,000 children receive education at such schools. Thus the attendance rate for the handicapped is considerably lower than the attendance rate for normal children. The law concerning the School Attendance of the Physically Handicapped which was enacted in 1954, provides for monetary allowance to encourage attendance. The law concerning Special Measures for the Schools for the Handicapped, enacted in 1955, provides additional financial aid to construct special schools or to subsidize special classrooms.

The number of handicapped children eligible for attending special classes in general primary and junior high schools is estimated at about 347,100, of which 150,000 are mentally retarded and 157,000 are physically handicapped. Of the 1,434 special classes, 466 can be attended by the physically handicapped. In these classes the emphasis is on "living-centred" studies rather than on academic subjects, in order to enable the pupils to make better adjustments to life situations.

Vocational Training

Vocational education of a general nature is provided to the physically handicapped in junior and senior high schools just as to normal children. The vocational course is a part of the curriculum of the junior and senior high schools. The vocational course in home economics covers topics drawn from occupational and industrial life in the country and from family living (family relationships, family nurture, household budgeting, etc.).

Specific vocational training for employment is provided in vocational training centres operated since the war by the Ministry of Labour according to the Employment Security Law enacted in 1949. There are two types of centres, Public Vocational Training Centres (PVTC's) and General Vocational Centres (GVTC's), which provide vocational training of broader scope and higher level. There are 258 PVTC's and 33 GVTC's in the country. Article 26 of the Employment Security Law concerning vocational training for the disabled lays

down that mildly disabled persons should be trained in PVTC's together with the able-bodied; but, for the seriously disabled who find it difficult to secure training in such centres, a special PVTC may be established in which the subjects and methods of training should be chosen to suit the residual ability of such persons. There are eight special PVTC's for the disabled (including one for the convalescent consumptive) in addition to 258 PVTC's for the able-bodied. In the year 1955-56, 1,135 disabled persons received training in various subjects such as draftsmanship, accounting, tonsorial art, dressmaking, tailoring, woodwork, printing, mimeographing, watch and clock repairing, sewing machine assembling and repairing, boot and shoe making, leather processing, artificial limb making and steel carving.

Rehabilitation

Medical treatment aimed at minimising the effects of the handicaps and other measures for vocational and social rehabilitation have been provided by the Law for the Welfare of the Physically Handicapped, enacted in 1949. The Law is administered at the Centre by the Rehabilitation Section of the Social Affairs Bureau of the Ministry of Health and Welfare and locally by the Welfare Officer or the Social Affairs Sections of the Prefectural or Municipal Welfare Departments.

According to a survey of the physically handicapped carried out by the Ministry of Health and Welfare in October, 1955, there were 785,000 physically handicapped persons, 18 years of age and over. Of these, 60.7 per cent had handicaps in limbs, 22.8 per cent had visual handicaps, 12.7 per cent had auditory and/or equilibrium function handicaps and 3.8 per cent had oral and/or speech function handicaps. Handicaps acquired since birth were seven times more than those present at birth, diseases accounting for 58.7 per cent of the former.

The Law for the Welfare of the Physically Handicapped prescribes that each physically handicapped person is to receive a Handbook from the prefectural governor

or from the mayor of the city. The Handbook is a sort of certificate to the effect that the bearer is a physically handicapped individual as defined by the law; and hence entitled to all the facilities provided by the state for the handicapped. The number of persons in receipt of the Handbook at the end of May 1958 was 659,000, which accounted for 84 per cent of the estimated total number of the physically handicapped.

Welfare services to the handicapped are provided through the Welfare Offices of the prefectures or the cities, which also carry out public assistance and child welfare programmes. According to the provisions of Daily Life Security Law, public assistance in the form of monetary aid for food, clothing, housing, education and medical treatment is provided to those families who are unable to maintain minimum standards of living. The child welfare services consist of parent counselling, adoption and institutional placement services for children. There are about 1,000 Welfare Centres manned by 9,500 public assistance workers. Attached to these centres are 941 workers for the welfare of the physically handicapped who give technical advice to the public assistance workers in dealing with handicapped cases and who themselves deal with the more difficult of these.

The Central Council for the Welfare of the Physically Handicapped in Tokyo and local councils in each prefecture are established to discuss and investigate matters concerning the welfare of the handicapped. Rehabilitation Counselling Centres for the Physically Handicapped are located in each of the 46 prefectures. These are staffed by physicians, psychologists, psychometrists and social workers, who work in a team and provide medical examinations, psychological tests and vocational aptitude tests. Whenever necessary, these specialists travel in a mobile clinic to offer clinical and counselling services.

Besides these Rehabilitation Counselling Centres, there are Rehabilitation Treatment Institutions for different types of handicaps. For those handicapped in limb, there is a national institution in Tokyo and one each

in 34 prefectures. For the blind, there are 3 national institutions and 2 prefectural institutions. For the deaf and mute there is one national institution and 2 prefectural institutions. I had the privilege to visit the institution for those handicapped in limbs and the institution for the deaf and mute in Tokyo. They were very well staffed and equipped with all modern facilities for diagnosis and treatment. The former provided vocational training in handicrafts, dress-making, mimeographing, shoe repairing, woodcraft, bicycle assembling, radio assembling, and television assembling. The latter had training courses in printing, laundry and dry cleaning, Japanese typing, Japanese and western dressmaking, coil winding and knitting.

Vocational Guidance and Placement

The chief agency for vocational guidance of the physically handicapped is the Public Employment Security Office, briefly known as the PESO, comparable to the Employment Exchange in our country. There are at present 426 PESO's in the country. The Employment Security Act specifically lays down that "the PESO shall perform vocational guidance and counselling services for the physically handicapped, those persons who newly enter into jobs or others who are in need of special guidance for placement" (Article 22). Accordingly a large number of PESO's have a special unit or a special officer for the guidance, registration, selective placement and follow-up of handicapped applicants. The registration of these applicants is carried out in great detail as regards their physical capacities and limitations.

Of 64,646 handicapped applicants who were registered for employment at the end of the fiscal year 1955, 40,195 had been employed, making a placement rate of 62 per cent. Of the total of 5,766 handicapped persons who had completed their vocational training course by March 1956, 4,615 were employed including those in self-employment. A survey of the handicapped employed in 6,185 establishments throughout the country made in 1952 by the Employment Security Bureau of the Ministry of Labour showed that they were employed in almost all occupations.

