

SECONDARY EDUCATION

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NATIONAL AWARDS FOR TEACHERS



This year's recipients of National Awards with the President of India

(Names are given on the opposite page)

This Issue

Contrary to our usual practice of directing discussion on one main topic in each issue of our journal, we have in this issue highlighted the three-day function of National Awards for Teachers organised by the Ministry in January this year. The scheme of awarding Certificates of Merit to outstanding teachers selected from all over India was instituted by the Ministry last year. The number of awards in the first year was 32 but this year it was increased to 71. We have published a full account of this function along with the names of the award winners and the citations read out on the occasion. In one of the sessions some of these teachers were invited to speak about their work and problems in their daily workaday life. We have published extracts from the speeches of five teachers in the feature entitled "Speaking From Experience".

<i>Sitting from L to R</i>	: Shri J.B. Mitra (West Bengal), Shri N. Venkatachalam (Madras), Shri Mathura Singh (U.P.), Shri D.S. Pattanayak (Orissa), Smt. A.K. Pandya (Bombay), Miss K.V. Ghose (Punjab), Dr. K.L. Shrimali (Union Minister for Education), Dr. Rajendra Prasad (President of India), Shri K.G. Saiyidain (Education Secretary), Smt. T.L. Singh (U.P.), Smt. T.B. Shrivastva (M.P.), Shri J.N. Prasad (Bihar), Dr G.S. Khair (Bombay), Shri G.P. Biswas (West Bengal), Shri C.K. Sankholkar (Bombay).
<i>Standing 1st Row from L to R</i>	: Shri V S. Bhatnagar, (U.P.), Dr. C.T. Kottaram (Kerala), Shri I.D. Saini (Punjab), Shri B.T. Shetter (Mysore), Shri C.A. Chari (Andhra Pradesh), Shri Ambalavanan (Madras), Shri Sishu Pal Singh 'Sishu' (U.P.), Shri Gauri Shanker (J & K), Shri P.C. Joshi (U.P.), Shri N.C. Naidu (Madras), Shri Surjan Singh (Punjab), Shri G.K. Raut (Bombay), Shri S.C. Wallimbe (Bombay), Shri D.A. Jagannadha Rao (Andhra Pradesh), Shri V. Manickavasagam (Madras), Shri I.D. Pandey (Bihar), Shri K.V. Subramanyam (Andhra Pradesh), Shri Nilkanth Naik (M.P.), Shri P.C. Choudhury (Assam), Shri L.N. Tiwari (Rajasthan).
<i>Standing 2nd Row from L to R</i>	: Shri Arjun Biswal (Orissa), Shri N.K. Jha (Bihar), Shri H.A. Ansari (J & K), Shri C.C. Shah (Bombay), Shri Vasudeo Sharma (M.P.), Shri S P Swarnkar (M.P.), Shri I.J. Patel (Bombay), Shri S B. Verma (M.P.), Shri M P. Shrivastava (M.P.), Shri N B. Mahata (West Bengal), Shri N.S. Simpi (Mysore), Shri M.K. Ghatge (Bombay), Shri S.S. Bhute (Bombay), Dr. K.D. Bharadwaj (Delhi), Shri D.M. Jain (Rajasthan), Shri A Mallikarjuniah (Andhra Pradesh), Shri M. Rudraiah (Andhra Pradesh), Shri S Saikia (Assam)
<i>Standing 3rd Row from L to R</i>	: Shri Shanu Ram (Punjab), Shri B.N. Nayak (Bombay), Shri C.J. Cherian (Kerala), Shri A.C. Bose (West Bengal), Shri J.C. Biswas (West Bengal), Shri B.G. Mathur (U.P.), Shri Atar Singh (U.P.), Shri R.L. Rout (West Bengal), Shri Prem Singh (U.P.), Shri W.G. Singh (Manipur) Shri H.H. Pande (U.P.), Shri H N. Sarma (Assam), Shri P Sarma (Assam), Shri L. Panda (Orissa), Shri B.R. Pathak (Bihar), Shri M. Krishnan Nair (Kerala).
<i>Standing 4th Row from L to R</i>	: Shri R.C. Sinha (Bihar), Shri J Kumar (Bihar), Shri R.N. Verma (Bihar), Shri Puttashamaiah (Mysore), Shri L.N. Mishra (Bihar).

Among other contributions, the first article "The Teaching of Science in Schools" is in effect a synopsis of the thesis which the writer submitted to the Birmingham University for his Master's Degree on "A comparative study of the Standard of General Science in certain Secondary schools in England and in U.P. (India) for pupils of a chosen age-range". In it he explains briefly the purpose of the study, the procedure followed in carrying out the investigations and conclusions drawn from the results of the study. The article "Cqordination of Research and Extension in Training Colleges" describes how the Faculty of Education and Psychology, Baroda tries to coordinate the work of its Research department with that of the Extension department and to see that the results of their researches are used by schools. Another highly interesting article is by a lecturer in Government Training College, Solan on the problems of teaching English pronunciation.

In the Readers' Forum the present series of articles published in this issue conclude the discussion on the future of the three-language formula. We initiated this discussion in the July '59 issue of this journal and have carried it over in two subsequent issues, that of October '59 and the present one. All the articles that have been published on this subject are highly thought-provoking.* "Towards A World Community" is a full length article on the New Education Fellowship Tenth World Conference held in Delhi from December 28, 1959 to January 6, 1960 about which we published a report in the last issue.

*If any of our readers wish to consult the articles on this subject in the July and October '59 issues of "Secondary Education", they are requested to write for copies directly to the Manager of Publications, Civil Lines, Delhi against advance payment of 50 rupees per copy.

THE TEACHING OF SCIENCE IN SCHOOLS

The writer of this article is Director of the Educational and Vocational Guidance Bureau in B.R. College of Education, Agra. For his Master's Degree submitted to the Birmingham University he wrote a thesis entitled "A Comparative Study of the Standard of General Science in Certain Secondary Schools in England and in U.P. (India) for Pupils of a Chosen Age Range." This article is a synopsis of his thesis explaining briefly the purpose of the study, the procedure followed in carrying out the investigation and the conclusions drawn from the results of the study.

Purpose of the Study

THE teaching of science in school is justified by its utilitarian, cultural and disciplinary values. Although the value of science was recognised by educationists and scientists in India at a very early stage in the development of the present Secondary education, yet due to several handicaps the instructional programmes in schools could not be adequately developed. It is only in recent times that a growing interest in the subject can be noticed and our government at the Union and State levels is making assiduous efforts to promote the teaching of science at all stages. Many teachers from India have also gone abroad to study the standards of general science in the Secondary schools of other countries and to enrich their experiences so that they might effectively contribute to raising instructional standards in Secondary schools in India.

There are, however, many problems that have to be tackled if the desired goal is to be achieved. One of these relates to the necessity of making a comparative study of the standards of achievements of students in this country and their counterparts in some of those countries that have established a record of high instructional standards in general science. Such a study would help educational planners and teachers in fixing goals that can be attained in our set of

conditions through pooling all the resources available. My thesis is designed to present the results of a scientific investigation related to a comparative study of the standards in general science of the pupils of a certain age group in some Secondary schools in England and in India. Since the fourth form pupils of England and the tenth class pupils of India (U.P.) match in their average chronological ages (14 years and 10 months), I decided to compare the standards of these two grades. I also thought it worthwhile to find out a particular grade in the Higher Secondary schools or Intermediate colleges in U.P. that comes up to the general science achievement level of the fourth form of the Secondary schools in England.

By

D. S. Rawat

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Procedure

The procedure adopted for carrying on the project was to construct and standardise a general science test suitable for both the fourth form pupils in England and the tenth class pupils in the Higher Secondary schools in U.P. and to interpret their achievements on the basis of the test results.*

A systematic procedure was followed to make the test valid, reliable, comprehensive, objective and discriminating. The test was designed to measure some selected objectives, each of which was examined closely in its essential meanings to students' academic attainments in the subject which good instruction should enable them to acquire.

*For standardising the test percentile norms were calculated. Since the sample was inadequate, these norms should be used with caution.

An analysis of the general science syllabi and the textbooks which are taught in the fourth form in the British schools and the tenth, eleventh and twelfth classes in U.P. was done. Such topics were selected for the construction of the test as were common in the curriculum followed both in the fourth form in England and the tenth class in U.P. and which related to the objectives examined explicitly in terms of students' attainments in the subject.

The First Try-Out

The first try-out test contained 155 items and was applied to 125 pupils of the fourth form of three different schools. The sample had a wide range of variability. The mean of the scores was found to be 56.26 with a standard deviation of 14.538. The frequency polygon of the distribution of the scores was approximately in the form of a normal curve. The reliability coefficient of the test by the method of 'Rational Equivalence' was found to be .885 and the index of reliability was .94. As regards the validity of the test it can be said that the test is valid in contents. It is hardly possible to determine the empirical validity of an achievement test in science because of the lack of valid criterion against which the test may be validated.

The Final Test

Each item of the first try-out was analysed. Only 84 items were found to be positively discriminating and hence those items were retained in the final test. Some arrangements were made for keeping the items in the final test which was applied to 312 pupils of the fourth form of three Grammar schools and one Technical school.

Reliability and Validity of the Final Test

The reliability coefficient of the final test by the method of 'Rational Equivalence' was found to be .88 and the index of reliability was .94. As regards the validity, care was taken to make the test valid in contents. Empirical validity was obtained by correlating the test scores with the school marks in science. The coefficient of validity was

found to be .31. No definite conclusion could be drawn from this coefficient regarding the validity of the test because school marks do not make a valid criterion. It can be said that there is a reasonable positive correlation between the test scores and the school marks in science.

Results

The results of the final test are given below :

Mean of the scores of all the 312 pupils	— 36.3
Standard deviation of 312 scores	— 12.06
Mean of the scores of 185 pupils (boys only)	— 40
Standard deviation of the boys' scores	— 11.66
Mean of the scores of 127 pupils (girls only)	— 30.7
Standard deviation of the girls' scores	— 9.6
Mean of the scores of 246 Grammar school pupils	— 37.3
Standard deviation of the scores of the Grammar school pupils	— 12.3
Mean of the scores of 66 Technical school pupils	— 32.1
Standard deviation of the scores of the Technical school pupils	— 8.5

Conclusion

From these results it was concluded that the fourth form boys of the selected British schools were significantly superior to the fourth form girls in general science. It was also found that the pupils of the fourth forms of certain Grammar schools were superior in general science to the pupils of the same form of a particular Technical school.

The Hindi Version of the Test

The English version of the test was rendered into Hindi to suit the Indian conditions. It was applied to 99 pupils (average age 14 years and 10 months) of the tenth class, 108 pupils (average age 16 years and 4 months) of the eleventh class, and 160 pupils (average age 17 years and 4 months) of the twelfth class from different schools of

U.P. The sample in each case had a wide range of variability. The procedure followed in presenting the directions was almost the same as that adopted in the British schools. The test results of the Indian pupils at various grades have been given below :

Results

Grades	Number of pupils tested	Mean score in the general science test 'M'	Standard Deviation (S.D.)
Tenth class	99	21.3	10.2
Eleventh class	108	30	9.8
Twelfth class	160	40.3	11.04

Conclusions

It was found :

(i) that the mean achievement score in general science of the pupils of the fourth form in the particular Grammar and Technical schools (England) was significantly higher than the mean achievement score of both the tenth class pupils and the eleventh class pupils of some particular Secondary schools (U.P.).

(ii) that the mean achievement score of the twelfth class pupils of some particular schools (U.P.) was significantly higher than that of the pupils in the fourth form of some particular Grammar and Technical schools in England.

(iii) that the mean achievement score of the pupils of the fourth form (excluding the girls) in some selected Grammar and Technical schools in England was the same as that of the pupils of the twelfth class of some selected Secondary schools (U.P.).

(iv) that the pupils of a particular Technical school (England) were equal in their achievements in general science to the eleventh class pupils of some selected Secondary schools (U.P.). (This was found with the help of a graph).

(v) that there was no significant difference

between achievements of the twelfth class pupils reading in the Degree colleges and those in the Intermediate colleges. (This study was made possible because the sample included pupils from both types of institutions).

(vi) the sample for twelfth class included pupils both from the rural and the urban areas. The sample, inadequate though it was to determine the significant difference between the general science achievements of the twelfth class pupils from rural and urban areas, yielded some general conclusions and it was discovered that there was no significant difference between the general science achievements of the twelfth class pupils from rural and urban areas.

(vii) It may be added in the end that both the eleventh class and the twelfth class pupils of some particular schools were significantly superior to the tenth class pupils of some selected schools in general science achievements. Twelfth class pupils were significantly superior to eleventh class pupils in general science achievement.

Reliability and Validity of the Hindi Version of the Test

The reliability of the Hindi version of the test determined by the method of 'Rational Equivalence' was .86 and the index of reliability was .93.

To ensure the validity of the Hindi version of the test, care was taken to make it valid in its contents. The empirical validity of the test was determined by correlating it with the average school marks in general science. The coefficient of validity was found to be .52. From this it cannot be concluded that the test is valid but it can be said that there is considerable correspondence between the test scores and the school marks in general science. A second method for determining the empirical validity of a test includes the differences in average test scores obtained by any two or more groups known to be widely separated according to ages or grades. In the present case a significant difference was found in the general science achievements of the tenth class, eleventh class and twelfth class

pupils. This was, however, the only possible basis for determining the empirical validity of the test under the circumstances.

Interpretation

This study revealed that there was a difference of $2\frac{1}{2}$ years in the general science achievement level of the pupils in the chosen Secondary schools of England and India (U.P.). Some of the reasons for this difference may be as follows :

(i) There is lack of an adequate, comprehensive curriculum in science in the Secondary schools of U.P. More emphasis is placed on the theoretical aspects of science education. There is also a lack of well-equipped science laboratories in the Indian schools.

(ii) In the Indian schools pupils of different ages, abilities and aptitudes sit together to receive the same instruction with the result that effective teaching is difficult. In England pupils are selected for different Secondary schools according to their abilities and aptitudes.

(iii) There is no uniformity in some of the scientific terminology in Hindi. Moreover some teachers use the English terminology and the rest use the Hindi terminology with the result that the pupils are sometimes confused. It definitely affects their general science achievement.

(iv) From this study it was discovered that the Indian pupils lack understanding of units of measurement. Pupils in English schools have comparatively better concepts of units in general science.

(v) There is a dearth of well-trained teachers of general science in India. The academic qualifications and professional training of teachers have been so far of a formal nature. Consequently the teaching tends to be equally formal

(vi) In the Indian schools we have overweighted some of the school subjects and consequently, general science has been underweighted. In England considerable importance is given to general science education.

(vii) From this research it was discovered that the application side of the Indian pupils is weaker than that of the British pupils. This is because in the Indian schools science is becoming a formal routine of experiments whose importance in life fails to be clearly brought out.

Some suggestions

Science education could be improved in the Secondary schools of India if due attention was paid to the following :

(i) After the eighth class science becomes an optional subject in the Indian schools. A guidance battery might be used to help the students in selecting the courses in the ninth class. Those pupils should be allowed to take up science who possess sufficient ability for this subject and who are really interested in it.

(ii) Some improvement might be brought about in the training of general science teachers if instructional standards in this subject are to be raised.

(iii) Excursions and field trips could be made an integral part of science education. More opportunities might be given to pupils to experience the things in their natural settings.

(iv) Greater attention should be paid to the production of good science books in Hindi.

(v) Examinations might be made more objective for the proper evaluation of the work of the pupils. Both the essay-type and objective-type examinations could be used to test the full knowledge of the pupils.

(vi) Science laboratories should be properly equipped if science education is to be promoted.

In the end I would like to say that this study is only suggestive. A full scale comparison between the general science achievement of the British and the Indian pupils at various grades would require larger samples.

CO-ORDINATION OF RESEARCH AND EXTENSION IN TRAINING COLLEGES

EDUCATIONAL research is a matter of recent origin in most of the Training colleges in India. If today we have an impressive programme of research undertaken by a good number of Training colleges, the credit for that goes in a large measure to the Scheme "Promotion of Research in Training Colleges" provided by the Union Ministry of Education in the Five-Year Plans. Under this scheme, the Ministry of Education meets the entire cost of research projects undertaken by Training colleges and approved by the Ministry. In connection with research, Prof. K.G. Saiyidain, Secretary to the Education Ministry, said at one of the annual seminars of the participants of this research programme: "Experimentation and research in Training colleges is not a kind of frill or luxury which can be taken up if resources can be spared from other more urgent needs, but something woven right into the texture of educational reform." It is indeed right to say that a teacher has to be a learner all his life, has to keep his mind quick and alive, for then alone can he quicken the minds of his students. It was made clear by the Ministry that in the initial stages Training colleges would do well to think of research and experiment in the more modest and practical sense of dealing experimentally with the numerous issues that confront teachers in their day-to-day work in schools.

About 40 Training colleges in the country have accordingly chosen problems of research which have a functional and practical bearing on school problems and their output of work today is significant. This is all very good as far as the researches go, but how can we ensure that the results and conclusions of researches and experiments have the necessary and continuous impact

on the day-to-day work in schools? It is here that one could exploit the Extension Services of Training colleges. The following is an account of how this is done in the Faculty of Education and Psychology of the University of Baroda.

One of the research projects that the Faculty has been working on during the last four years is the Construction and Standardisation of Achievement Tests in subjects taught in Standards VIII, IX and X of Secondary schools of Bombay State. The subjects covered are English, Gujarati, History, Geography, Algebra, Geometry, Arithmetic and General Science. The aim and purpose of these tests are to help the schools with tools which have reliability, validity and objectivity in measuring pupil achievement and to serve as aids to the traditional type of examination the defects of which are well known.

By

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In the construction and standardisation of the tests the usual scientific procedures used for the purpose were followed. These may be summarised thus:

1. Formulating objectives of teaching the subject in terms of the syllabus prescribed.
2. Determining weights to be assigned to different objectives.
3. Determining weights to be assigned to different sub-topics in proportion to their importance.
4. Preparing a blueprint of tests.
5. Administering the preliminary draft of each of the tests to a sample of about 100 pupils.
6. Administering the revised draft to a sample of about 400 pupils from different schools.

7. Item analysis—Either Flanagan's Table or Laushe's Monograph is used.
8. Administering selected items to a large sample for standardisation purposes.
9. Scoring of the tests.
10. Determining the Reliability by any two of the following methods :
 (a) Test-Retest Method, (b) Split Half Method, (c) K.R. Formula, (d) Analysis of Variance Technique. (So far as the Validity of each test is concerned, there is only curricular validity as the tests are based on educational objectives).

Having constructed and standardised the tests the Research Department of the Faculty left the tests to the Extension Department for demonstrating their utility and to see that they are actually used by schools for the purpose for which they were meant. The Extension Department chose for this work 16 schools in the area and about 1000 pupils of Standard VIII. The tests were administered to the 1000 pupils and the raw scores were converted into the standard scores. The schools were provided by the Extension Department with the Pupil's Profile Chart shown in the diagram (facing opposite) and the achievement of each pupil in different subjects in terms of standard scores were plotted in his Profile Chart. The following year the tests in school subjects for Standard IX which had been prepared were similarly administered and a year afterwards those for

Standard X. Thus the programme of test construction and standardisation synchronised with the administration of the tests on the 1000 pupils and each one had a profile recording his achievement in all school subjects. These profiles have proved their great utility to the teacher, the pupil and the parent in

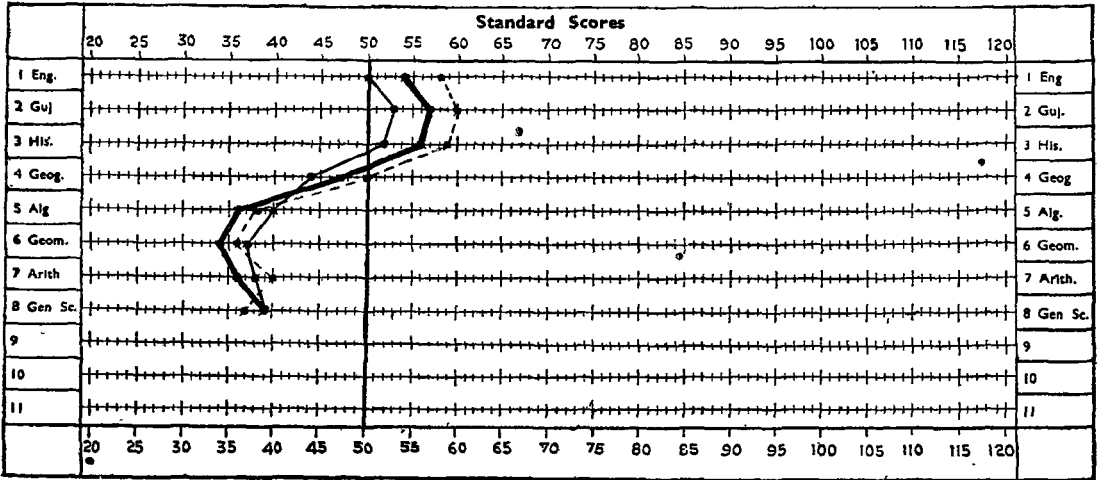
- (a) showing comparative achievements of the pupil in various subjects as revealed by 'standard scores' on achievement tests ;
- (b) indicating his achievement strengths and weaknesses in different subjects ;
- (c) showing results of his achievements for a period of three years, i.e. in grades VIII, IX and X and thereby providing a developmental picture of change in achievement status in various school subjects between successive testings and thus
- (d) providing excellent material for educational guidance to the pupil and the parent on the one hand, and guidance to the teacher in the matter of teaching practices and methods used by him on the other.

The tests constructed and standardised by the Research Section and their use demonstrated by the Extension Department have resulted in a demand for such tests for use by a large number of Secondary schools in Gujarat.

'The work an unknown good man has done is like a vein of water flowing hidden underground, secretly making the ground green.'

— Thomas Carlyle

PUPIL'S PROFILE CHART : ACHIEVEMENT TESTS



REMARKS : (1) The pupil's achievement in English, Gujarati and History is above average. (2) His performance in Geography is below average in grades VIII and IX and just average in grade X. (3) His performance in Mathematics and Science is below average in grade VIII and no improvement in subsequent years. (4) His progress of achievement from grade to grade is marked in English, Gujarati and History, satisfactory in Geography but no progress in Mathematics and Science. (5) The pupil needs better preparation in Mathematics and Science and may be strongly advised not to take up the Science-Mathematics group for higher studies, but prefer the Humanities group.

