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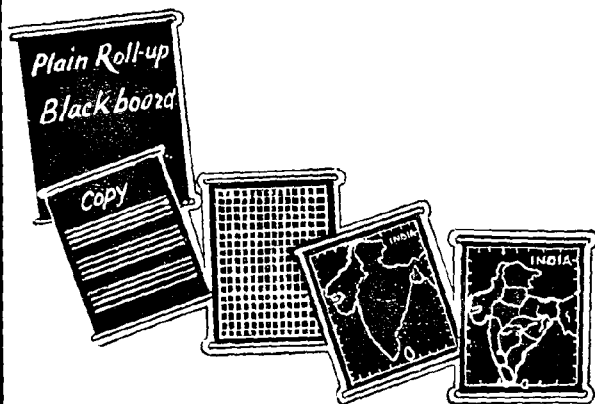
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MALADJUSTMENT OF ADOLESCENTS*

I WOULD like to extend a cordial welcome to all the delegates, teachers as well as students to this Seminar. We are grateful to the Osmania University for having undertaken to organise a seminar on this rather difficult problem. Hyderabad, I am sure you will agree, has been a very excellent choice for this purpose. It is not only centrally situated, but also offers a fine combination of different cultures. Now that young men from different parts of India have come to Hyderabad and have an opportunity to see how this synthesis has been achieved, I trust it will help them in furthering the cause of synthesis in their own areas.

I am also thankful to Professor Bhagavantam for the interest he has been taking in the project. We started in the teaching profession almost in the same year and in the same University. I had every hope that the arrangements he has made would be good. I am now sure that under his guidance, the Seminar will prove a success.

This is certainly the first time in India, perhaps one of the first times in the world, that students and teachers are meeting to discuss a problem which is as difficult as it is important. We may in fact regard it as a seminar to study how the younger generation can best adapt themselves in the changing world in which they are born. We need not, therefore, be worried too much by the title of the Seminar. I think it is not really so much a problem of maladjustment that confronts us as the problem of disequilibrium. Maladjustments no doubt occur, and if a society is to survive, they must be resolved as speedily and as effectively as possible. The problem of disequilibrium on the other hand is a

perennial problem, because human beings differ in their points of view and are continually changing. Problems of disequilibrium do, and must continually arise. I would like to add that if there were no differences and hence no disequilibrium, there would be no progress in society. Disequilibrium leads to dissatisfaction which urges man to further progress. We should not, therefore, be afraid of a certain degree of disequilibrium among students, so long as it does not lead to maladjustment and indiscipline. The difference may be one of degree, but here as elsewhere, these differences in degree are of vital importance for the maintenance of social health.

One reason for the unrest among the young in the modern world is the growing contact among many civilisations. In earlier ages, young men and women were brought up in traditions that were accepted without question. They accepted them without demur and were often unaware that things could be different. Today, different civilisations are coming closer to one another and since they have different ideals and traditions, young people have a choice. The variety and at times contrariety of traditions leads to perplexity and confusion and young men and women do not know what to accept. In my study on "Student Indiscipline" I have tried to indicate the extreme forms which this problem has assumed in our country, but I can assure you that it exists in some form and degree in all countries.

Another reason for the intensity of the problem of adjustment in modern times is the impact of science on human affairs. The enormous advances in scientific knowledge have brought about more

* Summary of the inaugural speech of Professor Humayun Kabir at the Seminar on 'Problems of Maladjustment of Adolescent Students to Their Academic and Social Surroundings, held at Hyderabad earlier this year under the auspices of the Indian National Commission for Cooperation with Unesco.

changes in our life during the last five hundred years than in the fifty thousand years before. And the changes in the last fifty years have been more far-reaching than in the five hundred years before! Mechanisation has grown in a manner undreamt of in old days. Today, we take many things for granted which could not be thought of even fifty years ago. Just look at the change in modes of travel. About two thousand years ago, it is said that a Roman Emperor took 26 days to travel from England to Rome with all the facilities available to an emperor. About a hundred years ago, a British statesman took the same time to travel from Rome to London. Today it is a matter of only a few hours! The magnitude of such change has certainly disrupted our mode of life and thinking and it is not surprising that young people often feel that they have lost their moorings.

Today, the pattern of society is changing fast throughout what was once regarded as the unchanging East. The joint family system has broken up or is breaking. In the past, it provided security to the child as well as the aged. The younger generation today feels helpless and disturbed because these social supports have disappeared or are disappearing. Many of the manifestations of unrest and indiscipline among the young are due to this feeling of the loss of security. We know that often the weakest person is the cruelest, whereas the person who is sure of his position will not generally be aggressive. The absence of security is one of the reasons for the disturbance from which the young suffer throughout the world today.

There are certainly defects in our educational system but there is no point in condemning it wholesale. Our system of education may have been a foreign one when it was first introduced, but as the Chief Minister has so rightly pointed out it has now become a part of us. In human affairs, the terms foreign and native are relative. What is foreign today may become a part of our mental make-up while what was originally tradi-

tional may in course of time become alien. Societies and individuals are attempting to absorb and assimilate material which was originally foreign. The capacity for assimilation is one of the tests of life. Through assimilation and synthesis alone can we achieve integration which is a condition of physical and mental welfare, indeed for the very survival of the individual and the species.

We have to aim at personal integration so that the individual can be happy and self-possessed. We have to aim at social integration so that the individual, as a member of the community, may be willing to restrict his demands for the sake of others. All this demands understanding, toleration and sympathy. As such, the urge to integration is the essence of the spiritual outlook and it is of tremendous significance for the future of the world that it should be developed on as large a scale as possible.

The problem of disequilibrium is perhaps more marked in the South and the South-East Asian countries today than in Europe or America. This is so because here we are attempting to achieve in decades what was achieved by the West in centuries. We are living at a time when two worlds have come together, when the past and the future have met. That is why in such a context, all cannot adapt themselves to the new situation with equal alacrity. Some continue to live in or pine for a past that has vanished. Others take the unrealised future as if it were an established fact. The young are most perplexed by these claims of different times, different ideals and different faiths. That is why we find among them, not only disequilibrium but also maladjustments. This seminar of the young and the not-so-young will, I hope, suggest measures which will make adjustments between the regions and between the generations easier.

The living conditions in our villages also contribute to the maladjustment of our youth. Excepting for a small minority, the majority of villagers live in houses

which cannot be called proper houses. That is why young men who come to the cities and experience the more comfortable conditions there do not want to go back. Even if they are forced to go back, they chafe and are discontented. The only way of dealing with this problem is to improve conditions in villages and bring them a little nearer the town. You are no doubt aware that a beginning has been made through the community projects programmes. All young men and women have a duty to the country in furthering these programmes intended to transform the countryside.

