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MINISTRY OF EDUCATION
GOVERNMENT OF INDIA

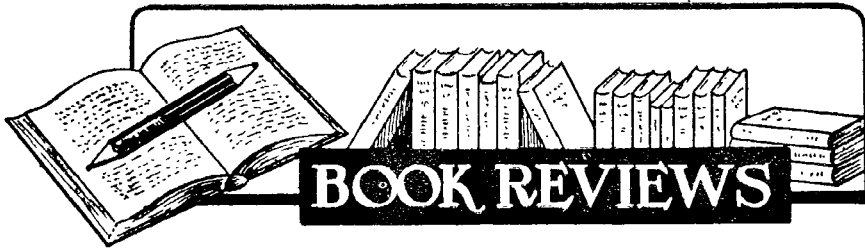
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NEW SECONDARY EDUCATION SECTION

The Ministry of Education is at present engaged in the important project of the reconstruction of Secondary Education on the lines recommended by the Secondary Education Commission (1953) and has already taken a number of practical steps in this direction with which the readers of The Education Quarterly as well as others are well acquainted. If this reconstruction is to result in the real improvement of our ten thousand Secondary schools, it is essential that all the teachers should actively and intelligently participate in this work. In order to keep them in touch with all the developments and to win their cooperation, it is proposed to add a Secondary Education Section to this Quarterly with effect from the June issue. It will include accounts of developments in the field of Secondary Education at the Centre and in the States as well as in outside countries and will provide a forum for the discussion of problems which are of special interest to educationists working in this field. The Ministry is anxious that this Quarterly, or at least the new Secondary Education Section, should reach every single Secondary school in the country and should be studied by teachers who should assist in making it a live and lively organ for the discussion of the numerous issues that they have to deal with in the course of their work. It is proposed to make the first few issues of the section available to all the schools so that they may have an opportunity of judging its value.

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INDIAN PUBLIC SCHOOLS

WHEN the chairman of the Conference honoured me with an invitation to attend this Conference of Masters of Public Schools, I accepted it gladly and even eagerly, not only because I value the honour and the Chairman is a colleague and friend of over 20 years' standing, whom, like all who have come to know him, I hold in great esteem but also because, as the Chairman indicated in his Address, I firmly believe that the Public Schools have a great contribution to make to the nation's education and I am intensely interested in their progress.

The name Public School is unfortunate and yet unavoidable. It has come to acquire a very rich meaning which cannot be adequately conveyed except by describing at length the features which distinguish a Public School. The name is unfortunate because it is of foreign origin and arouses in some sensitive minds a suspicion that these Schools are un-National. I have some times wondered whether it would not be wiser for these Schools to adopt a Hindi name, for that would immediately dispel all suspicions and prejudices. I doubt however if you would approve this, for Public Schools do not encourage subterfuge and false pretences. You would I am sure, prefer to face suspicions and prejudices and remove them in the only practical and honest manner, namely by turning out young men and women who will be among the finest specimens of Indian

youth, distinguished by a firm and upright character, a lively and cultivated mind, an enterprising and self-reliant spirit and a full consciousness of social obligation and patriotic duty.

That may sound a tall order, but I am sure that you, gentlemen, will accept nothing less as worthy of your endeavour. I speak so confidently not only because I have the privilege of knowing so many of you personally, but also because I have been greatly encouraged by the way you have organised your Conference. In these days of feverish pursuit of individual material gain, one might have feared that your Conference also would be a Trade Union type of association for demanding better pay, more amenities and easier conditions of work. Instead, you have organised your Conference as an earnest professional organisation with the sole purpose of exchanging experiences and ideas and examining your problems with a view to fitting yourselves the better for the vitally important task of bringing up the youth of the country.

I am not unmindful of the criticisms or detractions to which you are subjected. It is said, for instance, that you suffer from a superiority complex and teach your pupils also to be snobs. I have myself no use for snobs, and I am sure no decent Public School will tolerate them. By and large, however, I am inclined to think that it is rather

*Inaugural address at the eighth session of the Public Schools' Assistant Masters' Conference.

the critics who suffer from an inferiority complex. They realize that the teachers and pupils of Public Schools, because of their training, experience and constant effort, are better than others and, instead of taking that as a challenge, they choose the easier path of spiteful jealousy. And so one hears a cry even from those who should know better, that Public Schools should be closed down. The fox who lost his tail had better reason for wishing the other foxes also to lose their tails; for he could not grow one for himself. Those jealous of Public Schools have no excuse at all, for there is nothing, except their own inertia, to prevent them from improving the other Schools till there is no difference between them and Public Schools. That would be a consummation more worthy to be devoutly wished and worked for.

Good schools, however, cannot be had on the cheap and good teachers cannot be had for the price of an illiterate peon. This is forgotten when the jealous critics point to the high salaries and other amenities which teachers in Public Schools receive. It is of course true that a Public School teacher often receives three times (or even more) than what is given to a teacher in an ordinary Secondary school. It is also a fact that very much more is expected of Public School teachers than of others. Their duties are not confined to a few hours of class instruction on week days and, at the most, a couple of hours or so a week to stand and watch while the children go through a routine of games. A Public School teacher, on the other hand, is expected to be on duty practically for 24 hours and even on Sundays and holidays. It is also not enough for him to be merely a good teacher in the class. He has

also to be an athlete who plays with boys and coaches them. Besides, he should be a person of wide interests and inexhaustible energy, for he has also to help the children take up various hobbies and co-curricular activities. Over and above being an expert in the subject he teaches and an active sportsman, musician, dancer, actor, play-producer, photographer, mountaineer, swimmer, naturalist and what not else, he must also be a moral preceptor and that vague, indefinable and frighteningly difficult thing, a character-builder. In brief, he must be an academic teacher, an athletic coach, an all-round man of varied cultural accomplishments, a companion, a friend, a preceptor and a parent. He must be all this and more. It is ungrateful to talk of such a person being over-paid. While, therefore, it is true that the Public School teacher is paid far more than a teacher in ordinary schools and I hope that his terms of service will be further improved, I do not think it is possible to recompense a good Public School teacher adequately. That brings me to another essential quality which he must possess.

A Public School teacher must not be like other employees; he must not think mercenarily of what he gives to his pupils and receives from his management. While obviously he must be given a decent minimum of living conditions, the fundamental and ultimate driving force for a Public School teacher is not the lure of material gain but an impelling sense of vocation, a love of children and devotion to the institution. Indeed, I would go so far as to say that a teacher who possesses these qualities will be invaluable to the School, even if he is

deficient in intellectual calibre or other professional equipment, while one who lacks these qualities, howsoever gifted he may be in other respects, will be a poor investment.

I fear I have spoken at some length about the unjustified criticisms against Public Schools, their teachers and pupils. I realise that this must have taxed the patience of the delegates to this Conference who have come here not to hear their defence or praise but to get down to some worthwhile constructive work. I apologise to them, more particularly because I have left myself very little time to talk about the topics for discussion at this session. Not that that is much of a loss, for anything I may have to say will sound commonplace to those present here who command a much more extensive and expert knowledge. It may however occasionally entertain people in Newcastle to have coal carried to them.

I understand that you propose to discuss two main problems, namely, what should be the medium of instruction in Public Schools and, secondly, whether it is possible to bring down the cost of Public School education and, if not, what else can be done. The second is a most important question for the future not only of Public Schools but also of our education. I wonder, however, how far it will be worthwhile for this Conference to discuss it. Generally speaking, if I may venture to express an opinion, it is not possible to reduce the cost to anything like the level which would be within the reach of the present day middle class. The only possible way, therefore, if Public Schools are to broadbase themselves and the benefit of Public School educa-

tion is to be extended sufficiently to satisfy the democratic canon of equality of opportunity, is to have a large number of scholarships available at these Schools. As you are aware, the Government of India have already initiated a fairly large scheme of merit scholarships for Public Schools, and I sincerely hope that State Governments and Public Schools themselves will considerably add to the number of scholarships. Some State Governments and Schools have already started acting in this direction and I would like especially to bring to your notice the commendable example of your host institution, Mayo College, which has offered a number of scholarships notwithstanding the fact that it has for several years been working on a deficit budget. I hope that this splendid example will be followed by all the other Public Schools as an earnest of their desire not to remain exclusive institutions for the rich.

At the same time, I have no doubt—and I am speaking with personal experience of quite a few schools—that the present cost can be reduced. For obvious historical reasons most, if not all, of the Public Schools had in the past no real incentive to economy, and in many respects they had unnecessarily high standards. I venture therefore to say with some confidence that, provided we keep clearly before our eyes the distinction between the essential, the desirable and the superfluous, we should find it quite possible to reduce the cost appreciably. I am not sure, however, how far this is an appropriate place to discuss it. This, if I may say so, is a Conference of consumers who quite naturally want all things and the best of everything for their children. It seems rather unfair and cruel to ask

a person to shave off his beautiful locks, however necessary that operation may be. I should have thought therefore that this unpleasant task should be entrusted to the Bursars and Headmasters. The best course perhaps will be for the Bursars to get together for a few days, compare notes in detail and then submit their recommendations to the Headmasters, who should consider them from the broader point of view, taking into account the need for reducing the cost to the lowest possible level and ensuring the efficiency of all services that are essential to a school.

Your other topic for discussion, namely, the medium of instruction, is a very important one and I shall look forward with some eagerness to the results of your deliberations. My own views on the subject are rather unorthodox and it is necessary therefore to make it quite clear that I am here entirely in my personal capacity and am expressing my own personal views. I have no hesitation in accepting the theoretical correctness of the thesis that the mother-tongue should be the medium of instruction. The matter does not however rest here, for in a country like ours, where there is so much intermingling of linguistic groups, it is not possible to carry this thesis to its logical conclusion, quite apart from the fact that our languages cannot within a foreseeable near future be fully adequate to meet all the demands of learning and commerce. Language cannot be manufactured over-night or even in a decade or two, no matter how strong a patriotic fervour there may be behind it. My second objection against the educationists who, for theoretical reasons, advocate the mother-tongue as the medium of

instruction is that they are not consistent. As soon as they reach the Secondary stage they forget their theory and, on practical grounds, advocate the regional language as the medium of instruction, though that may be as strange to a pupil as, say, English. At the University stage our educational reformers are rather lost, and the battle is still going on between the regional language, Hindi and English, not to mention a minority here and there which would like to have even University instruction in its mother-tongue. I would suggest, with all respect to our educational theorists, that what is theoretically desirable is not always feasible or even desirable from the ultimate point of view. I would also remind them that the logic which makes them decide the question at the Secondary stage on practical grounds should also apply to the University stage. If practical considerations favour the acceptance of the regional language at the Secondary stage they should equally favour the acceptance of Hindi at the University stage. It seems to me that while we pay a great deal of attention to educational theory and are only too aware of the existence of regions and States we are apt to overlook the existence of India. For me the greater interests of the country override considerations of educational theory, which, in any case, are not intended to apply consistently.

It cannot be doubted that, whatever other results may have followed from the introduction of English as the official language and the medium of instruction in schools and colleges, it was a most powerful factor in bringing about the unity and freedom of the country. It seems to me that it would

be a national tragedy to be without such a unifying factor.

English cannot obviously become our national language and cannot continue to enjoy the position it has held so far. It seems to me, therefore, to be the imperative duty of every Indian to try to prepare for the replacement of English by a single national language, which can be none other than Hindi.

What I have said so far will have indicated to you what I feel should be done in Public Schools. Apart from their being good educational institutions, I personally value them because they also impart a certain all-India outlook, and I sincerely hope that they shall not only maintain but further strengthen this characteristic. In that case, it is clear that they must adopt a

common medium of instruction, namely, Hindi.

I realize that this cannot be done at once, but every effort should be made first to raise the standard of Hindi and then to make it a medium of instruction gradually from the lowest classes upward. I am aware of the complication that most schools prepare students for the Cambridge School Certificate Examination, but I hope that it will not be long before that Examination is Indianised or an Indian Examination takes its place. When that happens, a new chapter in the history of Public Schools will start, for then, in the fullest sense of the term, they will become Indian Public Schools and will flourish and increase in strength, to the greater benefit of the country.

Ashfaque Husain

CRISIS IN EDUCATION

I. GRAMMAR SCHOOLS IN DANGER.*

EDUCATION is one of the means by which the community attempts to meet the demands of the present while transmitting some of the values of past. There is, to borrow Arnold Toynbee's phrase, a process of challenge and response.

Today, for example, one of the most characteristic features of our civilisation is the quite new demand that we are making for men and women of high ability, most obviously in the fields of science and technology. Our society is a very complex one; we need unprecedented numbers of people with special skills and with the general abilities to meet the problems of a world dominated by scientific and economic advance. The limiting factor on social progress and on the advance of knowledge may indeed prove to be simply the supply of individuals with the highest qualities of intelligence. We may envisage new directions of progress but be unable to explore them simply because we have not sufficient people of the quality to do so.

One of the greatest of modern philosophers, A. N. Whitehead, was saying something profoundly true when he wrote:

In the conditions of modern life the rule is absolute, the race which does not value trained intelligence is doomed. Not all your heroism, not all your

social charm, not all your wit, not all your victories on land and sea, can move back the finger of fate.

Here is a clear challenge to our educational system. Not only must the service of education be a national priority of the highest order, not only must our education be as efficient as we can make it, but also it must be so organised that high ability, wherever it is found, is recognised and fostered. It is too precious to be wasted or overlooked.

If the complexities of the modern world make ever greater demands on the intellectual side of our education, the social and moral climate offers no less a challenge to its other aspects. The demands which democracy makes on the wisdom, the integrity and the sense of obligation of ordinary people make it also the form of government which demands the most from its educational system.

The social movements of our time, with their emphasis on greater measures of equality and economic security, have their own educational implications. We live, moreover, in a time of profound re-examination of moral and religious belief. It is against this background that we must always try to examine our educational practice and ideas.

*By courtesy of Dr. Eric James and *The Sunday Times*, London. This is the first article in the series—"Crisis in Education". The second and the third articles in the series will be published respectively in the June and September 1955 issues of "*The Education Quarterly*".

One of the most widely discussed of contemporary problems shows very clearly the way in which social ideas affect educational change. The Educational Act of 1944,* although it introduced the idea of universal secondary education, said nothing about the form which it should take. We now have to decide whether we shall educate children from the age of eleven in different kinds of school, or whether they shall receive their secondary education in a common comprehensive school, whatever their intelligence.

Since the choice of one that is closely related to questions of social philosophy, it is not surprising, though it is unfortunate, that an educational question of this kind should have become the occasion for political division. Those who favour the comprehensive school see in education an instrument which may be used to produce a more unified social structure. In the century of the common man they distrust anything that emphasises the differences between individuals. They see in separate schools for children of differing abilities a cause of future class divisions in society.

On the other hand, the opponents of the comprehensive school, of whom I am one, contend that it cannot do justice to the varying intellectual needs of children, and that in particular the child of high ability will suffer; the education that can be provided for him can be adequate neither in quality nor in content.

* * * *

This is not the place to discuss in any detail the arguments for and against

the comprehensive school. They are too technical and by now too well-worn. Nevertheless, the issue bulks so large that it would be unrealistic not to say something about one or two of the questions related to it.

For many parents the strongest argument for such a scheme of secondary education is that it does away with the necessity for selection. Much nonsense is written about the examination at eleven years of age, and those most opposed to it would serve education better by explaining what it seeks to do rather than by inflaming parental anxiety concerning it. The selection procedure that decides what form of secondary education is best fitted to a particular child is not perfect. But under most local authorities it can fairly be claimed that every effort is made to ensure that injustices do not occur, and by subsequent transfer between different kinds of schools to put right any apparent errors.

The root of the matter is surely this: that in a society that seeks to open a career to the talents there must be selection, unless a universal mediocrity is to be the rule. If children of widely differing abilities are to receive the education most suited to them, selection cannot be delayed beyond eleven years, unless the progress of the able child is to be delayed, with consequent frustration for the individual and harm to the national interest.

What is needed is a campaign of education among parents so that they may realise that the test is in the nature of a diagnosis, a genuine and honest attempt to see that their children are not made to undergo a

*It is realised, of course, that this Act did not apply to Scotland where educational conditions differ from those in England and Wales; many of the general problems here discussed, however, are just as serious to Scotland, though they may be somewhat different in form.

kind of education for which they are thoroughly unsuited.

The controversy over comprehensive schools has inevitably led to an attack on the grammar schools—one of the most alarming features of the contemporary educational scene. The last fifty years in this country have seen the creation and growth of maintained grammar schools, in many cases rivalling in stature and achievement the older schools, on which they were modelled, that existed before the 1902 Act. They constitute one of the most remarkable English contributions to education.

In a grammar school today, whether ancient or modern, whether maintained or direct-grant, one will find boys and girls of every social and economic class; by means of them children from the poorest homes are enabled increasingly to make their contribution in the highest and most responsible positions on equal terms with those children whose parents are able to send them to great independent schools; from them are coming in increasing numbers the doctors and administrators, the technologists and teachers that the community so urgently demands. They are the training ground for precisely those people of high ability on which our future depends.

Yet it is these schools that are sometimes attacked as schools of privilege; it is these schools that it is seriously proposed should be swept away. It is difficult to imagine anything more damaging to the national interest or more destructive of genuine educational equality.

The fear of the selection examination that is felt by many parents is itself a witness to the success of the grammar

schools. These schools are still for them the only acknowledged kind of secondary education. They provide the recognised gateway to the professions; often, though by no means always, the amenities they provide are greater than those of other schools; out-of-school activities in games and societies and camps, that spring from the traditional devotion to their staffs, are usually a prominent feature of their lives.

It is most desirable that the distinction between the grammar school and other kinds of secondary schools should become less pronounced. Academically this can be done, for example, by encouraging some secondary modern schools to provide courses leading to the General Certificate of Education for suitable children. In other ways it can be accomplished by the teachers in all kinds of school, doing what many do now, resolving that their school shall have a life and individuality of its own, and a range of activities comparable with those that the grammar schools have long provided.

Here we are led inevitably to consider a still more urgent problem that faces education today, the supply of teachers. With whatever kind of school one is concerned, whatever question one is discussing, the number and quality of the actual teachers is ultimately the fundamental issue. Probably the greatest single reform that could be made in English education, for example, would be to reduce the size of all classes in primary schools to thirty. It is an ideal that is at present completely unattainable, and the most significant reason is simply that the teachers that would be required are not forthcoming.

* * * *

At the other end of the scale a threat of real gravity to our national prosperity is presented by the shortage of good teachers of science in grammar schools. This is the most immediately dangerous aspect of the situation. We can see the way at any rate to holding our own in other fields of education. But unless means are found to ensure that a certain number of able scientists find their way into the schools then standards will fall very sharply indeed, and the repercussions on the universities and technical colleges and ultimately on industry, on defence, and on pure research constitute a threat to our national future.

The magnitude of this problem is now gradually being realised and a good deal of thought is being devoted to it. But it is a question to which no easy solution can be found. It is but one aspect of the much wider problem to which reference has been made—the absolute shortage of natural ability, particularly in scientific fields.

Industry, the scientific civil service and pure research are all competing with the schools for inadequate supplies of scientific manpower. If they continue to be as successful as they are now in attracting it almost completely away from teaching, their success will ultimately be self-destructive.

It is very important that we should attempt to understand the reasons why young men and women are now so reluctant to become teachers. To some extent the obvious economic explanation is the right one. The final salaries open to assistant masters in grammar schools cannot compare with the rewards offered by industry or the Civil Service to men of comparable ability. It is plain that the present machinery

for dealing with teachers' salaries, the Burnham Committee, cannot, by its very nature, do justice to the need for high intellectual ability in the grammar schools, and some special means, e.g., a Royal Commission must be sought to overcome the financial problem.

But economic factors are not the only ones. The attacks of the equalitarians on the grammar schools are producing their inevitable result in discouraging ability from entering them. Perhaps the most important reason of all, however, is the attraction of research. The young scientist compares a life that he imagines may be spent in pushing back the boundaries of knowledge with one which he falsely believes to be a dreary routine of repetitive instruction.

It is right and proper that many of our very best young men should become research-workers in industry and the universities. But the time has come when we must ask ourselves whether all the work that passes for research is, in fact, of such urgent importance that it must be done on so large a scale and by so many who will never be capable of making genuinely original contributions to knowledge, yet might make excellent schoolmasters.

We must ask ourselves, moreover, whether the claims of teaching as a career are put with sufficient faith and vigour to the pupils in our schools and universities. Above all, we must realise that only if the community as a whole comes to estimate at its true value the importance of education shall we attract into its service a proportion of our best young men and women. And unless they are so attracted, then all our hopes for educational progress will be frustrated, and all our reforms barren.

Profile

Shanti Swarup Bhatnagar

SHANTI SWARUP BHATNAGAR was born on February 21st, 1894 at Bhera in Shahpur District of West Punjab. He lost his father when he was hardly eight months old and was brought up by his mother under the care of his maternal grandfather at Sikandrabad near Bulandshahr District of Uttar Pradesh. His early education started at a 'Maktab' and his abiding interest in Urdu literature and poetry and his own contributions to Urdu poetry had, doubtless, roots in this early formative period. His later education was controlled by an old friend of his father, who later became his father-in-law, L. Raghunath Sahai, Headmaster of the Dayal Singh School at Lahore. From this school he went to Forman Christian College, Lahore where he came under the influence of teachers like J. M. Benade in Physics and P. Carter Speers in Chemistry.

After taking his M.Sc. degree in 1919 from the Punjab University, he joined University College, London and worked under Professor F. G. Donnan, a pupil of Sir William Ramsay and successor to his chair. He took the D.Sc. of the London University in 1921. His Doctorate Thesis still forms a remarkable contribution to the theory of emulsions and is reviewed in a large chapter in Clayton's book—"Emulsions and Emulsification."