Central and local councils for the promotion of employment of the physically handicapped established in 1952 aim at orienting the attitude of the employers towards the employment of the handicapped. The Employment Security Bureau is at present working on a legislation which, among other measures, will oblige certain employers to recruit one and a half per cent of their staff from among the handicapped.

THE PHILIPPINES

The Community School

The community school programme, introduced some six years ago, has made considerable progress in improving the social, economic and cultural life of rural communities in the Philippines with regard to health, sanitation, health centres, model houses, child and maternity centres, improvement of economic conditions through food production projects, development of cottage industries and organisation of cooperatives. Attempts have been made to raise the cultural level by means of literacy, musical, dramatic and radio programmes, home and town beautification campaigns, outdoor games, forums, mass meetings, literacy classes, and reading and cultural centres. The most tangible improvement has been the change in community outlook, attitude, appreciation and behaviour.

Teachers and pupils go into the community and with the cooperation of the people improve the standards of physical environment and of living. The community becomes the laboratory for the educative processes and learning becomes more meaningful since it takes place in a natural setting.

The facilities of the school, especially the libraries and industrial arts shop, are thrown open to the community. Demonstrations are conducted for the adults of the community in the various subjects of interest to them—budding, grafting etc. for the farmers, home economics, especially food preparation, diet, baby care, etc. for the women. The men use shop facilities for repairing furniture and learning to handle tools. The schools provide free seedlings for gardening. The

handicraft classes promote cottage industries—making slippers, wooden shoes, baskets, handbags, fans, etc. Demonstrations are also held in the homes of the people. These demonstrations are attended by both the pupils and the parents within the *purok* (zone).

The basic strength of community education derives from the unitary concept of education which motivates the community school programmes. This unitary approach has a stronger driving force than the dual approach prevailing in other countries, due to the interaction between school and community, pupil and parent. What children learn in school is linked with home improvement projects; technical skills in farm work, animal husbandry, etc., acquired by the pupil in school are learned by the parents in home projects. Traditional skills in the community are in turn introduced to enrich the school curriculum and techniques. There is an organised interplay between school and the realities of home life which results in higher standards of community life and *vice versa*. The use of the "little Teacher" to instruct the illiterate members of his family has achieved substantial results. Parents may participate in classroom activities.

The various techniques employed in different school districts provide avenues for community self-help. In *barrios* (villages) where poultry raising is the chief activity, the basic principles of this occupation are taught in school, and lessons culminate in the construction of poultry projects in schools as well as at home for employing scientific methods of poultry raising.

In a certain elementary school the teachers organised a loan and credit cooperative, in which each member holds shares and is privileged to borrow under certain restrictions.

Still another community school, on the recommendation of its coordinating council, prepared blueprints for building plans adapted to the financial status of the people—a project of special local interest since the government was distributing new home lots.

The Associated or Partnership Farming of Iloilo is a contract between child and

parent to work together on an agricultural project, in which the father agrees to adopt and apply to the work the skills learned by his son at school, and to place the operation of the project in the hands of the garden teacher or agricultural teacher.

Many *puroks* establish reading centres to help in forming the reading habits of local adults. The material for these centres is donated by citizens and teachers. These centres also serve as recreational centres.

The community school programmes are not designed to impose a new way of life on the people but to add vigour to the indigenous resources. The *Purok* is the most potent factor in barrio improvement; the success of the community school in improving conditions is due largely to the effectiveness of the *puroks*. The *purok* is the smallest unit of the barrio. It is a neighbourhood group of families, closely bound by ties of long standing neighbourly association, primarily a social group with social cohesiveness. It is basically democratic and dynamic, achieving its goals through self-help and cooperative effort.

At the introductory stage of the programme, each *purok* is placed under a teacher who provides the initial leadership and prepares the ground for the organisation by conducting an information campaign to sell the idea to the people and by providing inspiration and encouragement. Village teachers occupy a position of confidence and influence in the community. Because they withdraw to the background as soon as the *puroks* begin to function, the people are led to realise that they themselves have a vital role in the community programme, the leadership of which they eventually assume. The *purok* functions through the medium of the *purok* council whose members represent the various elements in the community—farmers, labourers, professionals, civic leaders, teachers, students, etc.

In many school areas, junior *purok* organisations are formed, generally under the sponsorship of the community school council. This serves to enlist the potential-

ties of youth and adds vigour to the movement.

A coordinating council is organised within the jurisdiction of the *barrio*, *sitio*, or *probacion*, whose membership consists of delegates of the *purok* councils. These councils serve to coordinate *purok* activities and to assume responsibilities which cannot be handled by the *purok* alone, such as publishing a paper, managing a *fiesta*, or organising a workshop or seminar for leadership training.

On the vocational level, the Community Development Planning Council was recently organised. It will pool the resources of the various agencies and coordinate their programmes and activities.

Programmes—The programme is multipurpose, embracing all the aspects of living—economic, health, citizenship, cultural-spiritual, literary. The economic aspect includes poultry-raising, gardens, improved farming methods. Health and sanitation include sanitary toilets, dumping pits, drainage, immunization, malaria control and home cleanliness. Citizenship covers programmes commemorating historical events, forums, community meetings, group discussions, workshops, communal labour, leadership seminars, etc. Cultural activities include outdoor games, literary-musical programmes, folk dances and festivities, carving *balagtastan*, community *glee* clubs, dramatic work, concerts and handicrafts. The moral and ethical aspects include church, emphasis on moral and spiritual values in school subjects; religious festivities and pilgrimages, religious instruction, etc.

Personnel Training—The usual training programme takes the form of seminars, workshops, discussion groups, conferences, inter-visits for teachers and laymen, philosophy, principles, methods and technique of community education. Workshops or seminars are held first on division level, then on district level, municipal level and finally on the *barrio* level. These programmes are generally limited to school personnel and some lay leaders. It is considered that these programmes are too

limited and should be expanded to include lay leaders and community development workers from other branches of the government and other civic agencies. The Philippine-Unesco Community School Training Centre is not adequate to cope with the situation.