This Seminar is meant to obtain the views of the young and the not-so-young on these and allied problems and to discuss possible solutions on a footing of equality. I would in this connection draw your attention to a paradox which baffles many. The progress in our country in the last seven years has been tremendous, but there is also great dissatisfaction. One may almost say a sense of frustration among the young. We shall have to find out the causes of this dissatisfaction and in any case ensure that it does not express itself in any wrong way. Much of the energy of the youth is frittered away in meaningless revolt. This could be utilised in a hundred useful ways. The young owe it to the country to prepare themselves for future responsibilities. Apart from this task of self-improvement, they can and ought to engage in activities like building better roads and houses in the villages or carrying the torch of literacy to the illiterate millions. Let young men dream of better things and be discontented that things do not improve as quickly as they wish. Out of such dissatisfaction will arise the urge to

progress. The older generation must also play its part in this process and see that the energies of the youth are canalised in the right direction. This is where teachers have a decisive role to play, but they must remember that only those who learn can teach. Once one stops learning, he also ceases to be a teacher in the true sense of the term.

I hope this Seminar will discover some of the causes which are responsible for lack of greater cooperation between the teacher and the taught and suggest methods by which the distance between the generations may be overcome. Young men have their problems. The older generation may think the problem imaginary, but so long as the young are disturbed by it the problem is real. Young men and women must also seek to understand what the older generation feel and think. There is always a tendency for the generations to drift apart. Father and son generally look at a problem from different and sometimes from contrary points of view. The cement of social solidarity is thus loosened. The result is loss of integration in the community and the individual and weakness and dissatisfaction all around. This Seminar, will, we hope, contribute to better understanding among the different generations. Such understanding is the prelude to common thought, common feeling and common action. That is why it can prove to be of the greatest service to India, for anything which helps to develop social solidarity and better understanding is of interest and value to the nation.

I wish the Seminar every success.

* * * *

ANNIE BESANT ON STUDENTS AND POLITICS

"Now I will tell you why I object to boys being thrown into political conflicts. They may ruin their whole lives in a sudden surge of excitement, and in their manhood bitterly reproach those who took advantage of their inexperience.

While education is under the control of Government, and the fate of every boy is in the hands of the officials of his town, it is cruel to fling the lads against them. A boy dismissed from school or college, and refused a leaving certificate,

has his education ruined and his future livelihood destroyed. When people unaccustomed to political action suddenly plunge into it, they are apt to think after they act instead of before. Here lies one of the dangers in India's awakening, and that is why I said, I fear it has come too soon. Those who are trained in politics, as in my past life I have been—for I have taken a large part in the political struggles of the people in England, and I worked there in difficult times side by side with my old friend, Mr. Charles Bradlaugh—make it, as we made it, one of the rules of political life never to tell another man to go where there was risk, where we did not go in front; never to tell a procession to go where there was danger, unless we walked in front, so that we should be the first people on whom blows fell. It was the glory of Charles Bradlaugh, when he lay on his death-bed, that despite his struggles and difficulties, there was not one home that had been made desolate by him, not one man who had gone to jail for the work that he had asked him to do. The front is the place of the leader; it is the place of the man, and not the place of the boy.

There is another reason why it is bad to send boys to the front. There can be no wise politics without thought beforehand. People who shout first and think afterwards make a mob, they do not make a political party; and that is the thing that the boy does. How much do you think a boy of this height (pointing to a boy about four feet) knows about the good or the evil of the Partition of Bengal? He shouts out and protests. It is bad training for the future. In the College, students should discuss political questions, social questions and economic questions. They should debate them, discuss them, and talk them over in every possible way. We train them to do

that in the Central Hindu College. But we do not allow them to protest against the Government. And the reason is a very simple one. When they have discussed these questions beforehand, when they have talked them over, then when they have gone out into the world, they will be ready to form rational opinions. But if, before they study and understand the questions of the day, they shout out their approval or disapproval out of empty heads, they make a great deal of noise, but noise of no value, like bladders which when beaten, make a noise, but collapse if you prick them with a pin. I do not want India to work along those lines. Train your boys to think first and then to form opinions not to call out first and then wonder what they have been shouting for. That is bad moral training. It puts boys on wrong lines, and it takes away that profound sense of responsibility which ought to be at the heart of everyone who mingles in political life. For remember what playing at politics means. Remember that it means playing with property; it means playing with liberty; it means playing with the lives of men. Leaders in the political arena have to remember all that when they take the responsibility of calling men to action. When you have a man like Mr. Gokhale—who has trained himself by years upon years of study and of self-denial, by his self-sacrificing work in the Ferguson College, for twenty years, on seventy-five rupees a month and a retiring pension of twenty-five rupees a month, when you have a man trained in that way, and one who studies every subject to the very bottom before he speaks about it, then you have a man who may be trusted and of whom a nation may well be proud, a worthy leader in the political arena."—From a lecture.

THE IN-SERVICE TRAINING OF RURAL TEACHERS*

IT is a truism that can bear repetition that teacher education is a continuous process that does not end when a student-teacher leaves his training institution nor when he is confirmed in a teaching post. A teacher needs to be continually learning, and for this reason he is continually in need of expert guidance and help. This is more true of rural primary teachers than of others because their scholastic or academic preparation is generally inadequate to serve as a satisfactory background for their professional training. Teaching is both a science and an art, and it cannot be mastered in a training institution. Besides maturity and experience which are necessary to judge the relevance of educational theories to the day-to-day problems of teaching, occasional advice and direction from more experienced educators is always valuable,

The world of today is a fast changing world which requires that education should be a dynamic, progressive process that not only prepares boys and girls for the life of today, but also anticipates the future for them. The modern teacher, therefore, needs to be up-to-date in his knowledge of the new trends in educational practice. He should be able to seek and locate new viewpoints on older practices and to correlate and harmonise the old and the new. In modern education, and particularly in Rural education, the complacent teacher who has ceased to learn and therefore to grow, has no place.

Yet another reason why rural teachers need in-service guidance is because they

are required to participate in community planning and living and to act as advisers to all kinds of community groups. They need help in gaining new insight and in acquiring knowledge of new techniques for working out new programmes of community activity and community development.

DIFFICULTIES

Today, there is little in-service guidance and advanced training available to rural teachers, and this little is not sufficiently used by them. There are several reasons for this. To begin with, educational administrators as well as the general public have, on the whole, a narrow conception of the job of the rural teacher. Rural teaching tends to be regarded as a commonplace business for which commonplace people will do. "Our attitude towards it, if not exactly patronising, tends to be somewhat superior."