Back from London, Dr. Bhatnagar was appointed University Professor of Chemistry at the Banaras Hindu University. His work at Banaras was

marked by a series of brilliant papers on the Chemistry of Colloids—a subject in which his mastery was complete. This, coupled with a vivid and remarkable imagination marked all his later work, whether it was on Colloids or on Magnetism or on the solution of problems of oil companies. In 1924, Dr. Bhatnagar was appointed to the newly created post of Professor of Physical Chemistry at Lahore and the Directorship of the newly built University Chemical Laboratory which he filled with great distinction till 1940. Dr. Bhatnagar's 16 years at Lahore were days of hectic work and a large number of papers were published during these years in various scientific journals on such diverse subjects as Colloids, Molecular Magnetism and Magneto-Chemistry, Optics, Spectroscopy, X-rays and Petroleum Technology. His work attracted the attention of many Punjab industrialists including Sir Ganga Ram and Raja Sir Daya Kishan Kaul. This new contact between Science and Industry was strengthened by large donations made by industrialists to the Punjab Chemical Trust for the award of scholarships to research workers. On 1953, the Attock Oil Company sought Dr. Bhatnagar's assistance in solving certain vital difficulties that were bringing their drilling operations in Attock area to a standstill. With characteristic zeal Dr. Bhatnagar addressed himself to these problems and solved them. To show their appreciation of his work, the Attock Oil Company



Shanti Swarup Bhatnagar

offered him a large sum of money which he generously gave to the Punjab University to further research work on petroleum problems.

Dr. Bhatnagar's most important phase of activity began in 1940 when he was invited by the Government of India to become India's first Director of Scientific and Industrial Research and a Board of Scientific and Industrial Research was set up. One of the first major jobs confronting him was to get vital materials produced in the country. A laboratory was first set up at Calcutta and then transferred to Delhi. As a result of Dr. Bhatnagar's efforts, the Government accepted the proposal to set up National Laboratories after the War and a sum of one crore of rupees was set apart for the purpose. 1950 saw the opening of the of these laboratories including the National Physical Laboratory at New Delhi, the National Chemical Laboratory at Poona and the National Metallurgical Laboratory at Jamshedpur, three largest of the group. Thirteen laboratories are now functioning and the fourteenth will be ready within a year. The Central Government provides a budget of over two crores of rupees every year for scientific research.

In 1948 a separate Department of Scientific Research was formed under the Prime Minister with Dr. Bhatnagar as Secretary. It was later converted into a separate Ministry of Natural Resources and Scientific Research. For over two years Dr. Bhatnagar worked as Secretary to the Ministry of Education in addition to being Secretary to the Ministry of Natural Resources and Scientific Research and Director of

Scientific and Industrial Research and Secretary of the Atomic Energy Commission. It was during this period that the idea of a University Grants Commission took concrete shape and he was asked to become its first Chairman.

Besides the Fellowship of the Royal Society of London, numerous honours were bestowed on Dr. Bhatnagar. He was an honorary Fellow and Vice-President of the Society of Chemical Industry, London, and a Fellow of University College, London. In 1946 when he visited Oxford as leader of India's Scientific Delegation, he was given the honorary Doctorate of the University. He was President of the Chemical Section of the Science Congress on two occasions and its General President in 1944. In addition to numerous papers in scientific journals, he was the author of "Physical Principles and Applications of Magnetochemistry", the first book in English on the subject. He published a collection of his Urdu Poetry that has run through three editions bearing as title the name of his dead wife—"Lajwanti".

Dr. Bhatnagar's informality, his wit, his repartee, his hospitality will always be remembered by those who knew him. These qualities won him lasting friendships—nationally and internationally. He could if necessary differ strongly from friends but such differences were healthy, free from rancour and did not interfere with his personal feelings. About midnight on New Year's eve 1954-55, he was seized with a heart attack and died on New Year's day 1955. The curtain had been rung down on a man who all his life had striven to put India on the map of the world of Science.

K. N. Mathur

BASIC AND PRIMARY EDUCATION TODAY

at the Hindustani Talimi Sangh

THE Basic School at Sevagram is a complete school of eight classes. The medium of instruction in language work is Marathi, the local language, with Hindi for a group of resident students who come from outside areas. All students are taught to use simple Hindi in the senior grades. The School is not full, that is to say, most classes do not reach a total enrolment of 30. The present strength of the School is 150-160. The Basic Crafts are Khadi-making and vegetable gardening. The total expenditure on teachers' salaries and contingencies is about Rs. 4,300/- per year. The total income is about Rs. 3,300/- per year from the various productive crafts. The percentage of self-sufficiency is just over 75 per cent. The children do regular work in art, music and dancing. They share also in the work of the community kitchen and take their turn in cooking for the community.

Post-Basic School

The fundamental aim of a Post-Basic School, socially and economically, is to build up a self-sufficient society of students and teachers, which can provide by its own work for the food and clothing, health and recreation of all its members. Its earning must be related to these life needs rather than to a money standard. The Uttar Buniyadi Bhavan (Post-Basic School) has attained self-sufficiency on this life basis of about 65 per cent.

The Post-Basic School which began in 1947-48 has now passed the experimental stage and contains between 100 and 120 boys and girls who undertake a course of three to four years' duration. The basic craft is Agriculture. The general organisation is as follows:

(a) Students admitted to the Post-Basic School are expected to be able to provide their own clothing by their own work in spinning and weaving. The necessary equipment is provided in their hostels and they are expected to do the major part of the work in their own time.

All share in a daily half-hour of silent spinning, and when cloth is on the loom special time is allocated in order that it may be finished quickly.

(b) The first and second year students have their work so organised that during their two years they may have experience of various agricultural crafts such as Oil Pressing, Dairy and Animal Husbandry, Poultry Keeping etc., in addition to field crops and Horticulture. In the later part of their course they are encouraged to specialise in the work in which they are specially interested.

The Hindustani Talimi Sangh has published a small booklet, called "A Picture and Programme of Post-Basic Education". The book records the history, work and attainments of the Post-Basic School up to 1954.

Rural University

In the year 1951-52 and in each year since then, a number of students have completed the Post-Basic course. Some of these students have the ability and the desire to continue their education and they form the nucleus of Rural University work. They have been encouraged to take up a practical work outside Sevagram for at least one year. Several of them have given and are giving this service to the Bhoodan movement. In 1951 the Hindustani Talimi Sangh appointed a Higher Education Sub-Committee which worked out a scheme for the initial stages of University work and selected seven faculties as centres of work, study and practical research. These are: 1. Agriculture and Horticulture, 2. Animal Husbandry and Dairy, 3. Rural Engineering, 4. Rural Industries including Khadi, 5. Rural Public Health, 6. Food Technology and Nutrition and 7. Rural Education. The Talimi Sangh has approved the scheme and work has begun in the first three faculties.

The Talimi Sangh does not conceive of University work as consisting merely of lectures of library assignments for passive students. It expects that students of this level will be mature and responsible people, able to undertake items of responsible work in the faculty they have chosen. Under the guidance of their teacher they will make a thorough and scientific study of the problems arising from their practical work. Two examples of problems of Rural Engineering which are of immediate usefulness are a simple bullock-driven fodder cutter which will save wastage in feeding animals and much time and labour, and a similar simple bullock-driven pump which

could irrigate fields at a lesser cost than a persian wheel.

An efficient workshop and an efficient laboratory are both essential for the most efficient working of University and Post-Basic school. Foundations of work in both these have been laid. There is still much room for expansion and development. The library has also been expanded and reorganised so as to make it of more general usefulness to the student community.

Extension Work

The training of men and women to carry out various kinds of Basic Education work has always been an important part of the work of the Talimi Sangh. Each year a group of students has been trained as Basic education teachers, and during the last two years this training has been given a new emphasis. There is a great need of workers who can follow up the appeal of the Bhoodan movement and build up the whole life of a village on a basis of cooperative sharing. To meet this need two new courses have been opened. The course in *Gram Rachana Nai Talim* is planned to train all-round village workers who will enter into the whole life of the village and make it a field of Adult education in the widest sense. The course in *Gramodhyog Nai Talim* is to train students in a number of useful village industries, helping them at the same time to understand the educational value of their crafts and to approach them in a scientific spirit. These two courses are run in close relationship with the training course for teachers and all these departments will be progressively integrated with the Rural University work.

"The *Nai Talim Bhawan* or teachers' training department, has continued to provide for the training of teachers for pre-Basic and Basic schools and for staffing new Basic Training schools in various States. The main emphasis of the course is three-fold:

1. to give students, in practice and theory, an understanding of a practical cooperative community life and of its place in education,
2. to give them a scientific introduction to the crafts which will form the basis of their future teaching work, stress being on quality and understanding rather than on speed, and
3. to train them, by means of the methods used in their own classes as well as by observation and practice in schools, in the essential principles of teaching *through* work.

"Besides the points mentioned elsewhere, there are two new features of interest in the period under review:

- (a) The majority of students deputed by Governments no longer come from old established States (where arrangements for training teachers locally exist) but from States which are newly formed or newly absorbed into the Union—Madhya Bharat, Hyderabad, Saurashtra, Kashmir, Vindhya Pradesh, N.E.F.A., etc.

- (b) The development of Basic schools means a demand for Post-Basic education and for teachers qualified to deal with it. The Talimi Sangh has therefore undertaken apprenticeship-training for selected men in this field of *Nai Talim*."

Students of all these three adult training departments must be given as many opportunities as possible for actual experience of village life. During the past four years the Talimi Sangh has increased its contacts with village schools in the neighbourhood and the students have undertaken regular programmes of village service with the village schools as their base. This work is being done in cooperation with the Wardha Janpad Sabha under whose management the schools are run.

During the period under review we have had many contacts with U.N., Unesco and other international peace movements, specially the International Work Camp movement. A number of men and women from overseas have joined the Talimi Sangh community for a few months or a year and have made a valuable contribution to the life of the community. The Department of Rural Engineering in particular continues to benefit by their services. Through these contacts correspondence is maintained with friends in many countries who are also working for a non-violent social order.

The major developments during the period since 1951 are closely connected with the story of the Bhoodan movement. Shri Vinoba Bhave has emphasised the importance of *Nai Talim* for

(Continued on page 32)

CURRENT CONTROVERSIES

We publish below a positive and provocative article on Public Schools. There are several opinions on the value of these Schools to India today and Mr. Pareek's view is one of these. As "Current Controversies" is a free educational forum we shall be happy to publish other views on the subject. All contributions should be addressed to: The Editor, 'The Education Quarterly', Ministry of Education, New Delhi.

EDITOR.

Should Public Schools be Abolished?

THE subject of the value of Public schools in education is controversial. This fact has been recognised by the Secondary Education Commission in its Report¹. The controversy is of both a theoretical and a practical importance. Apart from the fact that these schools entail huge expenditure, their existence and the acceptance of their utility are indicative of a definite policy. It is therefore worth examining this question more closely.

The case for Public schools has been argued by many educationists. The main arguments for their continuation have been two: their ability (i) to build "essential traits of character, including qualities of leadership" and (ii) "to act as a 'pilot project' for raising the level of Secondary education"².³ It is argued that their existence has justified itself in the quality of citizens these schools have produced and that they have a great role to play in improving our Secondary education.

But there is another side to this question. Our Constitution affirms that all children of the country will be given a free and equal opportunity to

be educated. Public schools cannot achieve this ideal, for they are a special type of school where only the rich can afford to educate their children. Their class character is quite evident from the high cost a pupil has to bear for his or her education in these schools. The Secondary Education Commission has made the recommendation that, "So far as the financing of these schools is concerned, we are of opinion that Public schools should depend less and less on grants made by the Centre or the States concerned."⁴ In other words, they should be self-sufficient, which is possible only when high fees are charged. And high fees can be paid only by the rich and the privileged. So, ultimately, these schools will educate only the children of the rich." Even the Commission has admitted that they are expensive schools, largely meant for the richer classes.

Since Public schools tend to create a class system in education, they are undemocratic and anti-national. In England, these schools were originally started for the children of the nobility. Their purpose was to draw a sharp line between the feudal over-

lords and their subjects. Later, the British introduced this type of school in India, evidently with the idea of creating a similar chasm between the bureaucracy of the country and the masses. These schools have no relation to the realities of life and society. The type of education given here makes the pupil selfish, self-centred and indifferent to his community. Moreover, since these schools are meant for the intelligentsia and the higher strata of society, they offset such national schemes of education, as Basic education, Social education, etc. Compared to these schools, Basic schools are but schools for the poor. Only those children who cannot afford to get admission to Public schools or other types of costly schools enrol themselves in Basic schools, with the result that Basic schools have virtually come to be regarded as schools for the masses. Even those persons who pay lip-service to Basic education send their sons and daughters to Public schools. This shows the apparent contradiction existing in Secondary education.

Public schools are a national waste, not only in terms of money, but also in terms of return, for the figures available⁵ show that despite large grants, examination results are sometimes very poor.

The plea is often advanced that these schools should continue to exist because they help to form character. This claim, the strongest basis of their support, is ill-founded. The facts are, indeed, just the reverse. Even John Sargent has admitted that the product of these schools is "limited in its intellectual range, narrow in its sympathies and arrogant in its assumptions."⁶ These schools have a cramping effect on the

child's personality. Indian Public schools are a mere copy of the English system. In Britain, people have raised their voices from time to time against the demoralising effect of such schools. In addition to the severe criticisms of such schools by writers like Bernard Shaw, H. G. Wells and Somerset Maugham, the teachers and students of such schools have expressed themselves frankly on this subject. Lack of space does not permit a detailed list of those opinions, but Charles Gray, who was a student of Charterhouse, characterised such schools as "intolerant and ineffective, full of convention and unthinking conservatism."⁷ Robert Graves felt that what was called the "public school spirit" was "fundamental badness."⁸ To James Wallard, "the English Public school boy is the result of a non-functional, non-democratic education at its worst." Such boys become men "who can speak in a certain superior manner, dress with that passionless formality which so impresses the outside world, and generally conduct themselves with that formidable aloofness which, together with boiled shirts upholds the Empire in the most remote corners of the world." Moreover, he felt that education in these schools is a "system of organised cruelty which effectively atrophies any emotion or humanity the newcomer may have brought with him."⁹ Public schools develop a bureaucratic and imperialistic character in their students. "It supplied the personnel of administration both at home and abroad."¹⁰ "In England Public school boys are physically better developed and practically more incompetent than other boys."¹¹

It is often suggested that Public schools can be reformed by throwing them open to the common people,

thereby making them truly public. This is proposed to be done by introducing scholarships for deserving poor students. Conceding that this system has its merits, the question arises: Can any system reform these schools? For, a few poor children who go to these schools at State expense will only become a part of the class of high-born children. The class bias will remain. "Some wish to 'incorporate' them into the State system, others to 'extend their benefits to the whole community', others yet, to 'infuse the public school spirit' into the educa-

tional system.....As for the spirit of the Public schools, democracy can have no truck with it: the spirit of exclusiveness, of contempt for the masses....."¹²

No remedy suggested from time to time by various persons can reform these schools. They are a slur on our educational system and a mockery of our national Basic education scheme. The only remedy, therefore, is to abolish them.

Udai Pareek

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³Kabir, Humayun: The Role of Public Schools. Education Quarterly, March 1954, pp. 4.

⁴Report, Ibid pp. 51.

⁵'Education in Public Schools in India'—Publication of the Ministry of Education, New Delhi.

⁶Report, Ibid pp. 50.

⁷Mack, E.C.P. Public schools and British Opinion since 1860. Columbia University Press, 1941. pp. 335.

⁸Ibid, pp. 409.

⁹Ibid, pp. 450-51.

¹⁰Calder-Marshall, A.: A Challenge to Schools. Hogarth Press, London, 1935, pp.29.

¹¹Ibid, pp. 32.

¹²Morris, Max: Your Children's Future. Lawrence and Wishart, London, 1953, pp.76.

Roundup of Activities

Ministry of Education

University Grants Commission

Consequent on the death of Dr. S. S. Bhatnagar, Shri Humayun Kabir, Secretary and Educational Adviser to the Government of India in the Ministry of Education, has been appointed to act as Chairman of the University Grants Commission, in addition to his own duties with effect from the 10th January, 1955.

The University Grants Commission has implemented the following schemes for raising the salary scales of certain categories of professors and lecturers in Indian universities, subject to fulfilment of certain conditions:

- (a) Professors 800-40-1000-50-1250
- (b) Lecturers 250-25-500.

The Government of India have placed at the disposal of the University Grants Commission up to the 15th January 1955, a sum of Rs. 70,77,585-14-3 for disbursement of grants to universities during 1954-55. This does not include amounts placed at the disposal of the Commission for grants to universities for Scientific and Technical education.

Free Education for Scheduled Castes Students

The Government of Delhi has agreed in principle to the scheme for the exemption of Scheduled Castes students from tuition fees at the Delhi University and Delhi Colleges.

Scheme for the Encouragement of Popular Literature

Out of the 35 books for neo-literates awarded prizes in the various languages, a further selection of five prize books was made and additional awards of Rs. 500 each, were announced on the 26th January, 1955. The translations of these five books in various regional languages will be purchased by the Ministry for distribution in Community Project Areas. The closing

date for the receipt of books for the second competition is the 30th April, 1955.

Scheme for the Production of Children's Literature

Awards for children's books in various regional languages were announced on the 15th January, 1955. Fifteen prizes of Rs. 500 each were given to authors of these books that were in Bengali, Hindi, Malayalam, Oriya, Tamil, Telugu and Urdu. The Ministry proposes to purchase 2,000 copies of each of these 15 books along with three others—one in Assamese and two in Hindi—for distribution in the language areas concerned. The last date of entry for the next prize competition is the 31st July 1955. Some prizes in this competition have been reserved exclusively for the best books for children of the lower age group (three-ten years).

Five-Year Plan of Educational Development

Scheme No. 1

Under this scheme a sum of Rs. 44,81,633 has been sanctioned to various State Governments up to the 31st December, 1954. The amount sanctioned during 1953-54 was Rs. 25,80,917.

Scheme No. 3(b)

Production of Literature for Children and Adults

Under this scheme a sum of Rs. 93,384 has been sanctioned to the various State Governments up to the 31st December, 1954.

Scheme No. 4

Grants to States, Voluntary Bodies etc. for Cultural and Educational Improvements and Experiments

Under this scheme a sum of Rs. 44,09,031 has been sanctioned to the various State Governments up to the 31st December, 1954.

Scheme No. 6

Grants to Voluntary organisations, amounting to Rs. 6,89,389 for the development of educational and cultural activities have been sanctioned to 15 institutions up to December, 1954.

Scheme to Relieve Educated Unemployment

Under the scheme a sum of Rs. 4,46,11,214 has been sanctioned to various State Governments as the Centre's share up to the 31st December, 1954. This involves the employment of 28,880 teachers and 1,808 Social education workers sanctioned during 1953-54 and 32,732 teachers and 260 Social education workers during the period March-December 1954.

Secondary Education

An All-India Council for Secondary Education is being set up to consider various problems pertaining to Secondary education. Grants totalling Rs. 1.91 crores have been sanctioned in favour of 12 States for the establishment of multi-purpose schools.

At the Conference of Vice-Chancellors and Chairmen of Boards of Secondary Education held on the 8th January, 1955, it was recommended that there should be a Higher Secondary school course continued up to the age of 17 plus, followed by a three-year integrated course leading to the Bachelor's degree. The Conference was of the view that the change-over to the new pattern should be completed by 1961.

Central Advisory Board of Education

The 22nd Annual meeting of the Board was held at New Delhi from the 12th to the 14th January, 1955 and the usual informal meeting of the Ds. P.I./Ds. E on the 10th January 1955.

Central Bureau of Textbook Research

About 100 textbooks at the school level in each of the four subjects, namely, History Geography, Hindi and Science, have been analysed. Information on syllabuses, textbooks prescribed, machinery for the production, selection and supply of the textbooks, has been collected from a number of States and is now under examination. To assist the Bureau in its work, arrangements have been made to obtain the services of a foreign expert from Unesco.

Educational and Vocational Guidance Bureau

The Punjab Government's proposal to set up an Educational and Vocational Guidance

Bureau has been approved and a sum of Rs. 16,694 has been sanctioned to the State for the year 1954-55.

The Central Bureau at Delhi is making arrangements to convene a conference of persons of recognised standing in the field for drawing up a programme of research work and suggesting specific research projects of both long-range and immediate application in the sphere of educational and vocational guidance at the Secondary school level. The Conference will also explore the possibilities of decentralised and coordinated investigations.

Ford Foundation Projects

(i) Seminars on the improvement of Secondary education.—A Seminar of Principals of Training Colleges was held at Hyderabad in November-December, 1954 to draw up a programme for extension services in Teacher Training colleges. A 'Workshoppers' Seminar' of 40 participants from the four Workshops held in 1954 was held at New Delhi from the 3rd to the 14th January, 1955.

(ii) Rural Higher Education Committee.—The Committee has completed its two-month tour and submitted a report for consideration.

Merit Scholarships in Public Schools

From the 4,000 applicants for the current year's awards, the Central Selection Committee selected 65 candidates, 39 (including 11 belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes) for the Government of India Merit Scholarships, and 26 (including eight belonging to Scheduled Castes, Scheduled Tribes and other Backward Classes) for the scholarships instituted by certain Public schools.

A provision of Rs. 3.6 lakhs has been made for the scheme in the budget estimates for 1955-56.

Research Scholarships in Humanities

Of the 51 candidates selected for scholarships this year, nine have declined the offer, 36 candidates have started on their approved courses of research, and the remaining six candidates are expected to join shortly.

A provision of Rs. 3.6 lakhs has been made in the budget estimates for 1955-56.

Scientific Terminology in Hindi

The finalised lists pertaining to five science subjects, viz., Physics, Chemistry, Botany, Mathematics and Social Sciences

up to the Secondary stage, are in press. Provisional lists have been printed in five more subjects, namely Transport, Defence, Railways, Posts and Telegraphs and Agriculture.

Propagation of Hindi

(i) The Hindi Shiksha Samiti has been reconstituted. It now consists of 24 members including representatives from all non-Hindi speaking States, two from Parliament and a few from Hindi States and important Hindi organisations.

(ii) A grant of Rs. 30,000 has been sanctioned to the Dakshin Bharat Hindi Prachar Sabha, Madras, for the propagation of Hindi in the South.

(iii) In connection with the scheme of awarding prizes for the best Hindi books, prizes worth Rs. 31,000 have been announced for the next competition. The last date of entry is the 15th February, 1955.

(iv) 299 candidates passed the Hindi Prabodh examination in November, 1954.