(Foreign Education Digest)

SAMOA

School Broadcasting in Western Samoa

OF all the institutions in Western Samoa, the one which invariably receives praise is the School Broadcasting Service. This system is genuinely unique in the world. It provides a model of education by radio for backward countries and its progress is being watched all over the world. This 6-year experiment has been amazingly effective in raising the standard of education for Samoa's 95,000 people—a rare achievement in such a brief time. It has proved that the radio, with proper technique, can contribute more to developmental education than has been considered possible. It is founded on a sound educational basis evolved by educators intimately aware of Samoa's needs. The teachers who prepare the daily lessons make frequent inspections of village schools, making careful observations as a class takes a transcribed lesson. New techniques are adopted or discarded according to the carefully evaluated reactions of the listening pupils.

The basic principle, however, remains unchanged—sustained interest through pupil participation.

The specific need, which the school broadcasting is designed to meet is the great lack of qualified teachers and of textbooks. Most teachers had only a Standard IV education before entering the 3-year training college. Higher educational standards have caused some district schools to add Forms I and II, much of their lesson-material being unfamiliar to the teachers. The school broadcasts are designed to fill this gap in the teachers' knowledge.

The curriculum of the entire school system is built around the broadcasts, providing controlled unity for the work done in all schools throughout the islands—a controlled general correlation of the school system as a whole, otherwise almost unattainable with teachers of such limited preparation.

Of the weekly 25 school hours, the actual radio lesson for each group of Primers 1, 2, 3 and 4, Standards 1, 2, 3 and 4, and Forms 1 and 2 covers only one hour. Script preparation and lesson presentation take only a small part of the teachers' time. All subject matter, based on the syllabus, is prepared several months beforehand. Village and mission schools taking radio lessons, receive 40-page mimeographed booklets covering 6 weeks of school-work. Preparation of the booklets involves both research and artistic skill, since illustrations constitute an essential part of every lesson. Every 6 weeks one booklet is produced for infants, one for standards and one for forms I and II; all booklets for the forms are written in Samoan, the only lessons written in English being those for the Forms or actual English lessons for each class.

The radio hour beginning at 8 30 for a different class each morning usually consists of four 25-minute lessons, interspersed with two or three minutes of lively music when Samoan pupils participate in natural Samoan style dancing following the leader in front of the class. This serves to stimulate their minds and to increase their assimilation potential. The lessons for forms cover health, social studies, natural science and English; for Standards, singing; for infants, English speaking, English reading, health, story and signing.

With the technical assistance of the Radio Department who maintain the battery receiving sets, all the above work of lesson preparation for over 20,000 pupils, devolves upon the 5-member staff in the School Broadcasts Office—2 New Zealand teachers, 2 Samoan teachers, and one Samoan typist.

Various factors have contributed to the success of Samoan School Broadcasting: pupil participation; the work of the teachers in preparing the lessons; the pupils' sense of

achievement in accomplishing work neither too hard nor too easy; the production of lessons designed to hold interest; the development of teacher-and-pupil-attitude that the radio lesson is an actual part of their school life and not some novelty providing a morning's entertainment.

Most lessons take the form of a dialogue between radio instructors who assume the part of teachers and pupils. Listening pupils take an active part by obeying radio commands and being selected by the class teacher to point to various blackboard illustrations as directed by the radio. At the end of the lesson, questions on the lesson are asked and pupils selected by the teacher stand and give the answers. The answer is repeated over the radio. The lessons are full of pauses, giving the pupils opportunity to carry out commands and answer questions, and they serve as a vital part of their education. The experiment is fulfilling a need with outstanding success and has produced a formula that could be applied to help solve educational problems of millions of persons in underdeveloped countries.

(Foreign Education Digest)

UNITED KINGDOM

A Course in "Retail Distribution"

A new "department store" sprang up overnight in Camberwell recently. Though it was distinguished by the courtesy of its staff, the excellence of its counter display, and the efficiency of its organisation, it survived for only a day or so; disappearing when the girls of Silverthorne Secondary Modern School, Camberwell, returned to their normal routine. The "department store" was the chief feature of an exhibition at the school in which the girls demonstrated some of the accomplishments they had acquired on a course in "retail distribution". This course, established in 1955, is the first of its kind in London. It is one of 4 special courses, open to senior girls and is designed to give them a thorough understanding of such features as display, window dressing and the keeping of stock, as well as the more academic aspects of the retail trade such as its history and business organisation. Some of the girls taking the

course also studied "food", comparing the nutritive value of various foods, learning the elements of food hygiene and the uses of refrigeration. The "store" had 10 departments—shoes, lingerie, patterns and dressmaking, etc.

It is planned to make this a 2-year course and to induce the girls to stay on till the age of 16 to complete it. The motive behind this course was to introduce a study which the girls would see was related to life outside school and which would have a good effect on their other work, while causing them to realise the value of such assets as competence in arithmetic, for example.

Such a course requires the cooperation of some large local firms which will supply materials and goods on loan so that the girls can learn with the "real thing". The experiment has proved most successful.

(Foreign Education Digest)

Tradition for Travelling

Bassingbourn Village College, Bassingbourn, has a vital and individual approach to its school journeys. Its headmaster, Mr. F.W.P. Thorne, who realises the need to build up an individual tradition and character for his school wants the school's yearly journeys to play an important part in achieving this.

This year the party travelled to the Lake District and Scotland. During 10 days, 30 boys and girls, 13-14 year olds, travelled about 750 miles by rail, 100 miles by bus, and 60 miles on foot at a cost per head of £7.10s. They visited a sheep farm, a lead mine, dockyards, an iron foundry, Calder Hall, museums, ruins and a cathedral. They climbed Great Gable, Sea Fell and visited Manchester United Football Club. Every evening after they had settled at their youth hostel they worked on their diaries recording all they had seen and done and sending daily bulletins to those at school, all with only nominal supervision from the three staff members.

There was no doubt that the children en-

joyed the journey tremendously. They became eager and unself-conscious and formed individual opinions on their experiences. The drawings, done by them, displayed after the journey, showed unmistakable signs of receptivity to ideas and enthusiasm.

The staff members believe that this planning has made the school journeys popular and successful. The children need and welcome direction, the direct stimulus wakes up their imagination and always seems to bring out hidden qualities, and interests in difficult or passive children. It improves the staff-children relationship and is an excellent guide for finding prefects. Parents also feel that it makes their children more independent and helpful.