Next, supervisors of Rural education (or inspectors, as they are still called) are not particularly enthusiastic about rendering help to rural teachers. In most cases this is understandable because they are really not in any position to help; they are either overworked and overburdened with routine checks and reports or they are professionally incompetent to give any useful guidance. The real function of a supervisor should be to help teachers to do the best job of teaching that they are capable of doing, which means that supervisors themselves must be continuously growing and developing in professional knowledge, experience and ability. Then

*For a detailed study of the subject, refer to Ministry of Education pamphlet No. 11 in the series "*Studies in Education and Psychology*"; price-12 annas, obtainable from the Assistant Educational Adviser (Publications), Ministry of Education, Government of India, 31-Theatre Communication Building, Connaught Circus, New Delhi or the Manager of Publications, Publication Branch, Government of India, Civil Lines, Delhi.

¹Richmond, W. Kenneth, *The Rural School*, p. 7 Alvin Redman Ltd., 1953.

too, their attitudes towards teachers should be helpful. Teachers should feel that they can have free, frank and impersonal discussion with them. They should feel encouraged to seek the help of their supervisors, and to invite them to visit their classes or to confer with them on problems that are exercising their minds. One problem with which most rural teachers are faced is assessing their own work—of knowing whether they are succeeding in meeting the needs of their pupils and the needs of their communities. Supervisors should be able to help such teachers in making an appraisal of their efforts.

A lack of recognition of in-service professional growth is a third reason why programmes of in-service training are not popular among teachers in general and rural teachers in particular. As it is, the rural teacher, specially the primary teacher, draws a meagre salary and is financially backward. Is it not a little too much to expect the average teacher to be enthusiastic about his professional growth or his cultural development beyond the level of pre-service training without any incentive whatsoever either in the form of salary increase or public approval? Dr. Otto is right when he says that "only the most altruistic can maintain enthusiasm during a long period of inadequate wages and public indifference."²

Rural teachers should be provided with more opportunities for professional contacts with other teachers, with supervisors, with educational administrators and with public men interested in education. It should be an important function of a programme of in-service training to provide such opportunities, as professional isolation tends to engender an indifference to self-improvement among rural teachers. If such teachers are to be helped to keep alive the idealism and the enthusiasm with which they joined the profession, they should not be made to work in a professional vacuum devoid of all stimulus for growth and efficiency. A well-

organised programme of in-service education will also make provision for geographical difficulties such as distance and inadequate transport facilities that often prevent rural teachers from attending courses, seminars and conferences, when these are held far away from their scene of work.

There is a tendency among teachers to move from one community or place to another in order either to come nearer home or to get a higher salary. In some cases, they move because they want a change. This tendency operates against the success of the in-service education of teachers, preventing them from striking root in the community they are serving and consequently affecting both their knowledge of the community's problems—educational and social—and their interest in the community's welfare. The practice of frequent and thoughtless transfers which are unduly common in some states also has the same adverse effect.

CONDITIONS FOR EFFECTIVE IN-SERVICE GUIDANCE

There are several conditions necessary for effective in-service guidance. A basic condition is a comprehensive view of his work on the part of the rural teacher together with a sense of responsibility and a genuine desire for self-improvement. The teacher must identify himself with the school and the community he is serving. The extent of such identification will, as a general rule, be a measure of his willingness to undergo further training and to receive guidance from others more experienced than himself. In the interests of Rural education, it has become incumbent on educational administrators to spare no efforts to provide rural teachers with the necessary encouragement for self-improvement.

Teachers' organisations have an important role to play in in-service guidance. To provide rural teachers with the professional inspiration and the sense of belonging that they need to

²Otto, Henry J., *Principles of Elementary Education* p. 378; Rinehart, 1949.

maintain their morale in the face of the difficult odds, is one of the most important functions of these organisations. They should be able to provide rural teachers with opportunities to get together to discuss their common problems and to find solutions to them. Left to work on their own and to help themselves as best as they can, rural teachers are apt to lose heart and gradually to become indifferent to their work; but the active interest of teachers' organisations can be a potent factor in sustaining their enthusiasm.

But it is the training institution that should be primarily responsible for in-service education. Training schools and colleges should not regard their in-service training function as secondary to their responsibility for pre-service training. If rural schools are to be improved, training institutions will have to assume leadership in Rural education over wide areas. They will have to bring together teachers, principals, supervisors, other school executives and their own staff members to study what the rural schools are doing for their pupils and for their communities and jointly to prepare plans and programmes of cooperative action for improving the existing facilities

The active cooperation of the community will always be necessary for any programme of rural development, including Rural education. Cooperation has been defined by Dr. Kreitlow as "pulling together in selective but co-ordinated roles."³ The different organisations existing in the community—social, cultural, religious, and so on—should be encouraged both to cooperate with teachers in their school programmes and also to welcome teacher participation in their efforts for community welfare. The goal to be aimed at should be the fullest possible coordination between the school and the larger community that it serves.

Supervisors (or inspectors) of rural

schools should also be enabled to give the greatest possible measure of cooperation to teachers. They can only do so if they are relieved of much of the routine checks and the clerical work that they are expected to do today. This work leaves them little or no time for guidance and prevents them from preparing themselves for useful and constructive supervision. It must be borne in mind that supervisors need facilities for growth just as teachers do. Also, it is necessary that a wholesome relationship should exist between teachers and supervisors. The older "inspector-inspectee" relationship must give way to a newer relationship in which the supervisor is viewed by both teacher and supervisor as a friendly and helpful consultant. The traditional relationship was never conducive to the best kind of growth in either the teacher or the inspector. It failed to encourage teachers to approach the inspector with their problems and difficulties; more, it tended to scare teachers away from him, with the result that the inspector's visit, instead of providing an opportunity for guidance, proved to be a source of strain and apprehension. Rural teachers in particular, because they tend to be weak in personal resources, need the professional friendship of the supervisor to help them to realise their highest potentialities and to adjust themselves to their communities.

Mutual trust and cooperation must also characterise the relationships between teachers and educational administrators, if any programme of in-service education is to succeed. Today, teachers have little or no voice in educational planning. If teachers are to take a greater interest in their work and be more enthusiastic about their own professional development, they should have their fair share of educational planning. They should be consulted more in the preparation of new plans and the adoption of new policies if their vital, first-hand experiences and considered judgments are to be reflected in the educa-

3. Kreitlow, Burton W., *Rural Education: Community Backgrounds*, p. 138, Harper and Brothers, 1954.

tional programmes which they are required to execute. Educational administrators must elicit the cooperation of teachers, through their appropriate representatives in all aspects of educational planning. They must evince not only a greater faith in the ability of teachers to carry out programmes of educational reconstruction but also a deeper trust in their seriousness of purpose and enthusiasm for work.

IN-SERVICE EDUCATION AS IT SHOULD BE

We have considered some of the conditions necessary for a successful programme of in-service education of teachers. Let us now consider some desirable characteristics of such a programme for rural teachers.