(v) In connection with the work of preparing a dictionary of words common to Hindi and other Indian regional languages, lists of words from all the regional languages, except Gujrati, have been prepared.

(vi) Grants to the extent of Rs. 2,75,460 have been sanctioned to the State Governments for their schemes for the promotion of Hindi under the Five-Year Plan.

(vii) Two committees, one for Hindi shorthand and the other for Hindi Typewriter and Teleprinter keyboards have been set up.

(viii) The library attached to the Hindi Section has now a collection of more than 4,500 books and subscribes to about 60 periodicals.

YOUTH WELFARE

Youth Camps and Labour Service by Students

The Committee on Youth Camps and Labour Service by Students met on the 26th November, 1954. Among other matters, it decided upon the establishment of an Organiser's Training Centre by the Bharat Sewak Samaj. It also granted *ex post facto* sanction to the camps organised by State Governments, universities and voluntary organisations.

During this period a sum of Rs. 7,53,572 has been sanctioned for conducting 168 camps in different parts of the country in

which about 20,666 students have rendered manual labour on projects of national utility. Thus, a grand total of Rs. 19,33,684 has been disbursed for 407 camps of about 34,000 participants since the inception of the scheme about nine months ago. These camps included:

(a) Ten girls' camps in which about 600 girls participated and undertook sanitation work, literacy campaigns, sewing and stitching, construction of parks and kitchen gardens, first aid and home nursing in the rural areas and

(b) Seven Organisers' Training Camps in which about 630 students received training in the management and administration of camps.

Work Projects

During the period under report a sum of Rs. 2,80,639 has been paid to five universities and one State Government for the construction of 13 swimming pools and 11 open-air theatres in and around the university and college campuses.

Sports Organisations

The first meeting of the Indian Council of Sports took place on the 27th November, 1954. At this meeting a standing committee of seven members was appointed to serve as the executive body of the Council.

Physical Education and Recreation

The second meeting of the Central Advisory Board of Physical Education and Recreation was held on the 23rd/24th December, 1954, mainly to consider the report of the sub-committee of Physical education. The Board set up two sub-committees, one for laying down 'Norms' of Physical Fitness for Boys and Girls' and the second for drawing up a syllabus of Physical education for Primary and Secondary schools. During the current financial year a sum of Rs. 54,563 has been sanctioned for this scheme.

Bharat Scouts and Guides

The All-India Organisation of Bharat Scouts and Guides has framed a programme of expansion of its activities. A grant of Rs. 32,500 has been sanctioned for the organisational expenses of Bharat Scouts during the current financial year.

Youth Leadership Training Camps

To build up right leadership, the Ministry of Education have organised a Youth

Leadership Training Camp in Ooty from the 31st January, 1955 in which selected members of the staff from the universities of Andhra, Annamalai, Mysore, and Travancore have participated. A sum of Rs. 14,000 has been sanctioned for this camp.

Dramatic Camp

A dramatic camp, the first of its kind was organised by the Ministry in June, 1954 at Andretta (Kangra Valley) to encourage artistic talent among students.

The second dramatic camp of a similar character is proposed to be held at Simla Hills in March 1955. The universities of Baroda, Bombay, Gujarat, Jammu and Kashmir, Nagpur, the Punjab, Rajputana, Saugor, and S.N.D.T. Women's, Bombay, have been invited to send their trainees.

Youth Tours, Mountaineering and Youth Hostels

A grant of Rs. 5,000 has been paid to the Himalayan Society for the popularisation of mountaineering in the country. The Government have further sanctioned a grant of Rs. 8,000 to the Youth Hostels Association and a sum of Rs. 45,000 to the West Bengal Government for the construction of three Youth Hostels in Bengal.

Audio-Visual Aids

The Audio-Visual Section arranged the screening of film shows for children at the Children's Carnival in November, and at the International Children's Art Exhibition in December, 1954 for a period of one and a half weeks respectively.

In accordance with the recommendations of the National Board for Audio-Visual Education in India, information regarding a second list of select films, that in the opinion of this Ministry merit inclusion in the State film libraries, has been sent to State Governments, Ds.P.I. and other interested bodies.

ANTHROPOLOGY

The important activities of the Department during the period under review were:

In connection with the scheme of 'Growth and Maturity of Indian Children', anthropometric and radiographic studies were carried out on children residing at Barsha and Sarsuna of 24-Pargana District, West Bengal.

The Social Anthropology and Psychology Section arranged a course of 34 lectures on

different items of their fields to nurses that are under training at the All-India Institute of Hygiene and Public Health.

The Linguistic Section continued to analyse the Padam Abor speech and to interpret the Abor ritual texts. Technical terms in different branches of Anthropology have also been collected with a view to translating them into Hindi, Bengali, Tamil and Urdu.

334 books, 506 periodicals and 20 maps were added to the library.

ARCHAEOLOGY

Conservation Circles: Mid-Eastern Circle, Patna

Conservation works in respect of the protected monuments at Maner and Kumrahar in Bihar and the minaret of Dharara Mosque at Banaras in Uttar Pradesh were completed.

South Eastern Circle, Visakhapatnam

Exploration of monuments.—New monuments of the Buddhist period have been explored at Yegumalli, Gopalapatnam, Pulaparti, Lingarajupalem and Nelakota during the period under review. Arrangements for getting them protected will be made in due course.

NORTHERN CIRCLE, AGRA

Fatehpur Sikri, District Agra

A start has been made to restore the missing piece of mother-of-pearl on the baldachin over the grave of Sheikh Chishti.

Taj Mahal

The work of repairs to the facade of the Taj Mahal is progressing satisfactorily.

WESTERN CIRCLE, BARODA

Rajasthan

Special repairs to Rana Kumbha's Palace Complex and Nawalakhya Bhandar at Chittorgarh were resumed.

Southern Circle, Madras

Work on the Brihadisvara Temple at Gangaikondacholapuram (Tiruchirapalli District), built by Rajendra, has been taken up in continuation of the previous year's work, and the clearance of the peripheral cloister has been completed.

The Fort and Citadel at Tirumayyam (Pudukkottai, Tiruchirapalli District) has been taken up for repairs.

The Vaidyesvara temple at Talakad (Mysore District), the ancient Ganga capital, that is threatened by high sand banks on two sides, has suffered badly owing to the collapse of the compound wall adjoining the high sand banks. First aid measures have been taken up.

EXPLORATION

Saurashtra

Exploration of more proto-historic sites in Saurashtra was taken up in November 1954, and six more sites with Harappa affinity were located. Around Rangpur three smaller sites have been discovered at Samadhiala, Kedia and Chachiana.

A large mound known as "Lothal Tehra" at Lakshmipara near Dholka, District Ahmedabad, discovered during the present exploration tour has vast potentialities. Besides Harappa pottery, chert blades, sling balls and beads have been found from the mound. This seems to have been a small township or a large village unlike other small village settlements near Jamnagar and Rangpur. In the north-east part of Saurashtra, no proto-historic site was found and it appears that the Harappa folk followed a sea route to come to Saurashtra. They must have landed at old ports like Bedi Bandar and Dholera and followed up the courses of rivers joining the sea nearby.

Indian Museum, Calcutta

A unique image of Vishnu as *Kurma* on black basalt belonging to the late Pala period of Bengal has been acquired for this Museum by presentation from Mahanad in Hooghly, West Bengal.

As many as thirty-four (34) coins of the Mughal period have been added to the collection of the Museum during the period under review.

National Museum, New Delhi

During the quarter ending December, 1954, the main activities of the Museum Branch were as follows:

(i) An assortment of Buddhist sculptures numbering about 300 was collected from various museums for the Exhibition of Buddhist Art held in Rangoon (Burma) on the occasion of the World Buddhist Conference.

(ii) The Museum at Hampi, only recently started, has acquired about 300 sculpture pieces from the neighbouring ancient sites.

(iii) Fort Museum, Madras.—Some fresh coloured prints have been acquired. A short illustrated pamphlet on the Fort St. George Museum, in Tamil and English has been prepared.

NATIONAL ARCHIVES

Indian Historical Records Commission

The Literary Sub-Committee of the Indian Historical Records Commission completed the scrutiny of the papers to be read at the 31st Session of the Commission. Part I of the Indian Historical Records Commission Proceedings Vol. XXX was sent for publication.

The most significant acquisitions during the quarter under review were 57 boxes of records of the late Central India States Agency, 15 bundles of records of the Office of the Salt Commissioner and 39 reels of microfilm copies of selected items from Additional Manuscripts and Egerton Collection. Certain Persian manuscripts of historical importance were also acquired by purchase from private parties. About 400 books and periodicals were added to the Library. A sum of 2,500 dollars has been allotted to the National Archives of India Library under the Wheat Loan Programme.

The applications received for the one-year and three-month training courses were carefully examined and 14 candidates were selected for each of the courses commencing in January 1955.

Printing of Vols. I, II and XVII of *Fort William—India House Correspondence*, made steady progress. Vol. VIII, No. 1 of *The Indian Archives* was issued during the quarter under review. One pamphlet entitled "Progress of Education (Higher)" was published.

National Library, Calcutta.

The main activities during the quarter were:

(i) Mr. Edward Carter, Head of the Libraries Division, Unesco, paid a visit to the library.

(ii) The United Nations Photography Exhibition, sponsored by the U.N. Headquarters at Delhi, was organised at the library.

(iii) The library cooperated with the Sahitya Akadami for its retrospective National Bibliography by compiling the sections on English, Sanskrit and Oriya publications. The scheme of cataloguing

for this Bibliography was drawn up by the Librarian who is acting as the technical adviser for this project.

(iv) The Films Division of the Ministry of Information and Broadcasting in charge of Documentaries worked at this library for about three weeks during December.

(v) Volume VI (N.O.P.) of the printed Author Catalogue was published during this quarter.

Cultural Activities

A sum of Rs. 3.5 lakhs was sanctioned to meet the expenses of the Chinese Cultural Delegation that visited India in December.

An exhibition of 'Indian Art through the Ages' organised by Shri Subho Tagore, great nephew of Rabindra Nath Tagore, taken by him to certain Middle-East and European countries, was sponsored by the Government of India and paid travelling and freight expenses to a maximum of Rs. 50,000.

A sum of Rs. 30,000 has been issued for the deputation of the staff from India in connection with an exhibition of Buddhist art to be organised in Rangoon.

A sum of Rs. 3,500 has been sanctioned for an Exhibition of Arts from Schools in India, Pakistan and Ceylon, to be held in London.

A sum of 100 dollars has been sanctioned for printing a catalogue of Shri Satish Gujral's paintings as well as for displaying his paintings at New York.

Expenditure not exceeding Rs. 20,000 has been sanctioned for the transportation of dolls from foreign countries and also for meeting the cost of purchase of dolls wherever this may be necessary, in connection with the International Exhibition of Dolls to be held at Delhi.

Books of the total value of Rs. 4,100/4 as were presented to nine educational institutions outside India.

Under the scheme of financial assistance to persons distinguished in arts, letters and such other walks of life who may be in indigent circumstances, 28 persons were granted a monthly allowance, the amount in each case being determined by the individual's need.

A nation-wide essay contest was held on the 7th August, 1954 at the various centres fixed by the State governments and the universities to select a student delegate for the 9th New York Herald Tribune Forum,

Miss Usha Thadani, a student of the Loreto College, Calcutta University, Calcutta was selected to represent India at the Forum.

At the invitation of the Ministry of Education, Indonesia, the Government of India sent a delegate to attend the Indonesian Language Congress held at Medan, North Sumatra (Indonesia) from the 28th October 1954 to the 2nd November 1954. The delegate addressed the Congress on the development and progress of Hindi.

Dr. I. S. Turner, Principal, Sydney Teachers' Training College, Sydney, Australia, visited India for about a fortnight in October, 1954. He came on a scholarship from Carnegie Corporation in New York to visit institutes of specialised and higher training in India.

Scholarships to Young Workers in Different Cultural Fields

On the recommendations of the Selection Committee, the Government of India awarded scholarships to 49 candidates under the scheme. A provision of Rs. 3.50 lakhs has been made in the budget estimate for 1955-56.

Regional Conference on Free and Compulsory Education in Arab-speaking Countries—Invitation from Egypt

The Government of Egypt organised in cooperation with Unesco, a Regional Conference on Free and Compulsory Education in Arab-speaking countries, in Cairo, from the 29th December, 1954, to the 11th January, 1955, to study all aspect of Free and Compulsory education in each State, and make recommendations. On the invitation of the Government of Egypt, the Government of India deputed Dr. N. S. Junankar to attend the Conference, as an Observer from India.

Executive Board of the Indian National Commission

The Fourth meeting of the Executive Board of the Indian National Commission, and a Joint meeting of the Board and the Indian Delegation to the Eighth General Conference of Unesco, were held in New Delhi on the 27th September, 1954. The meetings considered the budget and programme of Unesco for 1955 and 1956.

Unesco Symposium on Wind and Solar Energy in the Arid Zone

A Symposium on Wind and Solar Energy in the Arid Zone in South Asia was held at New Delhi from the 22nd to the 26th

October, 1954. It was organised on behalf of the Government of India by the National Institute of Science in conjunction with Unesco.

Unesco invited delegates from Australia, Denmark, France, Germany, Netherlands, South Africa, the U.K., and the U.S.A., while the Government of India invited participants from the Middle East, other Asian countries and from within India.

Unesco Expert for Microfilming Ajanta Paintings

The Government of India entered into a contract with Unesco for the services of Mr. David De Harport of the Peabody Museum, New York, as an expert for micro-filming Ajanta Paintings. Dr. Harport has arrived in India.

Translation of Unesco Publications—Financial Assistance from Unesco to the Indian National Commission for Unesco

The Indian National Commission for co-operation with Unesco has entered into a contract with Unesco for translating into Hindi, the following Unesco Publications:

Humanism and Education in East and West;

The Influence of Home and Community on Children under Thirteen Years of age; and

The Education and Training of Teachers.

Unesco has agreed to make available a sum of Rs. 8,550 (\$1,800) to the Indian National Commission for Unesco for this purpose.

International Centre for Research on Social Problems of Industrialisation in Asia

As a sequel to a recommendation of the First Conference of the Indian National Commission, Unesco has included in the higher budgetary level of their draft programme for 1955 and 1956, a proposal for the establishment in India of an International Centre for Research on Social Problems of Industrialisation in Asia. The Organisation hopes to establish the Centre in 1956. The Centre would deal with problems of economic development with special reference to the social impact of industrialisation.

Unesco's "Fundamental and Adult Education Bulletin"—Material on India

With a view to making their Fundamental and Adult Education Bulletin geographically more representative, Unesco have sought the Commission's assistance with regard to the following:

- (i) List of six topics for articles to be included in the 1955 issues of the Bulletin.
- (ii) Names of competent Indian authors to prepare these articles.
- (iii) Prepared material, especially for April, 1955 Issue (of upto 3,000 words).

Appointment of a National Committee of the International Association of Plastic Arts, (Paris) in India

The Lalit Kala Akadami (National Academy of Art), New Delhi, has agreed to be considered as the National Committee in India of the International Association of Plastic Arts, Paris.

Exhibition of Foreign Textbooks in English at Djakarta (Indonesia) in November, 1954

In response to a request received from the Indonesian National Commission for Unesco and the Indian Embassy, Djakarta (Indonesia), 134 educational textbooks and other books were sent to Indonesia for presentation in connection with the Exhibition of Foreign Textbooks in English organised by the Indonesian Ministry of Education and the Indonesian National Commission for Unesco at Djakarta (Indonesia) in November, 1954.

Unesco Questionnaires

Unesco have sent questionnaires on (a) System of financing education in India (b) Statistics of public expenditure on education in India and (c) Teaching of art in Primary and Secondary schools in India. The questionnaires are designed to collect detailed information in connection with the preparation of a report to be presented at the 18th International Conference on Public Education to be held at Geneva, in 1955.

Unesco Enquiry on Broadening of Programme for the Teaching of the Humanities

In pursuance of the suggestion made by the Symposium held in December, 1951, at New Delhi on the 'Concept of Man and Philosophy of Education in East and West', and with a view to bringing about closer

understanding between peoples of different cultures, Unesco has undertaken an enquiry into the possibilities of broadening the teaching of 'the Humanities' or 'General culture' in Secondary studies and the early stages of Higher studies so as to provide a fuller conception of the contributions made by the great civilisations of other cultural regions of the world.

In the enquiry Unesco has also sought pertinent information on experiments which may have been undertaken in India with a view to placing the teaching of general culture on a broader basis. Information is being collected.

Request from the Philippines National Commission for Unesco.

The Philippines National Commission for Unesco has asked for information relating to General education at the Secondary and Collegiate levels in Indian educational institutions. On the basis of this information, the Philippines National Commission wants to make suggestions for the improvement of general education in the Secondary and Collegiate institutions in the Philippines. Information is being compiled.

Educational Information

During the period 179 visitors sought information on various educational topics. 506 enquiries (India) and 660 enquiries (overseas) were attended to.

Collection of information on the following topics is in progress:

- (i) Facilities for study in Textile Chemistry in Germany.
- (ii) Facilities for training in Customs and Excise Rules Abroad.
- (iii) Facilities for study of Hydrographic Survey in the U.K. and the U.S.A.
- (iv) Literary Societies in India.
- (v) Historical Societies and Associations in India.
- (vi) Anthropological Societies in India.
- (vii) Institutions/Associations/Societies/Organisations in India engaged in political and international affairs.
- (viii) Universities in India which recognise the Prabhakar (Honours Hindi) Examination of the Central Board of Secondary Education, Ajmer.

- (iv) Information regarding Examination of the Institute of Chartered Accountant of India and the Institute of Cost and Works Accountancy in India.

Information on the following has been compiled:

- (i) Facilities for study in Indian Languages in Indian Universities.
- (ii) Facilities for study in Radio Engineering and Television in the U.K.
- (iii) Facilities for study in Internal Combustion and Diesel Engineering in Australia, Germany, and the U.S.A.
- (iv) Names of Professors, Readers and Lecturers in Arabic, Persian and Urdu in Indian Universities.

Information regarding facilities for advanced study in Business Administration and Industrial Management in the United Kingdom has been revised.

Central Educational Library

A bibliography of books in Hindi for neoliterates consisting of about 1,200 entries has been compiled.

Eight selected bibliographies on educational topics were prepared. 1,079 books were added to various sections of the library and 2,513 books were issued to members and officers.

Central Secretariat Library

305 new members were registered, bringing the total number of registered borrowers to 3,750 during this quarter. The reservation system has been introduced in order to make available in time the books in circulation.

During this quarter 2,000 U.S. Government publications were received in this library. These were listed and then distributed to members.

About 1,700 books and official publications were added to this library.

Publications

The following have appeared during the last three months:

Proceedings of the 20th and 21st Meetings of the Central Advisory Board of Education.

Report of the Kher Committee on the Relationship between State Governments and Local Bodies in the Administration of Primary Education—price Rs. 4-0-0.

Presidential Address at the 29th Meeting of the Indian Philosophical Congress, by Humayun Kabir.

Annual Report of the Ministry of Education, 1954-55 (Hindi and English editions).

Summary—Annual Report 1954-55. Blind Welfare in the United Kingdom, by Lal Advani—Rs. 1-10-0.

A folder entitled Assistance to Voluntary Educational Organisations under the Five Year Plan'.

The Publications Section organised an exhibition of its publications and opened a stall for sale at Parliament House, New Delhi, during the meetings of the Ds.P.I., Vice-Chancellors of universities and members of the C.A.B.E., held in January, 1955.

From the 15th November, 1954 to the 15th February, 1955, 5,108 publications were sold for a cash return of Rs. 3,852-15-6.

Forthcoming publications of the Ministry are:

Proceedings of the Sixth, Seventh and Eighth Meetings of the All-India Council for Technical Education.

Handbook for Indian Students, Volume II.

A Bibliography for Neo-literates (in Hindi).

The Five Year Plan—A Brief Review of Progress.

Provisional Lists of Technical Terms in Hindi—Defence (Air Force, Drill and Parade; Navy, Daily Winter Routine), Defence (General Army Terms), Transport and Zoology.

Final Lists of Technical Terms for Secondary Schools in Mathematics, Physics, Chemistry, Botany and Social Sciences.

Teachers' Handbook of Social Education (Third edition).

Scholarships for Scheduled Castes, Scheduled Tribes, and Other Backward Classes (Reprint).

Educational Statistics

The collection of statistics from various agencies for the year 1954-55 is in progress.

The following publications have appeared during the period:

(i) Education in India, 1949-50—Vol. II
(ii) Education in India, 1950-51—Vol. I and II.

(iii) Education in the States of the Indian Union, 1951-52.

The publication 'Education in India, 1951-52' Vols. I and II is under preparation and is expected to appear shortly.

It has been decided to organise the 'Fifth In-Service Training Course in Educational Statistics' from the 28th March to the 2nd May 1955.

Fifty-three major statistical enquiries were attended to during the period November 1954—January 1955.

Modified Overseas Scholarships Scheme

Twenty-five scholars were selected under this scheme for 1954-55. Selection of candidates for the 1955-56 awards is being made.

Central State Scholarships Scheme

All three candidates awarded scholarships under the scheme for 1954-55 have gone for studies abroad. The selection of candidates for five scholarships to be awarded under the scheme for 1955-56, is being made.

British Council Scholarships, 1955-56

Screening of the candidates for the award of six scholarships offered by the Council for 1955-56 has been done.

Science Research Scholarship of the London Exhibition of 1851 and Rutherford Scholarship of the Royal Society, 1955-56

Applications for the above scholarships were invited from the State Governments, Indian universities etc. by the 20th December, 1954. Selection for the awards will be made shortly.

Brush Aboe Group Commonwealth Scholarship, 1955

The Brush Aboe Group Companies, England, have offered one scholarship, tenable for two years, to an Indian student for training in mechanical and electrical engineering in the U.K. Only those who have obtained a first class in mechanical and electrical engineering are eligible for the award. The offer is under consideration.

Federation of British Industries Scholarships, 1954-55

Out of the nine candidates recommended to the Federation of British Industries against their offer of six scholarships for 1954-55, the placement of two candidates in British Industries has been arranged. The placement of the remaining four candidates is awaited.