Std VIII _____

Std IX _____

Std X - - - - -

NATIONAL AWARDS FOR TEACHERS

*Education Minister
speaking on the
occasion.*

THIS year again the Ministry of Education held a special function at Vigyan Bhavan, New Delhi, on January 25, 1960, to honour 71 teachers who were selected from all over India for their outstanding record of distinguished service rendered to the community in their professional life. The scheme of National Awards for Teachers was instituted last year by the Ministry with the object of raising the prestige of teachers in society. Each award consists of a Certificate of Merit and a cash award of the value of Rs. 500/- each. During the first year i.e. 1958, 32 awards were made—2 each for the States, 2 for Delhi and 2 for other Union Territories taken together. But this year the Ministry increased the number of awards to 71 and distributed them among the States/Union Territories according to their size and the number of teachers employed, with the idea of making the distribution equitable and ensuring fair competition. As last year, the scheme was confined to primary and secondary teachers. The number of awards awarded to each State during 1959 was :

Punjab	2	2
Rajasthan	1	1
Uttar Pradesh	5	4
West Bengal	3	3
Union Territories	1	1
Total . . .	<u>33</u>	<u>38</u>

The awards were presented to the teachers by the President, Dr. Rajendra Prasad. Speaking on the occasion, the President said that though teaching was a noble profession, it was noble not in some other-worldly or lofty way but by the stern logic of being responsible for the material prosperity itself. The prestige and social distinction provided by the institution of national awards was just one step in the direction of according such recognition to the profession. He put forward a suggestion that in the general efforts that were being made to rehabilitate the teaching profession, relief should be given to teachers by way of concessions in respect of the education of their children, medical care, housing, insurance, contributory provident fund and other benefits given to State employees. Concluding his address, he referred to the high place accorded to "Vidya dan" in India's scriptures and tradition and expressed the hope that this spirit of service and the desire to spread enlightenment would inspire the honoured teachers and through them the entire profession in India.

In his address to the teachers the Education Minister, Dr. K.L. Shrimali, said : "Teachers have a special responsibility, more particularly in a period of crisis, to inculcate proper habits of thought and emotional attitudes and develop loyalty for those social

<i>State/Territory</i>	<i>No. of Secondary Awards</i>	<i>No. of Primary Awards</i>
Andhra Pradesh	1	4
Assam	2	2
Bihar	4	4
Bombay	5	5
Jammu & Kashmir	1	1
Kerala	2	1
Madhya Pradesh	3	3
Madras	1	3
Mysore	1	2
Orissa	1	2

ideals and spiritual values which are the bases of our society so that the younger generation may be able to face the future with courage and conviction. This task of moulding the younger generation is best achieved not by imparting mere knowledge but by personal example and character." He continued to say that in most fields of human activity, knowledge helped people in achieving their goals but in teaching where one had to deal with living human beings it was the total personality of the teacher which made the impact and brought about the transformation of personalities. He congratulated the teachers who were the recipients of awards and said, "You who are present here to receive the awards have shown by example that even under difficult circumstances it is possible to do one's duty honestly and conscientiously."

Proposing a vote of thanks, Shri K.G. Saiyidain, Educational Adviser to the Government of India, said that despite the hard conditions under which teachers have

to work, there is still a large number of teachers in the country who are devoted to their profession and are performing their work with integrity and a high sense of duty. If that were not so, the educational system in this country would not have survived. He quoted an eminent Indian educationist having once said that if in a country all the schools were good, but the general condition of the country, its social, economic and industrial conditions were bad, he would be hopeful of the future of the country. "I think there is great truth in this", he said. "If the country is good but the schools are bad, it means that the present is good but the future is doubtful. If, on the other hand, other conditions are not satisfactory, but the schools are good, we can look forward to the future with hope."

How selections were made

On the same pattern as was followed last year, the Ministry circulated to the States a selection form in the nature of a

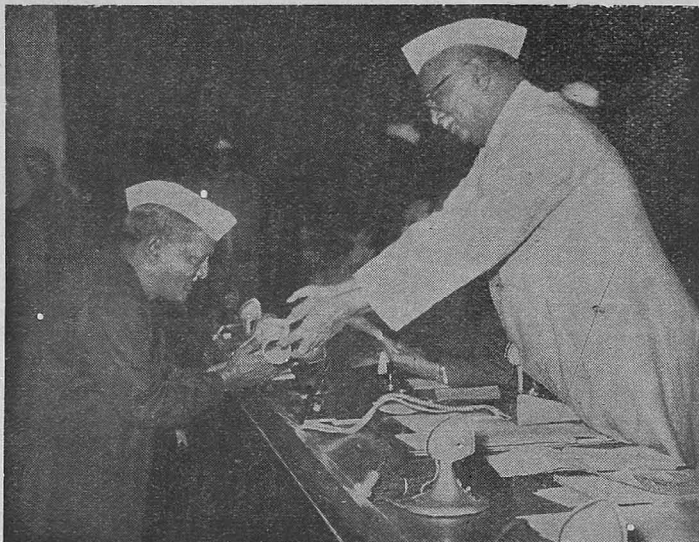
The President, Dr. Rajendra Prasad, presented the awards. On his right is the Education Minister, Dr. K.L. Shrimali and on his left is the Education Secretary, Shri K.G. Saiyidain.



questionnaire setting forth the criteria on the basis of which the selection of candidates was to be made. Any teacher who fulfilled the minimum qualification of 20 years' recognised teaching experience (last year the minimum* qualification was 10 years' teaching experience) and was actually working as teacher or as a headmaster was eligible for the award. Those candidates whose names had been forwarded by the State Governments to the Centre last year but who were not finally selected were also eligible for consideration this year provided they fulfilled the minimum qualification of 20 years' teaching experience prescribed for eligibility this year. The main considerations that were to guide the selection of candidates at various levels were (a) teacher's reputation in the local community, (b) teacher's academic efficiency and the desire

for its improvement, (c) teacher's genuine interest in and love for children and (d) teacher's share in social life and activities. Copies of the selection form incorporating the above criteria were sent to all State

Governments and Union Territories. The procedure to be followed for inviting applications and making selections was to remain the same as last year i.e. the first screening of the candidates was to be done at the district level and second screening at the State level. For the submission of names for awards, the Centre suggested that the State Governments may invite the headmasters of the Primary and Secondary schools to recommend to the district committees not more than one name from each school provided there is a suitable candidate available. The final selection of candidates was made by the Central



Shri J. N. Prasad of Bihar receiving the award

Shri Bishan Gopal Mathur of U.P. receiving the award



Selection Committee from among the recommendations received from State Governments and Union Territories.

We give below the names of the recipients of the National Awards along with the citations read out on the occasion. The citations give briefly record of each teacher's work and experience.



Miss Kamini V. Ghose of the Punjab seen receiving the award

Andhra Pradesh

Name

1. Sh. C.A. Chari,
Vivekavardhani High School,
Hyderabad.
2. Sh. A. Mallikarjuniah,
Headmaster, Board Senior Basic
School, Chinnacherukur,
Distt. Nellore.
3. Sh. K.V. Subramanyam,
Headmaster, Municipal Higher
Elementary School,
Tirupati, Distt. Chittoor.
4. Sh. Dabiru Anantha Jagannadharao,
Headmaster, Board Elementary
School, Jalmuru,
Distt. Srikakulam.
5. Sh. M. Rudraiah,
Board Elementary School,
(Santagate) Nandikotkur,
Distt. Kurnool.

Record of work

- A teacher with 27 years' record of good work to his credit. He is a devoted, conscientious teacher known for his outstanding organising ability and sturdy nationalism.
- A teacher and headmaster with 29 years of teaching to his credit. He has written a few social dramas and has served on a number of committees in his village for educational and social work.
- A teacher and headmaster with 24 years' record of good work. He has a marked aptitude for the fine arts and his services are indispensable to his community whenever any cultural activity is planned. A member of several local associations connected with educational work. Always keen to improve his professional knowledge and that of his colleagues.
- Headmaster for 31 years. He has been the President of the District Elementary School Teachers' Association since 1944 and has conducted many teachers' conferences. Known as the best teacher in his district and takes a prominent part in the social and educational activities of the community.
- A capable and devoted teacher with 25 years' service to his credit in elementary schools and a reputation for honesty and devotion to duty.

SECONDARY EDUCATION

<i>Name</i>	<i>Record of work</i>
Assam	
6. Sh. Harendra Nath Sharma, Headmaster, Patachar Kuchi Vidyapith, Patachar Kuchi, Distt. Kamrup.	A teacher and headmaster with 24 years' service. He is known for his literary merit and high organising ability. His school is considered one of the best high schools in the region. He has a rare sense of devotion to the cause of education.
7. Sh. Praneswar Sharma, Headmaster, Rongia High School, Rongia, Distt. Kamrup.	A teacher and headmaster with a record of 22 years' dedicated service. A successful teacher, greatly interested in curricular activities and the welfare of his pupils.
8. Sh. Prabhat Chandra Choudhury, Teacher, Lotashel L.P. School, Gauhati, Distt. Kamrup.	A teacher with 38 years' service in the same school. He identifies himself completely with the children while teaching them. A sincere worker, he is also proficient in vocal and instrumental music. Takes an active part in organizing co-curricular activities in the school and is noted for his childlike humility.
9. Sh. Sibanath Saikia, Head Pandit, Town Model Junior Basic School, Golaghat, Distt. Sibsagar.	A teacher with 35 years' record of distinguished service. He is known for his progressive ideas and genuine attachment to the profession of which he has been an acknowledged leader. He has always been devoted to the welfare of his students.
Bihar	
10. Sh. Ramanugrah Narayan Verma, Headmaster, S.S. High School, Simdega, Distt. Ranchi.	A selfless teacher and headmaster with 21 years' teaching experience in secondary schools. He is known for his qualities of scholarship and organising ability. By his selfless service and wide sympathies for the backward people of the area, especially the Adivasis, he has raised the prestige of the teaching profession. For nine years he has worked as an honorary manager of the Bihar and Orissa Teachers' Journal.
11. Sh. Jhingur Kumar, Headmaster, M.L. Academy, Laheriasarai, Distt. Darbhanga.	A headmaster with a record of 32 years' service in the school. He is progressive in his outlook and keeps himself in touch with the latest educational literature. Takes prominent part in educational activities and was the President of the

NATIONAL AWARDS FOR TEACHERS

<i>Name</i>	<i>Record of work</i>
	Darbhanga District High School Teachers' Association for two years.
12. Sh. Nawal Kishore Jha, Headmaster, T.N.B. Collegiate School, Bhagalpur, Distt. Bhagalpur.	A teacher and headmaster with 26 years' record of outstanding service in secondary schools. He has travelled extensively in India, reads widely and has written many articles. He has attended a number of educational conferences and seminars and takes a prominent part in organising physical, social and educational activities.
13. Sh. Baboo Ram Pathak, Headmaster, D.A.V. High School, Siwan, Distt. Saran.	A teacher and principal of rare ability with 22 years' service in secondary schools. He is greatly interested in village uplift work which is a regular programme of the school.
14. Sh. Ishwar Dayal Pandey, Headmaster, Practising Upper Primary School, Dumraon, Distt. Shahabad.	A teacher with 34 years' service in primary schools. He has written several books and enjoys a high reputation in his community as a teacher and social worker.
15. Sh. Ram Chandra Sinha, Assistant Teacher, Board Middle School, Bhagwanpur, Distt. Muzaffarpur.	A teacher with 31 years' service in the school. He takes personal interest in his pupils and is very popular in his school. He has attended a number of educational conferences held in different parts of India and has been the Secretary of the Teachers' Association for 15 years.
16. Sh. Lok Nath Mishra, Headmaster, Municipal Middle School, Bekapur, Distt. Monghyr.	A teacher and headmaster with 40 years' service in primary schools. He is a teacher of high repute and has always taken prominent part in the educational activities of the district and the State. He has served in various capacities on several educational associations.
17. Sh. Jagan Nath Prasad, Hindi Middle School, Lohardagga, Distt. Ranchi.	A teacher with 42 years' teaching experience in primary and secondary schools. He has written 5 books of which 3 have been approved for library. He has great organising ability and a keen sense of duty by reason of which he was selected Chairman of his Town Municipality. He has also served on the executive of the All-India Teachers' Association.

Name

Record of Work

Bombay

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| <p>18. Sh. Ishwarbhai Jethabhai Patel,
Headmaster, D.N. High School,
Anand, Distt. Kaira.</p> | <p>A headmaster with 22 years' teaching experience in the school. He has written seven books and many articles and has served in various capacities on a number of educational boards and committees. He is the editor of the children's magazine "<i>Bal Mitra</i>".</p> |
| <p>19. Sh. Sadashiv Chintaman Walimbe,
American Mission Girls' High School,
Ahmednagar, Distt. Ahmednagar.</p> | <p>A teacher and headmaster with an outstanding record of 30 years' selfless service to his credit. He is the President of the Ahmednagar Secondary Teachers' Association and has been editing for the last 7 years an educational quarterly called "<i>Adhyapak</i>". Keenly interested in educational seminars and conferences as also in general cultural activities.</p> |
| <p>20. Dr. G.S. Khair,
Headmaster, Maharashtra Vidyalaya,
Poona.</p> | <p>He is the founder headmaster of his school with 38 years' service to his credit. Has always taken a very active and prominent part in the educational and social activities of the community, and has widely travelled abroad. He enjoys an excellent reputation in his community for his genuine attachment to the teaching profession. Has written many articles and a few books. He is the President of the Headmasters' Federation, Bombay State, and has worked as a Professor of Comparative Education in training colleges and universities.</p> |
| <p>21. Sh. Chandravadan Chunilal Shah,
Principal, Jeevan Bharati,
Surat.</p> | <p>A teacher and principal with a record of 22 years' distinguished service to his credit in secondary schools. He has been the editor of a teachers' journal for 25 years. On four occasions he has been abroad and has studied the educational programmes of different countries. He is the founder member and President of the Surat branch of New Education Fellowship and has been prominent in nearly all educational activities of the State. Since 1956 he has been a member of the Senate of Gujarat University, representing the headmasters of Gujarat.</p> |

NATIONAL AWARDS FOR TEACHERS

<i>Name</i>	<i>Record of work</i>
22. Sh. C.K. Sankholkar, Teacher, Wilson High School, Girgaum, Bombay-4.	A teacher with 30 years' service in secondary schools. He has taken a very active part in the organisation of teachers' activities. Is President of the Bombay State Federation of Secondary Teachers' Association and a member of the Executive Committee of the All-India Federation of Educational Associations.
23. Sh. Mahadev Kondiba Ghatge, Koregaon Primary School, Vathar Kiroli Taluka, Distt. North Satara.	Has been teaching for over 30 years. His school is the centre of community activities and he has been the main inspiration behind developmental activities such as construction of approach roads, school buildings and wells through <i>Shramdan</i> . Has won continuously for two years the rolling Shield for making the maximum number of illiterate adults literate in his Taluka.
24. Smt. Amritben Kalyanji Pandya, Headmistress, Taluka Girls' School No. 1, Jamnagar.	A teacher and headmistress with 23 years' teaching experience in primary and secondary schools. She is dedicated to her profession and is liked and respected by every child of the school and every member of her staff. She is a selfless worker and regards teaching as her mission in life.
25. Sh. Sadashiv Sitaram Bhute, Headmaster, Govt. Senior Basic School, Paunar, Distt. Wardha.	A teacher of 28 years' service to his credit. Besides establishing his reputation as a good teacher and administrator, he is well known for the cordiality of his relations with the public.
26. Sh. B. N. Nayak, Headmaster, D.S.B. School, Bajipura, Distt. Surat.	Has put in 26 years of sincere service. His institution is a model of cooperation between the staff and the students on the one hand and the staff and the community on the other.
27. Sh. G.K. Raut, Teacher, D.S.B. School, Walki, Distt. Ahmednagar.	A teacher with 27 years' record of service. He is a competent and experienced teacher who takes active part in the various educational activities of the district.
Jammu & Kashmir	
28. Sh. Hussain Ali Ansari, Headmaster, Teachers' Training School, Sopore, Distt. Baramulla.	A teacher and headmaster with 29 years' service to his credit. He has established his reputation as a scholar and a poet in Urdu. He is a good administrator and is highly respected by the people as a man of character.

SECONDARY EDUCATION

Name

Record of Work

29. Sh. Gauri Shankar,
Basic School, Jammu Tawi,
Distt. Jammu.
- A teacher with 31 years' teaching experience in primary and middle schools. He works with a sense of dedication and is considered a very fine basic education teacher. His work has made him very popular in his school.

Kerala

30. Sh. C.T. Kottaram.
Headmaster, St. Thomas Higher
Secondary School, Palai,
Distt. Palai.
- A teacher and headmaster with 21 years' record of service. He has been abroad for studies and on an educational tour. He contributes articles to magazines and daily papers, has published some books, and takes an active part in the educational and social activities of the State. Is a member of the Kerala University Senate.
31. Sh. C. J. Cherian,
Teacher, M.T.S. High School,
Kottayam, Distt. Kottayam.
- A teacher with 33 years' record of service in the school. He is an able and efficient teacher greatly interested in social, political and church activities and has helped in raising contributions for the school. He is the President of the Kottayam branch of the Private School Teachers' Association.
32. Sh. M. Krishnan Nair,
Headmaster, Government Basic &
Upper Primary School, Kongad,
Distt. Palghat.
- A teacher and headmaster with 22 years' service in primary schools. He is a sincere teacher and efficient administrator greatly liked by his staff and pupils. He has winning manners and an exemplary character. Has been active in raising contributions for the school and other educational activities.

Madhya Pradesh

33. Sh. Vasudeo Sharma,
Headmaster, High School, Badnaver,
Distt. Dhar.
- A teacher and headmaster with 32 years' service. He has written articles and short stories and enjoys the reputation of being the best middle school teacher in the whole district. He takes prominent part in the educational and social activities of the community.
34. Sh. Shyam Bihari Verma,
Headmaster, Government Higher
Secondary School, Dindori,
Distt. Mandla.
- A teacher and headmaster with 23 years' efficient service in secondary schools. He has done highly commendable work in spreading education among the backward people of his district. He has excellent public relations and is dedicated to the ideal of service.

NATIONAL AWARDS FOR TEACHERS

<i>Name</i>	<i>Record of Work</i>
35. Sh. Mahadev Prasad Srivastava, Headmaster, Middle School, Janakganj, Lashkar, Distt. Gwalior.	He is a born teacher and a successful administrator, with 28 years' service to his credit. His work in the school and his keen interest in developmental activities have won high praise.
36. Sh. Shiv Prasad Swarnkar, Headmaster, Govt. Senior Basic Training School, Dhamda, Distt. Durg.	A teacher of 31 years' standing, he is known for his outstanding ability and his basic school is regarded as a model school in the district. Has taken keen interest in social welfare and social education activities.
37. Sh. Nilkantha Naik, Headmaster, Marathi Primary School No. 6, Indore.	He has more than 32 years' service to his credit, and has been managing a primary school with 500 students for the last 12 years with exemplary efficiency. Is an active member of the Association for the Relief of T.B. Patients and is held in high respect.
38. Smt. Thakur Beti Bai Shrivastava, Headmistress, Girls Primary School, Datia, Distt. Datia.	A teacher and headmistress with 36 years' service in primary schools. Besides being an efficient teacher she takes great interest in organising girl guide activities and is the Secretary of the Women's Association, Datia.

Madras

39. Sh. N. Chinnasami Naidu, Headmaster, Mani High School, Coimbatore.	A teacher and headmaster with 24 years' distinguished service. He has shown outstanding organising ability and inspiring leadership. He has taken initiative in organising and directing a number of seminars and conferences. Was awarded the 1951 Census Bronze Medal by the President of India for his outstanding work.
40. Sh. N. Venkatachalam, Headmaster, P. S. M. Senior Basic School, Kulasekarapatnam, Distt. Tirunelveli.	A headmaster with nearly 40 years' service in his school. He is a teacher of great sincerity and outstanding merit and is Vice-President of South India Teachers' Union which is a clear recognition of the esteem in which the profession holds him. He has done excellent work in the free-meal scheme.
41. Sh. V. Manichavasagam, Assistant Teacher, Corporation Higher Elementary School, Gangadheswarar, Koil Street, Puraswakam.	A teacher with 34 years' record of service. Apart from his teaching work and the active part he takes in organising co-curricular activities of the school, he takes a prominent part in the social work of the community. He has earned the abiding affection of his pupils.

SECONDARY EDUCATION

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| 42. Sh. A. Ambalavanan,
Headmaster, Board Basic School,
Varkalpattu, Distt. South Arcot. | A headmaster with 29 years' service in schools. He has written 40 booklets for the Junior Basic Schools and has won the affection and esteem of his colleagues and the District Board. |

Mysore

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| 43. Sh. B. T. Shettar,
Headmaster, Durgad High School,
Haunsbhavi, Distt. Dharwar. | Headmaster of a rural High school with 28 years' service, he has contributed greatly towards the improvement and growth of the school which has 400 pupils in a village with a population of 3000. He is conducting a free boarding home for more than 200 pupils and a hostel for girls. |
| 44. Sh. N. S. Simpi,
Headmaster, Kannada Boys' School,
Chadachan, Distt. Bijapur. | A headmaster with 35 years' service in the school. Considered to be an ideal teacher in Karnatak, he is noted both for his teaching abilities and his genuine interest in his pupils. He is a well-known writer in Kannada with more than 40 books to his credit. |
| 45. Sh. Puttashamaiah,
Headmaster, Govt. Middle School,
Mylanahally, Distt. Bangalore. | A teacher and headmaster with 29 years' service in middle schools. He is a sincere and capable teacher and a good administrator. For the last five years he has been holding free special classes for his pupils during vacations. His school garden has attracted wide attention. |

Orissa

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| 46. Sh. Divya Sinha Pattanayak,
Buxi Jagabandhu Bidyadhar High
School, Khurda,
Distt. Puri. | A teacher and headmaster with 38 years' service in secondary schools. Known as one of the best teachers in the State. Also a good disciplinarian and an able administrator. Has devoted his life to the cause of education and is actively cooperating in setting up a college in his locality. |
| 47. Sh. Lingaraja Panda,
Headmaster, Karabalna Upper Primary
School, Ganjam. | A teacher and headmaster with 32 years' devoted service. He is known as one of the best primary school teachers of the State. He keeps himself in touch with the latest trends of educational thought and has taken an active part in improving the lot of the primary school teachers. |

NATIONAL AWARDS FOR TEACHERS

<i>Name</i>	<i>Record of Work</i>	
48. Sh. Arjun Biswal, Headmaster, Hemasurpara Primary School, Dhenkanal.	Upper	A teacher and headmaster with 34 years of devoted service. He is highly respected in the community for academic efficiency, general interest in his pupils and active participation in the social activities of his school and community.

Punjab

49. Miss Kamini V. Ghose, Headmistress, Govt. Higher Secondary School for Girls, Jullundur city.	A teacher and headmistress with 27 years' service. She takes active part in promoting co-curricular activities and has written short plays for children. She has participated in educational seminars and also been abroad on an educational tour.
50. Sh. Ishar Das Saini, Headmaster, Govt. Higher Secondary School, Pathankot, Distt. Gurdaspur.	A teacher and headmaster with 27 years' service. He plays a leading role in the life of the community and is the President of the District Headmasters' Association. He is a man of considerable initiative and is devoted to his profession.
51. Sh. Shanu Ram, S. V. Teacher, Govt. Middle School, Taraori, Distt. Karnal.	A teacher with 32 years' record of service in primary and secondary schools. He is an outstanding teacher whose pupils have won many scholarships. Has done praiseworthy work in social uplift and organised small savings among students of primary classes.
52. Shri Surjan Singh, Headmaster, Govt. Primary School, Ghorewah, Distt. Gurdaspur.	A teacher with 37 years' service in schools. He is considered an ideal teacher who has dedicated himself to his profession. Is held in affection and esteem by his pupils, the staff and the community. Has also helped to improve the textbooks of the middle classes.