It is imperative that the programme should be voluntary. Any compulsory programme of in-service education is doomed to fail. If teachers participate in such a programme they should do so out of an awareness of their own needs and because they are anxious to improve themselves and to be of greater service to their pupils and the communities in which they are working. It is an important function of those who provide the facilities for in-service development to enthuse teachers with a keenness to improve themselves.

Then, in-service guidance must be personal in the sense that it meets the needs of individual teachers and helps to solve their individual problems. This does not mean that guidance may not be given collectively. There will always be a place for some forms of collective guidance, such as lectures and courses; but in all such cases care will be taken to see that individual teachers are benefitted and helped to tackle their problems with greater confidence.

Next, guidance should be practical. It should deal with the real problems with which the teachers are faced. These problems may be either personal or professional. The traditional academic type

of extension courses that are out of touch with realities of the situations in which rural teachers find themselves and that do not offer practical and reasonable solutions to their problems should be rigorously eschewed.

Then again, the programme of in-service education should be a growing, vital programme. It should keep in step with the changing needs of Rural schools, of rural teachers and of rural folk. It should recognise the fact that the old order changes, howsoever slowly, even in the rural countryside, and that the rural teacher needs new insights and new techniques to deal with the new problems that emerge. A programme that is static and out-of-date cannot be expected to contribute much to the further growth and development either of teachers or of their pupils or of the communities served by the teachers.

Finally, in-service guidance should be stimulating. It should inspire rural teachers with a sense of responsibility and a greater enthusiasm for service. It should help to develop in them the qualities of self-reliance, initiative and originality. It should make them consciously proud of the role that they are playing in national reconstruction.

FORMS OF IN-SERVICE GUIDANCE

There are several forms that in-service guidance can take. Good supervision by supervisors is one form. Teachers should utilise the periodical visits of the supervisor to present their problems to him for his suggestions and advice in their solution.

Another form of guidance can be provided by training institutions through a variety of consultative services. Training institutions should be in a position to serve as centres of educational endeavour within their areas, collaborating with the schools around them and helping them to resolve their difficulties. For such work they will certainly need to increase

the strength of their staffs. The members of their extension departments, with the occasional assistance of the members of their teaching staffs, should engage in cooperative planning with teachers and community leaders, encouraging cooperative methods of work in the solution of school and community problems. Training institutions could also give guidance to rural teachers through a variety of communications, such as reports on specific experiments or investigations, curriculum guides, and radio broadcasts.

Next, teachers themselves, through their associations, should be able to provide opportunities for discussion of common problems. They should organise group meetings, study circles, seminars and conferences. These could be organised on a local, district, state or all-India basis. The value of such meetings is that they provide opportunities for the exchange of experiences, for the assimilation of different viewpoints and for the coordination of efforts. Rural teachers should organise their own meetings and conferences to discuss their own special problems relating to Rural education.

A fourth category of in-service training facilities consists of such activities as short-term courses, summer schools and workshops, which are intended mainly to provide opportunities for the extension of knowledge and experience. Through such activities teachers are enabled to keep themselves abreast of the extending frontiers of research in the theory and practice of Rural education.

Finally, the teacher who is truly and deeply interested in his work can always

educate himself by his own effort, by keeping in touch with educational literature. The rural teacher is hardly in a position to buy books or to subscribe to educational journals; and therefore the provision of good library facilities for teachers in service devolves upon the training institutions, the teachers' associations and, ultimately, the state departments of education. Perhaps the best way to provide these facilities is through mobile libraries which should reach teachers regularly at least once a fortnight.

Rural teaching is at once an exacting and a fascinating business—exacting because of the difficult conditions in which the rural teacher works; fascinating because of the comprehensive, varied and satisfying nature of the work involved. The rural teacher becomes a part of the rural community, and rural teaching becomes one with rural living. Only high-minded, self-sacrificing spirits should take to rural teaching; it is not for the easy going. Rural teaching, to borrow the words of Professor William Lyon Phelps, "is not merely a life work, a profession, an occupation, a struggle: it is a passion." Only those who have a passion for rural teaching and rural living and who can consecrate themselves to it can acquit themselves with credit in this great work that is concerned with nothing less than the building of a people, the building of communities of happy men and women, the building of a nation. The magnitude of their task entitles rural teachers to the active and enthusiastic assistance of other educational workers and of the great public in the efficient discharge of their duties.

E. A. Pires.

PLANNING SCHOOLS FOR TOMORROW

We publish below the first of two instalments of "Planning Schools for Tomorrow" by J. G. Fowlkes, Educational Consultant to the Ministry of Education. These articles were written several years ago before the end of World War II. They were written of and for American schools and for an American public. There is in them, however, so much that is immediately applicable to the educational scene in India today that we are republishing them. In this issue we publish "The Case for Planning" and part of another section, "What Kind of Schools?" In the March, 1956 issue of the Quarterly we will publish the second and last instalment of this thought-provoking study. The Editor invites comments on both instalments. Contributions, if published, will be paid for and should be addressed to the Editor: "The Education Quarterly," Ministry of Education, New Delhi.

EDITOR

The Case For Planning

THERE are two radically different views with respect to social and economic development. One of them, characterised by the term *laissez faire* or "pretty much do as you please," holds that the most desirable and the greatest amount of development occurs when there is no direction other than that which is inherent in the activities themselves. The extreme proponents of this view even argue that any concerted effort to direct social development is likely to result only in harm.

The other view holds that socially desirable development does not simply occur but that behind it there is intelligent direction towards the accomplishment of a definite purpose or purposes. This view is proving increasingly acceptable. It appears to be the only tenable view as population increases and as social institutions become more and more complex. This basic philosophy leads to considered attempts to regulate human activity and to direct it toward desired goals. Involved in the second view of social development is the idea of planning, which is nothing more than charting courses toward goals that have been agreed upon.

Why Plan?—Nothing seems more certain than the fact that "the good old

days are gone." The impact of economic changes, technological developments, movements of population, and governmental controls upon the activities of every individual is stimulating a type of thinking that is little short of revolutionary. The fears produced by the economic depression of the early thirties have by no means disappeared, although they may have temporarily subsided. There is grave danger that when the end of the war is in sight there will be a wave of hysteria induced by fear of an impending economic crash. This is clearly recognised by many farseeing persons, and some of them are proposing plans and policies to avert such a disaster. In fact, plans, both governmental and non-governmental in origin, are being laid to cope with the situation.