(Times Educational Supplement)

UNITED STATES OF AMERICA

A Children's Opera Company

Norbert Gingold, after obtaining degrees in conducting and composing at Vienna State College of Music, moved to Paris with his wife and was commissioned to write a few songs for a children's play. This led to the idea of writing full length operas for young people, combining expended versions of fairy tales and folk legends with light, Gilbert and Sullivan style music. The Gingolds found upon investigation that no work of operatic length for children had ever been written. Working together they created a working repertory which they took to Marseilles, and eventually imported to San Francisco, California, after willing directorship of their first children's opera company in Marseilles, France, to a friend. There Gingold wrote of his plan to form a local children's opera in letters to a number of newspapers, and these drew a heavy parental response.

From an initial company of 25, which performed a quickly translated version of *Sleeping Beauty* in October 1952, the Gingolds now have three active companies at their operatic school and a *repertory* of 9 operettas, the latest of which is the musical adaptation of the American folk tale "Johnny Appleseed"

Through its evolutionary years San Francisco's pint-sized opera has acquired many features of its full grown counterpart. It has its own orchestra, composed of teenage musicians, and its own ballet troupe, dancers and choreography being derived from a local studio. It has been organised as a non-profit enterprise, administered by a local citizens board of directors.

In each opera, adults are recruited to pay the grown-up roles, while the youngsters always plays characters of their own age. To avoid the "star system", the three regular companies shift from leading roles to choruses on alternate productions.

The Gingolds conduct a special weekly class for very young children, who, if they prove dependable, are given parts in short scenes occasionally.

The children's Opera season runs from October through May each year, and rehearsals usually end with the last performance of the season. But in 1958 the Gingolds intend to keep two summer classes open—one for the very young children and another for students aged 9 or over. If the newcomers do well in the summer course they will be able to join a regular performing company in the fall.

These companies are composed not of prodigies but of average youngsters aged 9 to 18, with the majority in the 9 to 14 age-group. During rehearsals some of the youthful players are in the back room doing school homework between scenes, but no one misses a line or a cue.

The Director, Mrs Heddy Gingold, writes books and lyrics for the operas, while Mr. Gingold composes and arranges the music for the operas. The company is housed in a modest white flat. The bold lettering over the doorway announces that the building harbours rehearsing companies of the San Francisco Children's Opera, the only live theatre in the United States in which children perform full length opera on a regular basis.

(Foreign Education Digest)

Trailer Schools

IN the United States some 40 "trailer schools" are used to bring education to Navajo Indian children living in remote areas. Each of these schools-on-wheels consists of a group of house trailers constructed for school use, for housing the teaching staff, and for transporting a classroom which can be erected in sections in the centre of a community. Children from an entire region attend as day pupils, receive two meals a day and are often taken to school by bus. This type of school is preferred to boarding schools as it enables the children to remain in contact with their families and social environment.

(Unesco)

Holiday Research for Secondary Science Students

A novel method of developing interest in science among secondary school students has been adopted by the Horace Mann School in Riverdale, New York.

To study in school, working in the laboratory, during the holidays is unusual in the United States as elsewhere, and the nineteen students aged 13 to 16 who stayed on at Horace Mann as volunteers during the summer holidays last year charted a new path in intensive scientific training in secondary schools. Three teachers worked with them as advisers.

The most important aspect of the work, in the view of the masters of the school, is the fact that the students planned their own projects and conducted their own experiments in physics, chemistry and biology, in the same way as experienced research workers.

Despite their age, the students covered a wide and varied field of study. One project undertaken was the measurement, by telemeter, of the electro cardiogram of a human being in action to determine the work capacity of the subject. At the same time, a similar experiment was being made in industry to measure the capacity of industrial workers. The Horace Mann

student worked independently, building his own equipment.

One of the students made a study of possible similarities in the blood of different animals; another checked the reaction of bacteria to antibiotic, while yet another undertook a study of cancerous cells.

A 17-year-old boy began construction of a microwave transmitter for eventual use in gas analysis through a study of resonant frequency. The two youngest students, aged 13 and 14, who had just finished primary schooling, decided to build telescopes, and succeeded in grinding the lenses themselves.

After the summer, one of the young researchers summed up his experience in these words: "The most important thing I learned is that experimental science does not follow one set pattern. In my type of work one and one do not always equal two."

The teachers affirmed the principle that an excellent way to encourage careers in science is to get able pupils started on original science projects while in secondary schools.

(Unesco)

MISCELLANEOUS

East and West Do Meet

A folder containing a series of photos illustrating the theme "East and West Do meet" has been issued by the Unesco for use in schools, libraries and other educational establishments wishing to organise exhibitions.

Eighteen photographs depict contrasting scenes of everyday life, showing people of Eastern and Western countries in their homes, villages, cities, at work on the land or in factories and workshops, marketing and taking their leisure. Three other photos illustrate scenes in common activities.

Included in the folder is a diagram showing how the photographs may be displayed and a list of captions in English, French and Spanish.

An information leaflet for teachers on ways of using the photo exhibit in class is being prepared by Unesco.

The folder is available from the Public Liaison Division, Unesco, 2 Place de Fontenoy Paris, 7e.

(Unesco)

The Adolescent and the Cinema

(An experimental study conducted by the International Children's Centre (I.C.C.) at the laboratory of Psycho-Biology of the child)

The aim of the experiment was to analyse the films by reactions of the spectators (children and adolescents),—their mentality, their interests and their needs—through the medium of films. It differs from a previous study conducted by the I.C.C. in 1955-56—International Competitions for a Recreational Film for Children—both in techniques and in its objectives, the major objective of the present study being the differential psychology of adolescence; not an *analysis of films*, but an *analysis of the spectators*.

The study in fact follows two lines of investigation: (A) the use of a questionnaire designed to situate the adolescents in regard to the cinema from the standpoint of the cinema regarded as a recreation, an instrument of culture and a social fact; (B) a psychological experimentation, employing films as reaction agents, as a means of questioning adolescents, and of eliciting their attitudes toward certain problems in which they take a keen interest.

A. After a preliminary investigation with films during several sessions involving 900 adolescents, the study was continued in the form of a questionnaire submitted to some 15,000 adolescents: 11,000 in Paris, and 4,000 at Amiens—boys and girls aged 14-18, and representative of two social classes: lycee students; and apprentices (an elite and a working class group). The questionnaire consisted of some 40 questions, accompanied by lists of actors, of films, and of pertinent literary works—all connected with films. The answers were designed to reveal the choices,

preferences and attitudes of the adolescents. The questionnaire was anonymous, but was preceded by some pertinent questions which served to identify the social and cultural background of the respondent.