Rajasthan

53. Sh. D.M. Jain, Headmaster, Government, M.P. Higher Secondary School, Ajmer.	A teacher and headmaster with a record of 27 years' fine service. He is a silent and sincere worker with progressive ideas in education and keenly interested in co-curricular activities. He conducted the economic survey of the village Jalia in Ajmer District at the time of 1941 Census for which he was awarded a first class sanad by the Government in recognition of his outstanding service.
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<i>Name</i>	<i>Record of Work</i>
54. Sh. Laxmi Narayan Tewari Teacher, Adarash Primary School (Craft), Sri Madhopur, Distt. Sikar.	A teacher with 31 years' fine service to his credit. His whole life has been dedicated to the wellbeing of his pupils, both inside and outside the class room.
Uttar Pradesh	
55. Sh. P. C. Joshi, Assistant Master, Government Higher Secondary School, Naini Tal.	A teacher with a record of 30 years' service to his credit. He is a scout in the real sense of the word and has organised with distinction several training centres in physical education, scouting and social service. An enthusiastic and energetic worker who has won a number of medals and awards for gallantry in saving lives from fire and drowning.
56. Sh. Prem Singh. Principal, Guru Nanak Higher Second- ary school, Kanpur.	A teacher and headmaster with 34 years' service in secondary schools. After his migration from West Punjab he started the present institution in 1949 of which he is also the Principal. He is known as a sound educationist with interest in educational reform.
57. Sh. Harihar Pande, Assistant Master, J.P. Mehta Municipal Higher Secondary School, Varanasi.	A teacher and vice-principal with 30 years' continuous service in the same school. He takes pride in work and has been actively associated with establishing many high schools. He has a missionary zeal for social service and has given financial help to students from his meagre salary to complete their education. As General Secretary of the U.P. Secondary Teachers' Association, he has organised several symposia and discussion groups on educational subjects.
58. Sh. V.S. Bhatnagar, Assistant Master, Government Higher Secondary School, Allahabad.	A teacher with 24 years' service to his credit. Besides being an excellent teacher he takes great interest in co-curricular activities. In 1949 and 1950 he was awarded the "Medal of Merit" and "Long Service Medal" by the Boys Scout Association of India. He is a person of culture and possesses many qualities of an ideal teacher.
59. Smt. Toru Lata Singh, Assistant Mistress, Government Higher Secondary School for Girls, Fatehgarh.	A teacher with 29 years' experience of good work to her credit. She is an efficient teacher, an expert guide, captain and a sincere social worker. She has raised

NATIONAL AWARDS FOR TEACHERS

<i>Name</i>	<i>Record of Work</i>
	donations in connection with flood relief and other emergency work and has saved many lives from fire.
60. Sh. Bishan Gopal Mathur, Scout Master & Physical Instructor, Antarim Zila Parishad, Aligarh.	A scout master and physical instructor with 30 years' service in the same school. He is an efficient, resourceful and honest worker, gifted with outstanding organising capacity. He has organised sports in the district every year since 1929 and has won several prizes and awards.
61. Sh. Sishu Pal Singh 'Shishu' Head Teacher, Primary School, Udi, Distt. Etawah.	A teacher and headmaster, with a record of over 20 years' good conscientious work. He is known to the public in the locality not only as a teacher but a poet and writer of some repute with a number of publications to his credit. Greatly interested in social work he has been of considerable help to the Development authorities in village uplift programmes.
62. Sh. Mathura Singh, Head Teacher, Junior Basic School, Raunsar Kothi, Distt. Shahjahanpur.	A teacher and headmaster with 40 years' educational service to his credit. He belongs to a family of teachers and is known for his complete dedication to the profession. Is greatly respected by children and his colleagues. He is also a fine social worker.
63. Sh. Atar Singh, Head Teacher, Senior Basic School, Dehradun.	A head teacher of a Senior Basic school with about 30 years' service. He has a high sense of duty not only to his school but to the community. He played an important part in establishing on a firm footing the cooperative society formed with the purpose of improving the conditions of teachers.

West Bengal

64. Sh. Jyotir Bikas Mitra, Headmaster, Sailendra Sircar Vidyalyaya, 62 A Shampukur Street, Calcutta-4.	A teacher and headmaster with 32 years' service in the same school. He has travelled extensively in India and has been the President of the West Bengal Headmasters' Association for a number of years.
65. Sh. Nirod Baran Mahata, Headmaster, P.P. Institution, Gushkara, Distt. Burdwan.	A teacher and headmaster with 23 years' service in secondary schools. His school of which he became Principal in 1941

SECONDARY EDUCATION

<i>Name</i>	<i>Record of Work</i>
	is one of the best and biggest rural high schools of West Bengal. He has worked for its development with a high degree of devotion. It was awarded the Vanamahotsay prize by the Government in 1957 as the second best educational institution in the State.
66. Sh. Gauri Prasanna Biswas, Assistant Headmaster, Krishnath College School, Berhampore, Distt. Murshidabad.	A teacher and assistant headmaster with 34 years' service in secondary schools. He is noted for his literary ability and has written a number of articles in educational journals. He takes active part in educational discussions and conferences and has organised several short training courses for teachers of adult education.
67. Sh. Ajit Chandra Bose, Durgadevi Dino Bandhu Primary School, Malda, Distt. Malda.	A teacher with 32 years' service in the same school. He is a sincere teacher to whom work is worship. He was given a public reception by the District Congress Committee, Malda, on the 15th August 1948, in recognition of his meritorious work as a teacher.
68. Sh. Jyotish Chandra Biswas, Primary School, Jitpur, P.O. Tehatta, Distt. Nadia.	A teacher and headmaster with 27 years' record of good service. He is a sincere and energetic teacher, loved by his students and respected by the community.
69. Sh. Rabi Lochan Rout, Headmaster, Primary School, Burdpure, Distt. Burdwan.	A teacher and headmaster with 27 years' service in schools. He is a capable and progressive teacher and is the Secretary of the Primary Teachers' Association of the district.

Union Territories

70. Sh. Waikhom Gourmani Singh, Headmaster, The Wabagai Boys' L.P. School, Wabagai (Manipur).	A teacher and headmaster with 31 years' teaching experience. He is known for his love of children, especially his concern for backward and delinquent children. He has served in various capacities on local committees and rendered constructive service in establishing new schools.
71. Dr. Krishna Datta Bhardwaj, Head of the Department of Sanskrit, Modern Higher Secondary School, New Delhi (Delhi).	A devoted teacher of more than 32 years' standing. He is a scholar deeply interested in learning and writing and valued by his school for his loyalty and sane counsel.

READERS' Forum

The Future of the Three-Language Formula

In the last two issues we have been running a discussion on the question of languages at the secondary stage. This discussion was initiated in the July '59 issue of "Secondary Education" by Shri Veda Prakasha, Assistant Educational Adviser to the Ministry of Education who posed the question: What is the future of the three-language formula as recommended by the Central Advisory Board of Education and which has been accepted wholly or with certain modifications by all the States? This formula makes the study of three languages compulsory for every student at the secondary stage—mother tongue, Hindi and English. In this issue we publish the last series of comments on the subject.

U.C. DUTT*

BEFORE stating my position on the subject, I would like to recall briefly the arguments of Shri Veda Prakasha who has started the discussion. He has based his arguments, according to my understanding of him, on some assumptions and trends in our educational system and has also given some figures to indicate the position occupied by Hindi in the various States. His conclusions are (1) the future of the regional languages is fully assured as they are to be the media of instruction; (2) the status of English depends on how long it continues to be the medium of university instruction; (3) Hindi will be accepted as a compulsory subject if its Constitutional position remains unchanged, and (4) other regional languages will be accepted in the Hindi-speaking areas provided the States make the attainment of a minimum standard in an additional language an essential condition for State services.

No doubt the conditions that the writer has drawn attention to are potent factors. These undoubtedly are the methods by which a language can be thrust upon people from

outside by creating conditions in their favour. But there is also another way that ensures spontaneous acceptance of a language by the literate section. That happens when a language becomes attractive by acquiring literary excellence and shaking off its angularities. Every regional language including Hindi has got to be raised to a certain level before they can attract others from a different region. Shri M.D. Sharma thinks correctly when he writes that the future of languages depends on the future of society that will evolve out of the forces of revivalism, westernisation and the tradition of national synthesis. It does not depend on what becomes the official language and the medium of university instruction, or even the secondary schools becoming terminal.

Besides ignoring the relevant questions of inner urge and outer compulsion, the arguments of Shri Veda Prakasha do not appear to be free from the fallacy of overlooking some conditions without which the desired effect is not produced. After all, the arguments are hypothetical and conclusions follow from premises which are by no means

* Retired Deputy Director of Education, U.P.

of a permanent nature. A brief consideration of languages concerned will throw some light on the real issue.

Mother-tongue

Since Independence regional languages have received sufficient impetus. They are progressing and will progress if conditions do not change. But this does not mean that all the 13 languages recognised by the Constitution are equally progressive. Literary talents make a language rich and attractive. Linguistic patriotism and pride go a long way to stimulate loyalty and compel adherence to mother-tongue, but even that cannot resist long the trespass of a culturally superior language. Buddha and Mahavira preached religion in Pali and Prakrit, the languages of the masses in the 6th century B.C. Under State patronage these languages began to grow, scriptures were written in them and they became the media of instruction inside and outside the seats of learning. But towards the close of the first century A.D. educated people could not resist the temptation of Sanskrit; and so they spoke and wrote in Sanskrit and neglected the mother-tongue. Sanskrit dominated the scene for 1,000 years. Again in the 12th century Persian came to India with the new rulers. It enjoyed pre-eminence for over 500 years. When Aurangzeb

came to the throne, he tried to revive regional languages. He laid stress on Urdu in the 17th century and made it the court language. Last came English in the 19th century and it held and still holds sway as the carrier of a rich culture. In a struggle for existence and supremacy only a progressive language can survive and rule.

Hindi

When the issue of language faced us after Independence (12 years ago), even in the Hindi speaking areas it was Hindustani not Hindi, that claimed a larger number of votaries. In spite of some creative talents in the medieval and modern periods Hindi was neglected by educated classes and masses till recently. So the protagonists of Hindi would do well to devise ways and means of enriching the language rather than help the anti-Hindi consensus by their aggressive policies. Hindi is recognised as the Federal language of India. A language of this status has got to be assimilative and free from angularities. In this respect a philological study of the English language will be of great help. Modern English is not native to the soil. It is a mixture of a number of languages—Teutonic, Celtic, Latin, Danish, French and Greek. History of the English language shows how English came under foreign influence in different periods of its evolution and developed.*

* Teutonic race, a branch of the Aryans, settled down in Germany. Two sections of Teutons, Angles and Saxons, conquered Britannia in the 5th century of the Christian era and changed the name of the country as Angle's bond or England. They crushed the native cells but had to accept something from the Celtic language. The Anglo-Saxons became Christians and learnt Latin in which scriptures were written. So many Latin words were absorbed in English. Then the Danes, another offshoot of the Teutons, occupied by force about half of England and many Danish expressions got into English. In 1066, the Normans conquered England. They spoke French and made it the court language and medium of instruction in schools. In course of time when these Normans lost touch with Normandy, they left French and adopted English as the official language. In the meantime many French words made their way into English. Originally French was derived from Latin. About half of the English vocabulary is Latin and French in origin. As a result of the Renaissance in the 15th century many Latin and Greek words, specially the scientific and technical terms, found place in English.

In spite of the import of so many foreign words from different sources the English language continued to be English as the mode of expression and its structures did not change much. Like Sanskrit old English, under Latin influence, had many inflexions (suffixes etc.) which offered serious obstacles to the Normans' learning English. They did away with some of them and the process of simplification continued till English assumed the present form. The process is not yet over, for change is the sign of life.

Fourteenth century English had three dialects—Southern English dialect, Northern English dialect and Midland English dialect. Midland English dialect was the language of the old universities, Oxford Cambridge, and London and of the famous poet Chaucer. Thus it has become the literary English of England.

English is one of the richest languages today. The reason is that it has assimilated numerous words and phrases from other stocks, removed the obstacles to easy acceptance and has had many creative writers to enrich it.

Under Christian influence Latin became indispensable to the study of scriptures. Latin grammar was crammed and Latin roots were freely used to coin new English words. But the makers of English language did not accept the peculiarities of Latin, though they assimilated words and phrases that became popular or served useful purpose. Only such elements were absorbed as could be easily adopted by a different stock. Even today they are trying to simplify English by doing away with some grammatical forms. Similarly, makers of Hindi can help the growth of Hindi by accepting the well-known words and expressions from any other language instead of trying to import or distort an unknown Sanskrit word. Coining of new words, phrases, idioms and technical terms should be left to a syndicate of competent scholars. Gender in Hindi offers a serious difficulty to non-Hindi speaking people. In this, Hindi has gone a step beyond Sanskrit even. In Sanskrit forms of verb do not change with the change of gender in noun or pronoun. Naturally our national language Hindi has got to be amended and adapted to the taste and capacity of others. What is wanted is silent work and proper understanding, not mere assertion of rights or legal measures. An aggressive and obstinate attitude often defeats its own purpose.

Psychologically, an average man wants to take the line of least resistance. He cares more for convenience and utility than for national pride and the like. So long as English is there one is not at a loss to communicate with other States or countries. English serves both inter-State and international purposes. A man is reluctant to give up what he has for what he has not. This is one of the main reasons why demand for Hindi in non-Hindi States is not spontaneous. Moreover, the world is fast moving towards the ideal of one state—a world federation. Conquest of space and contact with other planets will hasten the day. If that happens, distinction between Hindi and English, on emotional grounds, will disappear. Then Hindi is likely to be pushed into the background again.

What I have said above may not seem

strictly relevant to our discussion but the point I want to make is (a) that the forces that are shaping the world of tomorrow are also a factor to consider in our language question and (b) a rich language has always a far greater chance to survive the vicissitudes of time than one which is not.

English

English unlocks the door to western culture, science and technology. It is indispensable to an educated Indian and an east-west synthesis. But here it has created two classes—those who know English and those who do not. This artificial division of our nation was the doing of our English rulers. About 80 per cent students in schools are weak in English and do not go up for higher studies. Naturally the same English does not suit all. It hinders individual progress and involves vast wastage. To my mind the best arrangement would be to have two courses of English: (a) Elementary English and (b) Advanced English. Even if English ceases to be the medium of instruction at any or all stages of our educational system, it will still have its uses in our life.

An Additional Indian Language

An additional Indian language has been prescribed for Hindi-speaking areas to give the same language-load to every child of the land. Educationally, this is not necessary. The idea seems to have been prompted by political considerations and a sense of uniformity. This part of the formula is artificial, unpopular and unwarranted. The financial implications will create another problem. In order to thrust it on the Hindi-speaking areas Shri Veda Prakasha suggests that a certain minimum of proficiency in an additional language should be an essential condition for recruitment to State services. To work this part of the formula with the minimum possible financial implications, Shri M.D. Sharma proposes an inter-State exchange programme of teachers. It will help the Hindi-speaking areas to study an additional regional language and non-Hindi speaking areas to study Hindi more efficiently. This plan will solve the problem

of teachers and foster national unity. The idea is good and deserves consideration.

Future of the Formula

However, when it comes to weighing the question of the three-language Formula in terms of whether it has a future or not, I must confess that the flaws I have pointed out above make me feel sceptical about its future. Our curriculum is already overloaded with subjects (there are not less than 11 subjects) and in a time-table of 35 periods a week, each subject will hardly get more than 3 periods per week. For example, the present curriculum of Uttar Pradesh provides 6 subjects for High school and 5 subjects for Intermediate. The results of the Board vary from 40 to 50 per cent. To me that is not surprising for I do believe that the load of so many subjects is too much on an average child and we cannot expect him to achieve a high standard of attainment with so many subjects to handle. As far as I can see, the present three-language formula will have to be modified through sheer force of practical and educational considerations that are bound to assert themselves in the long run.

II

R. B. SHARMA*

SHRI Veda Prakasha's article on the future of the three-language formula deserves serious attention. In his 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." Since what is already in practice is not yielding very satisfactory results, one may wonder whether this should be considered a merit at all. However the formula is not a rigid one and as conditions in the social, cultural and educational spheres of life are changing, the content of the formula is also changing. If we understand the direction of this change, we shall have a more or less clear picture of the future of the formula.

The Changing Picture

The main thing that we have to see in the educational background is that the position of English, though clearly defined in the formula, is rapidly changing in fact. There is an increasing pressure on it from Hindi as well as other regional languages. Hindi is gradually ousting English not only in the Hindi-speaking areas but also in most of the non-Hindi regions. After making a rapid survey of the position of Hindi at the secondary stage in the non-Hindi States, Shri Veda Prakasha comes to the conclusion 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.'" The basic fact of the situation is that the overwhelming majority of students at the secondary stage in the country study Hindi. This indicates the direction of the change. No doubt English holds a dominant position in the three-language formula but this position is being weakened in favour of Hindi every day.

Then there is pressure on English from the regional languages also. Shri Veda Prakasha has not analysed the necessary data in this respect. In a State like Tamilnad, Tamil has been made the State language. There is agitation afoot in some other States for making the regional languages the State languages there. Instead of Hindi replacing English at all stages of education and in various spheres of State work, the regional languages are assuming more and more importance and there is a growing rivalry not between Hindi and English but between Hindi and these languages. So far as the medium of university education is concerned, Shri Veda Prakasha states very justly that "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".

Shri Veda Prakasha's case for the mother-tongue as the medium of instruction at all

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levels, based on the evidence of eminent educationists, is almost unassailable. Perhaps the change from English to the regional languages would be slower in the sphere of natural sciences than other subjects. But there is an additional fact which demands very urgent consideration. "A study of the results of the various Higher Secondary examinations in the country shows that some times in some cases as many as 80% of the failures occur in English alone." This means a colossal wastage of the poor resources of the country. If a language formula continues to be based on "what is already in practice", the wastage would continue in geometrical progression.

Hindi and regional languages are ousting English. This is the direction of the change in the educational world. This process should be hastened and not hindered. For this two things are necessary: (1) to plan the teaching of English for students going up for higher studies; and (2) to implement the policy about the regional languages in the three-language formula.

English and the Regional Languages

The teaching of English needs to be planned. It should be made compulsory for all those who wish to get university education. There should be two types of schools or courses,—the first for the majority of students who would stop with the higher secondary examination and the second for those who would continue their studies further. Such a policy would eliminate the present wastage and at the same time help to raise the standard of English by more intensive work among a smaller number of students.

Regional languages should be optional as Hindi is in some of the States but a fair acquaintance with one of them should be made compulsory for candidates in the public service examinations. The three-language formula is really a two-language formula for there is no provision for the teaching of the regional languages in areas other than their own. There is also no incentive for such provision at present. Shri Veda Prakasha's suggestion for a change of policy in this respect is eminently sensible. "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 political objective served by such a policy has also been stated correctly and clearly in these words: "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".

Shri Veda Prakasha has pointed out that the implementation of this policy would incur great expenditure. That is because of a second class Master's degree as the qualification for Higher Secondary teachers. In every State of India there is a good number of teachers whose mother-tongue is not the language of that State. For example, Bengalis, Maharashtrians, Gujeratis, etc., form a substantial minority among U.P. teachers. Arrangements could be made for conducting examinations for such teachers for awarding certificates of proficiency in their languages. Such teachers could have their present number of periods of work reduced by half a dozen or so and take up the teaching of a regional language in the same. This would involve the addition of a few teachers only and would reduce the expenditure substantially. But an additional expenditure may be avoided altogether if the number of compulsory subjects is cut down. Shri Veda Prakasha is obviously uneasy about the burden that he three-language formula along with the compulsory subjects imposes—and the burden would be more when the formula is implemented fully—upon the child. The total number of subjects comes to eleven! Instead of having a variety of courses, the present curriculum aims at uniformity of attainments. Social Studies, General Science, etc., are compulsory along with a craft! In the two types of schools or courses suggested above, the three languages would not be compulsory for all nor need every student study a Craft along with General Science. There is no

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TOWARDS A WORLD COMMUNITY

(The New Education Fellowship Tenth World Conference)

MANY people may ask the question : Why yet another conference in an age which in any case is dominated by conferences ? What is the role and significance of the New Education Fellowship which sponsored the Tenth World Conference which was held in Delhi from 16th December 1959 to 6th January, 1960 and for the first time in an Asian country ?

New Education Fellowship : Its Scope and Purpose

The New Education Fellowship was founded over forty years ago as a rallying point for people of all countries who felt that, if ever peace were to be secured, one approach to it lay in making education less competitive, more creative and less purely intellectual. Since then, the Fellowship has become the one permanent, non-governmental organisation to unite like-minded educators not on questions of professional status but of adjusting education to the needs of the twentieth century.

Three features peculiar to its organisation may account for this. In the first place, its purpose has been one of self-education. It is not concerned with propaganda for any set of particular ideas or methods but exists to enable educators to educate one another.

Secondly, its membership is not confined to those professionally engaged in education. It brings together not only teachers from every type of school and college but also parents, administrators, scientists, musicians and artists as well as industrialists and other employers for it has realised that education is one of those aspects of life which goes on continuously from the cradle to the grave.

Lastly, it has acted on the basis of a belief—that people of personal integrity who believe in the value of human personality can understand one another and act in harmony.

The Fellowship has, from the start, been an international body. It started by attracting to itself founders of new schools and experimenters with new methods from all over Europe and the Americas, from Japan, China, from Africa, Australia, India and the scattered oceanic islands. They want to understand more fully the nature of the children in their schools and are eager for any help from doctors, psychologists and the great pedagogues such as Froebel, Decroly,

Montessori and Dewey. They are convinced that children gain knowledge and wisdom to a large extent from their own discoveries

and experiments. They are all beginning to be aware of the creative powers that lie within every child and that do not necessarily correlate closely with his academic powers. They feel that the child's social experience in school, hitherto so often cramped in the interest of book-learning should be one of the most important areas of learning, if school is properly to equip him for life.

The Fellowship continues to act as an open forum for all those honestly concerned with continuous research into the nature of education and its practical application. The essence of the New Education Fellowship resides in the principle that progress depends upon the open mind and upon the maintenance of contact between those with differing points of view. Its second principle is that of forming its governing body from those who have something personal to contribute. The one essential is that they

have a 'sense of the horizon', a growing consciousness of the persistency of change. Further it has never wavered in its insistence on the need for a new approach to education; nor given up its faith in the creative powers of man. It has held steadily to the conviction that the problems facing him can be overcome if the young are properly prepared for the responsibilities of maturity.