London University Institute of Education Fellowships, 1955-56

Applications have been invited up to the 10th February, 1955 for two fellowships offered by the Institute to Indian nationals for 1955-56.

National Research Council of Canada Post-Doctorate Fellowships, 1955-56

The offer has been published and notified to all State governments, Indian universities and Central Ministries. Applications are to be sent direct to the Awards Officer, National Research Council, Ottawa, Canada, to reach him not later than the 15th February, 1955.

Scholarships to Students of South and South-East Asian Countries for Studies In India (Colombo Plan), 1955-56

The governments of Nepal and Indonesia have so far sent their requirements for 50 and 17 seats respectively, for placement in the educational institutions of India. Necessary steps to secure the seats have been taken.

Point Four Programme, 1954-55

Out of the six candidates recommended for training in the U.S.A. under the above scheme, three have proceeded to the U.S.A.

General Cultural Scholarships Scheme

Out of the 100 fresh scholarships to be awarded under the scheme for 1955-56, selection of 74 candidates has been made. Selection for the remaining scholarships will be made shortly. A provision of Rs. 7,25,000 has been made for the scheme in the budget estimates for 1955-56.

Scheme for the Award of Scholarships to Foreign Students for Vocational Training in India, 1954-55

Out of 25 scholarships to be awarded under the scheme to students from Africa, Mauritius, British West Indies and Fiji, 18 candidates have so far been selected. Admissions for the selected candidates are being arranged for the academic year 1955-56.

Educational Facilities to African Students under Freeships offered by Universities/State Governments

Eleven State Governments and 19 universities have been granted freeships, exemptions from tuition and examination fees and in some cases stipends, to enable African students to meet part of their expenses during their stay in India.

U.N. Social Welfare Fellowships and Scholarships Programme, 1955

The Government of India's recommendations for the four awards, tentatively offered by the U.N.O. for 1955, have been sent U.N.O.'s. final decision is awaited.

Government of India's Reciprocal Scholarships Scheme, 1954-55

So far 16 scholars, awarded scholarships under the scheme, have arrived in India and joined their respective universities/institutions.

Government of India's scheme for the grant of Scholarships for Specialisation in Foreign Languages Abroad, 1954-55

Thirteen candidates have been awarded scholarships under the scheme for specialisation in various foreign languages abroad.

Unesco Technical Assistance Fellowships and Scholarships Programme

Out of the four awards by Unesco for 1953 for training abroad of nominees of certain Research Stations/Centres/Institutes, working on specific projects, one candidate has returned to India after completing his studies. Two candidates have left for studies abroad and the scholarship of the remaining candidate has been deferred by Unesco to March, 1955.

Three scholarships (including one covering an extension for the second year of a scholar selected under the 1953 Programme) were offered by Unesco in 1954 for the nominees of the Indian Institute of Technology, Kharagpur. The Government of India's recommendations for two fresh scholarships have been approved by Unesco.

Unesco Fellowship in Librarianship, 1954

The selected candidate Shri M. M. L. Tandon, Head of Social (Fundamental) Education Department of the Delhi Public Library, has left for studies abroad.

Egyptian Government Scholarship, 1954-55

The name of the candidate selected for the above award has been communicated to the Egyptian Government.

Norwegian Government Scholarship, 1954-55

At the request of the candidate selected for the award of the above scholarship, the Government of Norway have agreed to the deferment of the award till March/April, 1955.

Italian Government Scholarship, 1954-55

All the three candidates awarded scholarships offered by the Italian Government for 1954-55, have gone to Italy.

The Elin Wagner Foundation, Sweden, Scholarship, 1954

The offer of a scholarship for 1954-55 was publicised and notified to all Indian universities. The applications were to be sent direct to the Secretary, Mrs. Ingrid Grade Widemar (Lawyer), Stockholm, Sweden, by the 31st December, 1954.

Practical Training Facilities in Austria

An offer of 27 places for practical training of Indian nationals in Austria has been received from the Government of Austria. Applications have been invited up to the 15th February, 1955.

Indo-German Industrial Cooperation Scheme, 1954-55

80 scholarships for practical training in West German industries and 15 scholarships for post-graduate studies in German universities/institutions were offered. Selection for 50 scholarships for practical training and 15 scholarships for post-graduate studies have been made. Applications for the remaining 30 scholarships for practical training have been invited up to the 28th February, 1955.

Fellowships to German Nationals

Under the Indo-German Industrial Cooperation Scheme 1954-55, the Government of India have awarded ten Fellowships to German nationals for study in India.

'Ad Hoc' Scholarships by West Germany, 1955

The German Federal Government have offered four scholarships to Indian nationals for post-graduate/doctorate studies in West German universities chosen by the candidates themselves. The offer is under consideration.

Government of India Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes

Scholarships for Post-matriculation Studies in India

The distribution of the current year's scholarships, amongst the three groups is as under:

| Community | Number of scholarships awarded |
|------------------------|--------------------------------|
| Scheduled Castes | 10,591 |
| Scheduled Tribes | 2,542 |
| Other Backward Classes | 7,942 |
| Total · 21,075 | |

Overseas Scholarships

Out of the six candidates selected for the award of overseas scholarships for 1954-55, one candidate could not go in 1954. He now proposes to join the session commencing October 1955.

The Union Public Service Commission was made responsible for the selection of candidates for the 12 overseas scholarships sanctioned for 1955-56. The Commission have recommended three Scheduled Castes, four Scheduled Tribes and five other Backward Classes candidates for the award of the scholarships.

Passage Grants

Four candidates belonging to the Backward Classes were sanctioned passage grants during 1954-55, to avail themselves of scholarships for studies in the United States of America.

All-India Council for Technical Education

The ninth meeting of the All-India Council for Technical Education was held on the 30th October, 1954. The important decisions/recommendations made by the Council are:

(i) The Council appointed a Special Committee to formulate detailed proposals for the development of Technical education under the second Five-Year Plan;

(ii) The Council, on the recommendations of the Southern and Northern Regional Committees, recommended grants amounting to Rs. 115 lakhs non-recurring and Rs. 6.65 lakhs recurring for the development of technical institutions at under-graduate level in the regions under the first Five-Year Plan.

The Council also recommended Interest-Free Loans amounting to Rs. 20 lakhs for the construction of hostels attached to various institutions recommended for grants;

(iii) The Council approved a scheme for organising facilities for Management Studies in the various parts of the country and also approved a recurring grant of Rs. 3 lakhs for the purpose;

(iv) As an integral part of the plan for the extension of facilities for post-graduate education and research in technology, the Council approved the institution of post-graduate courses in Highway Engineering, Dam Construction, Irrigation Engineering and Hydraulics, Structural Engineering and Advanced Electrical Engineering in some of the selected engineering institutions in the country and recommended a grant of Rs. 18 lakhs for the purpose;

(v) The Council considered the need of the States that lack facilities for Technical education and decided to pay special attention to this problem under the second Five-Year Plan and to develop necessary education facilities in such States on the required scale;

(vi) The Council considered the need of practical training of graduates and diploma holders and appointed a committee to advise the Government on the manner in which the scheme of practical training should be executed, with particular reference to the provision of residential facilities for the trainees, allocation of stipends to institutions and method of selection;

(vii) The Council recommended that for the co-ordinated development of Technical education in the country, the universities and other institutions should consult the University Grants Commission and/or appropriate bodies of the Council on the question of starting new technological facilities or courses.

All-India Boards of Technical Studies

The Calcutta University have recognised the National Diploma Course in Commerce as equivalent to B.Com. degrees for the purposes of admission to M.Com. courses of their University.

The All-India Boards of Technical Studies in Engineering and Metallurgy, Chemical Engineering and Chemical Technology, Textile Technology and Commerce and Business Administration have appointed sub-committees to suggest syllabuses, model lists of equipment, requirement of accommodation, etc., for commerce and technical subjects, at the Secondary stage.

Grants-in-aid for Fundamental Research, 1954-55

A sum of Rs. 2,75,606 has been sanctioned for 66 research workers in universities for fundamental research in basic sciences.

Research Training Scholarships

A committee has been appointed to scrutinise the existing allocation of research scholarships as well as fresh demands for additional scholarships from universities and institutions and to recommend re-allocation.

Indian Institute of Science, Bangalore

The Government of India have approved a proposal for establishing a Fuels and Lubricants Testing Laboratory in the department of Internal Combustion Engineering at the Institute at an estimated cost of Rs. 1,13,250. An expenditure of Rs. 15,000 has been sanctioned for this during the current financial year.

On the recommendations of the Coordinating Committee of the All-India Council for Technical Education, the Government of India have agreed to the starting of courses in (i) Industrial Engineering and (ii) Industrial Administration at a total non-recurring cost of Rs. 2,20,000. The recurring cost of the scheme is being assessed.

Indian Institute of Technology, Kharagpur

The Government of India have approved the proposal of the Institute to send ten teachers to the Illinois University under the Sisterhood Relationship Programme, for training in the following subjects:

- (i) Applied Chemistry.
- (ii) Applied Mathematics.
- (iii) Electrical Communication Engineering.
- (iv) Heavy Electrical Engineering.
- (v) Mechanical Engineering.
- (vi) Civil Engineering.
- (vii) Agricultural Engineering.
- (viii) Geology.
- (ix) Applied Physics.

Grants to Universities and Educational Institutions for Development of Scientific and Technical Education and Research

During the period under reviews grants amounting to Rs. 27,67,855 were sanctioned to 22 non-university institutions.

A sum of Rs. 46,63,800 has been placed at the disposal of the University Grants Commission for disbursement to universities under the scheme as recurring and non-recurring grants for the year 1954-55.

University Experimental School

ORGANISES A VILLAGE UPLIFT

Camp to Sayed Vasana

MOST of us go to villages on pleasure trips and for recreation. In the course of our trip, we spend a hectic day, gather innumerable little impressions and return home after a day of some activity but no purpose. In our minds we carry a picture of many faces and many things but none that will take a definite shape. For we have not taken the trouble to meet people and know them, to learn something of the conditions they live in and to help where we may be able to help. No wonder then that these simple villagers look upon us as intruders and regard our programmes and professions of village uplift with misgiving.

To remove this impression and with a view to learn something about the villagers, their way of living, their interests and prejudices, their customs and traditions, their work and to inculcate into pupils a spirit of community-living and community-service, the University Experimental School, Baroda, decided to organise a one-day camp to the neighbouring village of Sayed Vasana on a programme of village uplift.

Lively and Educative

The visit was the most lively and educative project ever undertaken in the history of our school. It was a new and thrilling experience that took

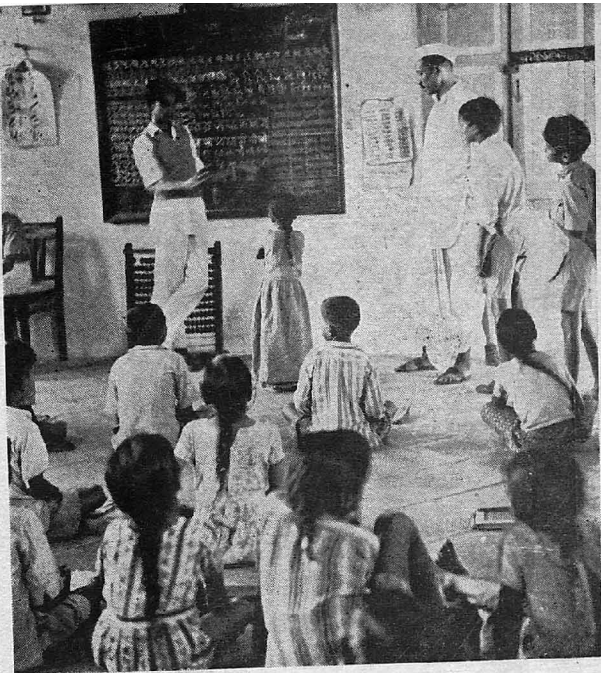
us on a voyage of discovery into a hitherto unseen land, 'unseen' because villages in India are a world apart from towns.

We started out on a bright sunny Friday morning of October 8th, 1954. To ensure that not a moment of the day was lost, the School Council had drawn up an exhaustive programme for the day, wherein both teachers and students had to take their full share.

We divided ourselves into five groups of (1) the 'dig and clean' group, (2) the 'art and exhibition' group, (3) the 'wood-work' group, (4) the 'survey and first-aid' group and (5) the 'cooking' group entrusted with the task of preparing lunch for the 'workers'. The unique feature of this project was that nearly all teachers and pupils of the school participated.

Dig and Clean

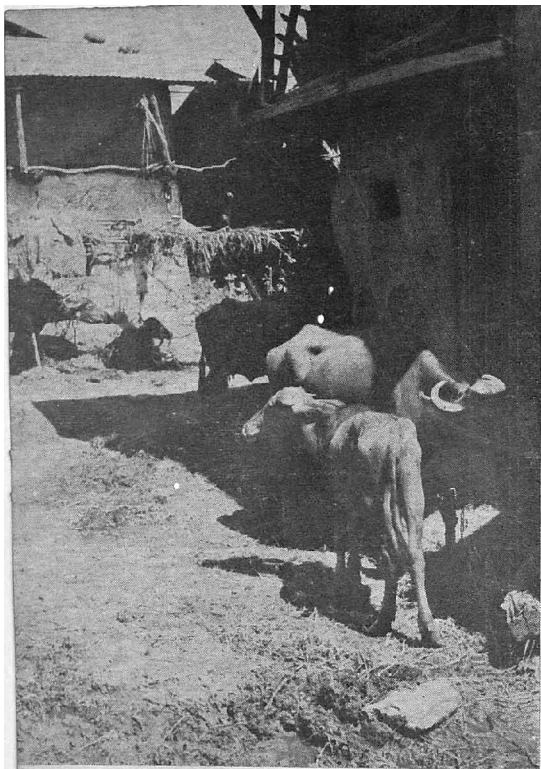
On reaching the village, the 'dig and clean' group promptly set to work with spades and hoes and hatchets. The village of Sayed Vasana stands on a lower level, with the surrounding land so soft and uneven that ditches easily formed and filled with accumulated dirty water that soon became infectious. First, the uneven surface of the spacious rest-house (*dharmashala*)



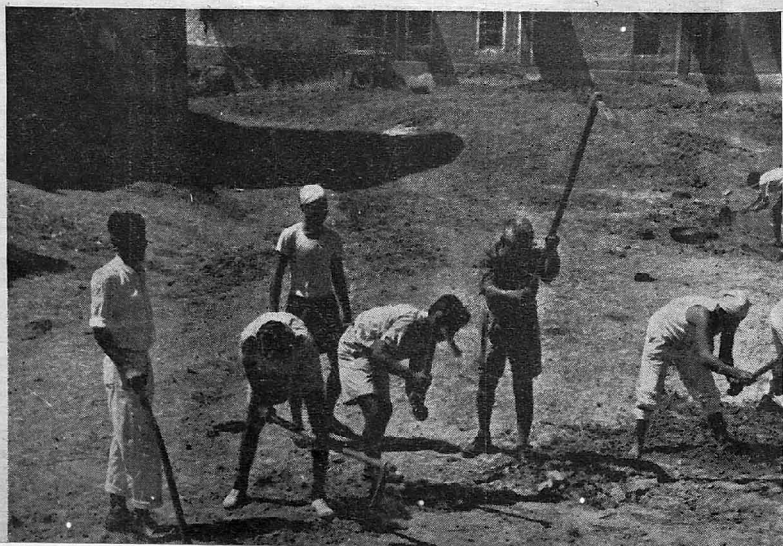
A Camper teaching primary school children of the village.



White-washing the temple walls.



A typical corner of Sayed Vasana.



With spades and hoes, the 'dig-and-clean' group levels the uneven face and converts a waste land to an open-air playground.

floor was repaired and made even with cow-dung. Next they tackled the unclean ground near the rest-house that was covered with wild shrubs and weeds and filth. It took more than three hours to clear the mess and fill in the pits. Result: the once waste land of nearly 300 sq. ft. is now an open spacious ground at which village people come to spend their evenings or take a quiet stroll on moonlit nights. Children use it as a playground.

Art and Exhibition

The boys and girls of the 'art and exhibition' group busied themselves with whitewashing the three temples that had remained unattended for years in the village. They also painted pictures and figures on the temples. Late in the day, they arranged an exhibition in the village Primary school. Our instructional material consisted of books of many reading levels for Primary school children, periodicals, maps, charts, posters and even films on village welfare. Our children had prepared maps and charts on civics, hygiene and other aspects of rural reconstruction. Some posters of the Five-Year Plan were also included in this exhibition. The maps and charts evoked so much interest that we promised to lend out this material to the village teachers whenever they wished to borrow.

Wood-work

Naturally this group could not do extensive work, but within the time allotted the wood-work group repaired all the broken furniture of the village Primary school and levelled the edges of the school doors.

Survey and First-aid

The survey group visited the lanes and bye-lanes of the village, and gathered information about the housing conditions of the villagers, their general health, their way of living, etc. They surveyed all the wells and ditches in the village.

The villagers lived not only in poverty but in distressingly unhygienic condition. The windowless mud huts hung too close together. The filthy lanes were so narrow that only a cart could pass along the way. Human beings and animals lived so close together, with dry paddy lying about in heaps everywhere, that we were not surprised to find lanes infested with mosquitoes, bugs and rats.

But there was one redeeming feature. The houses from inside were scrupulously clean and tidy, most of them decorated with shining vessels that formed a glittering row of pyramidal designs on the shelves. In the Harijan Vad, it was common to see crayon designs on the mud walls with pictures of various gods and goodesses. In short, all that art, imagination and skill could conceivably buy without money was displayed on the mud walls of these houses.

Generally, the minimum number of rooms per house was two with a courtyard behind and a verandah in front. The maximum number of rooms was five. The minimum number of occupants was four and the maximum about ten.

The village has 11 wells and a beautiful pond. The water of the pond re-

mains dirty for people wash and bathe and clean their vessels on its banks. Some of the wells, especially of the Harijan Vad, are surrounded with shrubs and dirty swamps.

The first-aid group did some admirable work. Nearly 25 cases were treated and given medicine. The total population of the village is about 1,000. Of this number about 200 are children. The school-going population is 135, amongst whom 66 are girls and 69 boys. About 20 pupils come to Baroda for Higher education.

Cultural Programme

Late in the evening we had a rich cultural programme in which all participated—the visitors as well as the villagers. With the help of the Baroda

Municipality, we made special arrangements for electric fittings. The village people told us that not once in the last seven years had they seen their village so brightly illuminated nor remembered ever having seen such a colourful cultural programme.

This concluded our day and the day's programme. I think we achieved much. We were happy that the villagers had so willingly cooperated with us and given us such a warm welcome. Their quick response showed us that with the right approach, the villagers of India can be made amenable to modernization and improvement.

Sayed Vasana remains a vivid memory with us. We are looking forward to visiting it again when we hope to follow up our work with a longer and more intensive drive.

K. S. Yajnik

(Continued from page 14.)

the prosperity and true progress of India and his example has led us to realise afresh that Nai Talim cannot be confined inside the walls of a school, but is a part of a social revolution. The Post-Basic School, the University experiments, the Adult Training

Courses, the contacts with other countries—all emphasise in one way or another this same theme. Their meaning is not to be found so much in educational reform as in the building up of a new, responsible, cooperative and non-violent society.

Marjorie Sykes

SOCIOMETRY IN A CLASSROOM

SOCIOMETRY, the study of interpersonal relations, has made a valuable contribution to education. In countries like the United States and the United Kingdom, teachers have made effective use of sociometric methods to measure accurately the interpersonal relations existing between and in groups of children.

Etymologically, sociometry comes from two Latin words, "socio" meaning companion and "metrum" meaning measurement. It is a methodology, a technique, an instrument for valid diagnosis of dynamic group structure. It is a method of discovering, describing and evaluating social status through measuring the extent of acceptance or rejection between individuals in groups. In the words of Murphy and Newcomb, "This study of interpersonal relations, with special reference to measurement of attractions and repulsions within the group structure is called sociometry."

The test itself is simple and direct. The members of the group are asked to indicate their preferences for one another. Choices in a sociometric study are always related to the specific life-situations of the subject. The investigation reported below was conducted with a group of children of a boarding school, with the object of showing how sociometry can be used in ordinary classroom situations.

Investigation

Twenty children of Class VI—13 boys and 7 girls—ranging from eight to 11 years, studying in a co-educational residential school, constituted the study group of the present investigation. The children came from all parts of India—Andhra, Bombay, Madras, Mysore, the Punjab, Travancore-Cochin, and West Bengal. Racially, there were Dravidians, Aryans and Anglo-Indians. Linguistically, they spoke Tamil, Malayalam, Telugu, Kannada, Gujrati, Hindi, Punjabi, Bengali and English, though the medium of instruction in school was English. By religion, they were Christians, Hindus, Sikhs, etc. Socio-economically the children belonged to varied income-groups. Their academic standards were different. In the absence of intelligence tests, their scholastic attainment in their bi-monthly examinations was taken as a measure of their intellectual ability. The present investigator taught the group throughout 1954, meeting them every day for at least three periods of 45 minutes each.

Practical work always formed a major part of the curriculum of this school—such as making toda-huts, models of aerodromes, docks, railway stations, illustrating ways of travelling, collecting stamps, etc. In all these projects the teachers helped the children by dividing them into work groups. These groups worked in the library, in the classroom, in the lawns, in fact anywhere they chose. On the deadline,

the group handed in its work for discussion and exhibition.

Aims of Investigation

1. To study the spontaneous network of interpersonal relations resulting from voluntary choice as against the teacher-aided work groups.

2. To find out to what extent factors like sex, race, state, religion, language, age, length of residence, etc. influence the children's spontaneous choices.

3. To study the personality of individual members against the background of his/her sociometric status as revealed by the test.

4. To determine the difference, if any, in the children's output and morals when allowed to work with their own chosen co-workers.

Procedure

After the half-yearly examination, the 20 children under investigation were asked to choose their co-workers for the new projects. They were given small pieces of paper to write their choices on with the instruction—"Today you will choose your own co-workers to work with you on the new projects for the next half year. You can choose three members in the class to make a group of four, including yourself. After you have given your choices, I shall reorganise your work-groups."