The findings on the questionnaires served to show cinema attendance, the social aspects and sex factors involved, the choice of *films* (revealing tastes and preferences as affected by sex and by social factors), the critical attitude of the young spectators with regard to film value and its power to interest, attitude to censorship, and the relationship between cinema attendance and reading. On the question of censorship and criticism, and on the basis of the questionnaire and of discussions as to the merits of forbidding attendance at certain films for those under 16 years of age, the replies were extremely enlightening and pertinent; were characterized by a fine sense of moral values, by a complete freedom from hypocrisy and, in some cases, by a severity of judgment more peremptory than that of adults.

On the question of the relationship between films and reading, i.e., does the film serve to stimulate reading or to deter it?, it was found that the adolescents, both the lycee students and the apprentices, believed that the film served to increase reading, and statistics showed that of the 20 works considered, the number of readers among the apprentices increased by 47% and among the lycee students by 24%. The general conclusion arrived at indicates the diversity of behaviour of the adolescents in relation to the social cultural factor and the sex factor.

B. The psychological experiment employed a small number of films, carefully chosen, as reaction agents for determining the attitudes of adolescents toward a number of general problems in which they were keenly interested. The themes selected cover most of the human relationships included in the adolescent's experience, and of which he is aware in varying degree, according to sex, social milieu, parent-child relationship, parent-adolescent relationship (duties, obedience, conflicts), social relationship between man and woman, problems of love and friendship,

vocation and freedom of vocational choice, the value and means of social success, attitudes towards foreign countries and national stereotypes.

As a means of exploring these themes 9 films were selected from those which were not forbidden for those under 16 years of age, and these were presented at 9 sessions. Reactions were recorded by means of several convergent techniques, the most important of which were the registration of audience reaction during the showing of the films; questionnaire-films which were answered immediately after the projection; group-discussions and interviews between spectators and experimenters after each projection, the question and answers being recorded by one of the experimenters; the final questionnaire, designed to record direct comparisons between the 9 films and to round out the psychological investigation. The above procedure with the questionnaires, which though variable in relation to each film, follow the same progression—from an appraisal of the technical characteristics of the film to the assessment of its contents, from the contents to the real experience of the subjects. The above interviews were designed to elaborate answers given to the questionnaires.

A sample is given of the answers obtained for three different themes after the projection of three films: how adolescents see and judge their parents in their role as educators, in connection with the film "*Tomorrow it will be too late*"; how they judge the right of parents to interfere in the sentimental (friendship and love) future of their children in connection with the film "*She danced but a single summer*"; how they judge the right of parents to decide the vocational future of their children in connection with the film "*The Daybreak*." These three examples, while not warranting general conclusions, do serve to illustrate the most characteristic trends by this genetic and differential study of adolescence.

The first of the above films deals with the problems of sexual enlightenment (by whom should it be provided—by the school or by the parents), and the sentimental

relationship between boys and girls, the influence of the press and of the cinema, as judged by adolescents. It was the general opinion of the adolescents that in the enlightenment as to sex matters, parents do not concern themselves with sex education, but that the introduction to this question comes from older companions. As a rule the parents of the higher social classes are more apt to enlighten their children on the matter of sex, than those of the working class, and in each of these groups, girls are more apt to be thus enlightened than boys. In the group interviews a certain scepticism was discernible as to the educability of parents in this matter, especially on the part of adolescents of the working class.

The second film dealt with the problem of friendship, of the right to love when opposed by religious or social objections; the right of parents to determine the sentimental future of their children; the sense of a young man's responsibility towards a young girl; on the social relations between man and woman, the conflict of the generations.

The third film dealt with the problem of vocational choice and the role of the parent in such choice. The replies to the questionnaire indicate that in the majority of cases, the adolescents felt that parents should not determine the vocational choice, but that the child should give dutiful attention to parental advice. The young person himself should decide upon his vocation, but should give due consideration to family and social circumstances. There was little difference in the attitude towards this question between boys and girls, and between the more elite class of lycee students and the apprentices.

(Foreign Education Digest)

Guidance and the Average Pupil

By Elizabeth MacDade, Guidance Director, Brookfield Rural High School, Brookfield.

ONE of the most important functions of the guidance programme is to help students identify and understand problems which cause them concern. Another is to prevent these from developing into serious problems which require curative measures.

To carry this a step further, the programme should also help the student to discover his special aptitudes and interests, which, if properly developed and applied, will often help him solve the problem satisfactorily.

Many average students need some guidance in choosing and planning their careers. This may be limited to obtaining information on admission or training requirements; assistance in obtaining a scholarship, bursary or loan fund; re-assurance that the career which has been chosen is a realistic and intelligent choice, or help in evaluating the merits of competing vocational choices. Average students who have no idea of what they want to do after they leave school, and there are several in every school, can use the services of vocational guidance counsellors to advantage.

Now let us attempt to determine just what constitutes the average pupil, for in our daily contact with boys and girls, we find that they all have different abilities, aptitudes, interests, skills, personalities and ideas. Taking them as a group rather than as individuals, however, they make up the larger part of the student body in that they appear to be well adjusted to their school and to their community; their achievement is in keeping with their capacity to learn; and they are not, as a rule, behaviour problems in the classroom.

But they do have problems which can have serious implications if disregarded or allowed to develop. What are some of the typical problems of the average student?

A few years ago a very interesting survey was made of more than 14,000 students in the last seven grades of their schooling. The survey took the form of a questionnaire, and the objective was to discover what kind of problems were most frequently listed by students and at what age levels. The problem which topped the list was "how to work and study effectively." Second in importance was "how to get along with others," "ensuring a happy home life," "choosing wisely one's recreations," and "developing a wholesome philosophy of life."

How can the school guidance programme best fulfil its purpose in helping the average student deal with these typical problems? There are a number of techniques which may be employed, all of them effective to a certain degree.

First of all, let us look at the Group Guidance Class as one way of teaching a great number of students and helping them deal successfully with their difficulties. This is probably the most efficient and economical technique of all, because it provides a medium whereby basic guidance information can be presented and discussed. Items of general interest regarding vocations, the planning and financing of further education, study habits and personal adjustment, to mention a few examples, can be taken up with the group as a whole. The pupils have an opportunity to apply their knowledge and understanding to the various aspects of their individual problems before they have a personal conference with the school guidance counsellor. This enables the counsellor to utilize fully the counselling session for a discussion of the student's immediate and personal concerns.