Equally important is social planning for the post-war period. Such planning must be comprehensive if it is to be effective. All types of useful social institutions must have place in it. Education as a basic social enterprise must have important consideration, and it behoves those who are interested in educational service to concern themselves with plans and policies for the future. Educators and laymen who are interested in adequate provision for the education of all the people have to recognise that new con-

ditions demand both an expansion of successful practices and policies that have been developed and the devising of new ways to meet the new situations.

Planning facilitates social progress in several ways. First, through planning there can be agreement concerning what is to be done ; everyone can understand what is proposed and can accept or reject it. This is in accordance with democratic traditions and practices. Second, individuals and groups can cooperate more easily if plans have been made than if no course has been laid out. Third, effort and funds can be saved by following a well laid-out scheme, and the results are likely to be much more satisfactory than if sole reliance is placed upon trial and error in attaining the desired purpose. Only by systematic and carefully executed planning can educational needs be met adequately and economically.

What is involved in planning ?—Educational planning has long been accepted. The educational survey, conducted in accordance with scientific procedures, has been widely employed in evaluating educational practices and policies and in planning improved educational services and facilities.

Today, however, there is greater concern than ever before over the integration of educational planning with social planning in general. What does comprehensive planning involve ? In a recent report of the National Resources Planning Board, the pattern of social and economic planning, in so far as it can be said to have a pattern, is summed up as follows:

1. The determination of goals.
2. The inventory of conditions.
3. The discovery of needs as the inventory is compared with the goals.

4. The projection of alternative solutions.
5. Policy making, or the choice of the most feasible alternatives.
6. The absorption and execution of the plan by the community, State, or nation.¹

The United States of America is committed to a democratic way of life. We are, therefore, committed to a programme which prepares people for living in a democracy. A national culture that will produce a citizenship qualified to lead a democratic life demands complete co-operation among both individuals and groups. The creation and the maintenance of a social environment which will produce the types of citizens demanded by our democracy require:

1. A universal understanding of what the social needs of citizens in our democracy are. What are the needs and hence the goals ?
2. A recognition of the specific agencies and services necessary to provide the experiences that our citizens need. How can needs be met?
3. An examination of our existing institutions and services in the light of the social objectives or goals that have been adopted. Out of this examination should come a recognition of the extent to which our present social opportunities are adequate and inadequate, satisfactory and unsatisfactory. How well are we meeting our needs?
4. A concerted effort by all to improve existing social institutions and services and to establish the types and kinds of institutions and services that are needed. What should be done?

1. National Resources Planning Board, National Resources Development Report for 1942, p. 125-126.

Only to the degree that consistent and continuous effort is exerted toward the improvement of the existing social situation can a satisfactory pattern of living be achieved.

Who should plan?—Social planning must be recognised and assumed as a responsibility of each and every person, both individually and collectively. Leaders in education, health, library service, recreation, art, and all other areas of cultural development can point the way in planning opportunities for social welfare and growth, but the general citizenry of this country must join with leaders in this essential activity. It is the duty of leaders to propose, to explain, and to interpret what seem to them to be imperative needs for improvement in the cultural programme. It is the function of the citizenship as a whole to consider, review, refuse or adopt, and put into effect the proposals of the leaders.

Specific provision for participation in planning by all interested adults should be made. Councils, planning commissions, committees, and conferences on planning are some of the groups by means of which planning may be effected. Opportunity to participate in social planning should also be given to the youth of the country. Youth should have the right to help decide their own fate and to acquire the habit of looking ahead and cooperating in the establishment of a programme which will protect them in their old age from the social deficiencies that now exist. Youth councils should be established in local communities and counties throughout the country. Such councils might well be patterned after the youth councils of England and should include both youth and adults. The organisation of youth councils might be centred around the office of the city or county superintendent of schools and should include representatives from all public and private agencies that are concerned with planning a sound social programme. Youth should be listened to as well as listen. Since planning for democracy involves participation of all

citizens, the methods and procedures employed must lend themselves to full use by laymen as well as professional workers.

How to plan.—There is great need for the development of improved methods and procedures of social planning. Such methods and procedures must furnish ways and means for examining our social institutions in terms of our social idealism. Some of the basic questions which should be raised in such an examination are as follows:

1. Are the existing institutions rendering the services that are needed?
2. Are the services rendered by existing agencies as adequate as they should be?
3. Are the existing institutions soundly organised and are they operating efficiently?
4. Can present institutions be changed so that existing inadequacies in the present social programme can be met?
5. Are new and different social institutions needed, and if so what are they?
6. What changes are needed in existing legislative and statutory provisions which control our social programme?
7. To what degree are the national, State, and local governments—
 - (a) Financially responsible for social institutions and services?
 - (b) Meeting their financial responsibility in terms of their financial ability?
8. How can the national and State governments increase their financial support of these institutions?

and services without reducing the strength of State and local governments ?

What are our needs ?—As previously indicated, the services available to people should be based upon human needs in terms of the requirements of good citizenship in the society of which they are members. A good citizen should have the ability to work, the opportunity to work, and the personal qualities which enable him to participate in, contribute to, help improve, and enjoy the activities of life which bring personal satisfaction. These requirements for good citizenship demand provision for the mental, manual, physical, and social (including spiritual) development of individuals. No single institution or service can offer all the cultural experiences needed for complete living.

The institutions and services of an adequate social programme must be as varied as the needs. Three major types of services that are necessary are educational, health, and recreational. These services demand corresponding agencies, such as schools, libraries, clinics, parks, playgrounds, theatres, camps, museums, councils, commissions, and working arrangements with any and all public and private institutions which can help people to have the experiences they need.

Functions of the cultural heritages.—It is increasingly evident that social progress has lagged behind industrial and economic progress. Educational and social agencies usually have emphasised the perpetuation and preservation of traditions and customs. The cultural heritage of any people includes much that should be jealously guarded and preserved. At the same time a heritage from the past inevitably includes many concepts and ideals which were developed in a social setting that was largely, if not entirely, different from the existing social scene. Consequently, it is essential to recognise that the cultural heri-

tage of a people has the functions not only of preserving and maintaining social philosophies but also of furnishing the basis for evaluating and adapting social belief and practice to current and future needs. In planning to meet such needs, new and more effective means and methods of education are of primary importance.

WHAT KIND OF SCHOOLS

The goals of education have recently been stated as follows :

To provide for every child and youth education and training of the kinds best adapted to his abilities and in the amount calculated to develop his maximum usefulness to himself, his community, and society.²

A sound operating charter for public education involves (1) the best possible educational opportunity in the light of financial resources that are or can be made available; and (2) operating efficiency in the management of public education so that maximum value per dollar spent is realised.