The ideal of the New Education Fellowship of continuous search for a new approach to education and keeping an open mind to differing points of view has been responsible for many seminars and international conferences organised under its auspices.

The Present Conference

This Conference held in Delhi from 16th December '59 to 6th January '60 was the tenth world conference of the New Education Fellowship. Trainer lecturers and group leaders for this Conference were drawn from educationists all over the world. Delegates to the conference came from many countries of the world encompassing the six continents. The theme of this Conference was: The Teacher and his work East and West. This theme was divided into six areas or topics—the Gandhian contribution to education, philosophy and practice of teacher education, administration, school inspection and in-service education, education in home and school for responsible living, the place of the sciences in modern education, and the contribution of the arts in modern education. The main work of the conference was done in small, permanent discussion groups each led by one of the trained group leaders. Each participant chose one of the subjects listed above for study during the seminar and was responsible for leading a group in it during the conference. Each group had a membership of ten ordinarily. The participants were given ample opportunities for expressing their views and exchanging ideas and experiences with others.

Both the pre-conference seminar and the conference had four aims—to give members an opportunity of exchanging ideas and information in a stable group in which some

permanent friendships across national and other barriers were formed and mutual appreciation of Eastern and Western cultural values was enhanced. This demonstrated the value of small-group discussions as a teaching medium. This has also promoted a closer understanding between those engaged in the administration and practice of education. Such a working pattern has been found to be valuable because learning that takes place in such small groups is more productive and more lasting than any other, partly because the learner himself has been obliged to contribute so much to it.

The two ingredients of this organisation are Fellowship and New Education. The equal kinship of all men and women in the pursuit of certain common goals and ideals is recognised and highly valued. At this Conference, we adopted certain new but tested techniques of free, personal discussion whose object primarily was not to add to the technical knowledge of the participants but to kindle interest, to promote cooperative thinking and to some extent reorient their inner attitudes and approaches. In this effort we have had a reasonable measure of success. The element of newness must always be there in the field of education, which deals with the growing, changing persons in a rapidly growing and changing world.

Unity in Diversity

It was interesting to discover how as the fellowship grew, people became more important than the opinions they held. Throughout the conference, one was conscious of the great diversity that exists in our world movement, because of the cultures, traditions and national heritage people are born into but these were never allowed to become distances. There were no fights despite conflicting view-points, criticism was respected, never resented and a spirit of enquiry and open-mindedness marked all the discussions. It was a remarkably representative gathering. There were over seventeen countries represented and almost all the States of the Indian Union.

Meeting in India

The decision to hold the conference in

India has been a tremendously stimulating experience for the New Education Fellowship of the different countries as well as the New Education Fellowship in India. It focussed the attention of the New Education Fellowship on this area of the world with its crying needs and tremendous possibilities, its wealth of untapped resources and its heritage of ancient civilization. It also provided many opportunities of personal contacts which have ripened into lasting friendships. There was an atmosphere of friendliness and ease throughout the Conference.

For about 22 days the Central Institute of Education and the University of Delhi were 'at home' to the world interested in the cause of education. Being at the conference was like being introduced to the world; in some ways almost a strange world and yet a real world, because it was a world of people and their problems. There was the thrill of meeting old friends, the joy of making new ones and the exhilaration and perplexities that accompany the struggle to understand what it means to be truly 'members of a World Fellowship'. The Conference was to be limited to a membership of six hundred. But as the closing dates for registration drew near, the numbers swelled to seven hundred and twenty-five. Many new applicants had to be rejected. People interested in all branches of education were present, thereby breaking down departmental and national barriers. Many who were deeply interested in the cause of education were able to meet others who had similar interests. Unprejudiced thinking and good feeling were brought about through discussions and free exchange of ideas not only in the small groups and section meetings, but also through sharing a common meal, usually the lunch. All participants at the conference were expected to eat a community lunch at one of the college hostels catering for the conference. At these times, members got a chance to meet informally and exchange ideas and get to know the other members. One of the objectives of the Conference was to help members to remain alive to developments in psychology, sociology, and philosophy which impinge on education and to apply knowledge so gained

to the learning situations in schools, teacher education colleges and other adult education groups as well as to the nurture of children in the home. Members were stimulated to think about educational trends of the future and to plan activities and take part in researches which would help its members in their own countries to do work as educators more effectively, with greater joy and satisfaction.

Highlights

One of the most moving ceremonies was the lighting of the lamp by Pandit Nehru, the Prime Minister of India at the inauguration of the conference. 'What are the memories you carry away with you?' This was one of the questions asked by a group leader to his group. 'Many' was the reply given by more than one member. Meeting the Prime Minister of India on the lawns of his residence, asking him questions and listening to his answers was an inspiring experience. The many contacts the members had, the small group discussions and exchange of ideas, and meeting eminent Indian personalities in education and other fields were some of the other highlights. The Reception given to the members of the conference by the President of India was an event never to be forgotten by the delegates who had gathered in Delhi from far and near.

Looking Ahead

The Indian Section of the New Education Fellowship has been carrying out experiments in new ideas and methods in education. There are about 25 New Education Fellowship groups in India, all over the country. We hope that this tenth New Education Fellowship World Conference will spread sound, progressive, and humane educational ideals. This movement has instilled new enthusiasm and vision in education and has helped to encourage a sense of fellowship. The functioning of small groups as media for education was valuable and stimulating to every member. The composition of these groups was carefully planned to make them representative of geographical areas, traditions and culture patterns and contributed in a great measure to the stimulating

interchange that characterised the discussions.

The progress of the New Education Fellowship is the progress of education during the last 40 years. From child-centred education, we have to move on to the child-in-society centred education, from freedom for the child to freedom through self-imposed control, from a curriculum of separate subjects to one of General Education. From

an intuitive understanding to a scientific and psychological study of the child, from educating the individual as an individual to educating him as an integral unit of a world, are further phases of the New Education Fellowship. They are steps towards achieving the objective of the New Education Fellowship, a world of peace brought about by the creative education of children, young students and parents.



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Readers' Forum

satisfactory solution to the uneasy burden of three languages and eight other subjects on the head of the poor child. The only way is to cut down the number of subjects and plan different courses for students in accordance with the possible careers before them.

Summing up

To sum up these comments : the three

language-formula is changing rapidly even as a transitional measure owing to pressure on English from Hindi and other languages. This process is good for the development of Indian democracy and should be strengthened by all possible means. By a proper planning of education at the Higher Secondary stage, much of the wastage involved at present can be eliminated and the language-formula can be implemented more effectively.

“Within a man of light there is light and he lights the whole world.”

—*Jesus Christ*

Speaking

From Experience

We have given in this issue a full account of the three-day function held by the Ministry in January this year for giving away National Awards to teachers for their outstanding record of distinguished service rendered to the community in their professional life. This scheme was instituted by the Ministry last year when 32 awards were made. This year the number of awards was 71 and the selected teachers were invited to Delhi to receive the awards in person from the President at a special function held in Vigyan Bhavan. The programme of the function included one session in which some of the teachers were invited to speak about their experiences and achievements as teachers and also to say something about the difficulties they have to encounter in the course of their work. In this feature we publish extracts from the speeches of five teachers—Dr. G.S. Khair and Shri C.S. Shah from Bombay, Shri D.S. Pattanayak from Orissa, Shri B.T. Shetter from Mysore and Shri C.T. Kottaram from Kerala.

I

MY FORTY YEARS IN SECONDARY EDUCATION

by

Dr. G. S. Khair*

I started my career as a teacher in 1920 and that was during the Non-Cooperation movement when I became teacher of a national school. Immediately next year we started a school independent of government control and government grant with the object of introducing those things in education which the official system at that time was lacking. I carried on in that school from 1921 to 1938 and if I were to recount our 'experiments' in those days, I know most of the educators will laugh. But believe me those things were considered to be reforms and those things were considered to be revolutionary and experiments then.

The first thing which we considered was the medium of instruction. At that time it was considered a big reform when we began to teach all the subjects through

the medium of the regional language. Another thing we did was to introduce vocational and craft education for all children. I introduced a programme of *safai* in the school like cleaning the classrooms and gardening and other things. I do not say that these things were not there in the official schools. But I laid special emphasis on them. Then we tried to frame an independent syllabus—a thing unheard of in those days. As a matter of fact, my role as an independent headmaster free from government control for more than 30 years has given me a habit of disregarding government rules and regulations and after freedom this habit has come in my way.

After Independence we sought recognition and a government grant and we got it without difficulty. Since then it is difficult for me to think what is educational reform and what is educational experimentation in the context of our freedom. There are certain things we have been doing which may be called educational reforms—such as reform of the examination system. Another thing we have been encouraging is creative work by students. For instance, we ask them to write manuscript books. Students of 8th, 9th and 10th class usually write such

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manuscript books. This is a unique thing in our school and I would like to tell you that we have more than a thousand manuscript books in our library.

Another important feature of our school that I would like to mention and I may again call it unique—is that we have started an experiment of having a syllabus in chemical technology. Last year we framed a regular syllabus, got it sanctioned from the Education Department and have introduced it now. I do not want to be more personal here because most of the things that we have been doing are also being tried by other schools. What I feel is this—that there is need for experimental schools which should try to carry out more and more experiments.

After freedom our main problem has been the increasing number of students while our resources have not kept pace with this increase. The position at present is that we have limited resources while we have to teach an ever-increasing stream of students and a far greater number of subjects than we did 10 years ago. It is for the headmasters to see and try to find out new techniques by which we are able to solve this problem.

II

THE ROLE OF VOLUNTARY ORGANISATIONS IN THE EDUCATION RECONSTRUCTION OF INDIA

by

Shri C. S. Shah*

I am a product of voluntary organisations, having studied in a non-governmental school and a non-governmental college and for the last three decades I have been working also in two non-governmental institutions. I am also closely connected with another type of voluntary organisation and that is the professional organisation of teachers and headmasters. It is from my experience I have gained by working with these voluntary organisations that I propose to offer a

few remarks on the role of voluntary organisations.

As you are all aware, voluntary organisations have played a very important part in the past in the development of education, particularly Secondary education. In the State of Bombay from which I come, out of 1500 Secondary schools, 1400 schools are managed by non-government, voluntary organisations. In the whole country also you will find that out of every three institutions, one is a voluntary organisation. The total number of such organisations including primary schools is a large one. These private enterprises have not only provided necessary facilities for education but they have also done pioneering work in the field of education, particularly in the field of women's education and also in the spread of rural education in the rural areas. In the new set-up, it is my belief that these voluntary organisations can play a more vital role. We have definite objectives before us. What we have to see is how we can respond to this call of the country and how voluntary organisations can help us in preparing a huge team of teachers devoted to their work and having an understanding of the problems that confront us.

I will first refer to the professional organisations. I was myself connected with the Bombay Professional Federation of Teachers' Associations for a long time and recently I was in charge of the Bombay State Federation of Headmasters' Associations which has tried to provide a programme of in-service education for teachers and headmasters through its district associations. I firmly believe that if these organisations are properly run, if we are able to bring them together and co-ordinate their work at State level, I am sure these organisations will render a very good account of themselves.

Our first task today is to bring about a new awakening among teachers, a new consciousness among teachers. I must admit that on account of age old traditions and the uncongeniality of his conditions, the teacher has lost initiative, he has lost enthusiasm for

*Principal, Jeevan Bharati, Surat (Bombay).

doing good constructive work and therefore he needs to be inspired to understand his new duties, new obligations and that can be done through the teachers' organisations. Through these organisations it is possible to reach every teacher wherever he may be—in village, in district or in town.

The second thing that is necessary is to have a qualitative improvement in our education. We have a number of experimental schools that are working in that direction. But may I say that the pace of experimentation can be increased by having more schools recognised for this purpose? Conducting small experiments has a double advantage in that (a) it enables us to experiment with a new idea and to assess the results of that idea and (b) it helps us at the same time to create a new awakening among teachers. Therefore, the voluntary organisations need to be increased and through such sources as the Ministry may have, they should try to find out the people and the institutions that are equipped with man-power to undertake new experiments. If publicity is given to the projects and schemes approved by the Ministry, I am sure there will be many voluntary offers for undertaking experiments through the Directorate of Extension Programmes for Secondary Education. No doubt, the Ministry of Education is encouraging such experiments, but they can be encouraged to a much larger extent and we could in that way create a climate for experiments, new ideas and for better education in all respects in our Secondary schools.

III

WHO IS A SUCCESSFUL TEACHER ?

by

Shri D. S. Pattanayak*

I began my teaching career in 1921 and have now completed 39 years in the profession. I have taught in some District Board schools and I came to my present school nine years ago. Like many other headmasters I have worked hard to raise the tone of my school and apart from try-

ing to improve the educational standards of my school, I have paid particular attention to extra-curricular activities which contribute so much to an all-round development of a child's character. If examination results are any indication of success, I can say that our efforts have been more than rewarded. When I came to my school our results in the matriculation examination were something like 40 to 50 per cent. Last year 60 students took the examination and 59 were successful—five secured first class and four others won scholarships.

From my experience as a teacher I have learnt that a successful teacher is one in whom his pupils have complete confidence. This confidence, I feel, can be had in two ways—(i) a teacher should establish personal contact with the pupils and (ii) he should establish his reputation for impartiality. It is for this reason that I continue to stress on my teachers that we should know every student individually. I have 500 students in my school and I can say that I know every student personally—his name and something of his family background like who his parents are and his financial circumstances.

I have also said above that pupils should have faith in their teachers' impartiality. This we have tried to achieve by introducing the confidential system of examinations. This means that till the results are announced none of the students know which teacher is evaluating their papers nor do the teachers know the names of students whose papers they are correcting. This is a safeguard against students or their parents trying to approach the teacher. This system has worked very well.

IV

PROBLEMS OF SECONDARY EDUCATION IN RURAL AREAS

by

Shri B. T. Shetter**

I am going to speak today about my experiences as headmaster of a High

*Buzi Jagabandhu Bidyadhar High School, Khurda (Orissa).

**Headmaster, Durgad High School, Naurshave (Mysore).

school and also bring out some of the problems of Secondary education in rural areas.

The most challenging problem facing us in rural areas is the people's aversion to education. At every stage we come up against the parents' lack of understanding of our keen efforts to educate their children. There is, however, no drastic remedy against this sort of prejudice. The only remedial measure is for the teachers to persist in their efforts. The Government can also contribute towards strengthening these efforts. For example, Government officials, during their tour of rural areas should spend some time in trying to speak to the rural people. Another difficulty that we have to face is the general poverty of these people because of which they can ill-afford the cost of educating their children. This, I feel, can be helped if rich people in towns and cities could come forward with voluntary donations for education in the rural areas. The third difficulty we face is the ignorance of the parents who are unable to take an intelligent interest in the education of their children. In rural areas the teachers have to play a double role, that of a teacher and of a guardian. To be really effective, rural schools should serve as residential schools where they can provide their students free board and free residence. This would involve considerable cost which is clearly beyond the means of school managements. For this we can only look to the Government or to the public or I should say both. It is satisfying to note that the States and Central Government are recognising the importance of residential schools and are giving assistance by way of loans and grants to the managements to start such schools.

V SCHOOLS AND PUBLIC COOPERATION

by

Dr. C. T. Kottaram*

I am a headmaster of a High school in Palai, Kerala. When I took charge of this school in 1932 it was a middle school. In 1935 I was able to raise it into a High school and today it enjoys a reputation of being one of the best High schools in the State.

The point I wish to bring out in my talk today is that if a school is able to win the full cooperation of its students and their parents, there is nothing that one cannot achieve. I have built up my school entirely on the help and cooperation I have received from my teachers, my pupils and the public. We have been able to construct the school building which cost about Rs. 65,000. The entire money for this came from public donations. We have an auditorium and a big library which has 5,000 books on science alone. Funds for both have come from public donations.

Even the educational standards of a school, the general morale of the staff and students depend largely on the sense of oneness binding them together. Our examination results are always high. In fact the results have never gone below 95 per cent. I have also introduced in my school the system of giving prizes to the boys of the class who are able to keep their rooms and premises neat and tidy. All our students clean their classrooms and school premises themselves. In short, my experience throughout has gone to prove that with the cooperation of the students and teachers and public, we can work wonders in our schools.

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PROBLEMS OF TEACHING ENGLISH PRONUNCIATION

LEARNING English in our country has often erroneously meant undue emphasis on formal grammar and vocabulary. Two most important aspects of the language, its pronunciation and its structure have almost invariably been neglected. The work done by linguists in the field of structural analysis is, however, going to have good results. It is heartening to note that some of the States in India have already adopted structural syllabuses in English for their schools. Others, presumably, will follow. But it has to be pointed out that practically nothing is being done in our schools by way of teaching English pronunciation.

The structural approach of selecting and presenting linguistic material has its own problems and these are vitally connected with the problem of pronunciation. The idea in the present paper, however, is to survey briefly the lines along which a programme of teaching English pronunciation can possibly be formulated.

Any language essentially is a system of sounds. The script was invented later as the need arose to record vocal expressions. Even today there are a large number of highly developed dialects which have no script of their own in common use, for instance, Kashmiri, Ladakhi, Mandiali, Kehloori and many others. This representation of sounds in alphabetical letters is fairly phonetic in some languages. English is quite often obviously illogical in its script-representation of sounds. That makes the learning of English pronunciation all the more difficult. The letters of the alphabet do not suggest the sounds they stand for.

The lack of emphasis on teaching English pronunciation in our Secondary schools, howsoever we might explain it, has certainly not been due to the not uncommon irrational

behaviour of English spelling. The general feeling in our country that the common Indian does not need to speak English has perhaps been a far more potent factor than any other we can think of. Those of us who were taught by the traditional methods learnt to read from the very beginning without learning to speak. Recent research, however, reveals that even if reading be the ultimate objective of learning a foreign language, learning to speak in that language is an important preliminary step. Once we have acquainted the children with foreign sounds and their comprehension, we have put them on the way to read. The only difficulty for them now remains to identify the sounds they have learnt with the printed symbols they perceive.

This is of utmost importance for teachers of English in our Secondary schools to realise. The average English teacher in our country

is quite ignorant of the latest thought pertaining to the teaching of foreign languages. He needs to be re-educated in that direction.

When we thus recognise the importance of learning English pronunciation, not for its own sake, but with a view to learning the language for comprehension which is our primary objective, a number of problems crop up: What pronunciation to teach, British or American? What amount and aspects of it? To what degree of correctness? How to go about teaching it? What about the training of the teachers of English in phonetics? How to provide them with necessary aids? How to ensure that the teaching of English pronunciation is actually being attended to? It is not proposed to answer all these questions in this brief paper.

The most important thing to bear in mind and which we are most likely to forget, is that the native language is an important factor to be considered while planning a

By

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programme of teaching any aspect of a foreign language including its pronunciation. It is possible that we have in the same class students representing two or even more different native languages. Every different native language presents a different set of problems in learning the given foreign language. Due attention to the comparative analysis of linguistic patterns as obtaining in all these languages, native as well as foreign, is necessary. The differences will constitute our problems for teaching. Students with Hindi as their native language will not have exactly the same problems in learning English pronunciation as the students with Telegu or Bengali or Punjabi as their native language. Some of the difficulties might be shared in common by all the native language groups. For others, it would be best to teach them in separate groups.

In order to determine the particular difficulties a native language group is exposed to while learning English pronunciation, a comparative analysis of the sound structure of the two languages, the native and the foreign, is prepared. Phonetic charts for the phonemes provide a starting point. We might illustrate this point by comparing English and Hindi vowel sounds.

British English Vowel Phonemes

	Front	Central	Back
1. Close :	i :		u :
2. Half-close :	i		u
3. Mid :	e	ə :	ɔ :
4. Half-open ;	æ	ə	ɒ
5. Open :			a :

Hindi Vowel Phonemes

	Front	Central	Back
1. Close :	ई (i :)		ऊ (u :)
2. Mid-way between close and half-close :	ऋ (i)		ॠ (u)
3. Half-close :	ए (e)		ओ (o)
4. Mid :		अ (ə)	
5. Half-open :	ऐ (ɛ)		
6. Mid-way between open and half-open :		अ (a)	औ (ə)
7. Open :			

With regard to the Hindi vowels we must further remember that (i) the vowels /ऐ/ and /औ/ are pronounced both as vowels as also diphthongs. /ऐ/ as a diphthong denotes a sound like /əy/ or /əi/. /औ/ as a diphthong gives a sound intermediate between /au/ and /o:/ and may be transcribed as /əu/ or /əv/;

(ii) all the vowels can be nasalized e.g. /अँ/ (ə̃) and breathed e.g. /अह/ (əʰ).

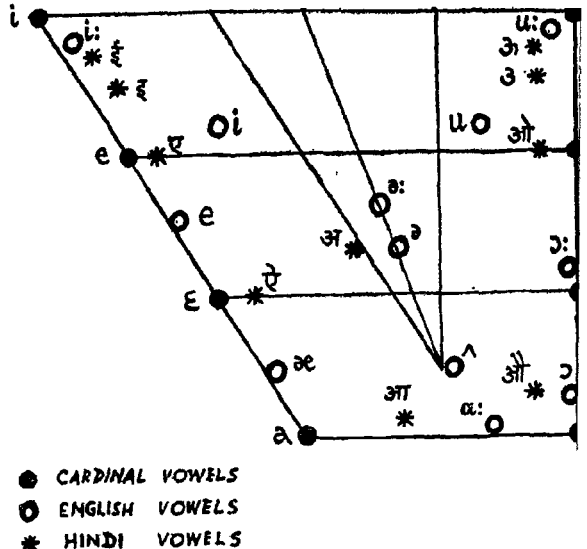
Apart from the phonetic chart, we might also prepare a diagram in the conventional form as given below to show the location of the sounds as best as we can with reference to the cardinal vowels.

From a study of the above tabulation and the diagram we find that :

- (1) The Hindi vowel sounds /ई/ and /ऊ/ are produced with almost the same tongue position as the English vowel phonemes /i:/ and /u:/. The Hindi vowel sounds /ऋ/ and /ॠ/ are only short forms of /ई/ and /ऊ/ and are

DIAGRAM I

Conventional Diagram showing the location of English and Hindi vowel sounds



produced with much the same tongue positions. The English vowel sounds /i/ and /u/, as is clear from the diagram, are not produced with the same tongue positions as the Hindi vowels /ɪ/ and /ʊ/. Nevertheless, these can be safely regarded as corresponding sounds. If a Hindi speaking child persists in using one of these sounds for the other e.g. /i/ for /i:/ and pronounces 'beat' like 'bit' or the other way round, the cause is not to be looked for in the gravitational pull of his native language but elsewhere. It might be due to his non-comprehension of the English vocabulary in question or because of the illogical behaviour of English spelling which should be explained as often as there is an occasion for it.