Group guidance also provides an opportunity for the counsellor to establish rapport and become better acquainted with the pupils prior to individual counselling. In addition to this, it provides an opportunity for the group "to talk things out." Tensions and anxieties are often released, and it enables the individual to take a more objective approach to his own difficulties.

Group guidance, of course, is most effective when it is used in conjunction with a second technique which has already been suggested, and that is the personal interview. Amazing results can be accomplished through the medium of individual counselling, particularly if the interviewer has the necessary training, a good deal of common sense, and the respect and confidence of the students. There is no situation in the total school programme which makes the average student more aware of his importance as an indivi-

dual and no motivation technique which will produce better results. Many students, however, do not take advantage of this opportunity and many teachers, fully occupied with teaching and administrative duties, feel that they are not qualified to provide the necessary counselling. For this reason, it is essential that time be allotted in the total school programme for the guidance counsellor to counsel all students who require or request counselling services.

•A third very effective technique to use in guidance work with the average student is the study-habit inventory. This device is particularly valuable since "how to work and study effectively" rates top priority in the list of high school student problems. This is also an area in which all teachers are vitally interested, as the cause of student failure is of primary concern to them. The inventory is usually designed to determine whether the student knows how to budget his time, how to take notes quickly and accurately, how to outline and summarize, and how to use reference materials, etc. When used in connection with supplementary data from observation, records, adjustment questionnaires, group discussion and personal interviews, the study-habit inventory provides an excellent means of discovering the cause of work and study difficulties and prescribing remedial measures.

Reference should also be made to other devices which may be used to help the average high school student. There is the Cumulative Record, which should be as complete an inventory as possible of the student's personal data, academic achievement, extracurricular activities, and social adjustment. There is the diary; the autobiography; the vocational interest and personal adjustment questionnaires, there are ability, aptitude, interest, personality and achievement tests, and there is the systematic observation and follow-up study which provides the counsellor with much valuable and significant information about the pupil.

(The School Guidance Worker)



book reviews

The Castle On The Rock by Eileen Meyler, Publishers: The Epworth Press, London; Price: 8s. 6d.

HISTORY can be told in a hundred ways and the historical novel that weaves a thread of fact into a tissue of romance is a better way than most. "The Castle on the Rock" attempts to do just this. The romance of the goose-girl, despised by her kind, who is lifted out of penury by the noble feudal lady and then piloted by circumstance into the higher reaches of society till she is discovered to be the lost granddaughter of the Lord Constable of the realm, would be like the proverbial fairy tale—too good to be true—were it not for the thread of fact that runs through the story. This is supplied by intrigue round the young King Edward III of England and the declining Mortimer, Queen Isabella's favourite. Indeed, the scene in which, through the good offices of the "goose-girl", Robert of Purbeck and his friends trap the favourite, isolate Isabella and reinstate the young king, is sufficiently real to recall us from the world of good and bad fairies to a world that certainly existed—of intrigue and violence, but also of dignity and chivalry. This world is re-created with sufficient realism, as we are taken first into the feudal manor at Purbeck and introduced to the way of life within its precincts, and finally to the Castle at Nottingham that provides us both with the thread of history and the culminating point of a romance that has about it the inevitability of a fairy tale.

The book is well written and illustrated and will hold children from play, if not old men from the chimney-corner. In India, it would be suitable for English-reading children between the ages of 12 and 16.

Muriel Wasi

Ride With The Sun Edited by Harold Courlander for the United Nations Women's Guild; Published by Edmund Ward (Publishers) Limited, London, EC2; Price 15s.

THIS book is a truly unique collection of folk tales and stories from 60 countries of the world who are members of the United Nations. The title "Ride With The Sun" has been taken from an old English ballad which tells of King John asking the Abbot of Canterbury how long it would take him to ride round the world. The Abbot replied:

'You must rise with the sun, and ride
with the same
Until the next morning he riseth aflame;
And then Your Grace needs not make
any doubt
But in twenty-four hours you'll ride it
about.'

And indeed this is exactly how the reader feels—riding with the sun round the world, seeing 60 different countries through the eyes of the people that inhabit these lands. Each story has some moral or idea to convey which is more fully explained in the notes on stories given at the end of the book. The result is a highly interesting and valuable anthology for the insight it affords into the folklore of different countries.

The book has been written for children. In point of fact there is a quality about legends and folk tales that restricts their form; they are like grandmother tales which are best rendered in simple form. The stories included in this collection are short and simply told. In the case of countries where English is spoken, the editor has retained the country's idiom and style to tell the story. The stories have been grouped

under six headings corresponding to the world's geographical divisions—The Americas, The Pacific, Eastern and Southern Asia, Asian and African Middle East, Africa and Europe.

The book is an outstanding example of international cooperation. Each story included in it has been selected by the delegation to the UNO of the country concerned. It has been compiled by the United Nations Women's Guild which is an independent association of women connected with the United Nations Secretariat or with National delegations. The main objectives of this association are a) to foster a sense of oneness among the different nationalities, and b) to support voluntary humanitarian and relief work anywhere in the world. It is to further both these objectives that this book has been brought out, for the royalties from the sale of this publication will be used entirely for the relief of distressed children.

The book has a gay, colourful cover and a very good get-up. Its chief merit lies in that it provides interesting reading for all, young and old, who enjoy a good story. Its value for children is much more because of the introduction it will give them to other countries and through that, promote the cause of world understanding.

K. T.

The Child And The Outside World by D.W. Winnicott, Edited by Janet Hardenberg, M.B.; Published by Tavistock Publications Ltd., London, 1957; pp. 190; Price 16s. net.

THIS book comes from Tavistock Publications Ltd., who specialise in publishing standard, authentic and practical books on child care, child rearing, dynamics of family life, child psychiatry and other allied subjects. Although complete in itself, it is sequel to Dr. Winnicott's first book entitled "The Child and the Family." It contains writings and papers concerned chiefly with the older child, addressed to teachers, case-workers and social scientists. A number of these writings constitute the wartime broadcasts on problems connected with the mass evacuation of children from danger areas, but

their value, in the present scene, lies in the light that they throw on the problems of separation—separation of children from their parents and vice versa—and those of residential treatment of difficult children. Apart from these wartime broadcasts, there are about 14 articles which deal with problems of child care, child upbringing, behaviour and personality disturbance of children—problems which have a perennial interest for parents, child psychologists and nursery school teachers, pediatricians and family caseworkers.