Analysis of Their Choices

The two sociograms reveal a network of various social patterns existing in the group under study. There is, for example, an isolate, Patel, who

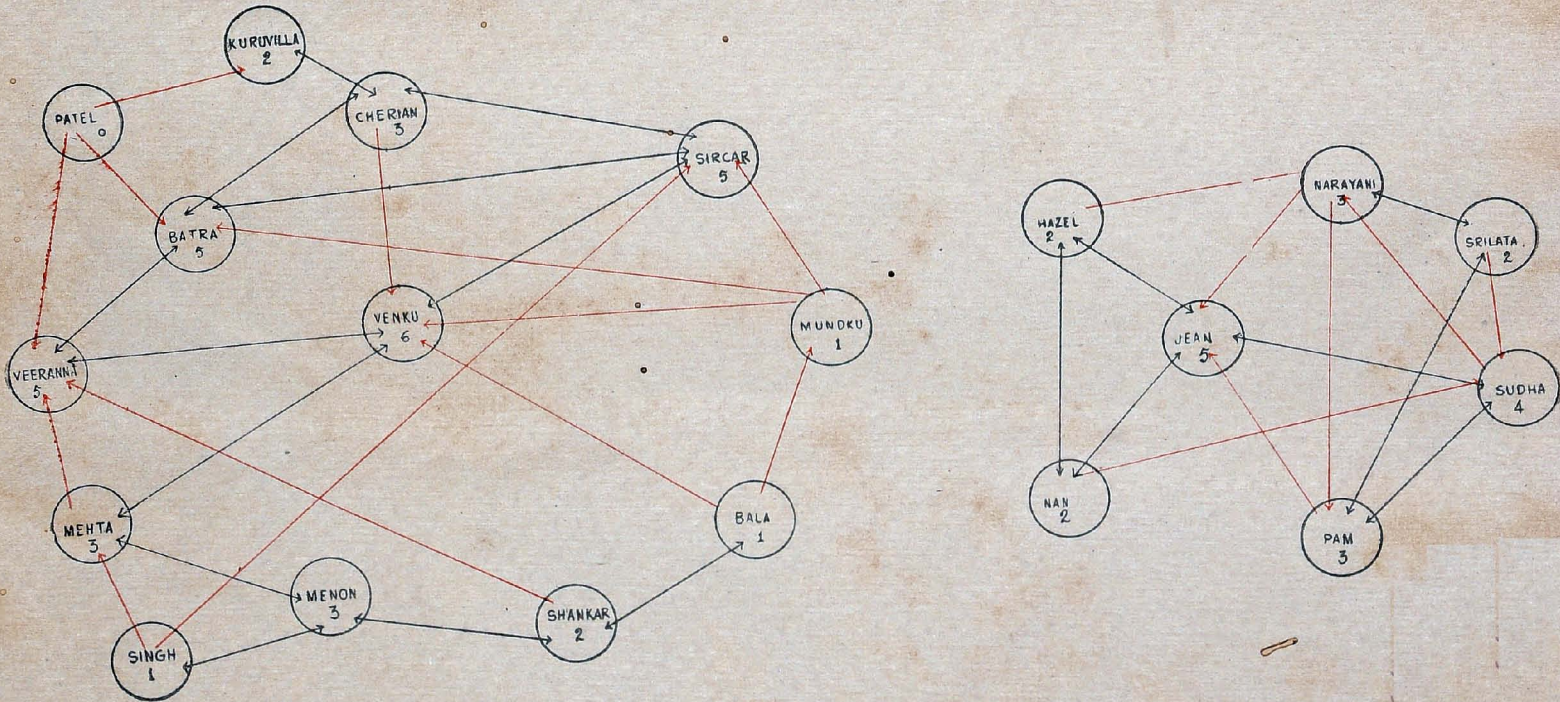
has not received any choice from the members he has chosen to work with (Batra, Veeranna, Kuruvilla) or from any other member of the class. There are mutual pairs like Kuruvilla and Cherian among boys and Srilata and Pam among girls. There are triangles indicated by the choices of Cherian, Batra and Sircar among the boys and Hazel, Nan and Jean among the girls. There are chains represented by the choice of Bala for Munduku, and Munduku for Sircar and by Sircar for Cherian. There are stars like Venku among the boys and Jean among the girls who are chosen by several members at the same time. Those who have received three choices are average in their sociometric status. Again, Batra, Veeranna and Sudha are heavily chosen bordering on leadership, while Bala, Singh, Munduku are under-chosen (non-leaders) bordering on isolation.

This analysis brings out the following points:

1. The children's spontaneous inter-relations run counter to those of the teacher-aided organisation of groups. They are more intricate than the previously simplified group structure. For example, the isolate, Patel, who to the superficial eye seemed acceptable to the class through his forceful imposition on the group is in reality unwanted by anyone. Veeranna, though suspected of being an isolate because of his quiet ways, emerges as one of the stars.

2. *Segregation of Sexes Preferred*—In the teacher-aided groups, the boys and girls worked together. Their spontaneous choices, however, revealed preferences for the segregation of sexes. Consequently two distinct socio-

SOCIOGRAMS OF A CLASS OF TWENTY CHILDREN



The names of children are inside the circles. The numbers indicate the choices received by them. The black lines indicate mutual preferences. The red lines show one-way choice.

Isolate is Patel among the boys.

Stars are Venku and Jean.

Boys } Cherman
 Triangle } Batra
 } Sircar
 Girls } Hazel
 } Nan
 } Jean

Mutual Pairs

Boys : Veeranna and Venku
 Girls : Sudha and Pam

Chains Bala, Mundku, Sircar and Cherman.

Forms have emerged—one for the boys and the other for the girls. This finding is significant in a co-educational institution. Previously it was often noticed that in the teacher-aided mixed groups, there were frequent occurrences of friction, largely initiated by the girls. The teacher's intervention was often called for to solve such cases of tension. Consequently much time was lost on irrelevant arguments.

3. The present investigation shows no definite evidence of racial or provincial prejudice. For example, Venku a Tamilian boy, the leader in this study, is chosen by Sircar a Bengali boy, Mehta a Gujrati boy, Munduku a Telugu boy and Cherian a Malayalee Syrian Christian. Venku in return has shown his attraction for Sircar, Mehta and Veeranna. Where mutual pairs like two Tamilians, two Malayalees or two Syrian Christians choosing each other, are seen, the correlation is more accidental than deliberate.

4. *Age*—The over-chosen boys Venku, Batra, Sircar, Veeranna are all older (ten plus) than the under-chosen boys like Singh, Bala, Munduku and Shanker, who are only eight and nine years old. This, however, did not hold with the girls, for Hazel and Nan are all 11 years old, while Sudha and Jean are nine and ten.

5. *Length of Residence*—Length of residence in the school had little to do in these choices. Patel has been in the school for five years and is still an isolate. Veeranna, Venku and Batra came to school only this year and are yet immensely popular.

6. *Academic Attainment*—Academic attainment surprisingly has nothing to do with the children's sociometric

status. Venku, the star, happens to be a brilliant boy, but Veeranna, Sircar and Batra score average and sometimes under-average percentages. Munduku, an underchosen boy, always achieved better percentages than Veeranna, Batra and Sircar. Similarly, among girls, Srilata, Hazel and Nan achieved better results academically than Jean. Yet Jean leads the other three in her sociometric status.

Personality Study of the Isolates and the Over-chosen

On the basis of her findings, the teacher tried to study the individual personality of each child and discovered that the unaccepted children had more personal problems than the accepted ones. She gave to the isolate and under-chosen a battery of CAT (Children's Apperceptive Tests) that revealed that these children suffered from a sense of loneliness, social insecurity, isolation, and betrayed a too sensitive mind with a conspicuous lack of social poise. The isolates and the under-chosen are inclined to talk too much, to bother pupils and to behave stupidly. During intervals when they should mix with children of their own age, they hovered round the teacher and clung to her physically and emotionally by seeking her approval for little things they had made or collected. The over-chosen showed a seriousness of purpose, dependability and strength of character. They were cheerful, tolerant, generous and willing to help. They were also more competent.

Among the boys a sense of humour played an important part in determining sociometric status. The over-chosen also had wide interests including singing, dramatics, sports.

Conclusions

This investigation with its obvious limitations, does not permit of general conclusions. Nevertheless, certain definite facts emerge:

1. The chief value to the teacher of the sociometric study was that it made her more conscious of the importance of interpersonal relations among the children she taught. She realised that the happiness and effectiveness of each member was in large measure, the product of his or her interpersonal relations. A socially competent child was not only happier himself but also more stimulating to others. On the other hand, a child failing to be socially accepted was immature emotionally and consequently unhappy.

2. It helped the teacher to give a little more attention to the isolate and under-chosen children with the object of satisfying their social needs. She helped to wean them emotionally from the teacher, and reorient them to the group. Their sociometric status improved as revealed by the sociometric retest of the same group before the close

of the academic year. They showed marked scholastic and behaviour improvement. This was largely due to their readjusted interpersonal relations.

3. The leadership qualities of the over-chosen were utilised by giving them more responsibility. This stimulated their personality and resulted in a better disciplined class.

4. On the whole, children worked most satisfactorily as a group when they worked with their choices. They showed greater enthusiasm for the work, cooperation and a sustained effort. Indifference and phlegmatism as in Batra and Srilata blossomed when the children were placed with the boys and girls they liked to work with.

In conclusion, it may be said that sociometry is an invaluable aid to a teacher who wishes to understand her pupils. With the shift of emphasis from the individualistic methods of teaching to the group methods of learning in education, sociometry, as a method of understanding the dynamics of group structure and human personality, can become a valuable tool in the hands of an enlightened teacher.

Shakuntala Bhalla

THE TEACHING OF HISTORY AT INDIAN UNIVERSITIES

OF late, History has been the subject of much controversy. While on the one hand, educationists are placing more and more stress on the teaching and the study of History, on the other, in almost every Indian university, History is becoming increasingly unpopular with students. To analyse the problem in its various aspects and provide a forum for the free exchange of views, the Government of India decided to convene a Conference on the Teaching of History at Indian Universities. To the Conference were invited representatives from all over the country. The Government circulated an outline of various topics that was to constitute the agenda for discussion.

Problems Before the Conference

The first question to engage the attention of the Conference was: "What is the place of History in general education?" The representatives were unanimously of the opinion that the study of History should form an integral part of the intellectual equipment of a student at every stage of his education. At an early stage, a child begins to pick up information and store it in his memory. His curiosity about his environment is great. The way this curiosity is canalised marks the starting point of the teaching and study of History.

The teaching of History has thus an intimate relationship with Psychology, not only at the Elementary stage of

education but throughout the process of education.

Another important question, that provoked discussion among the representatives was: "What bias should be given to the teaching of History?" On Indian History, a section among the intellectuals felt that, since for the last hundred years it had been written by foreigners, it presented us with a distorted view of our country's history. There is some truth in this view, but it would be dangerous to attempt to glorify every aspect of our country's past. History teaches us to learn from the past, not to bury ourselves in it. The teaching of Indian History must therefore be modified so as to give us a balanced picture of our past achievements as well as of failures.

Allied to this is another question: Should the teaching of History be Indo-centric or world-centric? At what stage should a student be acquainted with the conception of One World? At the Elementary and Secondary stages of education, students cannot correlate this knowledge with their environment. In other words, the teaching of History at the Elementary and Secondary stages should be Indo-centric and not world-centric.

It is at the Intermediate stage that World History may safely be introduced, and even then, only the study of the Modern World. Gradually the scope of History must be widened and

extended to include the study of ancient and mediaeval times. Further, the study of the ancient world must include not only Egypt, Greece, and Rome, but it must also accord its due place to the history of Asia, and help to make History a rational balance between East and West.

History at the B.A. Level

The problem of teaching History at the B.A. level is intricate. This intricacy showed itself in the diverse views expressed on this subject at the Conference. The main controversy centred round the content and purpose of the syllabus. The concensus of opinion was in favour of having one compulsory paper dealing with any one of the three periods of Indian History and if there were to be three papers in all for the B.A. Pass Examination, one paper, it was felt, should deal with the History of the Development of Indian Culture, and the third with one of the following:

- (a) Mediaeval Europe,
- (b) Modern Europe,
- (c) Modern England,
- (d) History of the Far East (South-East Asia) from the Middle of the 19th Century,
- (e) History of the Middle East from the Middle of the 19th Century, and
- (f) History of South-East Asia.

It is significant that no one favoured the study of World History. Perhaps it was felt that at the B.A. stage there should be some bias towards specialisation.

The difficulties of teaching World History were fully appreciated by the delegates assembled at the Confer-

ence. Despite the fact that America is publishing several books by standard writers on this subject, there is hardly one that is Indo-centric. Another problem inherent in the teaching of World History is the precise emphasis that should be placed on its various aspects. Should the teacher emphasise the political, the social or the cultural aspect? From the examination point of view, World History as a subject presents even greater difficulties. History is only one of three subjects for the B.A. Examination, and World History only one paper. How much time can an average student devote to its study? In the brief time that the student allots to World History, he is unable to correlate events and see them in a broad perspective. Nevertheless, I still feel that it would be an improvement upon the proposed syllabus if the History of the Modern World were added as an optional for the B.A.

It was the unanimous opinion of the members of the Conference that the B.A. Honours Course should be different from the B.A. Pass Course, and that the practice in some universities of taking one or two extra papers for the Honours course in addition to the B.A. Pass Course, should be stopped. It was resolved further that the B.A. Honours Course should be of three years' duration. It should carry six papers, of which two, namely, one paper dealing with one of the three periods of Indian History, and one Essay Paper should be compulsory. The four remaining papers should be selected from the following:

- (a) Mediaeval Europe,
- (b) Modern Europe,
- (c) British History from 1485 onwards,

- | | |
|--|---|
| <ul style="list-style-type: none"> (d) History of the Far East (South-East Asia) from the Middle of the 19th century, (e) History of Egypt, Turkey, Arab Countries, Iran and Afghanistan from the Middle of the 19th century, (f) Ancient Indian Culture, (g) Islamic Culture, (h) English Constitutional History, (i) Indian Constitutional History, (j) South-East Asia from 1500 A.D., and (k) Greater India. | <ul style="list-style-type: none"> 13. Revolutionary Europe 1789-1815 14. Modern World from 1870 15. International Relations, 1914-1947 16. Modern History of Far East. 17. Near East and Middle East. 18. Archives |
|--|---|

In this syllabus two omissions are significant—World History and the History of America. Should American History be studied at our Higher educational institutions? This point is worthy of consideration.

History at the M. A. Level

For the M.A. examination, the Conference decided that the course should be of two years' duration, covering eight papers, three of which should relate to Indian History, one to be an Essay, and the remaining four be chosen from the following options:

1. Mauryan Age 600 B.C.-300 A.D.
2. Gupta Age 300 A.D.-600 A.D.
3. Ancient Indian Archaeology
4. History of the Sultanate of Delhi 1200-1526
5. History of the Moghuls 1526-1761
6. History of the Marathas 1629-1772
7. Indian History 1772-1857
8. Indian History 1858-1939
9. Indian Constitutional History
10. History of one region of India
11. English Constitutional History
12. History of Political Thought from Machiavelli

This syllabus is merely indicative, not prescriptive. It is open to various universities to modify it according to their equipment and requirements. The principles underlying it are: (1) The intensive study of one period of Indian History with the object of preparing a student for research work, should he wish to undertake it later and (2) imparting to a student a modicum of general knowledge consistent with the time at his disposal.

History Syllabus

The Conference drew up a broad outline of the syllabus of History from the elementary to the highest stage of education. It stressed the need to teach this subject at the Elementary and Secondary stages through the medium of regional languages, and at the University stage, both through the medium of English and the regional language. It graded the course with special reference to the aptitude of students and their capacity to assimilate information at various levels of their progress, laying particular emphasis on the need to awaken the pupil's interest instead of making him cram facts and dates, as is the practice now.

Method of Teaching History

The Conference made the following recommendations with regard to methods of teaching History:

- (a) At the Elementary stage, the fullest use should be made of audio-

visual aids e.g. maps, casts, charts, models, pictures, lantern slides.

(b) At the Higher Secondary stage, debates and discussion groups should be encouraged and teaching made more realistic and effective by instituting the system of assignments and tutorials and, if possible, by historical excursions. Efforts should be made to establish museums of historical antiquities.

(c) At the University (under-graduate) stage the maximum use should be made of tutorials and/or seminars and, where practicable, the aids indicated above should be fully utilised. Students should be encouraged to write papers and essays on selected topics connected with their courses of study. At the M.A. stage there should be greater emphasis on seminars, and more encouragement for the study of source material. Training in research methods through the medium of dissertations, in lieu of one or two papers, is also desirable.

Other Deliberations

The Conference did not merely confine itself to the teaching of History or the methods of teaching History; it covered a broader Canvas. According

to one of its recommendations, Indian History should be a compulsory subject for those who intend to join the administrative or diplomatic service. For diplomats, a knowledge of the modern world was considered absolutely essential. Even in vocational and technical schools, the Conference was of the opinion that the subject must find a place in the syllabus, and recommended that an outline of the economic and industrial development of the important countries of the world, with special reference to India, should be the subject of compulsory papers.

Bridging the Gap

From the earliest times, the contemplative and practical genius of man has found expression in art, and the best and the most connected exposition of it is to be found in the science of Archaeology. The Conference took full notice of this important consideration and recommended that Field Archaeology should form an integral part of the courses of Ancient Indian History and that those universities that are doing notable work in the field of Archaeology should be asked to make this a part of their post-graduate History course.

B. P. Saksena

EDUCATION *Today*

The Indian Council for Cultural Relations was "At Home" to foreign scholars at Delhi on the 28th November 1954, at Constitution Club.

A Cultural Programme presented on the occasion consisted of Indian dance and music items interspersed with a number of items given by the foreign students themselves. Among the latter were songs and dances from Africa, Ceylon, Fiji, Indonesia, Iran, Iraq, Nepal, Japan, Thailand and the U.S.A.

* * *

At the 60th session of the All-India Congress held recently at Avadi a resolution on Basic education was unanimously passed. The resolution stressed the need for 'far-reaching **Basic Education** changes in the existing educational system" for achieving the national aims and social objectives of free India. It welcomed the Union Education Ministry's scheme for reorganising Secondary education, particularly the decision to open multi-purpose schools throughout the country to give adequate and Basic training to students. The resolution called upon all State Governments to

promote this policy so as to implement it fully within a period of ten years.

*

During the period under review, the Assam Basic Education Act 1954 came into operation. The Act contemplates the gradual conversion of Primary and Middle Vernacular into Junior and Senior Basic schools respectively. As a first step, all Middle Vernacular schools have already been taken over from local bodies and other agencies, by School Boards.

*

Fourteen Government Middle schools and 23 Government Primary schools in Coorg have been converted into Senior and Junior Basic schools respectively, in the Community Project Block No.1.

*

The Government of Hyderabad have, under preparation, a scheme for the conversion of existing training centres and schools into Basic Training schools and the establishment of new Basic Training schools. Besides, a short course of three months' duration in craft training for 230 teachers of Primary/Middle schools has been arranged at different Technical schools in the State.

*

Dr. Trilochan Singh, Director of Public Instruction, Punjab, stated at a press conference on January 20, that the 30 existing High schools in the Punjab would be converted into multi-purpose schools at a cost of Rs. 75 lakhs, out of which Rs. 50 lakhs would be contributed by the Central Government. Education in arts and crafts, commerce and agriculture would, he said, be imparted at these schools.

*

Twenty-five existing High schools in Rajasthan would shortly be converted into multi-purpose schools at a cost of Rs. 34,70,000. This was disclosed by the Director of Education, Rajasthan, at a recent press conference.

*

The Government of West Bengal have sanctioned an expenditure of Rs. 502,273/- non-recurring and Rs. 53,358/- annual recurring for the implementation of the Primary and Basic Education Schemes under the permanent improvement programme in the Sundarban areas. The expenditure will be incurred for the establishment of eight new Junior Basic schools and for reconditioning 39 Primary schools.

The introduction of craft teaching in 34 Junior High schools and the conversion of 12 Boys' High schools and three Girls' High schools into multi-purpose High schools are also under the consideration of the Government.

* * *

Textbooks in Secretariat Practice and Business Methods, Short-hand, Type-writing and Social Welfare have been prescribed for the Secondary School Examination in Bihar.

Changes in
Curricula

*

The syllabus of Primary and Secondary schools in Bombay has been reorientated and revised with a view to imparting a more balanced and integrated education in schools. The new syllabus will come into force in June 1955. The procedure for sanctioning textbooks has been revised, with a view to ensuring that, with the introduction of the revised courses, only the best books in content and presentation will be sanctioned as textbooks.

*

Social service for a minimum period of six months has been made compulsory for securing a degree or diploma in Mysore State. A Government order, issued recently, directed all school authorities to include manual labour in the weekly time-tables and to organise social service camps for about two weeks in a school year.

Manual labour and social service should be an integral part of education at all stages, the order stated. While at the Primary stage, manual labour and social service should be organised from the point of view of its educational aspect, there should be a gradual shift of emphasis to the productive side at the later stages. It also directed that provision should be made for productive and gainful courses at the Higher stages.

*

The Government of Travancore-Cochin have set up a committee for examining the existing syllabuses and curricula in Primary and Secondary schools and to take steps to prepare new syllabuses to cover the entire Primary and Secondary courses as envisaged in the recommendations of the Secondary Education Commission.

* * *

The establishment of a National Council of Child Education to orga-

nise and run Nursery schools and Training centres for teachers was suggested by Dr.

**Conference on
Child Education**

Zakir Husain,
Vice-Chancellor of

the Aligarh University and Vice-President of the Indian Adult Education Association, while presiding over the first All-India Child Education Conference at *Indore*.

Dr. Zakir Husain said that five important points that were of significance in education at all stages, specially at the infant stage, were (1) the principle of respect of individuality, (2) the principle of consideration of the actual stages of development of the individual, (3) the principle of activity, (4) the principle of totality, and (5) the principle of freedom.

No sound scheme of education was possible which did not take cognizance of the differences which distinguished one individual from the other. said Dr. Zakir Husain. The principle of totality, he explained, was the simultaneous growth of the child. All these principles presupposed a climate of freedom in the whole educational system.