- (2) The English vowel phoneme /e/ as in 'pen', 'head', 'said', and 'friend' is quite a different sound from that represented by the Hindi vowel /ɛ/. In English /e/ the tongue is raised about half the distance between close and open, half way between the cardinal vowels /e/ and /ɛ/. The Hindi vowel /ɛ/ is produced with almost the same tongue position as the cardinal vowel /e/ and it represents the Scottish sound as in 'day'. The English vowel phoneme /e/ is pronounced with the flavour of the Hindi vowel sound /ɛ/, so that it is difficult to distinguish between 'pen' and 'pain', 'sell' and 'sail', and 'get' and 'gait'. In the absence of an exact equivalent sound in the Hindi sound structure, the English vowel phoneme /e/ is confused not only with the Hindi vowel /ɛ/ but also with other surrounding sounds like /ɛ:/, /ɛ:/, and /ɛ:/. Here is therefore a teaching problem for the English teacher in our schools.
- (3) The English vowel phoneme /æ/ as in 'bad', 'have', and 'cat' does not originate from the same tongue position as the Hindi vowel sound /ɛ/. They are two different sounds. The English /æ/ is pronounced with tongue raised approxi-

mately one sixth of distance from open to close i.e. about 1/6 way between cardinal vowels /ɛ/ and /a/; whereas the Hindi vowel /ɛ/ is pronounced with the tongue raised approximately one third of distance from open to close i.e. about the same position as for the cardinal vowel /ɛ/. From experience we find that the substitution of Hindi /ɛ/ for the English sound represented by /æ/ is very common and perhaps it could be considered quite 'permissible.'

It is not however uncommon to come across a pronunciation where the English /æ/ phoneme instead of being replaced by the Hindi vowel /ɛ/, is replaced by the Hindi diphthong represented by the same vowel letter. Quite often we hear words like 'bad' and 'have' being pronounced as 'bəyd' and 'həyv'. This tendency should be discouraged.

The English vowel phonemes /æ/ and /e/ may also be mutually confused. 'Pan' and 'pen', 'at' and 'ate', 'man' and 'men', and words like 'man' and 'many' may be pronounced alike. And in fact these are confused by a good number of students. Here again is a teaching point for the teacher.

- (4) The English phonemic norm /a/ as in 'after', 'staff', 'path', 'part', 'heart', 'clerk' and 'aunt' is not to be found in the Hindi phonemic structure. The nearest Hindi vowels which could be substituted for it are /ɛ:/ and /ɛ:/ and in fact the influence of both of them is obvious in everyday speech, perhaps that of the former being more prominent. The word 'father' (fa: əə), for instance is usually pronounced with the sound represented by the Hindi /ɛ:/ but with the Hindi /ɛ:/ is not very common. Neither of the two however conveys the correct native sound. The English /a:/ is a back open vowel lying well within the region of the cardinal vowel /a/. The Hindi /ɛ:/ is somewhere near the

borderline of the cardinal vowels /a/ and /ɑ/ within the region of the cardinal vowel /a/. The Hindi vowel /औ/ is somewhere in between the cardinal vowels /a/ and /ɔ/, perhaps half way in the middle. The tongue position of the English /a:/ is nearer to that of the Hindi /आ/ than to that of the Hindi /औ/. The Americans regard the English vowel /a:/ as a central vowel just like the Hindi /आ/. The Scots too produce this sound e.g. in 'part' with the cardinal /a/ (pronouncing 'r' also) and not with the English phoneme /a:/ as 'pa:t'. We might say therefore that the tendency to substitute Hindi /औ/ for English /a:/ should be discouraged. And in order to secure an intelligible pronunciation the use of the Hindi sound represented by /आ/ provided it is long enough, may be safely permitted for this particular English phoneme.

- (5) Again there is no vowel sound in Hindi to correspond to the English vowel /ɔ/ as in 'not', 'hot', 'want', 'what', 'gone' and 'shone'. English /ɔ/ is a back vowel with tongue position a little below half-open. At least four Hindi vowels viz: /अ/, /आ/, /औ/, and /ओ/ are involved in influencing the pronunciation of the Hindi speakers learning the particular English sound; so that, the word 'what' for some becomes 'vat' under the influence of /अ/ (with consonants often mispronounced), the vowel in 'cloth' is replaced by /आ/, in 'shone' by /औ/ and in 'Australia' by /ओ/.

All these vowels, as is obvious from the foregoing diagram, are produced with different tongue positions. /अ/ and /आ/ are central vowels, but whereas /आ/ is an open vowel, /अ/ is half-open. /औ/ is a diphthong somewhere in between /au/ and /ɔ:/. /ओ/ is a close back vowel in the area of the cardinal vowel /ɔ/.

The Hindi vowel /औ/ may perhaps be employed for the English diphthong /ou/ as in 'go', 'know', and

'road'. The confusion between English /ɔ/ and Hindi /औ/ should be removed. /आ/ as stated elsewhere in this article is nearer English /a:/ than any other vowel, so that its association with the English vowel /ɔ/ should be discouraged. Except for a few weak forms (e.g.) wɒz, fə, frəm, əv) where the use of a short vowel like English /ə/ is necessary so that the speech does not sound unnatural, perhaps the substitution of Hindi /अ/ for English /ɔ/ is not desirable. All important words in an utterance with the /ɔ/ sound take its strong form so that in such a situation /अ/ would be a poor substitute for English /ɔ/. /औ/ is thus the only Hindi vowel which could be employed for the English vowel /ɔ/.

- (6) We may do that. But what is to be done with the English phoneme /ɔ:/? The English vowel /ɔ:/ as in 'short', 'walk', 'brought' and 'taught' is a half-open, half-close vowel. The tongue is raised to nearer cardinal /ɔ/ position. The Hindi sound structure is not represented at all in this region. As could be expected, the English phoneme /ɔ:/ is confused in some cases with /औ/ and in others with /ओ/. Words like 'door', 'more', 'pour', 'port' and 'your' are often pronounced with the Hindi vowel /औ/ whereas others like 'daughter', 'author', 'caught' and 'walk' are commonly pronounced with the Hindi vowel /ओ/. The sound /ɔ:/ is sometimes confused with the Hindi vowel /आ/ also and it is not uncommon to hear 'water' pronounced with /आ/ as the first vowel instead of English /ɔ:/. In all these cases, spellings determine or at least influence pronunciation. In trying to produce the sounds of the foreign language, the young learner produces the nearest sounds available in his native language and as it is beyond his competence to distinguish the foreign sounds, he confuses them sometimes with one and sometimes with another. More often than not, perhaps the teacher also produces

the same sounds differently on different occasions, thus making confusion all the worse for his pupils. The necessity of evolving a standard system of English pronunciation for Indian schools, under these circumstances, is all the more apparent.

In this particular case, we may substitute /ॐ/ for English /ou/ as stated elsewhere. The Hindi vowel /ॐ/ should do well for the English /o/ as well as /o:/ only if we take care to lengthen the Hindi vowel /ॐ/ wherever it is to be substituted for the English sound /o:/.

- (7) As is obvious from the table, there are three central vowels in British English : /Δ/ as in 'come', 'mother', and 'nothing' ; /ə/ as in 'her', 'bird', 'work', 'turn' and 'learn' ; /ə/ as in 'about', 'opposite', 'parliament', and 'vacant' and as in the weak forms of 'of', 'can', 'were', and 'them'. /ə/ is far and away the commonest vowel in English. In Hindi there is only one vowel /अ/ to match these three but curiously enough, even though our speech sounds very unnatural to the native English speakers, we are quite intelligible.

From the above discussion we find that the Hindi vowels have developed extensive relationships with the English vowel phonemes and that the Indian students speaking Hindi as their native language have special difficulties in pronouncing the English phonemes /e/, /ə/, /ə:/, and /o:/ . In order to be more helpful to the teacher, the foregoing analysis may be represented in the form of a sketch as given on the following page to suggest at a glance what the teacher is required to do.

A similar comparison in the case of consonant sounds, combinations of sounds, accent and intonation would help us to locate many more problems of the Hindi speaking students learning English speech.

These problems, as said above, are not likely to be the same in the case of all native language groups. Students with different language backgrounds will have different difficulties in learning English speech. We also recognise the obvious impossibility of having a uniform standard of English pronunciation for the whole of the country. Nevertheless, if English is to be learnt in our schools as a second or a third language, to be at all useful we must enable our students to acquire an 'intelligible' expression in it. It follows that we must create proper conditions of learning by carefully determining our problems in the light of our objectives. If we delimit and define our problems in this manner and concentrate on them in our teaching programmes, we would minimise the scope of unintelligibility among various language groups in their English speech. Such comparative study of speech sounds should be as scientific as possible. But as long as we do not receive

The Hindi vowel /अ/ is indentified by the International Phonetic Association to resemble English vowel sound /Δ/ while some R.P speakers would locate it in between the English vowels /Δ/ and /ə:/ somewhere in the area of English /ə/. Perhaps it resembles both. In words like 'lakri' (meaning wood), /अ/ sounds like English /Δ/ whereas in words like 'lakir' (meaning 'line'), it resembles English /ə/. The English phoneme /ə:/ is usually replaced in our speech by /अर/ /ər/. In American English too, in this area, there is only one central vowel /ə/ which is half-close, half-open like the British English /ə/ and the Hindi sound /अ/. Perhaps the Americans also employ their central vowel in about the same manner as we do in our English speech. Whereas the teacher is always free and perhaps welcome to teach bright pupils the correct English sounds, the average pupils in India with Hindi as their native language might be taught to associate English /ə/ with the weak form of /अ/, /Δ/ with the strong form of /अ/, and /ə:/ with /अर/ but preferably with the long form of /अ/.

the results of an experimental investigation it is certainly useful to think of our problems in the light of our experience and observation.

DIAGRAM II

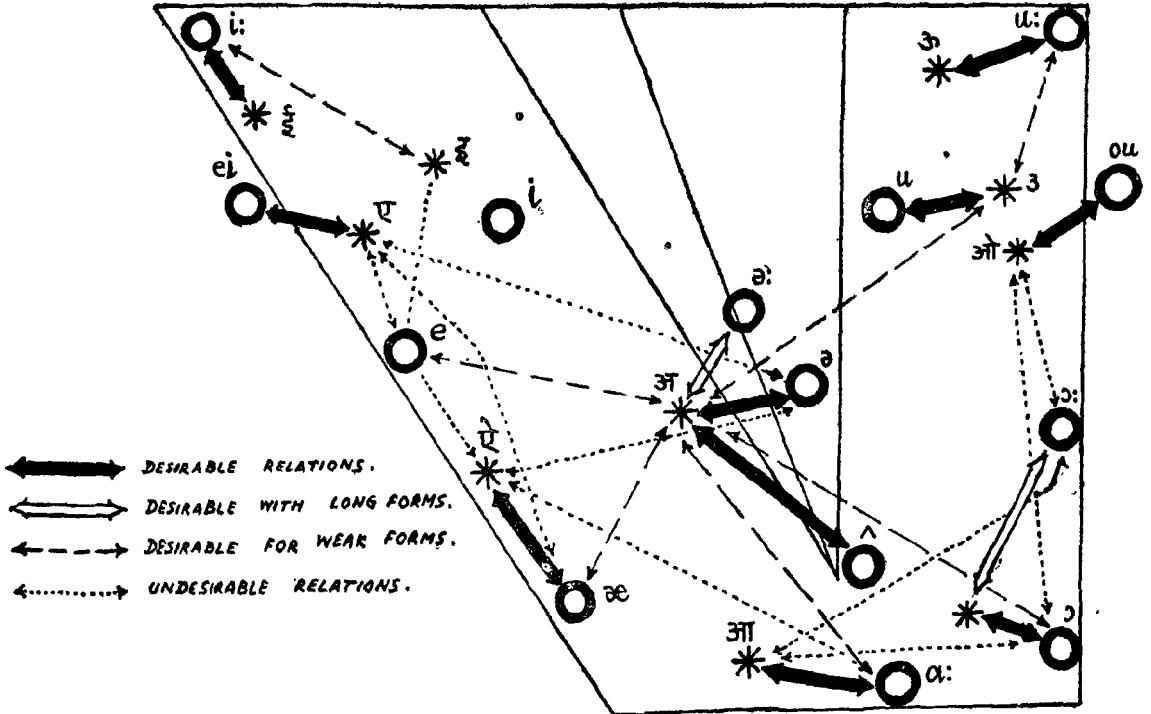


Diagram Showing Relations of English Vowel Phonemes with Hindi Vowels

'He who asks a question is a fool for five minutes; he who does not ask a question remains a fool forever.'

—Chinese Proverb



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.

Teaching of Science in Government Higher Secondary Schools (Delhi) by Shri L.R. Mangla, Teacher, Government Higher Secondary School, Vinay Nagar, New Delhi.

THERE is an increasing emphasis on the teaching of science in our schools and colleges today. But I do not think we can achieve much unless the entire approach to the teaching of the subject and the old stereotyped methods are replaced by new methods and a new approach to the subject. I am a teacher of science in a Government Higher Secondary School and it is on the basis of my experience in that capacity that I am offering a few suggestions in this article about how we might help to improve the teaching of science in our schools and how the administering authorities can do something to help in this direction.

A Separate Science Section is Needed

The first thing for the authorities to do is to create a separate Science Section in the Directorate of Education just as there are different sections for Social education, Women's education, etc. It will be the responsibility of this section to look after the teaching of science in Delhi schools and to deal with problems whenever and wherever they happen to arise. To locate problems the section should appoint a committee which should consist of people having the necessary science qualifications and who are conversant with the current needs of schools in this field. In this context I would suggest that the posts of Zonal Inspectors and Deputy Inspectors should be created along with Inspectors and Deputy

Inspectors already supervising the work. These people should have qualifications like (a) M.Sc., B.T. (in different Science subjects) and (b) teaching experience in an Intermediate College/Higher Secondary School for 5 years. This point of qualifications is essential for Inspectors without proper qualifications in the subject will fail to deliver the goods. They will not be in a position to assess the work of science teachers nor will they be able to guide them in matters relating to science. These Zonal Inspectors should be required to visit each school (where science is taught) four times a year and three of these visits should be without notice so that the actual position of science teaching can be properly assessed in its everyday perspective. This will also keep the teachers alert.

For this work, if necessary, the Committee should be empowered to co-opt Delhi University science teachers as temporary members of inspecting panels.

The rest of my suggestions for improving science teaching in schools centre round the functions of this Committee.

Equipping Science Laboratories

The first function of the Committee is to constitute a Science Purchase Committee consisting of trained qualified science teachers selected from different schools. This Committee will look into the needs of each school for science equipment and call from each school in April of every year a list of their requirements for the full academic year. The Committee should then prepare an exhaustive list of the equipment

to be purchased and circulate a copy of this list to each school of the material to be supplied to them. Even after the material has been supplied to the institutions, the members of the Committee should go round each school and see that genuine material of approved quality has actually been supplied.

To see that things are done in time, the work of calling for tenders and the approval of rates, gradation of material etc. should be completed by the first week of July at the latest so that the schools get the science material in time.

Personal Discussion With Teachers

The second important function of the Committee is to invite suggestions from science teachers working in various schools about the difficulties, if any, they are facing in actual teaching. These should be properly considered by the Committee and if the members find it necessary, they may call the teachers personally to discuss with them their suggestions and their difficulties. Personal discussion always helps in clarifying an issue which may not be too clear on paper.

Radio Talks And Lectures

The Committee should organise lectures on the All-India Radio by some eminent personalities at least once a month. These lectures should be based mainly on the general outlines of the topics prescribed in the course. The heads of institutions should be asked to instal radio sets in their schools and the expense on this item may be met from the yearly science or special grant. In addition to these radio talks, the Committee should also see that at least 4 to 5 lectures a session are arranged in each school to be given by teachers from other schools and colleges. Seminars and inter-school debates should also be encouraged.

One Syllabus For All Schools

An important function of the Committee is to prescribe a uniform syllabus in science

for all the schools. The three-year Higher Secondary course should be divided into 8 terms, the ninth being reserved for revision. The Committee should see that the syllabus prescribed for each term is finished in every school in time. This will specially help those students who for some reason or other have to change schools during the session. I have seen that such students are otherwise put to a great deal of inconvenience because different schools follow their own schedules of completing the course.

Examinations

There should be one common paper for the IX and X Classes respectively in all the Government schools and the answer-books of one school should be examined by the teachers of another school. This will eradicate most of the complaints about corruption and favouritism we often hear of. This, however, is possible only if there is an Examination Branch attached to the Committee.

To raise standards, the Committee should direct that there should be monthly tests in each of IX and X classes. The results should be sent to the Examination Branch of the Committee that I have mentioned above. A certain percentage of these marks may be calculated towards the boys' annual promotion. This will not only make the teachers and students regular in their studies but also bring the schools on par with the best of the private institutions.

It would be a good idea if two or at least one scholarship is awarded to a student who stands first in the IX and X class from among Government schools in the State. This scholarship should be tenable for one year. Such a step is bound to lead to healthy competition and hard work on the part of both students and teachers.

Qualified Teachers Are Necessary

Schools running Science sections should be provided with heads qualified in the subject and having some experience of running an Intermediate college or a

Higher Secondary school where science was taught. This teacher should be put in charge of the Science section and called Head of the Science Department. He should be given a special grade of pay or if that is not possible, he should be given an allowance of Rs. 50/- p.m. in addition to his pay. The entire job of ensuring a high standard of science teaching in his school will be his responsibility and he has to see that the science teachers in the school are working efficiently.

One of the many reasons for the deplorable condition of Government schools today is that for the last 10 or 12 years the teachers have received no encouragement for good work. It will indeed be a great incentive to science teachers if the Committee recommends some teachers for special increments or promotions. These recommendations will be based on (a) examination results for two or three years, (b) confidential report, (c) panel report and (d) any other outstanding achievement.

Hours of work for teachers is another important point to consider. In my opinion a science teacher should not be assigned more than 30 periods a week. As he will also have to maintain the laboratory with its stock register, he should not be given extra periods caused by the absence of any other teacher and no attendance register work should be given to him. This is the only way of ensuring that his energies are not diverted to other extraneous tasks and that he concentrates on his work of teaching and improving his techniques of work.

A Science Fund

In every school a science fee should be collected from students and this money should be formed into a separate fund which should be used only for purchasing science equipment or for arranging lectures on science subjects and other like purposes. It should not form part of the general maintenance fund. The various expenses to be met out of this fund may relate to (a) monthly consumption of consumable and non-consumable articles in each science laboratory of physics, chemistry

or biology etc, (b) holding of lectures by eminent personalities, (c) arranging science excursions etc.

Instruction During Vacations

The students have two months' summer vacation every year. They also have two to three months' leisure after the Board's examination. These months can be profitably utilised in giving them technical training in areas like glass technology, radio setting and repairing, dye industry, paper making and printing. Only one trade should be undertaken by each school. This will not cost much and it will really go a long way in making Secondary stage a terminal point in a student's career.

However, before the students are sent for this training, they should receive a little preparation beforehand. For example, one or two periods a week may be reserved for giving them theoretical knowledge of the trade. At the end of their practical training, they should be given a certificate of that trade. This should be made a condition of passing the final school examination that the student passes in one of the trades.

Finally, the Committee should be authorised to check and verify the stock of any Government school whenever it desires to do so.

II

The Role of Agriculture in a Higher Secondary School *By Shri Mohammed Sidiq, Principal, Government Higher Secondary School, Handwara.*

My school was raised to the status of a Higher Secondary school with Agriculture as its main stream in July 1957. This changeover has had a healthy effect on the general tone and morale of the school. We hope that the reorganised curriculum will enable students to enter a University if they choose or take a vocation. The school provides not only an opportunity for productive work, which is the backbone of organised human life, but also trains them to utilise their leisure time in useful creative, produc-

tive and aesthetic pursuits. I am giving below a brief account of some of the ways and means which have helped us to bring about the transformation.

Our institution started functioning as a Higher Secondary school in right earnest from the very outset with the cultivation of about two kanals of fallow land surrounding the school. Notwithstanding unfavourable circumstances, inadequate water supply facilities and dry weather that year the experimental work achieved considerable success. This was mainly due to the honesty of purpose, integrity and cooperation on the part of the staff and the students. They worked about 2½ hours on the school farm—one hour in the morning and one hour and a half in the evening. Different classes were assigned small pieces of land for cultivation but with a view to creating healthy competitive atmosphere among the boys smaller pieces were also assigned to them for their individual attention and work.

In addition to agricultural activities boys were taught to make use of their leisure time in side-pursuits such as bee keeping, poultry breeding, silkworm rearing, basket making etc. ; on modern scientific lines. The school also won many prizes in the Community Fair last year at Chogal held under the auspices of the Block Development Office.

The farm was started initially with seeds purchased from the market but now this institution is not only self-sufficient in seeds but also has been made to yield a reasonable amount of surplus seeds which are unadulterated and processed through scientific methods. These seeds are available for sale by the peasants of the area. There are about three thousand apple, pear, apricot, cherry and walnut saplings ready for sale at reasonable cheap rates. Because of the inadequacy of land the seven kanal piece has been divided into :

1. Nursery	One Kanal
2. Vegetable Farm	Two Kanals
3. Cereals and Pulses	2½ Kanals
4. Orchard	1½ Kanal

By the end of this year the planting of

the orchard will be complete and the school will be self-sufficient in many respects. Though the piece of land attached to the school is being cultivated by the boys for demonstration and practical purposes and not with any commercial motive, yet this process of learning has brought some earning to the school. The following table will give an idea of the progress made :

1. August, 1957	Rs.	2.90
2. September, 1957	Rs.	3.80
3. October, 1957	Rs.	24.47
4. November, 1957	Rs.	50.27
5. December, 1957	Rs.	37.72
6. January, 1958	—	—
7. February, 1958	—	—
8. March, 1958	—	—
9. April, 1958	Rs.	2.16
10. May, 1958	Rs.	9.44
11. June, 1958	Rs.	10.22
12. July, 1958	Rs.	80.78
13. August, 1958	Rs.	120.40
14. September, 1958	Rs.	160.00
15. October, 1958	Rs.	113.64
16. November, 1958	Rs.	108.85
17. December, 1958	Rs.	32.62
18. January, 1959	Rs.	22.87
19. February, 1959	Rs.	26.25
20. March, 1959	Rs.	61.81
21. April, 1959	Rs.	62.44
22. May, 1959	Rs.	47.59
23. June, 1959	Rs.	50.80
24. July, 1959	Rs.	126.00
Total	Rs.	1,155.30

By the end of this year the School, after selling the saplings and other standing produce, expects Rs. 3,500/- as its income. This success has created greater interest in the boys and they purchase improved seeds from the school and cultivate small pieces of land at their homes. Formerly, it was our experience that boys never cared to work at their homes because they thought themselves incapable of such work after only a few years' schooling. But that is no longer the case. They derive great pleasure in working at the school or at their homes. They feel that they can earn independent living by following improved methods of cultivation learnt at the school. Their families have also benefited by their knowledge.

In the end I would like to say a word about the Agricultural Museum of the School. It is a proven fact that museums play a great part in the education of school children as they bring home to them much more vividly than any amount of lectures, the various developments that have taken place in many fields of science and technology. The School Agricultural Museum has been set up and it is equipped, within our moderate means, with modern agricultural tools and implements to impress upon the young students the uses of modern scientific methods of farming. Seeds of all varieties have been kept for demonstration purposes in the Museum.