The book is divided into three parts. Part I deals with articles, reports and talks that have a bearing on the care of growing children. Part II which is entitled "Children under Stress", contains four wartime broadcasts and three articles which have been published in such journals as "The New Era in Home and School", "Human Relations," and "The British Journal of Medical Psychology." Part III is called "Reflections on Impulse in Children." It consists of eight articles on varied topics of which "Breast Feeding", "Why Children Play", "Aggression", "The Impulse to Steal", may be specially mentioned.

In the first chapter of Part I, the author conveys in simple and perceptive language the importance of a nursery school as an extension of relationship of the only child who has few siblings. Dr. Winnicott's statement that "The Nursery School is not to be a substitute for an absent mother but its function is to supplement and extend the role which, in the child's earliest years, the mother alone plays", contains very sound common sense that has been experimentally proved. It is a good warning to those parents who regard the nursery school as a mere substitute for the home.

The author brings out the importance of fulfilling the child's emotional and other needs in the nursery years, again and again. He rightly feels that "failure to meet such needs results in a distortion of the individual child's development. Mother presents the world to the infant in the only way that does not spell chaos, by the meeting of needs as they arise." His remark that the early management of an infant is a matter beyond

conscious thought and deliberate intention, is full of wisdom and sagacity. According to him it is something that becomes possible only through love.

In the chapter that follows, Dr. Winnicott distinguishes the role of a mother from that of a young nursery school teacher and emphasises the truth of his belief in the ability of the average mother to lay down the basis for her child's subsequent mental health. "It is she who presents the external reality to the child without which the child has no means of making a satisfactory relationship with the world."

The interesting piece is "On influencing and being influenced", wherein Dr. Winnicott describes the qualities of good teaching and teachers. "Good Teaching", says Dr. Winnicott, "demands from the teacher a toleration of the frustration to his or her spontaneity in giving or feeding—frustrations that may be felt acutely. The child in learning to be civilised, naturally also feels frustration acutely and is helped in becoming civilised not so much by the teacher's percepts as by the teacher's own ability to bear the frustrations inherent in teaching." Most of us will agree with him when he says that education in which one personality overrides the personality of another, is poor stuff even when the subjects are well taught. He condemns teachers' undue keenness to teach because it makes them "unable to tolerate the children's sifting and testing of what has been offered them."

The perusal of the piece on sex instruction in school will convince the reader of the very pertinent and sound suggestions that Dr. Winnicott has to offer. Three basic necessities for sex education in schools for children are (a) Persons in whom the children can confide, (b) Opportunities of instruction in biology in which there is objective presentation of nature with no bowdlerisation and (c) the presence of steady emotional surroundings in which the children can discover each in his or her own way, the upsurging of sex in the self and the way in which this alters, enriches, complicates and initiates human relationship. Dr. Winnicott is rightly against organised sex instruction or sex talks to

students by experts. He thinks that if experts have to talk they should speak to the staff of the school. Students need personal and private talks with their teachers. More important than the talks is the environment in the school and the home in which the sex instruction is given. This environment should be "mature, unconscious and un-moralistic."

The articles comprising Part II entitled "Children under Stress" describe the effect of war on children and parents—the effect of deprivation and separation. Dr. Winnicott shows a very sympathetic understanding and insight into the feelings of the mother who has been deprived of her children, and he rightly points out that after-effects of evacuation of children should not be lost sight of. He, like a good psychiatrist, hopes that the chances which threaten the loss of feelings in children who are too long away from all they love, the distressing period of doubt and uncertainty which develop such symptoms of bed-wetting, aches and pains of one kind or another, skin irritation, unpleasant habits and head-banging etc., are reduced.

The chapter on residential management as treatment for difficult children is particularly noteworthy because it has both historical and practical importance. The suggestions incorporated in this chapter gave rise to the Curtis Committee report on the care of children in 1945-46. These suggestions are relevant and pertinent to conditions which obtain in India. That the problem of residential management should be solved in a flexible manner, taking into consideration the local needs and resources, that the child in a residential home should be provided with positive things such as a building, food, clothing, human love and understanding, a time table, schooling, apparatus and ideas leading to rich play and constructive work, that the environment of the home should be characterised by physical and emotional stability—all these are ideas which are as sound now as they were in 1945-46.

In Part III entitled "The Reflections on Impulse in Children", such important topics as, 'Babies or Persons', 'Breast-feeding', 'Why Children Play', 'Aggression' and the

'Impulse to Steal', have been discussed by Dr. Winnicott in his inimitably simple and lucid style. His remarks on breast-feeding are quite noteworthy. He says and very rightly that the bottle given instead of the breast in the first weeks is a barrier between the infant and the mother rather than a link. Breast feeding provides the richest experience both to the mother and the child. It forms the basis of the formation of his character and personality. His views on "Why Children Play" has been stated in a very simple, clear but forceful manner. He wants the parents to realise that children play for pleasure, to express their aggression, to master their anxiety, to gain experience, to make social contacts, and communicate with other people and for the integration of their personality as a whole.

Although Dr. Winnicott's ideas on sexuality in children are Freudian, yet they are free from the usual but unnecessary psycho-analytical jargon and this quality of writing carries the point. His explanation of child's stealing is again given in a psycho-analytical framework but it has been refreshingly stated. "The thief", says the author, "is not looking for the object he takes. He is looking for the person. He is looking for his own mother—only he does not know this."

In the last section of Part III Dr. Winnicott appeals for an understanding of the unconscious motivations of juvenile delinquency. He would like the magistrates and parents to see that it is deeply linked up with deprivation of home life and that it is to be taken as an S.O.S. for control by strong, loving and confident people. We wish, however, that Dr. Winnicott would have mentioned the various sociological forces that play an equally important role in the causation of juvenile delinquency.

As one reads the book from cover to cover one is likely to be touched by the sincerity of the tone and lucidity of language which are very rare in books written on child care from a psycho-analytical angle. The author does not enter into any controversial niceties and keeps the material free from academic or theoretical embellishments. He presents the whole material directly, lucidly but without

sacrificing the scientific truths that have been discovered by experimental and dynamic psychologists. If one wants to read a book on child care and child upbringing in which rare insight has been combined with a real sympathetic understanding of child's nature, problems and parental reactions and in which sound ideas and suggestions are supported by the author's many years of experience and maturity, this is the book.