The Conference was attended by 500 delegates from all over the country.

The Government of *Bombay* have sanctioned an expenditure of Rs. 2,59,000/-, under the scheme for the encouragement of Dramatic Art.

**Encouragement of
Art Education**

Of this sum, Rs. 2 lakhs are earmarked for the construction of open-air theatres at eight district towns. The remaining amount of Rs. 59,000/- is proposed for: (i) giving prizes to the three best dramas

written in each of the regional languages; (ii) the three best dramas suitable for children, written in each of the regional languages and Hindi; (iii) the three best dramatic performances in each regional language in a competition during a 'Natya Mahotsava'; (iv) awarding three floating shields in Inter-School and Collegiate competitions; (v) awarding medals for the best individual performances in Inter-School and Inter-Collegiate competitions; and (vi) giving financial assistance to dramatic actors, Litterateurs and musicians who have achieved outstanding merit.

* * *

The Government of *West Bengal* has voted to finance a major programme of Fundamental education, providing

**Fundamental
Education**

for 28 special schools and a school to train teachers in the methods of Fundamental education. In *Madras* the curricula of Elementary schools are being expanded systematically into institutions for Fundamental education. In these schools three hours are devoted daily to the mother tongue of the pupils, to Mathematics, History, Geography, etc. while the rest of the time is given to manual training.

* * *

Six crores out of India's 36 crore-population or 16.6 per cent are literate, according to an analysis of information on literacy and education

**Literacy and
Education in
India**

obtained in the 1951 census, published recently by the Registrar-General in his "Census of India paper No. V".

Of the six crores who are literate, about six lakhs can read but cannot write; 52 lakhs have studied up to Middle school standard; 22 lakhs

have passed the Higher Secondary school stage; 4.66 lakhs have attained up to Intermediate in Arts and Science; and 11.7 lakhs are holders of degrees and diplomas. The remaining number (over five crores) have not even a Middle school standard of education.

* * *

A Training Course in the Auxiliary Cadet Corps was held at Mercara, Coorg, to train 40 teachers to introduce the Auxiliary Cadet Corps Movement into all the government High schools of the State. More than 1,250 boys in the five government High schools are so far covered by the Auxiliary Cadet Corps, which during 1955-56, is expected to cover the entire school-going population of the age of 12 and above.

*

The Government of the Punjab have ordered the raising of (1) the four Infantry Companies of the Senior Division N.C.C. comprising 12 N.C.C. officers and 619 cadets, (2) 35 Infantry Troops of the Junior Division N.C.C. comprising 35 N.C.C. officers and 1,155 cadets, (3) two troops of the Senior Wing of the Girls Division N.C.C. comprising six Woman officers and 180 girl cadets, (4) five troops of the Junior Wing of the Girls Division N.C.C. comprising five woman officers and 150 cadets and (5) six troops of the Air Wing of the Junior Division N.C.C. comprising six officers and 198 cadets.

*

The Government of Rajasthan have decided to start two Infantry Companies and four Platoons in the Senior Division of the N.C.C.

* * *

During the period under review,

the Primary Education Act was introduced in the rural areas of Ajmer and Beawar Sub-Division of Ajmer State for the enforcement of compulsory education for all children in the age-group of 6-11 years.

*

The Government of Bombay have sanctioned the appointment of 4,000 teachers for the opening of group-schools in school-less villages with a population of less than 500. Simultaneously steps are being taken to appoint peripatetic teachers to serve the needs of the villages which cannot be grouped with any other villages in the matter of providing schooling facilities.

*

The Government of Hyderabad have opened 14 new single-teacher government Primary schools at places with a population of 1000 and above in which Primary schools were not opened during the year 1953-54.

*

The Government of Madras have appointed an Elementary Education Reform Committee with a view to examining the entire system of Elementary education in the State. The Committee will examine the present system of Elementary education in all its aspects and suggest ways and means of implementing the directive principle contained in Article 45 of the Constitution. The Committee will give special consideration to (a) the problem of bringing into schools the children of backward and poor classes; (b) the special steps to be taken to ensure that pupils who join schools remain there till they undergo the entire course of Elementary education; (c) the improvement in the system of

Elementary education suited to the needs and resources of the State; (d) the question of the conversion of ordinary Elementary schools into Basic schools; and (e) the question of emoluments, qualifications and status of teachers.

*

During the period under report the Pepsu Compulsory Primary Education Act came into force. The measure provides for compulsory education of the 6-12 age group children in notified areas. Primary education in Pepsu is free; but the Act, which is an enabling measure, will be applied for the time being in 20 selected villages in two areas—Kalayan and Bhogial—where a symbolic drive for the enrolment of children for Compulsory Primary education was launched as part of the Republic Week programme.

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2,528 new Primary schools have been opened in school-less areas of West-Bengal. The teachers for the new schools were employed under the scheme for expansion of education and welfare services and enrolled 459,306 additional pupils up to October, 1954.

* * *

The 'Rathripathshala' (Night School) working under the auspices of the Rajasthan Social Welfare Board, is a unique institution of its kind in Jaipur,

School for Urchins

Rajasthan. It came into existence on August 15, 1953.

The school was started by a few enthusiastic young men who wanted to do some useful work in their spare time. Their object was to gather street urchins, who would otherwise indulge in begging and pick-pocketing, and give them some education and training so that they might become good citizens.

The school began with only eight boys and a voluntary staff. It was soon felt that the boys must get some vocational training that they should be trained in accordance with their aptitude. Some tools were borrowed and funds collected by way of donations and three craft teachers were engaged as part time workers.

Early last year the Rajasthan Social Welfare Board agreed to run the institution under its aegis and the State Government gave it financial support.

Today the institution has 54 boys on its rolls and a staff of four paid and two voluntary teachers.

* * *

Two experimental courses, one in Adult education and the other in craft and cultural activities, are being conducted under the auspices of Social Education Social Workers' Training Institute, Bihar. In addition, there is another course of training for persons who are not regular students and require some coaching in special subjects. These experiments are being conducted on the lines of People's College and Folk High School in Denmark.

*

The Bombay Social Education Committee recently began the use of a new medium of mass education when it inaugurated a Community Radio Listening system. The new system will greatly increase the work of the Social Education Committee, which is already helping to educate some 60,000 adults in Bombay each year through 2,500 centres. Fourteen community radio sets are now in operation, all of them made available through Unesco's Gift Coupon Scheme. Almost 6,000 dollars

worth of Unesco Gift Coupons were sent to Bombay mainly from donors in the United States and the United Kingdom. These international money orders were then used to purchase radio receivers and other necessary equipment. The Social Education Committee now hopes that further gifts of Unesco Coupons will be received so that the Community Radio system may cover Bombay's entire population of three millions.

*

Two literacy classes for women and eight for men were opened in different parts of Coorg during the quarter. Tests were conducted in several literacy centres opened during the previous quarter and 50 men and seven women were declared literate.

*

The Government of *Madhya Pradesh* have merged the Social Education Scheme in the Social Welfare Scheme and have made a provision of several lakhs of rupees for its implementation.

According to the plan, 1,000 radio sets will be distributed in the villages, and Art centres will be started to teach folk-dance and music to the masses. Mobile libraries and film shows will form part of the programme. Jeeps will be used to approach the interior villages.

The Government is also negotiating with the civic authorities of Nagpur and Jabalpur for the opening of homes for beggars, orphans and widows.

*

One of the most interesting experiments conducted by the *Mysore State Adult Education Council* is the Hulikere Pilot Project for Rural Reconstruction. After a survey by students of Statistics and Economics in the village, a group of some 15 stu-

dents worked for five weeks in the village with the cooperation of the village youth serving as volunteers. Among the tasks accomplished were: construction of adequate roads, village clean-up, improved sanitation facilities, whitewashing and plastering of homes and public buildings, introduction of new agricultural methods, establishment of a rural library, organisation of a youth club.

*

Five new Social education centres for men and women were opened at Gurgaon, Nuh, Balabgarh, Ferozepur, Jherka and Patodi by the Punjab State Education Department, in December, 1954.

*

Five centres for training teachers for Social education, one in each of the five districts of *Saurashtra* were opened in January by the Education Department of the *Saurashtra Government*. In each centre 100 teachers will be trained.

The *Mahila Seva Sadan*, Allahabad, *Uttar Pradesh* recently launched a literacy campaign in the city. Mr. R. R. Singh, Additional Director of Education, U.P., inaugurated the campaign which aims at bringing a hundred per cent literacy to the city within two years.

*

During the period under report, the Government of *West Bengal* have started 70 Social education centres in different municipal areas. Half the cost of running such Centres has been borne by the Government and the remaining half by the organisations. Besides, a *Janata College* has been started at Kalimpong in the district of Darjeeling with effect from 10th December 1954.

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The Central Board of Secondary Education, Ajmer celebrated its Silver Jubilee Week from the 29th November, 1954 to 4th December 1954, which was

Silver Jubilee Celebrations

inaugurated by the Union Finance Minister, Shri C. D.

Deshmukh. High schools and colleges of this State participated in the programmes arranged by the Board.

* * *

A Combined Cadet and Social Service Camp was held at Digaree, Assam. 329 Cadets and eight officers drawn

Youth and Social Service

from different colleges of Assam and Manipur partici-

ipated in this Camp. The programme for Social Service included the construction of a road involving considerable amount of hill cutting. The construction was completed within two weeks.

* * *

The students of the Government college and all High schools in Coorg did social work for a period of eight days from 1st November, 1954. While boys re-conditioned nine village roads in different parts of the State, girls cleaned the Harijan Keris in Mercara and Virajpet.

*

Six Youth Welfare Camps were organised in Himachal Pradesh in the month of October, 1954, and boys from various High and Middle schools participated. This was a new adventure in the field of education to train the students in leading a practical corporate life. The project taken in hand was the construction of roads.

THE FOREIGN SCENE

Ashridge began as a monastery in 1285, founded by Edmund, Earl of

Ashridge: The Bonar Law Memorial College, Berkhamsted, Herts

Cornwall, with the object of promoting learning.

In 1928 it was given to Trustees by the late Urban Broughton in order that it might serve as a college of citizenship in memory of his friend, Bonar Law.

The institution provides unique training on non-party lines in pursuance of the ideal of securing educated democracy. At Ashridge, students can study objectively the major political, social and economic problems of the day in an atmosphere of serenity and historical tradition. They are encouraged to participate in free discussion, representative of all shades of opinion and occupation.

To listen and to discuss are the key-notes of the Ashridge courses. All courses, whether week-end or longer, are addressed by lecturers, experts in their particular subjects. On a normal week-end course, five lectures are given, each being followed by informal discussions among students divided into small groups under their own elected leaders. Longer courses follow the same plan.

The Ashridge House of Citizenship is a Department of the college, providing full-time training in citizenship for girls from the age of 17 upwards. Its basis is a study of International, National and Commonwealth Affairs, combined with a secretariat course lasting four to five terms or a non-vocational course covering three to four terms.

Ashridge has a library of nearly 7,000 volumes and every effort is

made to keep it up-to-date and representative of all aspects of contemporary thought and writing.

* * *

In 1950, three Secondary schools in Birmingham, England "adopted" a

English Schools "Adopt" Local Farms local farm. The experiment aimed at bringing children from industrial areas into direct contact with life in the countryside, and it was so successful that other schools in the region have now followed suit. The frequent visits of the children to the farm and the exchange of correspondence have helped to enrich Geography and Natural History courses. They have also given students a better understanding of local problems, and the place of agriculture in national economy.

* * *

Retired professors from larger and wealthier colleges and universities are taking their vast store of knowledge and experience back to the classroom at small, liberal arts colleges, as part of an "enrichment programme", sponsored by the John Hay Whitney Foundation and the New York Foundation.

Under the scheme, the Foundations maintain two lists: one of the small colleges, that will benefit by the programme, and the other of retired or about-to-retire professors from larger institutions. The next step is to ask heads of departments or deans of those institutions for nominations. The professors finally selected, receive a salary paid partly by the college and partly by the Foundations. In this way, the Foundations arrange to make use of

the talents of professors who are forced to quit under mandatory regulations and at the same time help the smaller colleges which under ordinary circumstances, could not afford to hire them.

* * *

The first regional geological map for Asia and the Far East will soon be drawn up under the sponsorship of the United Nations. Leading geologists met recently at Bangkok to make the preliminary preparations for this large-scale project. Asia and the Far East today are the only regions in the world that do not have such an international map. Economists and geologists hope that the project will lead to important mineral discoveries, and then, gradually, to far-reaching economic and industrial developments throughout the region.

*

German and Indian historians met at Brunswick, Germany in October 1954, for a four-day conference on text-book revision. The object of the Conference was to eliminate various distortions about foreign countries that appear in their respective country's History and Geography texts and in other school books. In the past, German historians have worked in a similar way, with historians from France, Italy, Norway, Denmark, Japan, Yugoslavia and the United States. Their efforts, so far, have had an important effect on new books, or new editions of older books, published recently.

* * *

Prefabricated units provided by the World University Service have been used to set up the first international

International University Centre in Egypt

student centre in Egypt. The Centre, which has been in full use since the end of July, has been constructed on the Cairo University grounds at Giza. The prefabricated units have been erected on a concrete base and gardens are being laid out around the building. The Universities of Cairo and Heliopolis have made available 700 Egyptian pounds for construction and other purposes, while Cairo University has provided furniture. The Centre will form a social meeting place for students of all nationalities and will give convalescent students a chance to regain their health under satisfactory material and psychological conditions.

* * *

The Western Reserve University in Cleveland, Ohio, is giving a study course in journalism on the Television network. Under the title "The People and the Press", the lectures survey public opinion and how people get their information on current matters. Students are able to contact the lecturer either by correspondence or by telephone.

Journalism Course Over Television

the title "The People and the Press", the lectures survey public opinion and how people get their information on current matters. Students are able to contact the lecturer either by correspondence or by telephone.

The content and requirements for the course are the same as for that given in the University, and candidates are required to take two written examinations, one at home and a final one at the University. A pass in the final examination enables the candidate to obtain a degree in the same way as for courses given on the University campus.

* * *

The facilities for learning French available to foreigners in Paris have

been brought out in an article by Mr. Raymond Warnier. There are different

courses that cater for different needs and requirements. The *Cours de Civilisation Francaise*, meets the requirement of the general orientation of the language. The summer courses of the *Institute Catholique*, where some hundreds of students gather during holidays, offer, through lectures and practical courses, a better understanding of French and acquaintance with the latest teaching methods.

For the systematic study of French with the object of teaching it abroad, there are more specialised institutions available. The *Practical School of the Alliance Francaise* trains the teachers of French from nearly 60 different countries, initiating them into, or perfecting them in the use of the French language and the appreciation of French Culture. Since 1920, the Sorbonne has also included in its services a *school for the training of teachers of French abroad*, which has been doing useful work for over 30 years. Three kinds of courses are available at the Sorbonne school: Higher course in French Language; French Literature; and Contemporary French Literature. Besides, there is the *Cours de Perfectionnement* open to all foreign specialists in French language and culture, which provides a general finishing course including history, music, plastic arts etc. After this the *Diplome Superieur de Culture Francaise* qualifies the students for the teaching of French in their own countries or even in other countries abroad. For the specialists, a further finishing course is also offered by the *Institute de Phonetique* of the Sor-

bonne, with the resources of the "Musee de la Parole" which possesses a very fine collection of recordings of the various actors, authors etc.

* * *

A new Secondary Technical school for deaf boys, the first of its kind in the U.K., is to be opened in September 1955 at Burnwood Park Hall, a large country house near Hershon, Surrey. The School will aim to fit pupils for full-time or part-time attendance at ordinary technical schools and colleges or at art colleges, and to enable them to mix socially with ordinary pupils.

* * *

A number of schools in Hungary are adopting a new form of parent-teacher organisation which replaces the usual form of monthly parents' meetings. Under the new experiment, the pupils join the parents and teachers in the first part of the meeting which opens with an entertainment by the class. Then the class secretary gives a report of the month's academic and other activities, after which the class teacher discusses, anonymously, the shortcomings of certain pupils and then praises others (by name). The pupils next proceed to criticise and appraise each other in the presence of the silent but interested parents, after which the pupils leave the meeting.

It was found that the resulting discussion among parents and teachers was much more fruitful than in the former type of meeting, for the parents had seen their children in a different light, in their behaviour rela-

tions as members of a class and social community and not merely in the home.

* * *

Oxford University has accepted responsibility for the Oxford Business Summer School for young executives in industry, which was started experimentally in 1953. Hitherto the School has been organised by a committee of academic and industrial members, assisted by the Oxford University Appointment Committee.

The aim of the Business School is to further the efficiency of British management by bringing together each year for a month's intensive study able young men who are either engaged in executive work or being prepared for it, but who have not yet been entrusted with large general responsibilities.

* * *

West Africa's most important educational event of 1954 occurred in West Nigeria. The authorities have launched a scheme under which all children between the ages of six and seven will be eligible for free Primary education. Registration for this free compulsory education has already begun. The scheme came into effect on January 1st 1955, and more than a million West Nigerian school children have started going to school for the first time.

* * *

A voluntary movement in Ceylon, known as the Lanka Mahila Samiti (Association of Rural Women's Centres for Teachers in Ceylon), has created a school for rural women at Kadu-

wella, a village in the North Central Province of Ceylon. The school trains about 100 women each year to become rural education monitresses. Instruction is given in the teaching of adults and young children, Civic Education, Agriculture, Hygiene, Household Management and Domestic Crafts, through courses lasting three months.

* * *

The Sonderkindergarten in Vienna helps to solve that much discussed problem of whether handicapped and normal children should mix or whether the handicapped should be cared for in hospitals or special schools. Built in a semi-circle, facing the sun, it admits six groups of children: the physically defective, those with defective eye-sight, the deaf and the dumb, the mentally retarded, the neurotic, and normal children. Although all the rooms are connected by a corridor, each group has its own entrance, classroom, and a playground leading into a communal meadow. The impression received by the child is that of a home, not an institution.

The kindergarten itself provides modern methods of remedial treatment for the handicapped, and in this way less psychological disturbance is experienced by the child. One of the new devices is a bath lit by electric light from below and with a window at the side; this permits the observer to see the movements of a physically defective child from the side as well as from above. The synoptophore, for the child who squints, has produced striking results after daily use for 20 minutes

Parents of handicapped children sometimes tend to make life too easy

for the children and it is thought that life in the Sonderkindergarten, where normal children play with the other children, affords the proper opportunity for adjustment to everyday life.

* * *

A wide survey of technical training facilities in different parts of the world, conducted in November 1954 by *The New York Times* has revealed considerable progress achieved by Russia and China in recent years.

In 1928, Russia graduated 11,000 engineers. By 1950, the number had jumped to 28,000. In 1953, the figure rose to 40,000 and in 1954 it reached 54,000. At the present time, the Soviet Union has 175 technical schools at the University level, in addition to 3,700 Intermediate technical training schools.

The facts about China reveal that the country has 250,000 students in Higher educational institutions, of whom 150,000 are in engineering science, health and agriculture. China is graduating 25,000 persons a year from two-year engineering courses and about 5,000 persons a year from four or five-year courses. China now has 14 comprehensive universities and 39 Higher industrial schools.

* * *

New possibilities for Television have been demonstrated in the United Kingdom by recent experiments on programmes for deaf children. The latest method which has proved highly successful is to precede the main film with a commentary on what the children will see. The commentator is shown in a close-up, the mouth as near as possible to

the centre of the screen. Lip movements are not exaggerated but the words are spoken slower and with more emphasis than usual. The words of the commentary are then repeated in the sub-titles which are coordinated with the action.

* * *

The University of Oklahoma has initiated a new plan to strengthen **University Plan to Aid Education of Teachers** teacher education. A university-wide advisory committee will make follow-up studies of recent graduates, consider the courses being taught in Elementary and Secondary schools, confer with public officials, and decide which areas in teacher education should receive more research.

Counsellors from the students' major fields will work with the College of Education in supervising and examining the work of the future teacher. Under the plan, particular emphasis will be placed on making

the student-teachers thoroughly competent in the subjects which they will be teaching. The university will try to equip them with an understanding of the development of children, and with an enthusiasm for teaching.

* * *

Over a hundred young Arab refugees have been taken out of the routine of camp life and are being trained at a modern vocational training centre just outside ancient Jerusalem. The Centre was established by the United Nations Relief and Works Agency for Palestine Refugees, with help from the International Labour Organisation and Unesco. The young men at the vocational training centre are learning to become radio mechanics, electricians, machinists, plumbers, carpenters and welders. When they graduate, they will be helping to overcome Jordan's serious shortage of skilled workers. The Centre hopes to train at least 600 young Arab refugees during the next three years.

The M. A. Course

IT is a platitude that university studies should train and enlarge the mind, but to take a platitude seriously now and then is a healthy exercise. A student's main business at the university is to learn to think well. He should of course have other merits, as, to be a good citizen and keep physically fit and take an active interest in social service and respect authority where authority is respectable; all these qualities are no less desirable in students than in other people of all ages and every status. But good thinking is in a special sense the concern of the universities, for no other institution is competent to look after it if they do not.

Obviously its importance goes far beyond the field of pure scholarship. The M. A. degree is sought as a qualification for higher posts in the public services and in most of the professions. Appointing bodies respect it, and have a right to expect it to be the hallmark of a mind naturally intelligent and well trained to cope with intellectual responsibility. "Thou art a scholar, speak to it, Horatio," is a claim which it ought to be possible to make on the trained mind whenever unforeseen problems arise in any department of the national life. This does not, of course, mean that post-graduate studies should be a vocational training for any profession in particular, but it means that a good M. A. degree should guarantee that its holder possesses certain abilities fundamental in all

good brain work. He should, for instance, be able to distinguish between facts and opinions. He should be able to see what are the relevant facts in any question he has to consider, and base his judgment on a careful review of them, and reason from that judgment. He should be able to follow a logical train of thought and express it cogently in whatever language is his intellectual medium. He should set a high value on honest thinking—it is indeed his peculiar business to put this first—and therefore should not be ready to profess any view, merely because it sounds plausible or because he thinks those in authority will like it; or on the other hand should he be so much in love with his own opinions that he prefers them to ascertainable knowledge. Above all, he should have acquired some well-grounded confidence in his own judgment on matters within his knowledge. Over and above these, every branch of higher studies demands some special ability and gives some special training, but these are qualities indispensable to all good thinking, in arts as well as in science. They do not grow of themselves and are not particularly easy to cultivate, and for the very reason that they do not belong more to one type of scholarship than to another they are sometimes overlooked by teachers and examiners. And yet it is only when a good degree in any subject cannot be achieved without them that universities become a potent instrument for bringing the

right men to the most responsible posts.