A system of public education that will meet these goals and observe this charter must conform to the following requirements :

1. A full programme of education adapted to the capacities and interests of all the individuals whom the schools should serve.
2. Carefully selected teachers, supervisors, administrators, and specialists, such as nurses, physicians, dentists, psychiatrists, librarians, etc., who are competent, well-prepared, and interested in the development of community life.
3. Safe and sanitary school buildings, adapted to the educational experiences and services to be offered, and adequate grounds and suitable

² National Resources Planning Board. op. cit. p. 129.

equipment and instructional materials.

An effective State and local organisation, coordinated with other State and local educational and social agencies, which makes possible the efficient offering of needed educational services. Advisory service from the Federal Government should be available.

5. Adequate and joint support by the local, State, and Federal Governments.

What Good Schools Should Provide

The character of educational service.—All education should be usable. Use in terms of need should be the basis for examining and evaluating the educational programme. Education should teach people how to be, to do, and to live. Full opportunity should be available for the acquisition of knowledge and certain necessary skills and for the development of useful appreciations, attitudes, and ideals. The three R's do not constitute a sufficiently comprehensive education for the needs of modern life. The arts as well as the R's must be a part of the educational experience of each individual. Manual and emotional, as well as intellectual development should have a place in the training programme. Music, drawing, physical education, student councils, and debating and speaking experience are just as truly significant as are reading, writing, and arithmetic.

Since certain human needs are common to all people, a given minimum education should be provided for everyone. Beyond this minimum there should be wide and varied differentiation. For example, the development of hobbies in terms of tastes and abilities is of great importance to individual living. Obviously hobbies will vary greatly. Latin may be a hobby for some people, while photography, stamp collecting, and golf may be the hobbies of others. Although the development of hobbies can often best take place upon

the basis of unorganised individual effort, specific and definite provisions should be made in the formal educational programme for the development of many-sided interests.

Education should teach people how to do—that is how to work. It should provide the training an individual needs in order to be able to earn his living. Encouraging preparation for a given job implies that opportunity will be available to use such preparation. Possibility of getting a job, as well as interest and ability, must be considered in choosing a field for specialised training.

There is now, and during the post-war period there will be, urgent need for much more opportunity for education which prepares one specifically for earning a living. Specialised education should be made more widely available on a national, State, and local basis.

An individual may use a given school experience for widely different purposes. Also, a single school experience may meet the markedly varying needs of many individuals. Thus, one person may learn to read and speak Spanish for the purpose of understanding and appreciating the music, history, and life of the Spanish and Latin-American peoples, while another may acquire the ability to read and speak Spanish in order that he may teach the language or act as an interpreter.

A well-organised educational programme recognises the various possible objectives of school experience. The basic point of view around which a school must be organised is that the school exists only for the discovery and development of human abilities and qualities, in other words, that the school exists in order that the individual may learn efficiently.

What a good school should have—Full human development is the major objective of a school. Therefore, the essential offerings in a school programme must be wide and varied. The list of minimum essentials for an adequate

educational programme is much longer than is now found in the majority of our schools. At least the following pupil services and experiences should be available. Necessary formally organised teaching; educational and vocational guidance; library services; extra-curricular activities; work experience; junior placement services; transportation facilities; lunch facilities; health services, including nutritional, medical, nursing, and psychiatric; and camp experience.

The only item in this list of minimum essentials that is now universally provided is formally organised teaching. Furthermore, the nature of much of the organised teaching at present within both Elementary and Secondary schools and institutions of higher learning leaves much to be desired. It was recently observed that the "lecture textbook memorizing type of learning" does not occur in any life experience except in the school. Teachers at all levels would do well to become familiar with, and utilise, the methods by which people learn outside of school.

Much improvement is needed in the atmosphere of formal teaching. Democracy must obtain in teacher-pupil relationship as well as in the teacher-administrative and teacher-supervisory relationships in a school.

An effective system of public education must have a well-organised guidance programme. Only to the degree that the experiences and service available to people are appropriate to their needs and abilities can educational opportunities be beneficial.

Because of its value in developing character, work is essential for all individuals at all ages regardless of their economic status. A school work programme should include provision for some work without pay as well as for some work with pay. There are many opportunities for work in the school. A cooperative analysis of the possibility of work by teachers and pupils and the formulation

of a school work programme are high valuable.

As individuals mature and acquire semi-vocational and vocational skills, the amount of work without pay should decrease and the amount of work with pay should increase. A school work programme should include placement and follow-up services since becoming qualified for special types of work implies the opportunity to work. Placement services for adults is not a function of the school, but schools may well provide junior placement services.

Camping experience is needed as a regular part of the educational programme throughout the country to supplement other educational opportunities. Some of the benefits of camp life are physical hardening, work experience, and rich opportunity for nature study. These physical experiences are just as essential to full human development as the three R's and the arts.

All other essential requirements for a good school programme, including library services, extra-curricular activities, transportation and lunch facilities, and health services, also need attention and study. The educational programme is particularly deficient with respect to health services, library services, work experiences, camp experience, and placement services.

Providing for various age groups.—It is generally recognised that the first six years are probably the most important period in an individual's life in so far as the establishment of certain attitudes and traits of character is concerned. Despite this fact the educational opportunities available for this early age group are tragically inadequate. Practically no educational opportunities, except a few private nursery schools, are now provided for the two and three-year-olds. Approximately 85 percent of the children of kindergarten age (four and five years) are not enrolled in public kindergartens. Furthermore, the very terms—"kinder-

garten," "nursery school", and "preschool",—that have been used in referring to the education of two to five year-old children seem to imply that their education is not an integral part of the regular school programme. "Early school group" seems to be a much better term for referring to the two to five year-olds as it indicates their relationship to the traditional school-age groups.

The situation with respect to adequate educational opportunity is even worse for adults than for the very young. Our system of public education in the past was founded upon the adage, "You can't teach an old dog new tricks". As recently as 25 years ago it was generally assumed that learning after reaching adulthood was difficult and relatively inefficient. Scientific investigations of human learning have proved that study and learning can be highly effective and profitable through at least the first 60 years of life. Consequently, it is clear that educational opportunities should be provided for adults of all ages as well as for children.

The educational programme of the country must be enriched and extended both downward and upward. The best ways of providing for special age groups, particularly the 16 to 24 year age group and adults, demand serious consideration. It seems probable that, after the attainment of a minimum level of formal schooling, continuous education of various types either in connection with or independent of established educational institutions should receive special attention. There is great need, for example, of education for parenthood not only prior to but also during the period in which children are being reared.

Special groups.—There are a number of special groups which are greatly in need of educational opportunities and services especially adapted to their particular needs. Among the most important of these are the mentally gifted, the physically handicapped, the mentally

deficient, and the socially maladjusted. In addition to these groups, which are generally designated as special groups, there are the minority racial and nationality groups.