B. D. Bhatia

Infant Handwork by Isobel Arneil,
(pages 48)

Listening and Moving by Winifred M. Carnie, (pages 48)

Equip That Infant Room by Isobel Arneil,
(pages 32)

Group Those Infants by Grace Fleming,
(pages 32)

Published by Thomas and Sons Ltd.,
Edinburgh, Scotland.

THE books mentioned above are numbers 2,3,4 and 5 respectively of the 'Teaching Aid Series'. The purpose of the series is to provide books of practical utility containing ready made tips for teachers of infants in those fields in which there is nothing like a class book. The first book of the series is 'Blackboard Drawing' by J. Stewart Crichton, which gives suggestions for developing ability to draw certain basic shapes from which most other usually required drawings can be built up. This book is not under review.

Infant Handwork describes a series of 40 lessons to be taught, one each week. Each description indicates the material required for that lesson, the steps of that lesson, and detailed directions regarding each step. The directions are illustrated by clear and explanatory diagrams. The descriptions make easy reading and the processes described are made as vivid as possible. The works suggested are practical and of great interest to children. Teachers have, however, always to be inventive, and devise their own units—and the Indian teachers will have to make many adaptations to suit the environment of their children; but the book can always be relied upon for alternative lessons. The lessons are based upon materials which

are easily available, which is not only a useful economy but also a means of encouraging children to use their ingenuity and imagination. The handwork suggested is meant for five-year old children. The book contains useful tips under the heading 'Notes on Materials'. It contains suggestions for the management of such material as cold-water paste, vegetable glue, paste dishes, paste brushes, scissors, modelling paper, poster paper, newsprint paper, tissue and crepe paper, quantities of paper, scrap paper etc.

Listening and Moving : In the context of western countries these words of the author represent the real merit of the book : 'The lessons in the book have been written for use in the infant room by the non-specialist teacher whose musical ability is limited and who has little or no previous experience of this method'. She further recommends : 'the wordings can be changed and lessons varied by alternative tunes together with any imaginative ideas which may occur to the teacher.'

In India the ability to read and interpret musical notations is limited to those few who aspire to be known as musicians. It is not the common way of people's life. And then, the ignorance about English musical notations and its vocabulary is even greater. As such the book will not be of much use to Indian nursery school teachers. The songs and ideas are also not in the context intelligible to Indian children.

But we all know how important rhythmic movements are to the balanced growth of children's personality. 'Action is one of the oldest and most ingrained of our nervous functions. What would be more natural than for children to express themselves in movement? And what better stimulus for self-expression than music?' These words of the author are universally true. Children should be encouraged to express themselves freely using the whole of their bodies. It is also true that in our country this training is not very systematically imparted. This book would be of great interest to those educators who believe in these methods of teaching. Lessons on similar lines and

based on similar principles ought to be devised for Indian children and books on similar lines should be written for them.

Equip that Infant Room : The subject matter of this book is analogous to the subject matter of the book 'Infant Handwork' and consists of suggestions for children's handwork. But the projects have been selected with a view to equipping and furnishing their classroom. Furnishing the room where the children spend more than half the time they are awake, making it attractive, convenient and comfortable are the most desirable objectives. There would, however, be nothing more inimical to these objectives than to make the children feel that they are not responsible for keeping the room in order; and nothing would succeed more than enlisting the cooperation of children themselves in achieving them. Those teachers who are conscientious and aspire for 'achieving such objectives will find this book a useful companion. The book describes a series of things which the author found useful and practical when she was up against the problems which most infant teachers generally encounter in their classrooms: where to keep books, what to do with cards, how to brighten the walls—how to make apparatus, the nature table, books, charts, calendars etc. And the solutions have been worked out from scrap material.

Group those Infants : We all know how great are the individual differences among children, and how important it is at the infant stage to pay individual attention. In the words of the author : 'Any teacher who has experience of working with forty five-year olds, in one class, knows how great is the range of maturity and experience within the class. If at this stage the teaching is based on a careful consideration of the child's requirements, there is less likelihood of difficulties arising later because of misunderstanding, frustration or disappointment. But it is equally impossible for one teacher to teach 45 small children individually. A compromise, therefore, can be effected by carrying out the process of instruction through small manageable groups.' But the organization of a group is a difficult task. A well planned group would be active

and each child in it would be profitably employed. Different groups may have to be formed for different subjects and even in one subject the group membership may have to be constantly adjusted according to the interests which manifest the level of evolution of each child and directions in which work might develop. As such the teacher has to be a very shrewd observer and a very capable organizer.

From the point of view of the subject matter, the author of this book has given many suggestions of work units; round which it may be appropriate to form groups.

It would however be wrong to imagine that the pattern of work units suggested in the book is the only possible one or the best one. It would be more correct to say that it is just one pattern to illustrate and make concrete what the author's ideas on grouping are; and every teacher will have to have and must have her own organization which should be subjected to constant evaluation and modification. The best use of the book would be to make a detailed study of it and then experiment carefully with the scheme suggested in the book to see how far it helps to develop this ability in teachers.

D.S. Nigam

The most beautiful thing we can experience is the mysterious. To know that what is impenetrable to us really exists, manifesting itself as the highest wisdom and the most radiant beauty which our dull faculties can comprehend only in their most primitive forms—this knowledge, this feeling, is at the centre of true religiousness.

—Albert Einstein

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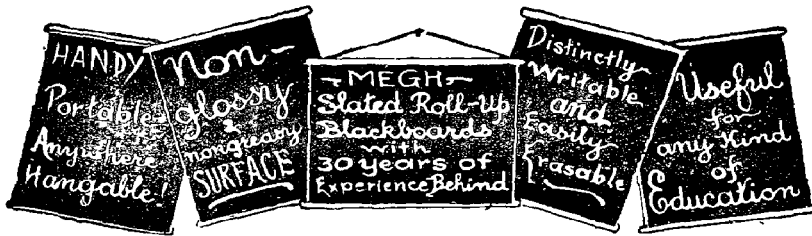
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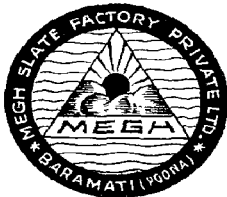
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