This is just a beginning. We, the members of the staff, are not complacent because of what has been achieved for we know that there is always room for improvement.

III

An Experiment in Teacher Training

The Graduate Basic Training Centre of Shri Mouni Vidyapeeth, Gargoti, conducted the experiment of having its trainees run a high school for one week, in order to give these candidates a real idea of the day-by-day-operation of a high school, an experience impossible to obtain from mere practice teach-

ing. It is essential for trainees to have first-hand experience in meeting the various problems involved in high school work, such as drawing up schedules and programmes, maintaining friendly relationships among staff members and the principal, inculcating disciplinary and cultural values in the minds of the pupils, etc.

The programme for the experiment as well as matters of routine procedure were drawn up by the trainee-principal and the trainees some 15 days prior to the actual experiment. They also prepared lesson-notes on the subjects they were to teach.

In addition to their regular class teaching, the trainees had to prepare a daily mass prayer; conduct a sports tournament and a cultural programme; observe the *Gram-sudharana* week; conduct an exhibition of students' art products; carry out a research project on the 'Hobbies of Students'; prepare albums to serve as teaching aids; and take part in discussions with the high school teachers at the end of the week.

The experiment afforded the trainees an opportunity of acquiring first-hand experience of practical responsibility for running a high school by actually conducting one for a week or so.

(Foreign Education Digest)

Traditional Society

'Where institutions organised to regulate individual and group interests lose vitality, get drained of their purposes, they operate as taboo. Such societies might maintain a semblance of order, but at the cost of paralyzing creative impulses'

—Asoka Mehta

Activities at the Centre

Central Advisory Board of Education

THE 27th meeting of the Central Advisory Board of Education is scheduled to be held on 6th and 7th February 1960 at New Delhi. The Standing Committees of the Board will meet on 4th and 5th February, 1960 and the usual informal meeting of the Directors of Public Instruction/Directors of Education will be held on 3rd February, 1960.

The meeting will discuss *inter alia* the following important topics :

1. The provision of science teaching in every secondary school and the preparation of an adequate number of qualified and trained science teachers for the purpose.

2. The establishment of State Education Units to promote examination reform.

3. Grant of adequate educational assistance for schemes under University education to States having low output of graduates.

4. Exchange of professors and lecturers amongst universities or colleges.

5. Need of giving financial assistance and subsidies to colleges.

6. Examination of Higher Secondary school candidates with compulsory English and without English—Desirability of two types of Public Examinations.

7. Attaching class VIII to Higher Secondary Section and spreading the course over four years.

8. Report from the Government of India and State Governments about the action taken on the recommendations of

the Board made by it at its last meeting.

The Board will discuss the following reports :

(a) Report on the progress of Educational Development Plans implemented by the Government of India.

(b) Report on the progress of Educational Development Plans implemented by the State Governments.

(c) Report on the former All-India Council for Secondary Education and the present Directorate of Extension Programmes for Secondary Education for the period 1.10.1958 to 30.9.1959.

(d) Report on the activities of the All-India Council for Elementary Education for the period October 1958 to November 1959 and the report of the second meeting of the Council.

(e) Report on the work of the All-India Council for Women's Education.

(f) Report of the meeting of the Standing Committee of the Central Advisory Board of Education on Social Education held on 21st September, 1959.

(g) Report on Science teaching at Secondary level—Directorate of Extension Programmes for Secondary Education.

(h) Report in respect of schemes of Technical education.

(i) Report on the important activities of the Hindi Division during 1958-59.

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- (j) Report on the progress of National Discipline Scheme.
- (k) Report on Government of India Scholarships schemes.
- (l) Report on the activities of the Statistical Section.

The Board will also fix the venue and dates for its next meeting.

Informal Meeting of the Directors of Public Instruction/Directors of Education

At an informal meeting to be held on 3rd February, 1960 the Directors of Public Instruction/Directors of Education will discuss the following subjects :

- 1. Stagnation in Primary Schools. (Proposal of the Government of Kerala).
- 2. To consider the provision of works (Buildings) for schools and the inadequacy of Central assistance for the purpose. (Proposal of the Director of Public Instruction, Kerala).

- 3. To consider the question of the recruitment and training of District Social Education Organisers. (Proposal of the Union Ministry of Education).
- 4. Pooling of audio visual equipment such as projectors, radio sets etc. (Proposal of the Director of Public Instruction, Kerala).
- 5. Implementation of recommendations of *Ad Hoc* Enquiry Committee on Games and Sports (Proposal of the Director of Public Instruction, Kerala).
- 6. National Physical Efficiency Drive. (Proposal of the Union Ministry of Education).
- 7. To consider the question of deputing the staff of the Planning and Statistical Unit in each State to study the working of parallel units in the Union Ministry of Education and consider other ways of improving their efficiency. (Proposal of the Director of Public Instruction, Kerala).
- 8. Any other items with the approval of the Chairman.

Assistance to Voluntary Educational Organisations

During the quarter under review a loan of Rs. 4,00,000 was sanctioned to Vidya Bhawan Society, Udaipur, to redeem their liabilities.

A sum of Rs. 3,00,000 was sanctioned out of Minister's Discretionary Fund to Hiralal Ramnwas Higher Secondary School, Basti (U.P.) for the construction of Science laboratories.

The following grants were also sanctioned during the period :

<i>Name of the Institution</i>	<i>Amount sanctioned</i>	<i>Purpose of grant</i>
	<i>Rs.</i>	
1. Prakash High School for Girls, Relief Road, Ahmedabad (Bombay State)	3,000	Improvement of Home Science Section
2. M.S. University of Baroda, (Faculty of Education and Psychology), Baroda.	3,071	Rural Education Project

Research in problems connected with Secondary Education

The following grants have been sanctioned for research in problems connected with Secondary Education :

<i>Institution</i>	<i>Research Project</i>	<i>Amount sanctioned Rs.</i>
1. University of Gorakhpur	A sample survey of mental ability in urban and rural Secondary schools of Eastern U.P.	3,029
2. Indian Institute of Education, Bombay	Wastage in Secondary education in Bombay and the neighbouring districts of Thana, Kolaba and Ratnagiri.	5,261
3. Government Basic Constructive Training College, Lucknow.	(i) Determination of the allocation of time for the different crafts with reference to interest, fatigue and productive capacity of pupils of classes V and VI (Ages 11 + and 12 +) (ii) A followup programme of technical teachers in service with special reference to Multipurpose schools.	9,230
4. B.R. College of Education, Agra.	Construction of Achievement tests in English and Mathematics.	500
5. Institute of Education for Women, Calcutta.	Attitudes towards teaching.	1,900
6. M. S. University of Baroda.	(i) Educational and Vocational Guidance. (ii) Construction and standardisation of sets of Achievement tests in Secondary school subjects according to the revised syllabus for examination reform.	17,353
7. University of Lucknow.	A critical evaluation of the Secondary teacher training programme in India.	2,943
8. Mahila Vidyalaya Training College, Lucknow.	Study of causes of educational fall-off in classes VI to XII.	3,395
9. University of Nagpur.	Preparation of Achievement tests for some electives at the High school stage.	6,982
10. Shri Mouni Vidyapeeth, Gargoti.	A study of the scholastic backwardness of pupils in rural Secondary schools.	1,485

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<i>Institution</i>	<i>Research Project</i>	<i>Amount sanctioned Rs.</i>
11. Hindu College, Moradabad.	A comparative study of integrated and traditional methods of approach in the teaching of Social Studies to Class VI.	1,807
12. University of Allahabad.	(i) A study of the causes of failure in High School Examination in U.P. (ii) A survey of the load of work on Secondary school teachers.	1,605
13. Muslim University, Aligarh.	Study of Interest patterns of teachers under training at the Muslim University, Aligarh, vis-a-vis the Interest patterns of trainees in other professions.	2,599
14. Tilak Dhari Training College, Jaunpur.	Common errors in written English—their prevention and cure.	598
15. University of Bombay.	Preparation of Achievement tests for standard VII and Interest Inventory in Marathi.	2,394

A provision of Rs. 1,54,000 has been made in the budget for 1960-61 for this scheme.

New York Herald Tribune Forum 1960

As in previous years, at the request of the organisers of the New York Herald Tribune Forum, an all-India essay competition of Secondary school students was conducted for the selection of a delegate for participation in the Forum to be held at New York from January to March, 1960. On the basis of this competition, seven students were invited for the final written test and interview. The Selection Committee has selected Shri Bimal Prasad Jain, a student of Pre-medical Class, Hindu College, Delhi. While in the United States, he will participate in a varied programme including visits to American schools and other community centres.

Educational Delegations to and from India

(i) *Nepalese Students Delegation*

At the invitation of the Government of India a Delegation of 14 students accom-

panied by a Professor from Nepal came to Indi on 29th/30th November, 1959. The Delegation attended the sixth Inter-University Youth Festival at Mysore and visited some of the important places in the country like Calcutta, Vishakhapatnam, Madras, Bangalore, Bombay, Agra, Mathura-Vrindaban and Varanasi. The party left Patna on 28th December, 1959 by air for Kathmandu.

(ii) *Natal Teachers' Delegation*

A party of 30 Indian teachers from Natal, South Africa visited Delhi from 9th to 13th November, 1959 and 8th to 13th December, 1959 on a 19-week tour of India, Ceylon and Pakistan. This tour coincided with the centenary of the emigration of Indians to South Africa. The party included mostly the principals and vice-principals of the various institutions in Natal.

Promotion of Gandhiji's Teachings in Schools

Under this scheme, Kumari Manuben Gandhi delivered a series of lectures on

Gandhiji's teachings and way of life in selected schools in Madhya Pradesh.'

Employment Assistance to the Handicapped

The Union Ministry of Education has provided a sum of one crore of rupees under the Second Five-Year Plan for putting through a number of schemes covering the education, training and employment of the handicapped.

The schemes include setting up of an Employment Organisation for which a provision of Rs. 6 lakhs exists. This programme is to be implemented in three phases viz., (i) setting up of a Pilot Employment Exchange during 1958-59 (this has been done and one office is already functioning in Bombay since March 1959); (ii) during 1959-60 a second office would be set up and training facilities will be developed and expanded, and (iii) during 1960-61 two more employment offices would be opened and the Job Development Programmes for the handicapped would be intensified.

To man these exchanges, the Placement Officers would be required to undergo a special course of training which would enable them to appreciate better the difficulties associated with the handicapped persons.

It may be mentioned that there are in the country at present about 150 institutions for the education and training of the blind, the deaf and the orthopaedically handicapped providing training to about 3,000 persons every year. In addition, a number of handicapped children, particularly those with orthopaedic deformities, receive education and training in normal educational or technical institutions.

The number of handicapped persons seeking employment annually is estimated at 5,000.

In Bombay State there are 27 institutions for the blind and 14 institutions for the deaf, while in Uttar Pradesh the number is 14 and 10 respectively.

Detailed and reliable statistics are not yet available about the various categories of the handicapped, such as blind, deaf, deaf-mute and orthopaedically handicapped. According to a conservative estimate, about 20 lakh people are blind and about 7 lakh deaf, the number of orthopaedically handicapped being approximately twice as large as that of the blind.

Central Institute of English, Hyderabad

During the quarter under report, the Institute trained 50 lecturers and teachers from all over the country. These were from Training colleges, Arts and Science colleges, Higher Secondary schools and Secondary schools. Work is in progress at the Institute on the following research projects :

(i) *Syllabus for Secondary Schools* for the teaching of English and *A Teacher's Handbook* as an aid to implementing the syllabus. The project is expected to be finished by June, 1960.

(ii) Preparation of graded vocabulary based on the frequency counts of technical words for training post-matriculates towards a better comprehension of the textbooks and lectures on the social sciences. This experiment is intended to be conducted with a batch of thirty to forty post-matriculates in May, 1960.

(iii) Consideration of the syllabi, the teaching and evaluation methods and the textbooks in English now in use in the pre-University class in our universities, from the point of view of the shift in emphasis from literature to language. This is expected to take shape by June, 1960.

Central Institute of Education, Delhi

Notable activities of the Department of Extension Services of the C.I.E. during this period were :

Seminar on the Improvement of English Pronunciation

The Department of Extension Services organised a seminar on 'The Improvement

of English Pronunciation' at the Institute on 22nd October, 1959. The Seminar was directed by Prof. L.A. Hill, Chief Education Officer of the British Council in India. Thirty three teachers from the participating schools attended the seminar.

Some of the topics discussed were : How to decide which sounds need to be known ; how to find out which of these sounds the pupils pronounce wrongly ; how to correct these mistakes ; correcting the pronunciation of individual words ; the teaching of stress, rhythm and intonation.

Good Health Week

To implement some of the suggestions made during the seminar on "School Health Practices" which was held on 28th and 29th August, 1959 (reported in the October '59 issue of this journal), 23 schools of Delhi observed a "Good Health Week" from 9th to 14th November, 1959 under the guidance of the Extension Services Department of the Institute. The programmes for the occasion included the use of the waste-paper baskets and dust bins in the school, students' participation in the cleaning of the classrooms and the school premises, preparation of charts, posters and cartoons on health topics, conducting health parades on personal cleanliness, lectures by doctors and other health personnel, dramas and skits on health topics, holding of health competitions and giving of awards, exhibition of models and articles showing good health practices, carrying out health projects on health surveys and health festivals, and conducting physical education demonstrations.

Seminar on 'Cumulative Records'

The seminar, attended by 44 teachers was held on 20th and 21st November, 1959. After discussing the problem of 'Cumulative Record' at length, the participants of the seminar arrived at the following conclusions :—

1. They were convinced of the utility of a Cumulative Record Card.
2. There was usually not time enough to develop and use a complete and

systematic record card for all pupils under the present circumstances. But teachers should know the child as thoroughly as possible not only for the purpose of helping him in the solution of his manifold problems but also for the purpose of improving their own efficiency as teachers.

3. Teachers should maintain students' files in which they should note down important points on the different aspects of a child's life on the basis of their own observations and also by having casual talks with the child.
4. If the schools want to make use of the information collected by the teachers for maintaining a permanent Cumulative Record Card, then they must make provision in the time table, to the extent of a minimum of two periods per week, for maintaining such a card.
5. Unless the principals and other members of the staff take keen interest in the work it will be difficult for any one person to develop and maintain a Cumulative Record Card.
6. Provision should be made in the school for a counsellor or a teacher-counsellor in order to help teachers do this kind of work more systematically.
7. In the absence of counsellors or teacher-counsellors in schools to undertake this work, selected teachers may be given opportunities by headmasters to visit the C.I.E. or the Central Bureau of Educational and Vocational Guidance, for taking expert guidance from them.

Seminar on the 'Challenging Assignments'

This was organised for the staff members of three Higher Secondary schools in Delhi.

After the discussion the participants divided themselves into five groups subject-wise : English, Mathematics, Social Studies, Hindi and Science. Each group was guided by the resource personnel according to their specialization in these subject areas. Each

group prepared assignments which were later discussed.

Workshop on 'Test Construction'

The workshop on 'Test Construction' was held on 4th, 5th and 6th November '59. Fifty-eight teachers from Higher Secondary schools in Delhi participated.

Shri P.D. Sharma, Director of the workshop, spoke on 'New Approach to Evaluation' in which he pointed out the inadequacy of the present techniques of evaluation and emphasized on three important aspects of the teaching process, viz., objectives, learning experiences and evaluation. He further pointed out that evaluation should be looked upon in relation to objectives and learning experiences. After that the participants divided themselves into three groups according to their subjects—(i) Social Studies (ii) Science and Mathematics and (iii) Languages, and were given guidance in constructing test items on the topics they had been teaching. These items were then discussed in groups and in the general meetings.

Workshop on 'The School Beautiful'

A workshop on 'The School Beautiful' was organised by the Central Institute of Education for the staff of Government Girls' Higher Secondary School, Roop Nagar, on the 4th, 5th and 6th November. The participants were shown how to make various objects with inexpensive materials for beautifying the school. The participants prepared objects for beautifying the walls, ceilings, verandahs, corners and arches, etc. The objects prepared were : painted pots and lids, bead work, tin painting, brick painting and cut-and-paste, etc.

Other Activities

The Institute organised a symposium on "Education in the Third Five Year Plan" to discuss the different aspects of educational planning in the Third Plan. Among the speakers were Shri Shriman Narayan, (Member, Planning Commission), Prof. S. Mathai, Secretary to the University Grants Commission and others.

A three-day Scouts and Girl Guides camp was organised by the State Organising Commissioner for all students of the Institute at the Humayun's Tomb.

Central Bureau of Educational & Vocational Guidance

In the field of research the Bureau continued its work on two test construction projects already in hand, namely "Selection Test Battery for Science administered in the delta class" and "The adaptation of the Weschler's Adult Intelligence Scale". For Science Selection Battery the results of the tests which had been earlier administered to VIII class boys were subjected to statistical analysis and necessary changes are being made in the drafts of the five constituent tests. The adaptation of the Weschler Bellevue Scale has also progressed further with respect to the five verbal tests. The comprehension and vocabulary tests were revised and administered to the students.

The Bureau is compiling a handbook of educational and occupational information for which they have received prospectuses and syllabuses from nearly 300 institutions. This material has been classified and is ready for reference.

Under the auspices of the Extension Services Department of the Central Institute of Education, the staff of the Bureau conducted a seminar on 'Cumulative Records' for local school teachers. The Bureau also assisted five teacher-counsellors in planning guidance programmes for their schools. Two schools were assisted in organising career information talks and a career exhibition.

Central Bureau of Textbook Research

Publication Programme

Analysis Sheets in Geography and Language for Middle Grades have been completed and are ready for publication. In this connection a questionnaire was sent to all the Secretaries of Textbook Committees and Directors of Public Instruction of all the States recently to find out whether

these sheets had any commercial possibilities. The replies received are being consolidated for results.

A book entitled "Hints to Authors of Science Textbooks" has been completed along with some specimen lessons on General Science for Class III. The book is ready for printing.

Two pamphlets entitled (i) "Animals in our Homes and Farm" and (ii) "The Story of little Manya" (Marie Curie) for supplementary reading for classes VI to VII have been prepared.

**NEWS AND NOTES
FROM THE DIRECTORATE OF EXTENSION
PROGRAMMES FOR
SECONDARY EDUCATION**

Examination Unit

The programme of work of the Unit for four months commencing October, 1959, was finalised and put into execution. According to this programme, the Evaluation Officers have been deputed to the different States where they work in teams of two to four over regions consisting of two or three States. From these temporary headquarters they are carrying out a comprehensive programme of advanced workshops for experienced teachers, workshops for new teachers, orientation workshops, translation of test material into the regional languages and try-out of these test items in selected schools. The cooperation of the State Departments has been very encouraging. Thirty-four State level and Orientation workshops have been conducted during this quarter. A considerable pool of test material has been collected in those units of the syllabus which could not be covered in the earlier programmes of workshops.

As there has been a great demand from

teachers and other educationists for simple literature on the new concept and technique of evaluation, the officers of the Unit prepared brochures on evaluation in general and evaluation in five subjects: Mathematics, Social Studies and General Science under the core curriculum and Physics and Geography under the elective curriculum.

Scheme of strengthening Model Multipurpose Schools

Early in 1959, a scheme had been formulated by the Directorate by which selected multipurpose schools were to be strengthened with equipment and expert guidance. In accordance with the criteria laid down for the selection of schools, the Government Model Multipurpose School, Jullundur, and Amulakh Amichand Multipurpose High School, Bombay, were included in the scheme during the quarter under review. Equipment was despatched to these schools, and the T.C.M. Consultants spent about ten days with them giving them advice and guidance in setting up the equipment and in organising the elective courses.

Committees

The reconstituted All-India Council for Secondary Education had resolved to set up sub-Committees to deal with special areas of Secondary education such as Higher Secondary and Multipurpose schools, in-service training of teachers, science teaching, experimentation and research and examination reform. These sub-committees which were duly constituted by the Chairman of the Council, met during the months of November and December and discussed several important issues referred to them by the Council.

The Assessment of the four Extension Services Departments in West Bengal was completed by the Assessment Committee,

Around the States

BOMBAY

GIVEN below are brief reports of special activities conducted by certain schools in Greater Bombay during the quarter under review :

K.M.S. Parel High School has initiated a scheme of Social education classes under which pupils of the school volunteering for this work are formed into groups. These groups hold literacy classes for workers in their leisure hours with the help of Social Education Officers.

Lokmanya Night High School has made arrangements with a printing press in its vicinity to teach typography to its pupils who wish to offer this subject for their S.S.C. Examination.

The Sirdar High School brought out a special number of their school journal on 15th August. The Editorial Board of this journal which consists of pupils only also did excellent work in the matter of collecting literary pieces of prose and poetry.

This school also distributes milk, free of cost, to all its pupils most of whom belong to the lower middle class.

The Wilson High School has started a "Nature Study Club." The school has also started work on group tests of intelligence as part of its activities in vocational guidance.

Ram Mohan High School No. 2, Dadar compiled its "Annual Social". This work is based on textual material which is collected by children. This annual helps in the consolidation of their studies and information from instruction they receive in the classes.

D.L.B. High School, Madhva (District Sholapur) sunk a well on its premises by 'Shramdan'. The well is 25 feet deep and has a diameter of 16 feet. The school is also constructing a gymnasium and an open air theatre by 'Shramdan'. A 'howdah' (20'x20') has already been completed and is being used as jumping pit and for wrestling and *malkhanah*. To increase the space of their school grounds (the school is frequently used for various entertainment programmes by the village) 2500 square feet of land from an adjoining *nala* is being reclaimed and added to the school compound.

MADRAS

Introduction of new courses

Under the Development Schemes included in the Second Five-Year Plan the introduction of the following courses has been sanctioned this year :

1. Fifty bifurcated courses in 29 Secondary schools.
2. Improvement of teaching in Science in eight Secondary schools.
3. Improvement of teaching in Core subjects in 54 schools.
4. Introduction of craft in 36 schools.
5. Improvement of libraries in 108 schools (of these 27 are Multipurpose schools).

School Improvement Conferences

Since last year the State Government has been holding school improvement conferences, the idea of which is to enlist public cooperation and collect donations from the local public for the improvement of schools in various districts in the State. The total value of the donations collected from these

SECONDARY EDUCATION

conferences held upto 17th September'59 amounted to Rs. 1.34 crores. Eight more conferences were held during the period 11th

September to 23rd November'59. The particulars of six of these conferences are given below :

S. No.	Date	Place of the Conference	Value of the Schemes undertaken for execution	Donation on the spot in cash and kind
			Rs.	Rs.
1.	20 9 1959	Tuticorin	6,66,666	32,435
2.	10 11 1959	Cuddalore	3,26,940	2,12,009
3.	12 11 1959	Chinnalapatti	86,030	500
4.	19 11 1959	Bodinayakanur	2,01,066	2,052
5.	21 11 1959	Uthamapalayam	2,68,517	952
6.	23 11 1959	Kallakurichi	3,33,614	2,93,323

Education Week Celebrations

The Extension Service Department of the Alagappa Chettiar Training College, Karai-kudi, celebrated the Education Week on 26th and 27th October, 1959. The celebrations included two symposia : "Education for Peace" and Education for Democracy", in which teachers and student trainees participated. An Exhibition of Instructional Materials was also held which had the following sections : (i) Psychology and research ; (ii) Education, (iii) Language, (iv) Social Studies, (v) Citizenship, (vi) Mathematics, (vii) Science, (viii) Health Education, (ix) Physical Education, (x) Audio Visual Education, (xi) Arts and Crafts and (xii) Journals. The programme of the celebrations also included a cultural programme in which dramatics bearing on Basic and Social education were presented.