Society must exert special effort in meeting the needs of those who are suffering from a serious physical or mental defect. Provision for educational opportunity for these groups should be an item of specific financial support by the State. Despite this fact less than half of the States at present provide special funds for the education of mentally deficient and physically handicapped children. Only one-third of the States provide supervisory services for education in this field. The effect of the inadequate provision for special groups is well summarised in the report of the Advisory Committee on Education:

The unhappiness in childhood and the loss of efficiency in adult life that result from failure to meet the educational needs of handicapped children cannot be calculated.³

The educational opportunity for, and treatment of, the socially maladjusted, whether so identified legally or not, needs much attention. Psychiatric and other specialised services should be available for this group. The educational programme for maladjusted individuals should be designed to help them establish or re-establish themselves both socially and vocationally. Provision for the development of abilities and strengths is the basis for a sound educational programme for the socially maladjusted.

Minority nationality groups need special general education which will help them develop an understanding and appreciation of the nature of our democratic way of living, especially in connection with the operation of our government. The so-called programme of Americanisation should be recognised as an important part of the regular

³ Smith, Payson; Wright, Frank, W.; and associates, Education in the Forty eight States, the Advisory Committee on Education, Staff Study No. 1, 1939, P.141.

educational offerings, made the responsibility of the school, and thus put in the hands of professionally trained teacher. Minority racial groups, to the extent that they are foreign-born, need the same types of special services as nationality groups. For the native-born members of minority racial groups, however, the chief problem is centred in the provision of educational opportunity comparable to those provided for whites.

Equal rural and urban opportunity.— In general a child who lives in rural territory in our country has less opportunity for obtaining the education which he needs than a child who lives in an urban community. On all counts educational opportunity in rural areas is more restricted than educational opportunity in urban areas.

The inequality of educational opportunity which exists between rural and urban areas prevails at both the Elementary and the Secondary school levels. Much of the rural territory is not included in High school districts. Moreover, thousands of rural children still do not have convenient access to High school. On the average, the qualifications, required for teaching in rural schools, especially in the elementary grades, are decidedly lower than requirements imposed by urban schools.

One of the most important aspects of any school for any age group is the opportunity to associate with people of comparable age and with both similar and different interests and experiences. Education is obtained through experiences, and these are conditioned by the social situations in which they take place.

Social development resulting in desirable personality growth of individuals can be gained only through group association. Thousands of rural schools, both Elementary and Secondary, enrol too few children to provide essential group association.

There is little evidence that the traditional content of the curriculum of the Rural Elementary school has been sufficiently changed to meet the general educational needs of present-day life. Similarly, there has been insufficient revision of the Rural High school curriculum. To be sure, excellent work is being done in agriculture and home economics in many rural areas, but such opportunities are by no means universally available. Not only should rural children learn about the vocational opportunities available in urban areas but attention should also be given to the opportunities for work available in rural areas. At the same time it must be fully recognised that the small enrolment in many rural schools and the limited financial support prohibit plant facilities for many opportunities enjoyed in urban schools.

Nearly half of all children enrolled in Elementary and Secondary schools live in rural areas. So long as educational opportunity in rural territory remains sharply limited, we cannot hope to attain a desirable minimum level of social, economic, and governmental functioning by the citizenship as a whole. The improvement of educational opportunities for children living in rural areas must be the concern of all persons, regardless of their place of residence, and of all governmental levels, including local, State and national.

CURRENT CONTROVERSIES

To what extent are examinations and the examination system responsible for student indiscipline? In this article Mr. Mathur suggests that examinations are largely responsible for the student indiscipline that we come across in India today. This is a subject that has doubtless exercised educationists in every part of India. Replies to Mr. Mathur's article are invited. They should be addressed to: The Editor, "The Education Quarterly", Ministry of Education, New Delhi.

EDITOR

EXAMINATIONS AND INDISCIPLINE

THE reliability and validity of the present type of examinations have always been questioned. Practices like paper leakage or approaching the examiners are not uncommon and provide enough cause for alarm. But of late students have started using violence against examiners and invigilators. If something drastic is not done in time, we will soon have to conduct examinations under the shadow of bayonets.

There are of course many reasons for this state of increasing student indiscipline but to my mind, the most important of these reasons is our social and educational structure that has not kept pace with the times. Unemployment is on the increase and a university degree or diploma has been prescribed as absolutely essential for most of the jobs. Is it any wonder then that passing an examination has become the sole aim of a student's life? He must pass under any circumstances, at any cost! Failure means ruin. He loses all sense of proportion.

The overwhelming emphasis on examinations naturally makes one ask what the aim of education is, to what extent examinations help in achieving that aim. Few will deny that the present system of examination is a sheer test of memory. Chance plays an equally important part. Two years' work is tested on the basis of five or six questions set in an examination paper. This is at best an imperfect way of measuring a candidate's ability.

Another inherent defect of our examination system is that marking in it is purely subjective. It has now been conclusively proved that the range in the marking of the same paper by two different persons may be 50 percent or even more. There are cases on record when the examiner has allotted different marks to the same paper on different occasions. It is time, therefore, that the whole problem of education was reviewed with particular reference to examinations and to consider what should be done to reduce the heavy accent on examinations. The problem is complicated and only much thought and experience can help us to find a satisfactory solution. I venture, however, to give some suggestions for the consideration of educationists:

1. In order to measure the gradual progress of a candidate, surprise monthly tests are helpful. These tests could be allotted 25 per cent of the final examination marks. This practice is at present being followed in the Government Model School attached to our college.* In all classes up to Class IX annual promotions are made on the basis of periodic tests. Such a system calls for the highest standards of integrity and fair play from the teachers.

2. Twenty-five per cent of marks should be reserved for extra-mural work done in the school. This covers physical education, debates, general reading in the

*Government Basic Post-Graduate Training College, Chandigarh.

library, hobbies, personal behaviour and so on. The responsibility for conducting these tests with efficiency and fair play will rest with the teachers concerned.

3. Only 50 percent of the total marks should be allotted to final examinations. It is not advisable to fix the date of an examination. Nor would I advocate the other extreme of subjecting students to prolonged anxiety or uncertainty. The best alternative would be to announce that examinations will be held sometime between March 15th and April 7th. The name of the paper should be announced only 24 hours earlier.

The purpose in setting a paper is to select topics at random to evaluate the ability of a candidate in a particular subject. The object is to see that the candidate acquires as much mastery over the subject as is possible within a period of two years. But this objective is not realised under the present system of examinations that makes the student entirely dependent upon guide books and notes that flood the market at examination time. To counteract this tendency and to ensure that students do study for at least three-fourths of their course, it would be better, in my opinion, to announce about a month before holding the examinations, a set of about 20 questions in every paper that the students should prepare to answer at the final examination. If the student studies 15 of these questions well, the purpose of education is pretty well served. I would go even further and suggest that good reference books and dictionaries be made available to students for consultation in the examination hall. This is already done in the Law Examination. In subjects like Geography, practical work should be encouraged and prescribed as a part of the examination. Asking the students of Class VIII to read a relief model of India is to my mind a better test in Geography than asking them to divide India into physical parts from memory. The one reason why playway activities have not made much headway in education is that they are not included in examinations.