Perhaps these qualities are more difficult to assess in the arts than in the sciences; in any case I know too little about science studies to bring them into the question. In the arts at least, they are liable to be neglected. In my own subject of English Literature I do not find that the average M. A. student troubles much about the difference between facts and opinions; on the whole he prefers to get his opinions ready-made from books and his facts by inference from his head, rather than the other way round. He will spend hours in the library transcribing a learned article on, say, John Donne's influence on the style of his age into his notebook, in order to memorise it the better. He will memorise it, including the incidental comments on authors whose names he never heard before, with uncanny accuracy, but it will not occur to him to find out whether Donne's poems were written and read before or after Shakespeare's tragedies. He will declare solemnly in writing that he cannot refrain from weeping over Bunyan's *Pilgrim's Progress* and cannot read Marlowe's *Dr. Faustus* without pausing to exclaim "How greatly it is all planned!" before he has tried the experiment of reading a line of either. He will do all this without the least intention of imposing on anyone, in the sincere belief that he is applying his mind to his studies. Outside the classroom he may quite possibly be making a name in student union elections; inside it, he will not presume to use his own brains where wiser heads have thought before him.

It is easy, but unjust, to call him lazy or dishonest. The student all over the world is concerned to get the best

degree he can with the least possible waste of effort; it is not his business but the university's to see that he cannot get it without well directed effort. My impression is that Indian students have about the same range of ability as their English counterparts. Their minds are not less quick and respectful, but they have been trained to memorise more and to ask fewer questions. Allowing for the difficulties of language they probably read as hard as English students; but they have been taught to read with deference, whereas English students, from the latter part of their schooldays or even earlier, are expected to read with judgment. It takes a mature mind to combine deference with judgment, and the English boy is often unnecessarily cheeky at school, but by the time he gets to college he usually knows how to study with initiative. The Indian student reaches the M.A. course without learning to use his judgment, and then, with everything to read and less than two years before him, he quite understandably doubts whether it is any use making the attempt.

Is the defect in the teachers? To some extent, perhaps. With a little more intellectual integrity, a little more anxiety to encourage individual thinking instead of checking it in the interest of speedy class work, they might do more to bring out the latent initiative in their students. But these are strenuous virtues, and if they positively tell against success not one teacher in a hundred can keep them up for long. For the teacher is judged by his examination results, and he can nearly always get these more surely by dictating fool-proof notes than by trying to make his students think.

And so we come to the setters of questions. They, for obviously good reasons, are seldom teachers of the students whom they examine and seldom have a direct voice in the organising of studies. They are usually asked not to deviate much from the lines of previous papers, and in fairness to those they are judging, they have to give credit for the kind of work that has been taught, even though they may wish it were different. With them the vicious circle is all but closed. And yet, since it is to satisfy them that students study and teachers teach, it is they more than anyone who determine standards. In the end it rests with them to see that the intelligent thinker is valued more than the well-trained parrot.

Question-setters are no doubt aware of this responsibility, but they are apt to be constrained by the sheer weight of tradition. In their reports on papers, it appears that they seldom fail to deplore candidates' bad habits, such as random^o eloquence, repeating secondhand wisdom which they do not understand, and pretending to learning which they do not possess, but too often, as it seems to me, they ask questions which can be answered more plausibly by such shows of knowledge than by real thinking based on the real reading of a two years' course. And then again, the rubric of the examination is against them. To demand,

as many universities do, that M.A. candidates shall answer deep questions at the rate of 35 minutes apiece certainly puts a premium on the well-trained parrot and handicaps the man who has read widely and thought seriously.

It is certainly not an easy matter, to devise an advanced examination which will set a value on applied intelligence, and require the candidate to train his judgment at least as much as his memory, but it seems to me to be immensely important. In this country a third class M.A. degree usually dooms its holder to obscurity, whereas a second or first class may open the way to considerable responsibility, and a free democracy depends a great deal on the intellectual initiative of its responsible men. The difficulty is felt everywhere: if the western universities have come nearer to solving it, as perhaps they have, that is probably because western democracies have had a longer time to realise its importance.

Indian universities are interlinked, and try to keep their standards more or less level. Some conferences of Heads of Departments and external examiners in different post-graduate subjects, to discuss the right kind of work for the M.A. examination and the right kind of qualities to be tested in it, might perhaps be a constructive move.

A. G. Stock



Comprehensive Schools Today—
An Interim Survey by Robin Pedley—with new critical essays by Robin Pedley, H. C. Dent, Herold Sherman, Eric James and W.P. Alexander. Publishers: Councils and Education Press Limited, 10 Queen Anne Street W.I. Pages: 56 Price: 3s. 6d.

“**C**OMPREHENSIVE Schools To-Day” is a survey by Dr. Robin Pedley of University College, Leicester of 14 comprehensive schools situated in England, Wales and the Isle of Man. It also contains critical articles by four eminent British educationists on the main findings reported by him.

The subject of comprehensive schools is highly controversial and has been keenly debated during the last two decades. It is a pity, however, that all along, the debate has been carried on in an armchair style. There have been no facts to support or refute the comprehensive argument. In fact, as has been pointed by Dent, the two sides have been pursuing somewhat different lines of argument. The supporters of the comprehensive principle have advocated the idea mainly on social grounds while the opponents have been busy dilsting on the educational dis-

advantages of such a system. The value of the present survey is that it provides some factual data on this subject.

In regard to grading and standards of work, Pedley's report is that the schools surveyed seem to believe as much as the ordinary schools in the necessity of discovering the children's actual level of attainment in the various subjects by some form of test or record of work and then to arrange them in homogeneous groups. He also found that in order to heighten each pupil's chance of progressing at his best pace, re-division into sets was also frequently resorted to. This is an important discovery for one of the common arguments advanced by the supporters of the comprehensive case has been that such schools will do away with the present selection practices. It should not be forgotten, however, that these schools are very recent—the oldest is hardly ten years old—and that they are staffed by teachers whose experience, background and educational philosophy are not necessarily different from those of teachers working in the traditional type of schools. If Pedley had also produced some evidence on the “fixity” of the classificatory practices followed in these schools, one would have known whether transfers of children

from one stream to another, or from one set to another are as rare in these schools as in the others or more frequent. If there is provision in a school for such transfers to be carried out more frequently and smoothly, it would surely obviate many of the dangers attendant upon a rigid scheme of classification or grading.

With regard to possibilities of advanced work, Pedley found that many children who would not have got admission to grammar schools, eminently succeeded in doing work of a high standard in academic subjects. This shows convincingly that 10 + or 11 + is too early an age to decide the kind of Secondary education a child should have.

The survey also throws light on the question of the size of a comprehensive school. Normally it has been presumed that 1000 or 1500 is the minimum size of a good comprehensive school—with smaller numbers the school would become an unfavourable proposition economically.

The survey reveals, however, that, some of the schools surveyed by Pedley had only two to four hundred students on their rolls. He does not, however, describe in detail, the organisation of these schools, nor does he give any exact idea of the extent to which they were comprehensive. If one could establish that a comprehensive school need not necessarily be a large establishment, it would go a long way towards meeting one of the strongest arguments against the comprehensive idea.

Pedley supports, from the date of his survey the view that in the larger schools, heads are generally burdened with too much detailed administra-

tion and do not have time or opportunity to make their personal influence felt among staff and children. Any arrangement that relieved them of their present routine duties would obviously be most welcome.

Another important point made by Pedley in his study is that while comprehensive schools do encourage some children to stay a little longer at school, these extra numbers do not bring the higher forms up to a strength adequate for really effective organisation and instruction. The conclusion drawn from these facts is that in regard to the development of sixth forms, comprehensive schools are not likely to do so well as the foremost public and direct grant schools. However, the conclusion does not seem to follow necessarily from the data. Among other things, Pedley seems to forget that the size of the sixth form is *inter alia* a function of the tradition of the school and the educational characteristics of the population it serves. There is no sound reason why a comprehensive school should always be at a disadvantage in this respect. It may, on the other hand, be expected with some justification that because of their generous provision of educational facilities of all kinds, many of the comprehensive schools will eventually succeed in developing sixth forms which both in regard to the number of scholars and the quality of work will compare favourably with the sixth forms of the independent or direct grant schools.

It is a pity that the present survey throws no light on the social effects of having in one school children from all strata of society representing different degrees of general ability and possessing different interests and aptitu-

des. If "it is a matter of first-rate importance for modern society that life in schools should promote a feeling of social unity among adolescents of all kinds and degrees of ability" one would naturally expect a survey of comprehensive schools also to throw some light on this important aspect of the matter. But, perhaps, it is too early for much evidence to have accumulated and it seems that we shall have to wait for data to be available to generalise on this subject.

This little book will amply repay perusal by those who are interested in the reorganisation of Secondary education in this country. The Government of India have recently decided to convert 500 High-schools into multi-purpose schools during the present plan period and it is expected that the rate of conversion will increase during the second Five-Year Plan. It is of the greatest importance, therefore, that the Indian educational administrator should carefully study and profit by the experience of similar institutions in other parts of the world and avoid the pitfalls besetting this type of organisation. It should be remembered, however, that a small survey of 14 schools differing so much in their present situation and background can never either prove or disprove a point conclusively. Such a study can only throw out pointers to be read with understanding and circumspection. One will come across many such pointers in the present survey.

Veda Prakasha

Living English Speech W. Stannard Allen: 12sh. 6d Longmans. Green & Company, London.

MR. Allen is the author of one of the most useful books on the mechanics of English available to students—

"Living English Speech." In the present volume, he offers an abundance of material dealing with one of the more difficult aspects of spoken English—the rhythms of English speech. Because the nature of these rhythms is unknown to the majority of teachers, the study of them is usually completely neglected, a further difficulty being that information regarding them is scanty in otherwise worthy books dealing with spoken English.

One of the really fundamental differences between English and a large number of other languages, including those of India, is that English chooses not only certain syllables in nouns, but also certain words in sentences, for accent, whereas in the other group, accent is evenly distributed over all the syllables in an utterance. It is possible to define which types of words are normally accented and which are ignored from the point of view of stress, but it is difficult to use such information in the classroom. Mr. Allen's book will, therefore, meet a felt need.

There are many people who maintain that too much attention should not be paid to the finer points of English speech, such as intonation and rhythm, but in my opinion, much of the value of learning English is lost unless the learner is able to speak English fluently and intelligibly. And it is a common experience that a foreigner speaking our language with correct intonation and rhythm, but possibly no very detailed knowledge, will make a much greater impression of fluency on us than somebody who, while knowing much more, carries over into our language characteristics of this kind to be found in his own. So far

as English is concerned, it is, for example, necessary that pupils should very early become familiar with such forms as "don't" and "won't", which are normally to be preferred in speaking to the full forms: they should also learn how wrong it is in spoken English to use any but the attenuated forms of words like *of* and *than*.

Mr. Allen is to be congratulated on his ingenuity in devising easily comprehended symbols for indicating the main characteristics of English speech. The 154 exercises contained in the book should give a working knowledge of a so far greatly neglected aspect of English as it is correctly spoken.

J. G. Bruton

"Poems for Pleasure—An Anthology" by A. F. Scott. Books I, II and III, Cambridge University Press. Volume 1: 9sh. 6d., Volume 11: 9sh. 6d., Volume 111: 12sh. 6d. Date of publication—7th January, 1955.

THIS Anthology in three Volumes sets out with a new purpose—not to instruct but to give pleasure. It attempts this, by seeking to recapture the child's delight in rhythm and picture, in story and feeling, and then leading him progressively to enjoy these four aspects of poetry.

The Anthology is divided into four parts, one for each school year in the Secondary school, and each part is divided into four Sections. Introducing each section are brief commentaries on one aspect of poetry under the four main groupings.

The first Part consists of rhythmic verse—Edward Lear's "The Owl and the Pussy-Cat", Walter De La Mare's "Off the Ground", Chesterton's "The Song of Quoodle" and a variety of other well known verses to which it is so easy to tap the foot or swing the leg. The pictorial verse is even more enchanting to the child, girl and boy, who is beginning to use his eye as well as ear. Here, we have Drinkwater's "Blackbird", Tennyson's "The Eagle", De La Mare's "Silver", Edward Thomas's "Tall Nettles" and several snatches from Shakespeare. Story covers Tales and Minstrelsy. Finally, in the most difficult and intimate Section of Part 1—the child is brought nearer the poet's heart and poems that have lain closest to us as we have grown up in English poetry figure here—Wordsworth's "Rainbow", Christina Rossetti's "My Heart is like a Singing Bird", Robert Louis Stevensons' "Vagabond", Blake's "Lamb" and "Tiger, Tiger, Burning Bright."

The first Section of Part II—the Poet's Song—contains familiar songs from Shakespeare and Blake. The second "The Natural Scene" inevitably includes Wordsworth, Tennyson, Browning, Walter De La Mare, and, less inevitably, D. H. Lawrence. The ballads (Section 3) require no comment because they are so well known, but in the final section—"The Poet's Heart", new ground is opened up and there is a wide range of very beautiful and always familiar selections that include "Adlestrop" by Edward Thomas, "The South Country" by Hilaire Belloc, Rupert Brooke's "The Soldier" and Tennyson's "Ulysses".

Book II of this valuable work on poetry for children is constituted on

the same lines as Book I, but introduces the child to poetry more difficult in form and content. Thus, the first Section deals with "The Magic of Words" and presents such poems as Chesterton's "Lepanto" and Edith Sitwell's "The King of China's Daughter". "The Poet's Vision" corresponds to "The Natural Scene" of Part II, and is poetry for the eye as well as the ear. Shelley, Wordsworth, Keats, Dylan Thomas and Edward Thomas all appear here. Narrative poems of sea and land lure the child into a subject that is evidently not always attractive to him. And the last Section of all in this Part shows him how the poetry of his age must reflect the anatomy of that age. "The Poet and the Modern World" contains difficult poems, like Kipling's "The Secret of the Machine", Robert Frost's "The Line-gang", Spender's "He will watch the Hawk" and F. L. Lucas's "Beleaguered Cities". That brings us to Part IV with its advanced Sections on "The Music of Poetry", "Scenes of the Machine age", "Stories of Pure Imagination" and "The Eternal Theme". The choice of poems under the first, as indeed of the third Section, is a matter of opinion, but it is not surprising to find Wordsworth, Tennyson, Milton and Keats appear and reappear with Shakespeare constantly by for touchstone. In "Scenes of the Machine Age" we have more familiar themes—familiar, that is, to Everyman in the 20th Century, Spender's "The Express", Auden's "Night Mail", Sassoon's "Morning Express". In the final Section, "The Eternal Theme", we see the emergence of the highest ideals or the supreme human values, such as beauty, truth and goodness. Not surprisingly we have Ben Jonson's "The Perfect Life", Shirley's "Death the Leveller", Gray's "Elegy", Browning's "Prospice" and we

also have Emily Dickinson's "The Chariot" and Dylan Thomas's "And Death shall have no Dominion".

Book III is the teacher's book and is a commentary on how to teach the poems that have been published in Books I and II. Methods here are of the best: the purpose of teaching poems is analysed; the mode of introduction is discussed; the need to dramatise poetry so as to make the child feel that it must re-create the vision of the poet truly to enjoy it, is stressed.

This is a book that will repay careful study by teachers of English poetry, both at the Secondary and at the Higher Secondary stage. Indeed, I would recommend Book III to teachers of English at the University stage in India. The more elementary directions can be ignored, but instruction on "The Magic of Words", "The Poet's Vision" and "The Music of Poetry" is sufficiently advanced to be of direct use to the Indian teacher of English Poetry.

Muriel Wasi

A Manual of Advanced English for Foreign Students—by Bernard Blackstone: Longmans, Green and Co. Ltd., XIII + 414pp: Price: 10sh. 6d. or Rs. 8/8/6.

PROFESSOR Blackstone divides his treatment of his subject, perhaps a little arbitrarily, into three parts. The first he calls 'The Structure of Modern English', the second 'Studies in Technique', and the third 'Studies in Literature'. But in fact all three sections deal with technique in one form or other, and the third part is an analysis of literary forms, rather than of literature.

As Professor Blackstone has already an established reputation as a literary critic and historian, his readers will expect something more than usually useful and practical when he turns his attention to the English language. In some ways, however, his book is disappointing

On the treacherous slope of language study, between the crest of literature and the abyss of the lemur, enthusiastic teachers have in recent years hacked out a ledge and called it methodology: there they concern themselves with structures, with controlled vocabularies and with methods direct and oblique. And they never slip down to the bottom; nor do they rise to the top.

In this book Professor Blackstone has, so to speak, clambered down to the ledge, and in very brief compass tabulated most permissible patterns of usage in the language, from the simple sentence to the ballade, rondeau, and epic poem: an impressive condensation which has produced a work of reference rather than a textbook. He himself suggests that it should be studied 'alongside the step-by-step textbook, and under the direction of the teacher.'

But his examples are not always felicitous. On the first page, for example, he gives the four kind of sentence recognised by grammarians, and as the sole example of 'desire' offers 'would that we were there!' which is a sentence and a form of sentence which, however, familiar in sentiment and literature, it is almost certain Professor Blackstone has himself never spoken spontaneously. On pages 7 to 10 we read of the Position of the adverb. Among examples offered with tacit approval on page 8 is one described

as 'an intolerable error' on page 9 and again given a limited justification in a quotation from C.E.M. Joad on page 10. This part of the book could be a useful refresher for an intelligent and very well grounded teacher in India. but because of its lack of selection its value for the student here is dubious.

Section 2 is of value in preparation for an examination, since it has chapters on precis, essay writing, indirect speech and so on. But very little is said here that has not been said before. In a book of this kind Professor Blackstone had an excellent opportunity—almost a responsibility—to show that indirect speech is something more than direct speech without the inverted commas or first and second persons, and with considerable changes of tense. He does, in fact, face up to most of the difficulties, and the worked passages are excellent; but if he had referred back to the four kinds of sentences of his first page he could have shown how indirect speech was limited to one kind only, and its form would have been clearer.

The third Section on literary forms is unquestionably the most able and the most valuable. A brief statement of this kind is always useful although, as Professor Bodkin remarked of the criticism of art, 'a cultured appreciation of good technique is a poor substitute for the quiet instinctive response which we should make to the call, however faint or indistinct, of genius.' Professor Blackstone nowhere suggests that he would disagree with this, and his appreciation in this book is mainly on the technical level. He does, however append a very useful list of recommended reading from Chaucer to the present day. At the end of each chapter of the book are exercises which, because no

answers age given, proclaim implicitly and rightly that an exercise is an exercise and not a test, and that without its appropriate exercise no lesson can be learned.

W

Social Aspects of Technical Assistance in Operation Report of a Conference held by UN & Unesco, Price: \$75; 4/-, 200 Fr.

THE Expanded Technical Assistance Programme of the United Nations (ETAP) represents a great human undertaking as its main purpose is to achieve human betterment—better health, better education and better living conditions in underdeveloped countries. It deals with elements as fundamental as those that would be involved in the fashioning of new societies and touches some economic, political or social nerve end and produces a host of major and minor reactions that run through the social structure of the recipient country. The success of the programme therefore depends upon the competence and imaginative leadership of persons including government personnel in the country receiving aid, the administrators in the United Nations Agencies and the experts who purvey technical knowledge. All of them should have a correct appreciation of the dynamic character of the programme—the impact of foreign ideas upon the thinking and habits of people, adjustments made necessary in prevailing attitudes and customs, the effect upon the personnel and structure of governmental institutions, adjustments in the thinking and activities of experts as they become familiar with problems at first hand and, above all, the relation of technical assistance to the realisation of the hopes and ambitions of millions of people. The Conference held in

March 1953 at New York City jointly by the United Nations and Unesco has served to focus attention on these social aspects of Technical Assistance in operation and may be rightly regarded as an important step in the successful execution of the programme.

Morris E. Opler in his admirable report on the Conference has described the participants' awareness of the importance of the problems and more particularly of the relation of technical assistance to the broad social structure and cultural patterns of receiver countries. The Conference has rightly stressed the need for careful planning of projects, jointly by the countries receiving aid and the administering agencies, continuation and growth of activities begun under ETAP auspices, encouragement to local initiative and the key role of the technical expert. Even if the Conference is regarded by the organisers as experimental, it has served the very useful purpose of bringing together social scientists, field experts and administrators for an exchange of views and is of value to future work in the whole field of technical assistance. Of no less value is the report itself not only to experts and agencies directly involved in the technical aid programme, but to a large circle of individuals and organisations interested in the subject and unable to participate in the Conference.

L. S. Chandrakant

Educating the Mentally Handicapped: by Jai H. Vakeel: Published by Popular Book Depot, Lamington Road, Bombay-7; 8vo-pp 72: Price Rs. 6/12/-

RECENT studies in the working of the human mind have brought new hope for many mentally deficient

children who have hitherto been regarded as uneducable. Methods have now been developed to give them some education, occupation and training to make themselves useful.

Mrs. Jai H. Vakeel's book, "Educating the Mentally Handicapped", is mainly a description of the methods employed in the 'School for Children in Need of Special Care', Bombay, of which she is Director. The book is not a treatise on psychology but a practical guide for teachers of mentally handicapped children. It contains a number of practical suggestions for dealing with the situations that arise in dealing with children of low intelligence. Children with mental ages of between two to ten years are divided into three grades and the curriculum for each of these grades is discussed in detail. Through carefully graded physical exercises and handwork *e.g.* weaving, sewing, knitting, drawing, carpentry etc., the School seeks to develop the powers of observation and concentration in which such children are naturally deficient. The author points out that specific methods of teaching a particular child should be adapted to his unique problems and personality. The various exercises described in the book are, however, of a general nature and provide a valuable indication of the type of training suitable for such children.