ORISSA

Under the scheme of improvement of High schools, work has been taken up by the P.W.D. on building projects in 4 High schools in the districts of Cuttack, Dhenkanal, Kalahandi and Balasore.

The State Government have ordered the taking over of the management of 10 more aided High schools (in addition to the 60 aided High schools already taken over). Three out of these 10 High schools have

already been taken over.

Payment of non-recurring grant to a fresh batch of 25 High schools has been authorised in connection with the introduction of craft teaching in these schools.

A new Secondary Training School for Women has been opened in the premises of the Radhanath Training College, Cuttack, and 30 trainees have been admitted. Second Year Class was opened in the Secondary Training School at Kundukela in the district of Sundargarh.

At the instance of the State Bureau of Vocational and Educational Guidance, Cumulative record cards have been introduced in 80 High schools of the State. The Counsellor of the Bureau visited some High schools of Cuttack and Puri and observed activities at the school guidance services in those schools.

Board of Secondary Education, Orissa

The Board of Secondary Education, Orissa started a High school with Classes VI, VII, VIII and IX in the Ranihat area at Cuttack.

The Examination Research Bureau started by the Board of Secondary Education in March, 1959 has appointed an expert and framed sets of questions based on the objectives of teaching in General Science and Social Studies. These questions were admi-

nistered in 5 schools to assess the validity of the tests. It is proposed that after the tests are processed and valid tests selected, they will be sent to all high schools in the State for trial at internal examinations.

The three experts, appointed by the Board to advise the teachers in High schools regarding improved methods of teaching in English, General Science and Social Studies, visited 22 schools. Syllabus on the teaching of English in the structural pattern has been introduced in Classes VI, VII and VIII of Middle and High schools.

Results of the Supplementary High School Certificate Examination held by the Board have been published. Out of 5356 candidates including 291 girls, 2365 including 141 girls passed the examination.

A meeting of the Board held in September, 1959 recommended revised scales of pay for teachers in aided High schools. It also recommended that the Government should pay an allowance to headmasters of M.E. schools. Regulations were framed regarding the Provident Fund of teachers in aided High schools including the Government managed aided high schools.

RAJASTHAN

Assessment of Standards in Secondary Education.

The State Government has appointed a Committee, under the chairmanship of Shri G. C. Chatterjee, Chairman, Board of Secondary Education, Rajasthan, with the following terms of reference :

1. To examine the causes for low standard of attainment of Higher Secondary students and heavy percentage of failures at the Higher Secondary Examination.
2. To examine in detail the curriculum of pre-Higher Secondary and Higher Secondary courses and to make specific recommendations towards its simplification, rationalisation and co-ordination with different stages of education viz., Primary, Middle and Higher Secondary.
3. To make specific recommendations to-

wards improving the standards of teaching and performance by students in the Middle and the Higher Secondary classes.

4. To consider other relevant aspects of the problem and to make recommendations for attaining desired standards in the field of Higher Secondary Education.

Evaluation

The question of having a State Evaluation Unit is under the active consideration of the State Department of Education. Evaluation Workshops are being organised under the auspices of the Directorate of Extension Programmes for Secondary Education, Ministry of Education, Government of India, New Delhi. These workshops are opening up new avenues for the teachers, headmasters and Inspecting Officers who actively participate in these workshops.

Seminars

During the quarter October-December 1959, the following seminars were held in the State :

- (i) One seminar on the Teaching of Hindi.
- (ii) Five Divisional Seminars on the Teaching of English.
- (iii) One seminar of headmasters and Educational officers to discuss ways and means of improving the standards of Secondary education.
- (iv) One seminar on Vocational Guidance.

Tripura

Secondary Education

One Girls' High School and one Junior High School with mainly tribal students which could not maintain the minimum standard in spite of liberal grant-in-aid from the Administration were taken over by the Tripura Territorial Council on the request of the Management and the public concerned. Besides, 7 Senior Basic schools and one High school for girls have been started during the current year and craft has been introduced in one Middle school.

Twenty-one teachers have been deputed for B. T. and B. Ed. training at government cost to various institutions outside this Territory. Twenty-one teachers are being trained in Post Graduate Basic Training at Basic Training College, Agartala. Four teachers were sent for Career Master's Course to the David Hare Training College, Calcutta.

The Government has sanctioned grants totalling Rs. 50,000/- to three non-Government High schools for the renovation of the school buildings and another grant totalling Rs. 65,000/- to 11 High and Higher Secondary schools for the purchase of Science and Commerce teaching equipments. Also, three Secondary schools are being given grants totalling Rs. 2,500/- for the purchase of library books.

Three seminars of local teachers on English, Science and Social studies were held in December 1959.

Revision of the Rules for Recurring Grant-in-aid to Non-Government Higher Secondary, High and Junior High Schools

The Government of India, Ministry of Education, have approved new Grant-in-aid rules which concede parity between Government and non-Government Higher Secondary, High and Junior High schools of this Territory in matters of qualifications, pay scales of teachers and tuition fee rates. The new rules are to take effect from the current year and will remove the long standing grievance of non-Government Secondary schools about the differences that prevailed so long. The liberal terms and conditions under the new rules are expected to mitigate their problems to a large extent and lead to the improvement of their standards.

Co-curricular activities

One Junior Division Army Wing, 2 Junior Naval Wings, 2 Junior Division Girls' troops and 4 A. C. C. Units have been raised during the year. A Training cadre for A.C.C. teacher officers was conducted in November '59. A Social Service Camp for A.C.C. was organised in January 1960.

The Annual School Sports, Zonal Sports and Inter-School Sports Meets were held in November-December, 1959.

WEST BENGAL

A short-training course has been organised by the Extension Service Department of the David Hare Training College, Calcutta, for giving practical training to the teachers of logic and psychology.

The following seminars are proposed to be held during January and February 1960, for the teachers of the upgraded schools :

- (a) A Headmasters' seminar at Purulia, at Purulia R. K. Mission Vidyapith.
- (b) A subject teachers' seminar for teachers of Logic and Psychology at the Hooghly Government Teachers' Training College.
- (c) A seminar for teachers of Technical Course of upgraded schools at State College of Agriculture at Kalyani.

These seminars are to be organised by the State authorities in collaboration with the Directorate of Extension Programmes for Secondary Education, Delhi.

Window on the World



AUSTRIA

The Trade School Home

The *Werkschulheim Felbertal* (Trade School Home in the Felber Valley), in the province of Salzburg (Austria) combines a general secondary school curriculum with a complex programme of instruction in a trade. The *Werkschulheim* is conducted as a boarding school. Admission is based on the results of a "selection week" and the first year is regarded as a probationary period. The course covers 9 years as compared with the 8-year course of the general secondary school.

Most of the work is done in groups, under the supervision of a group leader who serves as both teacher and adviser. The success of the experiment is mainly due to the unification of three loyalties—loyalty to the school, loyalty to the group and loyalty to the trade—so that the entire life of the school community is geared to the attainment of the educational aim.

(Foreign Education Digest)

BRITAIN

Commonwealth Education Conference

A constructive effort to share the educational resources of the Commonwealth to ever greater common advantage has been set in motion by the recommendations of the Commonwealth Education Conference held at Oxford from July 15 to 28, 1959.

This is stated in the report of the conference presented at the final session by the chairman, Sir Philip Morris, Vice-Chancellor of Bristol University. The conference

arose out of last year's Commonwealth Trade and Economic Conference at Montreal, Canada, and was the first of its kind ever to be held.

The report shows that the target of 1,000 scholarships and fellowships set at last year's Montreal conference has been achieved and may soon be exceeded. In addition to the 500 places announced by the United Kingdom and the 250 by Canada already, India and Australia have promised 100 each, Pakistan 30, New Zealand 25, the Federation of Malaya 12, Ghana and the Federation of Rhodesia and Nyasaland 10 each, Ceylon 6 and East Africa 4. Other contributions may be announced later.

The awards are to go to men and women of the highest intellectual promise who are expected to make a significant contribution to life in their own countries on their return.

Commonwealth governments will, over the first five years, spend at least £ 10,000,000 in addition to their present expenditure on education. Of this amount, about half represents the cost of the scholarship and fellowship plan.

The conference emphasised that only through education in the deeper and wider sense can the good life and happiness of the 660,000,000 citizens of the Commonwealth be attained. Education is thus fundamental to the strength and stability of the Commonwealth, and its members must explore and develop their educational resources to the utmost extent.

The conference was attended by delegations from all the Commonwealth countries—the United Kingdom, Canada, Australia,

New Zealand, South Africa, India, Pakistan, Ceylon, Ghana, the Federation of Malaya, and the Federation of Rhodesia and Nyasaland.

The following colonial territories were represented in an advisory capacity to the United Kingdom delegation: Aden, British Guiana, British Honduras, Fiji and the Western Pacific Islands, Hong Kong, Kenya, Malta, Mauritius, Nigeria, North Borneo and Sarawak, Sierra Leone and the Gambia, the Somaliland Protectorate, Tanganyika, Uganda, the West Indies and Zanzibar.

The recommendations and conclusions reached by the conference can be summarized under the following headings: the Commonwealth scholarship and fellowship plan; training of teachers; supply of teachers and technical education.

Scholarship and Fellowship Plan

The target of 1,000 scholarships and fellowships set at Montreal will soon be attained, and may well be exceeded. The plan will be additional to, and distinct from, any other plan in operation.

The awards should be designed to recognise and promote the highest standards of intellectual achievement.

In the main, they should be made for post-graduate study or research; these should be called "Commonwealth Scholarships." Some awards would be at the undergraduate level.

A limited number of awards should be made to senior scholars of established reputation and achievement, and these should be called "Commonwealth Visiting Fellowships."

The plan should be operated by means of a series of bilateral arrangements between Commonwealth countries.

Normally, all awards should be "inward", i.e., made by the country receiving the scholar.

In each Commonwealth country, special

agencies should be appointed to nominate scholars and fellows for awards made by other countries and to select scholars and visiting fellows for its own awards. These agencies should include adequate representation of academic interests.

The attention of governments and others concerned is specially drawn to the need for satisfactory arrangements for the reception and welfare of scholars, on which much of the success of the plan will depend.

Training of Teachers

More teachers in all parts of the Commonwealth are wanted on an unprecedented scale. The shortage of highly qualified teachers is particularly acute.

The long-term problem of the needs for the training of teachers must be solved by the countries themselves. In the meantime, the majority of additional places in teacher-training institutions which are offered to Commonwealth students should be for advanced or supplementary courses.

A proportion of any funds allocated for teacher-training assistance should be used to enable teacher-training staff from the countries with more advanced educational systems to help develop facilities overseas.

Teacher-training staff from those countries whose educational systems are less well-established should be enabled to gain experience in training institutions in the more advanced Commonwealth countries. Funds should be provided for the staff of teacher-training institutions which receive overseas students to visit the countries concerned.

Special attention should be given by Commonwealth governments to improving facilities for the teaching of English. A proportion of the places to be made available in teacher-training institutions should be allocated to training in the teaching of English as a second language. A group of Commonwealth experts should meet to consider the problems involved in teaching this subject,

Supply of Teachers

There is a shortage of teachers in all countries of the Commonwealth. Very large numbers are needed—many of them extremely urgently—over the next four or five years. Five hundred teachers are wanted immediately for training institutions; well over 1,000 a year for secondary schools, and 200 a year for technical colleges. Universities also need staff, often in highly specialist subjects. The most urgent needs are found in Africa.

No conference recommendation could change this picture overnight, but it has clarified and defined the needs of the various Commonwealth countries so that the available resources may be directed to "key posts"

The filling of key posts abroad should, in appropriate cases, be facilitated by special allowances to teachers, assessed with regard to the individual appointment.

The interests of teachers serving abroad should be safeguarded in such respects as housing, children's education, adequate recognition of teaching service abroad, promotion prospects, re-employment and secondment rights, superannuation, and resettlement on return.

All possible steps should be taken to promote a climate of opinion in teaching circles in which periods of service in other Commonwealth countries are recognised as an asset in subsequent employment.

Some delegations made definite offers of assistance. The United Kingdom will make every effort to increase the figure of 2,500 teachers who go to the Commonwealth each year, and is prepared to give special allowance for key posts and to pay family and children's allowances. Canada offered special consideration for requests for teams to assist teacher-training institutions and specialists to train teachers in subjects such as mathematics and the sciences. Australia, New Zealand, India, and Pakistan also promised to assist.

Technical Education

All countries of the Commonwealth need more scientists, engineers, and technically qualified people of all kinds, and facilities for technical education must be increased to meet this demand.

Improved collaboration between the Commonwealth countries will result in the potentialities for technical education and development being released more fully, more quickly, and more efficiently.

Governments of the smaller Commonwealth countries should consider co-operating with each other to establish regional technical teacher-training colleges.

Post-graduate scholars in science and technology should be encouraged to take part-time teacher-training courses.

Arrangements should be made to provide more places in universities and higher technological institutes in Commonwealth countries for students from small countries which have no such facilities.

The interchange of scientists and technologists and the stimulation which results offer a source of lasting benefit for all countries and should be encouraged.

Efforts should be made to provide more extensive opportunities for training and experience in industry for technologists, technicians, and craftsmen from Commonwealth countries which have industries as yet undeveloped or not fully developed.

Commonwealth countries which would like qualifications awarded by their technical institutions to be recognised by professional bodies are advised to consult the appropriate professional bodies to this end.

Commonwealth governments should nominate an agency or agencies to serve as contact points in connexion with matters arising from the conference.

A committee and an administrative unit should be set up in London for intra-

Commonwealth co-operation in education, and an *ad hoc* meeting of representatives of Commonwealth governments should be held in London in October 1959 to decide the composition and functions of these bodies.

A further Commonwealth Education Conference should be convened in 1961.
(British Information Services)

Education is for life by *Robert Milne-Tyte*

NEARLY 75,000 British school children visited last year one of the largest exhibitions held at Olympia in London devoted exclusively to education and careers for young people. This exhibition attracted visitors from more than twenty countries. By linking school with those first uncertain years in the adult world of industry, commerce and technology, it graphically underlined the fact that education is not an end in itself. It is a preparation for life, a life in which opportunity beckons to young people from many more directions than ever ten years ago.

The exhibition was staged by the 230,000 strong National Union of Teachers. Lasting for ten days it was visited in all by 150,000 people, including the Queen and the Duke of Edinburgh, and senior members of the British Government.

Conceived and directed by the 34-year-old Fred Jarvis, Assistant-Secretary of the National Union of Teachers, the exhibition aimed at providing a general picture of public education, demonstrating modern teaching methods, modern textbooks and equipment, and indicating the many educational opportunities available to students together with a wide range of careers open to them.

The Education Section

The Education Section was split up into 20 clearly defined divisions, beginning with the history of education in England and Wales from the Norman conquest of the 11th century and continuing through to the

enlightened Education Act of 1944. It gave a fairly comprehensive picture of every facet of teaching and learning, showing the various grades of schools—nursery, infants' junior, secondary—and some of the work done in them. It demonstrated, too, the way in which handicapped children—blind, deaf, physically-handicapped, emotionally disturbed—are educated.

This section also covered the training of teachers, and the value of a career in teaching. It glanced at adult education, the universities and other forms of post-school education, and the work done for young people after leaving school by voluntary clubs and similar bodies.

A distinctive feature of the exhibition was the number of "live" items which were presented. In all, some 7,000 school children, students and teachers took part. In the demonstration theatre, for example, classes in such subjects as mathematics, geography, science, music and religious instruction were held two or three times a day.

On each occasion, a class of 20 or 30 children—who had travelled perhaps 250 miles to London with their teacher—found themselves receiving a normal school lesson under the gaze of 100 onlookers or so who filled the theatre.

A 45-minute lesson in, say, elementary geometry, proved to the spectators how teaching methods have changed even in the last ten years. The dry and dull approach to the subject has been thrown overboard, pupils now learn the technique of making and reading a graph, for example, as part of an interesting game.

On the exhibition stands, pupils were seen conducting scientific experiments, receiving lessons in catering and general housecraft, and, among the juniors, in subjects like natural history and handicrafts.

In the exhibition theatre, six or seven items were staged daily by schools and colleges. These included mannequin parades—with clothes designed and made by pupils of the schools concerned—orchestral and

band concerts, and drama programmes.

Choosing a Career

A section of particular value to young people soon to leave school was that which outlined education prospects in industry—details of opportunities available for the training and education of young workers.

The stands of the Careers Section of the exhibition where apprentices were on hand to demonstrate training opportunities were particularly popular. British Railways, the Scientific Manufacturers' Association and the Royal Air Force were among exhibitors who showed their apprentices at work.

Altogether 42 different types of careers were dealt with. One which attracted much attention was that of British European Airways, an ingeniously devised stand which showed part of the interior of an aircraft, and, more exciting, of the cockpit. Seated at the controls, children were able to put on headphones and listen to details of the opportunities of this airline corporation.

The Olympia show took two-and-a-half years to prepare, and cost the N.U.T. £ 45,000.

(Unesco News)

FRANCE

Legislation for Educational Reform

The reasons which make necessary the reforms in French education are the sweeping demographic, economic and human changes which have upset the old established facets of national life, and require new principles and policies. It is necessary to raise the compulsory school-age to 16 years, but this extension "must not constitute a mere repetition of the primary school; it must be a direct preparation for practical life". There must be more efficient orientation of pupils according to aptitudes; "the major defects of (our) teaching are a paralyzing water-tight compartment attitude and the totally inadequate 'prospecting' methods—there must be prolonged possibilities of orientation and re-orientation".

Briefly, the main changes in French education as provided by the reforms are: extension of compulsory education; the 2-year observation stage for the 10-11 year age group; the final stage course (*cycle terminal d'études*) after completion of compulsory schooling; changes in technical and general education—shorter and longer technical and general education training, horizontal transfer classes; reform of the *baccalauriat* examination.

During the teaching observation stage, pupils expressing a preference should immediately be allowed to follow their preferred line of study. Other pupils, through observation which is made compulsory, should be helped to find what they are suited for, and close contact should be maintained with their families. At the end of the observation stage the pupil and his family should be given a carefully formed opinion to serve as a guide on the pupils' further studies.

The observation stage is to be organised as follows. All pupils aged 10-11 who have completed the required elementary education will be included in the observation stage. The first term of the first year of observation will "regardless of the educational establishment concerned, be devoted to improving the child's knowledge of elementary facts". At the end of the first term the pupil's family will receive first advice as to the choice he must make between a classical and a modern course of education. At the end of the second year, the Advisory Board must give its opinion on the pupils' final choice of the various branches of education.

One of the chief innovations will be the *classe d'accueil* (receiving class), corresponding to the normal fourth class (grade), which is designed for pupils, who for some reason, could not be admitted to the observation classes.

The study of aptitudes will be conducted in the fifth and sixth classes of the *lycees*, *colleges*, and *cours complementaires*, and in certain final classes of the elementary education course. The new policy of setting up secondary and technical schools is to be

emphasised and special care is to be taken to ensure a better geographical distribution in order that education in all its forms will be available to all. A *Council Ministerial de l'Orientation* is to be created, presided over by the Minister himself, whose function will be to obtain all information and issue the necessary directions.

Provision will be made for re-orientation at the second and third grade levels, the re-orientation to be effected through *classes passerelles* ("horizontal transfer classes") between general and technical educational courses and vice versa. Then at the end of the observation stage, pupils will be taking one of the following courses; the final education course; the shorter technical course; the shorter general course; the longer technical course; the longer general course.

Upon completion of the final stage of compulsory education pupils not planning to continue their schooling in longer or shorter general or vocational courses, will take one of the following courses: (a) post-school agricultural and farm management courses (the most common final stage in rural districts); (b) for other pupils in rural districts, the final stage will consist of training in crafts and handicrafts; (c) in urban districts where 75% of the adolescent population are continuing their studies of their own accord, a course of serious training for their active life will be provided in addition to the general course.

The shorter technical course, which must always lead to the longer technical course, will be provided by the *Colleges d'enseignement techniques*, formerly known as *centres d'apprentissage* (apprenticeship centres).

The longer technical course is progressively graded and this progressive aspect will in future be emphasized. The course will conclude with a compulsory period of work in an enterprise.

A shorter general course will be provided by the *colleges d'enseignement general* for those preparing for middle-grade positions requiring an advanced technical knowledge and for those entering teacher-training

schools. The course will cover an additional year for specific training for various non-technical forms of employment.

The *longer technical course*—After 2 years during which the pupils' aptitudes are studied, the general course provided by classical and modern *lycees* is continued in one of the 7 sections which he may choose. The principal change has been made in Section B (Latin, modern languages) where greater stress is now placed on the modern languages. The new Section B (classical) and Section M (modern) will provide an education oriented towards the human sciences and modern ways of expressing economic and human phenomena. In the final year a further section—*Sciences economiques et humaines*—will be added.

To guarantee both independence of research and the efficiency of the work accomplished, "departments" are to be set up in higher educational establishments. They will serve to combine in one group the various courses and research activities relating to one subject and thus ensure the best use of resources and facilities, and liaison with regional and national activities.

In drawing up curricula, due attention is to be given to the fact that "Our children must play, they must be given time for leisure activities, and they must have sleep". Curricula must be correlated to insure freedom of transfer—true orientation.

The training of teachers will be brought into line with the general spirit of the reforms. The reform of the *baccalauriat* will itself ensure that more attention will in future be paid to the educational and psychological training of the *professeurs*.

The reforms also provide for the development of education of the maladjusted (who constitute 6% of the children of France) and public administrative regulations on this type of education are to be formulated.

The reforms recognise the principle of physical and sports education as an integral part of the development of the whole personality.

Popular education is to be called *education culturelle* (cultural education) and will be provided in special centres set up or reorganised by the State, or in various public educational institutions, or by private organisations subsidised by the State. Cultural education includes *perfectionnement professionnel* (further vocational training) which must lead to promotion in work. Many additional courses for further vocational training are to be organised. The use of audio-visual forms of education in this field will be emphasized.

(Foreign Education Digest)

INDIA

Books on Wheels in the Indian Plains

by

Harsimran Malik

Every Monday afternoon, the Mobile Extension Unit of the Delhi Public Library sends its bookmobile round the villages of Delhi to issue fresh books to and collect the old ones from the reading public in the rural areas of the capital.

The Library round begins with Bowana, one of the largest villages of the area having a Secondary school serving all the surrounding region which gives Bowana its local importance. The bookmobile parks itself in the main street of the village and a queue is formed. Most of the subscribers are young boys. There are a few adults too, all men. At 4 p.m. a siren is sounded to announce the opening of the library. A staff member sitting at the window checks the books that are returned and hands back membership cards. On receiving his card the subscriber climbs into the van to select a new book.

Two thousand books fill the shelves. Of these 90 per cent are in the three languages of the area : Hindi, Urdu and Punjabi. The remaining 10 per cent are in English. Since Hindi is the most widely spoken language here, the Hindi books have the biggest circulation.

For one hour the Bowana subscribers

come and go. Some of them want advice on which books to read ; the staff members help them courteously and pleasantly. They guide the boys to the shelves suitable for their respective ages, and there is a general atmosphere of cordiality.

The percentage of lost books is relatively small. Membership is free. Each subscriber is entitled to one book for a maximum period of two weeks.

What is the most popular type of book ? Fiction heads the list. But books on all subjects are available and are read. Most of the library users are school-age children, which is only natural in an area where the majority of adults are still illiterate. However, there are some adult subscribers, and in many homes children read their books to the older members of the family.

No women come to the library, but during the school term, school girls use the bookmobile, an assurance that in the years to come the adult membership will include women.

At 5 p.m. the van closes its door and moves off to the next village. During the short trip from Bowana, the book-shelves are tidied up and prepared for the next stop.

Again the siren echoes across the countryside and the two staff members set to work while the driver exchanges comments with the villagers collected around the bookmobile. This is the village of Puth Khurd. Two more villages, Barwal and Pahladpur are also served in the same way before the bookmobile moves for its homeward run to the Delhi Public Library.

At all these villages the bookmobile has become a welcome and popular institution. It is one of the weekly events of the area. Begun over three years ago with the assistance of Unesco, the extension service is a real part of the life of these villages.

It has also become a popular addition to the routine of many of Delhi's city dwellers. Four days a week it visits different areas of

the widespread capital city. A second bookmobile is now being equipped so that an increasing number of persons can benefit from these services. As education and literacy advance in modern India, the bookmobile is playing a vital part in that advance by making books more readily available to an ever-increasing number of people, old and young. (Unesco News)

JAPAN

Language Teaching by Radio in Japan

The teaching of foreign languages by radio in Japan has expanded enormously in the last few years. On a recent visit to Unesco House in Paris, Professor Yoichi Maeda of Tokyo University stated that regular courses by radio are now being given in English, French, German, Russian, Chinese and Spanish. Two 16-minute lessons in English are broadcast daily over the Japanese National Radio Network, and 200,000 copies of the pamphlet illustrating the talks are issued monthly. German and French are the next most popular courses, with 85,000 copies of the illustrated booklet issued each month.

Japan's educational system provides nine years' compulsory schooling, and a large majority of students study English during the last three years. This, Professor Maeda pointed out, has led to a shortage of good English teachers, and radio is playing an important role in filling this gap. Television is also being used increasingly as a medium for foreign language teaching.

(Unesco News)

U.S.A.

"A Little United Nations"

Teaching about the United Nations—and

learning about the United Nations—is a especially fruitful activity at the George Washington High School in Upper Washington New York City. It is practical, as well as academic, for the 5,000 students include boys and girls from 52 member countries of the U.N., and students take part in U.N. campaigns.

Mrs. Eleanor Roosevelt has called the school "a little United Nations in itself", primarily because of the variety of national origins found among the students. Principal Henry T. Hillson and William S. Low, Chairman of the Social Studies department, have encouraged study of the U.N., with the result that the idea is kept permanently before the students through the students' U.N. Club and a teachers' co-ordinating Council, both presided over by Harry Reiss, teacher of Social Studies.

Mimeographed texts for social studies' teachers, suggesting ways of using United Nations material in the curriculum, is prepared regularly. There is always a variety of activities in the cause of promoting knowledge of the work of the United Nations Organization and of international friendship.

These have included a World Health Essay Contest, a pen-pal programme, displays of posters, plays presented for U.N. Day, a poster contest for U.N. Week, sales of UNICEF Christmas cards, and observance of World Health Day. The Student Club meets every two weeks to discuss world affairs especially those with which the United Nations is concerned; members attend high school press conferences at the United Nations headquarters to meet delegates; the Club has conducted four fund-raising campaigns, collecting \$ 700 for U.N. agencies, and it organizes lectures and film showings on work being done in far corners of the world. (Unesco News)

URUGUAY

The School of Mental Rehabilitation

As part of its programme for dealing with the problems of abnormal children, Uruguay, on September 24 1950, established, in Montevideo, its first special (or supplementary) school—the *Escuela Auxiliar*, patterned after similar institutions in Switzerland, France and Argentina. Montevideo now conducts 34 special classes and 2 special schools: (1) *Lava Escuela de Recuperacion Psiquica* (School for Mental Rehabilitation), a free public institution, affiliated with the National Council of Primary and Normal Education, which enrolls 178 pupils; (2) *La Obra Morquio* (the Morquio Project). The former was designated by the Institute of Interamerican Aid as a pilot centre for the training of special teachers in Latin America. For 6 years this school has been producing instructional material designed for community education and has conducted research studies. Its techniques have been adopted in Mexico and Panama.

It is conducted as a semi-boarding school, the pupils remaining in the school from 9 to 15 hours, and having their breakfast with the teaching staff. The programme includes the following clinical classes: (a) a class for children suffering from cerebral lesions, who require special instructional procedures; (b) a "remedial" class for mentally disturbed children when learning to read, write and do arithmetic work; (c) an "adaption" class for grading or classifying pupils; (d) an experimental class for pupils with an IQ under 50. Pupils are admitted to the school after their abnormality has been determined by the Laboratory of Psycho-Pedagogy.

An important social undertaking of this institution is the organization of classes for parents who are interested in the problems of mental abnormality and corrective measures to be employed for children thus affected. The school is considering plans for its conversion into an institution of training and rehabilitation, for dealing with all mental deficiencies, requiring special educational processes.

(Foreign Education Digest)

MISCELLANEOUS

Too much Taught in Secondary Schools

Too many subjects are being taught in secondary schools of most countries—or too much of the subjects. That is the finding of a group of educators who have examined the secondary curriculum problem at a recent international session in Paris convened by Unesco, and have suggested solutions.

After a 12-day meeting at Unesco House, the International Advisory Committee on the School Curriculum reported: "There is, generally speaking, overcrowding of the curriculum in most countries and often a lack of adaption to individual needs and differences."

Correction of that situation might be effected by various methods depending on local conditions, the Committee says, but this observation is added: "This cannot be achieved unless educationists give up the idea that knowledge is synonymous with education or culture, or that the greater the amount of knowledge, the more educated will be the students' mind. What is important is not additional courses, but the quality of the educational process and of the experience gathered by him from various sources inside and outside the school".

The Committee pointed out that in the "almost new world" created in the last century there has been a great increase of knowledge in all fields, and the complexity of modern life calls for increased knowledge. Crowding the curriculum is not the way to meet that exigency in secondary schools, the Committee warns. "Perhaps a way out may lie in the direction of introducing better methods of teaching, which will give the student a mastery over the tools and techniques of learning and train his capacity to learn independently", says the Committee. "The emphasis should shift from filling the basket of the mind to that of training the mind into tempered steel which can out its way through irrelevant accumulations",

Homework for the student is recommended as one of the ways of lightening the burden of teaching provided it is not overdone and is not mere routine work. Another way is the use of a school library if it has interesting and stimulating books that will help to teach a child to study.

Concerning school time for pupils' special interests—some of them in the field of craft work and useful in an era of technology—it is urged that these should not be considered full-fledged subjects like history or literature or physics, "which have a wider and deeper bearing on life and culture."

The elective system is upheld as a means of lightening the secondary curriculum but "reasonable options" are held necessary rather than haphazard choice so that there will be a balance between general and specialized subjects in the students' classes.

The Committee is of the opinion that "if one child finds his best expression through arts and music, another through crafts and practical work, a third through science and literature, there is no reason why... these different cultural resources should not form a prominent part in their education".

To determine the application of that principle, with regard to local conditions, a well organised guidance or counselling system would be useful to help the student to make his choice, the Committee feels, and it is urged that: "Such a service should be established in all countries".

The assembled educators used as a basic consideration, in talking about easing the load of instruction, their conclusion that the real purpose of schooling, at the secondary stage at least, is education of the mind: "The training of the child's capacity to learn intelligently and to understand, within his limitations, the world of ideas and the world of men and things".

"Knowledge is mainly a tool, for achieving the child's growing purposes and giving him an insight into the world of culture which in this sense includes the aptitude to go straight to the essentials, to have a

courageous and intelligent mind capable of making the right choices in life."

The conclusions and recommendations reached in the Paris meeting are made known through education circles for consideration by educators in various parts of the world who must prescribe secondary school curricula. In mentioning the goal of insight into culture, the Committee stated in direct language:

"If this principle is fully and sincerely grasped, teachers and educational authorities will not implacably insist on the inclusion of so much subject matter in the curriculum that it will burst at the seams. In a chastened mood they may even be persuaded to break down the "imperialism" of various subjects which fetters the freedom of the child and the teacher alike".

(Unesco News)

Sport in Education : Helsinki Conference

Sport can provide an excellent stimulant to culture, and its practice leads to the discovery of aesthetic values. This was the opinion of delegates from 36 countries who attended the International Conference on Sport and Physical Training in Modern Society held recently in Helsinki. The Conference, organised by the Government of Finland, with assistance from Unesco, brought together educators, writers, actors, engineers, doctors, physiologists, university professors, psychologists, sociologists, heads of sports federations, government officials, representatives of youth organizations, and directors of sports clubs.

Discussions at Helsinki revealed that, in recent years, surveys carried out in many parts of the world had shown that physical exercise and sport enable workers to perform certain tasks with more precision and less effort. Methods currently used in centres for the training and readaptation of the physically handicapped proved that the value of sport in this field was generally recognised.

Several speakers pointed out the possibi-

lities which international sports events offered nowadays to thousands of players to visit other countries. They felt it was important to impress upon the organisers, that these visits provide an excellent opportunity to promote international understanding.

The Conference unanimously demanded that a permanent body be set up, under the auspices of Unesco, which would continue the work started at Helsinki and coordinate efforts being made by various international organisations interested in physical education and sport. (Unesco News)

U.S. Educators Study Teacher-Training in USSR and Poland

Three United States educators recently completed a five week tour of the U.S.S.R. and Poland to study teacher-training methods and related educational programmes in the two countries. The purpose of the survey was to observe methods of training elementary and secondary school teachers in the fields of mathematics, science and industrial arts.

Their survey is part of a programme organised by the U.S. Office of Education to help keep educators informed about educational practices and policies in other countries.

The three specialists are preparing a report for publication by the U.S. Office of Education. (Unesco News)

UNESCO PUBLICATIONS

(i) Education for International Understanding

For several years Unesco has been co-operating with some of its National Commissions, to encourage experiments in education for international understanding. Certain schools in each country have been designated as participants in a network of "associated schools" created by the Organisation, and each school plans a project aimed at teaching its pupils something about a foreign land.

In a publication entitled "Education for International Understanding" Unesco offers to school teachers a few ideas drawn mostly from experience in carrying out some of these projects. Most of the examples given

are taken from reports prepared for Unesco by teachers in many countries and they provide a practical guide for colleagues both at home and abroad.

The booklet describes some classroom practices, methods and teaching material which can be fitted into the usual school subjects; it shows that the regular school curriculum offers many opportunities for developing teaching for international understanding. The first chapters deal with the three subjects which are basic themes for all "associated schools"; teaching about the United Nations, teaching about human rights, and teaching about other countries. Other chapters contain supplementary information such as extra-curricular activities, research and evaluation, the role of the teacher, etc.

A list of Information Offices and Centres of the United Nations and its Specialized Agencies, and addresses of national bureaux of the International Federation of Organisations for School Correspondence and Exchanges are included in appendices.

(ii) School Enrolment Throughout the World

With the opening of another school year in many countries facts and figures about the school-age population once more made front-page news. A booklet published by Unesco, "Current School Enrolment Statistics", provides interesting data in this regard. Classified by world regions, it gives figures of the numbers of pupils and students enrolled in pre-school, primary, secondary (general and vocational), teacher-training and higher education establishments in nearly 100 countries and territories.

This information has been gathered together from reports sent in by Ministries of Education, statistical yearbooks and bulletins, and reports to the U.N. and Unesco. No comparison of enrolment between one country and another can, of course, be made without due regard to the system of education in existence in the respective countries. Readers wishing to obtain further information may consult a major work published by Unesco in the field: "World Survey of Education" Vols. I and II.

(Unesco News)



book reviews



Race, Prejudice and Education
by Cyril Bibby ; Heinmann ; 1959.

RACIAL prejudice is one of the ugliest facts of modern life. In the present book, primarily intended for the school teacher, the author has not only attempted a searching enquiry into the causes of this prejudice but has also suggested what he believes to be its right cure. The book was commissioned by the Unesco, and has, it appears, been revised in the light of learned comments from an international committee of 26 experts on social sciences and education to whose judgment it was submitted in the manuscript stage.

It is, therefore, a little disappointing to find that the author starts his enquiry with a rather naive explanation of the origin of the evil. Racial prejudice, according to him, is in all its main forms rooted in man's peculiar sensitiveness to the physical differences which mark out from one another the conventionally differentiated human groups. It is because we place so much emphasis on these physical differences that we are only too prone to consider as inferior any human group which does not share our own physical features. By way of illustration the author points out that 'there is still a widespread feeling that coloured people are in some way inferior to white people'. The author very rightly condemns this attitude of mind and points out quite emphatically that physical differences have no bearing whatever on the question of racial superiority or inferiority. "People may differ in all sorts of ways, but difference is one thing and

superiority another. Red hair is different from black hair, but is neither superior nor inferior to it—the two are different but of equal social status."

While agreeing with the author as regards his general approach to the problem one is still not quite sure if he has been quite correct in attributing racial animosity primarily to physical differences. No two species could differ more widely in physical traits than the *homo Neanderthalensis* and *homo Sapiens*. Yet there is enough archaeological evidence of their having at one time interbred. The 'Hanitic' Egyptians differed not only in physical features but in customs, manners and language from the Hittite and the Mitannic nations, both belonging to the 'Indo-Aryan' stock. Yet this did not prevent the former from not only cultivating friendly intercourses with the latter, but from establishing with them matrimonial relationships. Early European travellers to China have nothing but praise for the yellow inhabitants of the celestial empire though the latter differed materially from them both in appearance and habits. Examples like these can be multiplied *ad-infinitem*. *Per contra*, it is far from true that the peoples having similar physical features or habits of life are of necessity amicably disposed towards each other. Throughout history Semitic tribes have fought with Semitic tribes, Turkish with Turkish, and Indo-Aryan with Indo-Aryan, almost like cats and dogs. If a Russian today hates a Yank, and *vice versa*, it is not because of any appreciable physical difference between the two (for there is none) but because of reasons other than racial.

The author betrays his awareness of the inadequacy of his explanation when, for instance, on page 42, he says that "in Africa Negroes have enslaved Negroes". He shows this even more convincingly in the following passage: "Such is the power of the pre-conceptions of the predominant group that many 'coloured people' themselves share this idea of their (own) inferiority." Thus, in the last analysis, it is the dominant groups who dictate who are to be regarded inferior and who of equal status. The superiority of the Mediterranean races in antiquity to the barbarians surrounding them automatically followed from their command of better techniques of production and their possession of richer material resources. This had nothing to do with their complexion or physical features. The superiority of the Western nations is attributable to similar factors and nothing else. If Marco Polo admired the Chinese, it was sheerly because the Chinese in his days possessed an excellent material civilisation beyond the dream of contemporary Europe. If the same Chinese were insulted right and left by the European traders and imperialists during the 19th century it was because by that date they had become completely degenerate.

On the general question as to whether the division of mankind into rigidly differentiated ethnic groups should be accepted as a scientific fact the author does not seem to have made up his mind. In one place he says: "The fact is, not only are there no pure races today, but there never have been". (p. 27). But this is contradicted by passages like this: "The native African and the native European and the native of China differ sufficiently to warrant their being placed in distinguishable sub-groups of human species."

Nor is the author always very clear about the recipes he suggests as a cure of the disease of racial prejudice. On p. 61, for instance, he suggests: "The important thing is for our pupils to learn to judge each individual as an individual, neither owning the glory nor bearing the shame of other individuals in his group." But the advice he tenders on p. 32 flatly contradicts this:

"Naturally, the teacher will do nothing to diminish the very proper pride of children in their own ethnic group"

But these blemishes do not by any means detract from the value of the work, and I feel no hesitation in recommending it to the Indian school teacher as a compilation which contains much information which he will find to be of real use.

Sourin Roy*

The Happiest Days by G.F. Lamb ; Michael Joseph ; 1959 ; Price 18s ; Illustrated.

THE immediate relevance of this book to education in India lies in its underlying problem: how to discipline youth in its own best interests. "The Happiest Days" by G.F. Lamb, better known to his public as 'Balaam' of such well-known indietments as "Chalk in my Hair" is the story of Public School education in Britain.

Balaam has always been a debunker. In itself this is an attitude worthy of neither praise nor blame. It is an attitude sometimes adopted by writers anxious by any means to secure a public. In his preface Lamb admits that "the main characteristic of most people's school days in this century is a mild tedium; the tedium is no more interesting to read about than it is to endure." He has, therefore, chosen to stress "the more colourful features of Public School education" and in doing so, has quite clearly angled for a public that is more interested in the colourful features of school education than in its inevitable tedium.

This is, to the educationist, a shortcoming because it implies that "The Happiest Days" is concerned only with the more colourful aspects of Public School education. No one would now dispute *Balaam's* effectiveness as a debunker, and there is no doubt that he has done much to destroy comforting illusions about the nobility of the teaching profession, and the excellence of the methods and results of Public School education in Britain. Nevertheless, there is also no doubt that when the whole story is told, there must be thousands of cases of perfectly

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ordinary, normal school boys who have survived without noticeable damage, the system of Public School education in Britain that *Balaam* unfolds for our scrutiny and condemnation.

That much of what he reports, which is well-documented, merits condemnation is clear. The sheer savagery of much of the story is indefensible and that this savagery proceeded from Headmasters like the celebrated Dr. Keate of Eton, from House masters and other members of staff as well as from prefects and older boys does nothing to diminish its horror and something to enhance it. The means of retaliation that boys found at various points of the history of the 19th century are no more edifying as an educational spectacle, and would make those who shudder in India today at student indiscipline at Indian Universities mildly complacent at the comparative innocuousness of our rowdies! The final impression of the book, however, is not of student rowdiness, but of sadism constantly at work in some part of the Public School system and the inability of most headmasters, members of staff and senior boys to put an end to bullying and the darker side of the fagging system. Against this, the physical discomforts of ice-cold school rooms and scanty meals are mild, for what the human imagination does not take in, it does not act upon. But few things in the systematic bullying that occurred at Public schools in the 19th and early 20th centuries can have failed to affect the imagination of those who witnessed it. "The Happiest Days" leaves us wondering why nobody, with the possible exception of Dr. Arnold of Rugby did anything about this and how parents consistently allowed their children to suffer horrors that they themselves had suffered with proclaimed terror and denunciation.

Dr. Arnold comes out amazingly well as a genuine and constructive educationist. This is particularly encouraging since he has already suffered in the debunking pages of Lytton Strachey whose criticisms Lamb discounts. In this well-documented account

of what Arnold did and thought there appears to be not the slightest doubt that he was a generation ahead of his times and that, while accepting the need of the Public School system, he was determined to adapt it with humanity and justice to yield the best results.

We in India have much to learn from this book though we would not necessarily accept its conclusions. Reports such as this are valuable as much because they reveal the attitude of their writers/compilers as because they reveal the strengths and weaknesses of an educational system. Much that is true of the indiscipline that follows from education administered with injustice and capriciousness, applies to our Universities today, for our Universities accept students at an age at which boys are still at school in the United Kingdom. There is no easy solution to indiscipline. It has to be thought out constantly in terms not only of the inherited nature of boys and girls, but also of the particular circumstances in which this nature acts and is acted upon. We may be several thousands of miles from the schools that Lamb describes, and a hundred years away from their worst defects. This matters little. If we can find the points of contact (and they are not hard to find) we shall also have found the points of departure for solutions to some of our own educational problems.

Muriel Wasi*

Judy and Lakshmi by Naomi Mitchison ; Collins, St. James Place, London ; 1959 ; Price 10s. 6d.

IT would seem from the title of this book that it must be a story of friendship between two girls, Judy and Lakshmi, which it certainly is, but more than that it is a story of India immediately after Independence—an India that is breaking away from the shackles of the past and trying to build into a country in step with the modern world.

The story is set in the South of India

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and is about an 11-year old English girl Judy who comes to Madras for one year with her parents. Her father is a doctor and mother a social worker. Beyond the fence of the morning glories is the house where Judy one day meets the loving old lady Ammani Patti and her granddaughter Lakshmi whom Judy has already met at school. The two girls become close friends, drawn to each other by the genuineness of their feeling. The dissimilarity of their personalities and backgrounds forms a special bond between them. In the course of an eventful year, Judy enters into the life of India with a spontaneity which only a child is capable of, taking part in all the Indian celebrations of Dipavali, Independence Day and the Pongal festival. She also enters into the problems of it, helping with her mother in the relief work for flood victims of the monsoon and going to nearby villages to get an idea of the Indian Government's efforts to build rural India through the National Extension Service. In itself the story is rather thin because Lakshmi and Judy are for the most part away from each other, hardly even communicating through letters. The touching part of the story lies in the misunderstanding that arises between the two girls, a misunderstanding that has mainly to do with the prejudices that divide the Indian South from the Indian North. But this is happily resolved in the end and the two girls come together again as the best of friends.

This book gives a vivid picture of everyday Indian life—a multi-coloured picture seen through the eyes of a child. It introduces India not to a grownup but to

children, particularly of other lands. The colour of an age-old civilization as seen through its ancient temples and monuments the quaintness of its festivals and customs, the beauty of the Southern countryside with its palm lattice and palm thatch houses, also the poverty of the people, the heat and mugginess of summer, the monsoon rains and floods—all these are portrayed in the bright refreshing colours of a child's imagination. For example, Independence Day to Judy was a holiday "and you knew it because there were decorations everywhere and the Indian Flag green and white and red and a wheel in the middle; this is the hand-spinning wheel, the same kind that Gandhiji used to use. And there were processions and speeches and everyone giving garlands to everyone else." In one temple Judy was taken to see a statue of Siva and told that it depicted the story of Parvati challenging her husband Siva to a dancing competition in which Siva won. "It was nice, thought Judy, to have Gods that could just do things for fun, that thought of fun as being—well, important enough for the Gods".

It requires more than a flair to write a good story for children and Naomi Mitchison, the author of this book does undoubtedly have that. She writes with an understanding of her subject and her reader. The book is illustrated with many full-page drawings done by a well known Indian artist Avinash Chandra. Children of all countries (where English is spoken) will greatly enjoy reading this book.

Kala Thairani*

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