"Educating the Mentally Handicapped" can serve as a handbook for teachers of mentally handicapped children. At the same time it is useful to all those who are interested in the education and training of mentally deficient children. The author has broken new ground and there is much in the book that is sound and practical.

This is probably the first practical publication on the subject by an Indian author.

The book is well produced but the price seems to be somewhat high. It is hoped that the public will demand a cheaper edition as the booklet's popularity increases.

R. M. Halder

Fundamental and Adult Education.

VOL VI, No. 4, October, 1954 (Published by Unesco)

BESIDES the concluding Notes and Records relating to brief reports of Fundamental education activities in different countries and the section relating to Unesco News, the present issue contains seven articles of varied interest. The editorial opens with an invitation to the public to resume the debate for examining the implications of some stock phrases of Fundamental and Adult Education. An interesting account of the library programme of the Arab States' Fundamental Education Centre, Egypt, is given by Dorothy G. Williams. This programme is comprehensive and includes community survey, a dynamic community centre for both children and adults, adult literacy classes, health talks, film shows, crafts, etc. It is the story of "a pioneer effort undertaken under difficult rural conditions with limited staff and resources". John Burton's article on Methods and Media in Health Education discusses a variety of techniques, which, "educators may find...of interest for other fields of endeavour". M. U. Gomez gives a brief account of the work done in the field of Fundamental education in Ecuador

in "Cultural Anthropology and the Basis for Fundamental Education in Ecuador". A fascinating account of the Spanish Educational Missions by J. J. Vicente describes "one of the earliest and least known attempts to accomplish something in sectors of education" started about the same time as the cultural missions of Mexico. The Unesco Associated Project discussed in the present issue relates to the Adult and Community Education work in British Togoland (Gold Coast) initiated in October, 1948, with the present objective "that an intensive literacy campaign shall take place every year for the next five to ten years in an attempt to eradicate illiteracy from the rural areas". In the section entitled "Open Forum" Andre Lestage discusses very vison results in formal drawing, and Extension of Schooling.

Jagdish Singh

"Education And Art—A Symposium"
edited by Edwin Ziegfeld, Unesco,
Avenue Kleber, Paris-16, Price £5.50;
30 Sh.; 1500 Fr.

CHILDREN are endowed with intuitive vision unsullied by experience and conscious artistic awareness and they perceive the world with a rare freshness. One of the objectives of true education is to preserve and nourish these happy instincts. Education through art is not only the most effective but it tends to shape the whole personality of the child with harmony and tenderness. Often have children communicated their thoughts and fancies in lines and colours. In the summer of 1951 the Bristol Seminar on the "Teaching of visual arts in General Education" was

sponsored by Unesco and its participants included eminent artists, educationists and scholars. The report of that conference has already been published and welcomed everywhere. *Education and Art* is the fruit of a symposium which was organised by Unesco in connection with the same Seminar. Its purpose was to assemble and disseminate information on art education and not to lay down any particular policy with any particular bias.

'Mass media of education', to use a Unesco phrase, notwithstanding their astounding power and appeal, perils enforce on the consumer an unhealthy passivity while art as a medium of education reveals in them immense healthy and creative possibilities. A distinguished team of experts, including the late Henri Matisse and Mr. Herbert Read has explored the very nature of creative activity *vis-a-vis* art education. Richard Orr's brief essay on "Children as Artists" is a lucid analysis of artistic gifts discovered among children. Mr. Read's paper, on the other hand, deals with the same problem from a purely aesthetic angle. Teachers and educationists will find a mine of illuminating material in the sections exclusively devoted to art teaching and its methods. But art teaching involves a very delicate problem for the administrator for his function in this field is fraught with rapidly changing patterns of culture in different individual countries. This point is made very clear in Mr. Saiyidain's paper which deals with the changing shape of things in India. The most valuable sections in this Symposium are those dealing with the impact of art on the community and society in general, and with the role of the amateur and the function of libraries,

museums and exhibitions in art education. The clash between the traditional and the modern has been studied carefully by Mr. John Kembel and Mr. Walter Battiss. This reviewer was especially fascinated by an illuminating chapter on art and ritual. It is no exaggeration to say that this lavishly produced volume will rejoice the heart of many a parent, social worker, reformer and educationist.

Kay

Children Are Artists, by Daniel M. Mendelowitz. Stanford University Press, Stanford, California. Price \$3.00

CHILDREN are artists! Who should be more so? Their young eyes gaze on world in eternal admiration, with beauty in their very act of beholding. And when a child does a drawing or a painting, do you admire his work and hang it on the wall for others to appreciate it?

The adult's attitude to the child's urge for self-expression is the theme of Daniel Mendelowitz's book. In it he suggests the basic attitudes that parents and teachers should take towards children's art work in order to stimulate artistic expression.

The scribbler is a two-year-old just learning to hold a stick, pencil or crayon. There is nothing purposeful in his lines. But a wise parent will not dismiss it with an indifferent nod. He will say "Tell me about your picture" and the child will have his first fine experience of giving expression to his thoughts.

The next age level comes between five and nine years when a child learns to use a standardized formula

for representing the human figure. His activity at this stage is serious and purposeful, his symbols carefully selected.

The last stage comes with adolescence when the child leaves his free, creative, spontaneous world for a more inhibited phase of expression. His artistic expression should be properly directed at this stage for it is during adolescence that our personal ideals are formed—those fundamental and cherished ideas that emerge from artistic experience—from literature, drama, music, painting and the allied arts.

The book is freely illustrated with children's art work representing various levels of maturity and a wide variety of media used. Note illustration 62 for introspective self-examination, illustration 58 for a sense of humour and illustration 37 "Home laundry", characteristic of a mechanical bent of mind.

A child expresses himself through drawing, painting, sculpture and many other artistic media. This book tells in non-technical language how to recognise the child's medium, the different levels of artistic maturity and how best to guide it.

Kala Thairani

"Creative Expression With Crayons" by Elise Reld Beylston. The Davis Press Inc. Worcester, Mass. U.S.A. 1953: pp 99.

DELIGHTFULLY illustrated, this book comes as a timely and refreshing guide, when the subject of Art education for the child has aroused the enthusiasm of people all over

the world and, when artists, untrained in the field of education, are employed as teachers in grade schools.

To every Art teacher in grade schools, the book brings home the need for being trained in the subject of child psychology and the principles and methods of education. To the layman, it tells how all of us, artists and plain men, can stimulate and motivate the child to be creative.

It is this last theme that is the author's greatest concern. "A sincere desire to meet and satisfy the child's needs rather than his achievement of skill or finished product, is more vital to the success of the grade teacher than any artistic talent which she might possess". Art is considered to be (and no one can deny this) the richest and most delightful of subjects for creative expression.

The most important thing for all good Art teachers, is, first, to realise the close correlation between Art activity and the personality growth of the child; and the most important qualification of a successful grade teacher of art is the ability to see the difference between imitation and creative expression. Once the teacher has sensed the freshness and originality of creative expression in the child, she will have no further use for formal methods of teaching. The book discards the sterile technical approach. It is a gold mine of rich, useful suggestions of the new approaches that the teacher can adopt in an art programme for the young and the older children of the elementary grades and with which every Art teacher, could with advantage, be acquainted. A valuable point made is that every art activity must spring from the child's

experience or from the needs of the class. And again, that every art activity should help a child to present his emotional, mental or imaginative reactions to his experience in his own unique way. The techniques suggested, could be applied directly or with modifications to any classroom in any part of the world. And all this is with crayons only.

The book is a neat focus on a major idea, that the child must have skilful guidance and encouragement all the way—skilful, because too much superably Fundamental education and the too much freedom without discreet stimulation, in stagnation.

Roshan Marker

An Outline of American Education.
Jagdish Chandra and R. C. Gupta
Published by Sanani Publications,
248, Chhepi Tank, Meerut; 1954
pp. 216; Rs. 3/8.

AN outline as comprehensive, as fact-packed, as the present volume might be more accurately entitled an overview. The authors combine in one small volume a brief history of education, facts regarding the federal government and education, a division devoted to administrative features, reasonably complete discussions of education at all levels, and a final section on appraisal of recent trends. The intricacies of the complex system of education which serves one hundred fifty-nine million people are explained clearly, but no attempt is made to generalise in areas where a vast number of practices have resulted not only

from the decentralisation of control but also from geographically different environments. The continuing programme of experimentation, undertaken to improve education in a democracy, is alluded to in each section of the volume.

This book should prove useful to administrators at all levels to teacher training staff members and to teachers who may be interested in the way educators and the citizenry of the United States are meeting emerging needs. Students of comparative education and of the history of education will be grateful to the authors who have made a vast array of facts available in compact form. Especially noteworthy are the cogent comments on, and excellent illustrations of, recent developments in each area under consideration and at each level of education.

This book is likely to meet a genuine need among educators in India. We, who have grown up in the American educational system and have come to know by experience its advantages and its shortcomings, are grateful to the authors for marshalling many facts in order to make this practical presentation of a broad subject. It is not without judgment on the accuracy of all the figures and statistics. One or two broad statements which could have been more explicitly phrased are noted. A few typographical errors have crept into the volume. Nevertheless, as Dr. P. S. Naidu so well says in the foreword, since educators will benefit from the study of educational systems of other countries, the publication of this book is indeed timely.

Ruth C. Wright

"Vidya Bhawan Studies": Published by the Vidya Bhawan Society, Udaipur (Rajasthan). Price Rs 2/-. Page 61.

THIS annual contains the Synopses of the Dissertations written by M. Ed. Students during the Session 1952-53 in the Teachers' College, Udaipur.

Research in education has to be an essential feature of the reorganisation of our educational system and methods or policies have to be based upon the results of investigations in different fields of education. The Vidya Bhawan Society with a Basic School, a Secondary School, a Handicrafts Institute and a Teachers' College is in a position to undertake such investigations on a small-scale so that the Government of Rajasthan can reap the benefit of these investigations for the reorganisation of their own educational system. This is in fact the object of the bulletin.

There are in all seven dissertations, two of which are restricted to Vidya Bhawan itself. In one the growth and development of the Vidya Bhawan Basic School is traced, in another dissertation, the socio-economic background of children attending Vidya Bhawan is described and a classification of students according to state, community, occupation of parents, and income groups is given. A very interesting dissertation is on the educational background of women in Udaipur Division. A plan of compulsory Basic education in Rajasthan and the role of private schools in the educational development of Rajasthan are other thought provoking topics dealt with. 'The Gurukul system of education' gives the history, the philosophical background, the working of ancient *Gurukuls* and details of some of the *Gurukuls* existing today in India.

The construction of an achievement test in Arithmetic for Class VIII is described by V. D. Tripathi at some length. While describing the process of constructing this test Mr. Tripathi gives a few details of Tri-partite forms A and B prepared as pre-tryouts for this test. The discussion does not however meet with the requirements of a student of education and statistics. For example, "the difficulty value of items in forms A and B ranged from 0 per cent to 92.4 per cent and 0.5 per cent to 81.7 per cent respectively", does not give the right perspective of the two forms. Then, again, "Statistical Analysis reveals that test scores cluster at the lower end" could have been actually shown on a graph. In the item analysis, the particular method followed is not stated. These points though small, are important. The printing of the text would also have been very helpful.

But even as it is, this annual should be of value to all training colleges in the country and to all research workers in education.

D. V. Navathe

The Status of Women in South Asia, published under the joint auspices of Unesco and Asian Relations Organisation. Publishers: Orient Longmans Ltd. Price Rs. 4.

WHAT is the position of women in the various Asian countries today? How did the fundamental changes that overtook this part of the world during and after the last war affect women? To find answers to these questions, a Social Science seminar was arranged under the auspices of Unesco in cooperation with the Asian Relations

Organisation and held at New Delhi during December 1952. The theme of the seminar was "The Contribution of the Social Sciences to Studies on the Status of Women in South Asia."

The primary purpose of the seminar was to ascertain the factual position relating to the status of women—social, economic, legal and political—in the countries of South and South-East Asia. The main object of conducting such a study was to acquire a better insight into the basic causes of the actual situation, that might in turn lead to suggestions for possible improvements. It was distinctly understood that no resolutions would be tabled. The seminar was intended to be exploratory and meant to study and understand the present position of women in South Asia.

This 171-page publication is based on the proceedings of the seminar, edited by Dr. A Appadorai, Director of the seminar. The first chapter is a working paper prepared by the Director, outlining problems for study before the seminar. The five subsequent chapters follow this outline.

After surveying the anthropological and sociological background of the problem and reviewing the legal and political rights of women, the book takes up methodology and research. In these an attempt is made to study and evaluate the methods used and those that can be used to collect and interpret data concerning the social status of women, the choice of occupations open to them, their political rights in law and in practice, etc.

The major part of the book consists of appendices, 12 in all, that are papers prepared by the various delegates pre-

senting an analytic study of this problem in their particular country. The book provides an informative and interesting picture of the social background that conditions the status of women in South Asian Countries.

Kala Thairani

Annual Report of the National Archives of India for the year 1953

THIS is the first annual report published since 1947 (printed as 1794 page 9). To fill the gap, the Department has already published a Quinquennial Review covering the years 1948 to 1952.

The Report gives detailed information on the various activities of the National Archives of India during 1953. Though there are no comparative data to judge definite achievements of the Department, the expansion of its activities is evident from the increased attention devoted to the acquisition of the non-current record series of the Government of India and preparation of a reference media, creation of a Map Division, institution of research scholarships and the provision of better and increased facilities for research.

As this is a technical report, it is of very little interest to the person not connected with this aspect of education. A short introductory note about the activities of the Department, would probably have added to its value.

H. D. Gulati

New Education, Vol. September and December, 1954. Annual Subscription Rs. 4. Single copy Re. 1, 'New Educa-

tion' is a quarterly journal issued under the authority of the Director of Public Instruction, Madras.

THE journal contains articles that are of interest to both teacher and taught. Special mention may be made of 'A Note on the Importance of Attitudes,' which analyses the attitudes of Secondary schools' pupils of Kozhikode (Madras) towards school subjects.

Another article of some importance is "Leisure-time Activities of School Children". It gives insight into the attitude of about 800 High Class students of urban schools of Delhi and Punjab towards leisure-time.

The results of such surveys must be carefully looked into both by educators and educational administrators with special reference to the cultural and geographic environments of students.

The journal has two stock features, 'News' and 'Departmental Information' which record outstanding events and important departmental activities and are intended to serve as an independent source of ready reference for teachers and inspecting officers.

H. D. Gulati

Journals and Other Publications Received

C.I.E. Record.—Bulletin of the Central Institute of Education, Delhi, Vol. IV, No. 2, January, 1955.

Community Development Bulletin, Vol. VI, No. 1, December, 1954. Published Quarterly by the Institute of Education, University of London, Malet Street, W.C.I. Annual Subscription, 3sh. 6d. Editor: S. Milburn, M.A.

Compulsory Education in Pakistan.—This booklet, twelfth in a series of studies on Compulsory education is a Unesco publication, Price: \$1.25; 6/-; 350 fr.

Educational India.—Masulipatam. A monthly forum of Educational Theory and Practice. Annual subscription; Rs. 4/8/- Editor: Prof. M. Venkatarangaiya.

Indian Journal of Adult Education.—Vol. XV, No. 4, December, 1954. Published by Indian Adult Education Association. 30, Faiz Bazar, Delhi. Annual Subscription: Rs. 5/-.

Indian Journal of Meteorology and Geophysics.—Vol. 5, No. 4, December, 1954. Issued by India Meteorological Department. Annual Subscription: Rs. 12/-.

Indian Librarian.—233, Model Town, Jullundur City. Vol. 9, Nos. 2 and 3, September and December, 1954. A magazine devoted to libraries and literature. Editor: Sant Ram Bhatia.

Italian Cultural Digest.—Vol. 3, Nos. 8, 9, 10, 11 and 12. August, September, October, November and December, 1954. Issued monthly by the Italian Consulate, Bombay. The purpose of this magazine is to further better understanding between India and Italy. Printed at the Kanada Press, Bombay.

Jan Jivan (Hindi), Vol. 18. Nos. 36, 43, 45 and Vol. 19, No. 2, 4, 5, 6, and 7. Weekly journal issued by The Samaj Shiksha Board, Bihar, Patna-4.

Jan Shikshan, Vol. 16, No. 12, December, 1954, Monthly Hindi Journal issued by the Vidyabhavan Society, Udaipur (Rajasthan). Annual Subscription: Rs. 5/-.

Journal of Education and Psychology.—Vol. XII, No. 3. October, 1954. A Quarterly journal published by the Faculty of Education and Psychology, Baroda. Annual Subscription: Rs. 4/-. Editor: T. K. N. Menon.

Journal of the Institute of Education of Durham University.—Vol. VI, No. 30, November, 1954. Publishers: Institute of Education, University of Durham, 10, Leazes Terrace, New Castle.

Journal of the Mysore State Education Federation.—Vol. VIII Nos. 3 and 4. Published by the Mysore State Education Federation, Bangalore-2. Annual Subscription: Rs. 3/-.

Nai Talim.—Vol. 3, No. 8, February, 1955, monthly Hindi journal issued by Hindusthani Talimi, Sangh, Sevagram.

Rebuilding Education in the Republic of Korea.—Report of the Unesco—UNKRA Educational Planning Mission to Korea. Published by Unesco. Price: \$1.75; 10/6; 500 fr.

Sahyog.—Vol. 3, No. 4, January, 1955, monthly journal issued from Simla and devoted to panchayat and cooperative movement. Annual Subscription: Rs. 7/8/-.

Shiksha Aur Mans Vigyan.—(Education and Psychology), Mental Testing Number, a bilingual (English and Hindi) bi-monthly issued from Calcutta. The journal is devoted to research and reorientation in the fields of education and psychology. Annual Subscription: Rs. 12/-; foreign sh.18/-.

Shiksha.—Vol. 7, No. 4, January, 1955, bilingual quarterly journal (Hindi and

English) issued by the Education Department, Government of Uttar Pradesh, Allahabad. Annual Subscription: Inland Rs. 7/-; Foreign Rs. 10/-.

Sunshine.—Shivajinagar, Poona-5, Vol. 1; No. 2, November, 1954 and Vol. 1, No. 4, January, 1955. Children's bilingual monthly (English—Hindi), Editor: G. S. Krishnayya. Annual Subscription: Rs. 5/8/-.

The Bihar Educationist.—Vol. 2, No. 3. July—September, 1954. A quarterly educational journal published by the Bihar Educationist Association, Patna-6. Annual Subscription: Rs. 5/-. Editor: S. S. Varma.

The Mysore Economic Review.—Bangalore-2, Vol. 40, Nos. 11 and 12 and Vol. 41, Nos. 1 and 2. A monthly, devoted to a discussion of Socio-Economic topics and current affairs. Annual Subscription: Rs. 6/8/-.

The National Struggle (Past & Present).—The text of a lecture on "Pantjasila" delivered by Dr. F. W. M. Tiwon, Counsellor, on 19th October, 1954, on the invitation of the Rotary Club, Ghaziabad; Published by the Information Service, Indonesia, Embassy of the Republic of Indonesia, New Delhi.

The School World, Belgaum.—Vol. XX, No. 1-2, January-February, 1955. A bi-monthly journal devoted to educational and cultural topics. Editor: K. G. Warty. Annual Subscription: Rs. 3/-.

Unesco Bulletin for Libraries.—Vol. VIII, Nos. 11 and 12, November and December, 1954, 19, Avenue Kleber, Paris-16.

Youth and Fundamental Education.—An illustrated booklet, ninth in a series of monographs on Fundamental education published by Unesco. Price: \$1.75; 9/6; 450 fr.

INDEX *to* Articles

KEY TO ABBREVIATIONS

| | |
|----|---|
| + | Continued of later pages of same issue. |
| D | December |
| N | November |
| O | October |
| S | September |
| b | Bimonthly |
| m | monthly |
| no | Number |
| q | quarterly |

The following is a sample explanation of abbreviations used:—

Bhargava, C. P.

Teaching English to higher classes. *Educ* 33 no 12: 17-19 D '54.

The articles of C. P. Bhargava will be found in *Education* volume 33 number 12 on pages 17 to 19 of the December 1954 issue.

LIST OF PERIODICALS INDEXED

Adult Educ Rev—Adult Education Review. G. H. Rau, South Indian Adult Education Association, Madras-1. (m).

Bull Phy Educ—Bulletin of Physical Education. Sri Aurobindo Ashram, Pondicherry. (q).

Educ—Education. Rs. 10/-. Prop. T.C.E. Journals and Publications Ltd., P.O. Box 63, Lucknow, (m).

Educ Ind—Educational India. M. Venkatarangiya, ed. Rs. 4/8/-. Educa-

tional India Office, Masulipatam (S. India), (m).

Educ Psy—Education and Psychology. Prayab Mehta & Udai Pareek, eds. Rs. 12/-. Gangashahar, Bikaner. (b).

Educ Quar—Education Quarterly. Rs. 8/8/-. Ministry of Education, Govt. of India, New Delhi. (q).

Educ Rev—Educational Review. A. N. Parasuram. Rs. 5/-. 14/A, Sunkumar Street, Triplicane, Madras. (m).

Ind Jnl Adult Educ—Indian Journal of Adult Education. Rs. 5/-. Indian Adult Education Association, 30, Faiz Bazar, Delhi. (q).

Jnl Voc Educ Guid—Journal of Vocational and Educational Guidance. H. P. Mehta, ed. Rs. 3/-. Parsi Panchayet Vocational Guidance Bureau, 209, Dr. Dadabhia Nooraji Road, Fort, Bombay. (q).

Prog Educ—Progress of Education. N. V. Kinkar, ed. Rs. 6/9/-. 624, Sadashiv Peth, Poona-2. (m).

Sch World—School World. K. G. Warty, ed. Rs. 3/-. 177, Thalakhwadi, Belgaum. (b).

South Ind Teach—South Indian Teacher. Rs. 5/-. 520, High Road, Triplicane, Madras-5. (m).

Teach Jnl—Teacher's Journal. Anila Devi, ed. Rs. 7/-. A.B.T.A. Office, 15, College Square, Calcutta. (m).

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