I am not in favour of having examination supervisors, for this leads to compulsory honesty. It is enough to ask a candidate to sign a printed declaration on the title of each answer-book on these lines: "I solemnly affirm that I shall not use any unfair means. If I find anyone else doing so, I shall report it to the authorities." This suggestion is not as fantastic as it sounds. When I was on the staff of the Central Institute of Education, Delhi, we tried an experiment in doing away with invigilation during examinations. At the ring of the bell the candidates would collect the examination paper and answer-books from the Superintendent and take seats anywhere in the college building to write their answers. At the ring of the final bell they were required to return the answer-books to the Superintendent. The system worked astonishingly well. There were no real attempts at copying and no resort to unfair means.

Lastly, the marking of answer-books should be in accordance with a standard schedule (still to be evolved) and not according to the whims of examiners. Credit should be given for cleanliness, handwriting, presentation, originality etc. To ensure fair-mindedness on the part of examiners, there should be a regional panel of examiners to conduct examinations and to regulate the examination system.

The suggestions above need careful consideration in the general reform of education that is now being attempted. The process of education does not stop and should not stop with examinations. A famous educationist once said: "Education is what is left when what has been learnt has been forgotten." A good teacher is not satisfied with giving information to his pupils; he feels greater satisfaction in knowing that he has taught them how to acquire knowledge after they have left school and college. Examinations should stimulate, not impede the process of education. A more sensible approach to examinations should remove one major cause of student unrest.

V. S. Mathur

Roundup of Activities

Ministry of Education

BASIC & SOCIAL EDUCATION

Five Year Plan of Educational Development

Scheme No. 1

Rs. 36,87,572/- have been approved as the Central Government contribution for the implementation of this scheme, out of which Rs. 12,97,819/- have been released so far, for the first and in some cases first two quarters of the financial year. In addition, interest-free loans of Rs. 1,75,000/- and Rs. 1,27,000/- repayable in 30 annual instalments have been advanced to the States of Madhya Pradesh and Rajasthan respectively for the construction of hostel buildings.

Scheme No. 4

Under the sub-schemes dealing with Basic and Social education, Rs 53,20,095/- were approved for sanction as Central Government contribution for the current year out of which Rs. 21,95,583/- were released during the first two quarters to various State Governments for implementation of the sub-schemes.

Scheme No. 6

Under this scheme grants-in-aid amounting to Rs. 4,57,175/- have been given to seven institutions during the quarter under review.

Gyan Sarovar

The first volume of the Hindi Encyclopaedia, "Gyan Sarovar", has been published. "Gyan Sarovar" provides interesting and useful reading material for adults, who have received education up to the middle standard and for whom sufficient and suitable reading material is not available. The work regarding the publication of the other volumes of *Gyan Sarovar* has been started.

National Book Trust

The Cabinet have provisionally approved the proposals for the establishment of a National Book Trust and necessary action is being taken to formulate a constitution for this organisation.

Literary Workshops

It has been decided to organise this year four Literary Workshops on mono-lingual basis each for neo-literates and for children. Workshops for neo-literates are proposed to be held in the States of West-Bengal, Bombay, Madras and Travancore-Cochin, while those for training writers to produce reading material for children are proposed to be held in the States of Delhi, Andhra, Assam and Madhya Pradesh.

Folk Literature Committee

Under the Government of India Scheme "Encouragement of Popular Literature", the Ministry announced on 2nd October, 1955, 42 prizes of Rs. 500/- each to authors of the best books in Hindi and other regional languages, on the result of the second competition, held this year. Of the 42 prize-winning books, a second selection of the best five will be made for additional award of Rs. 500/- each and the result will be announced on January 26, 1956. One thousand copies of every prize-winning books will be purchased by the Ministry of Education for distribution in Community Projects/National Extension Areas

The Ministry of Education have also announced the third prize competition for book for neo-literates, awarding about 40 prizes out of which five will be of Rs. 1000/- each and the rest of Rs. 500/- each.

Unemployment Relief Schemes

Under the scheme to relieve educated unemployment Rs. 1,04,37,330/- were sanctioned to various States as Government of India's share for the first and second quarters of 1955-56 for continuation of teachers appointed up to the end of 1954-55.

Audio-Visual Education

The Indo-Australian Seminar for the training of Audio-Visual Experts under the Technical Cooperation Scheme of Colombo Plan that

ACTIVITIES OF THE MINISTRY OF EDUCATION

commenced in Lucknow on November 1, 1955 is likely to continue for a period of four to five weeks. About 40 candidates are participating in the Seminar.

In consultation with the Ministry of Information & Broadcasting it has been decided that censorship fees or films declared as predominantly educational will be Rs 5/- per 400 ft. in 16 mm or 1000, ft. in 35 mm irrespective of the length.

SECONDARY EDUCATION*

Scheme for the Reconstruction of Secondary Education

During 1955-56 grants amounting to Rs. 332,60,237 were sanctioned to 15 State Governments. The first instalments of the grants have been paid. A grant of Rs. 69,300/- has also been paid to the Rama Krishna Mission.

Scheme No. 2 (a)—Research in Secondary Education in Teachers Training Colleges

Grants to the tune of Rs. 44,220 have been sanctioned to seven institutions under the scheme.

Scheme No. 4 (b)—Improvement of selected Secondary Schools

Grants amounting to Rs. 5,05,742/- were sanctioned to six States during the period.

All-India Council for Secondary Education

The first meeting of the All-India Council for Secondary Education was held on 3rd and 4th October, 1955. It reviewed the work done in the field of Secondary education by the Central and the State Governments and discussed both administrative and educational problems facing the programme of reconstruction in Secondary education.

Inspection of Public Schools—1955-56

The Government of India have appointed three Committees consisting of three members each to inspect and report on the working of the Scindia School, Gwalior, the Hyderabad Public School, Begampet and the Daly College, Indore.

Grants to Public Schools

The Lawrence School, Sanawar (Simla Hills) and the Lawrence School, Lovedale (Nilgiris) have been paid Rs. 1,50,000/- and Rs. 1,25,000/- as first instalments of Government grant for the year 1955-56.

Grant to Part 'C' States

A grant of about Rs. 10 lakhs was made to various Part 'C' States viz. Kutch, Delhi, Manipur, Bhopal, Tripura and Ajmer, for opening new schools, for upgrading the existing ones and for the purchase of equipment etc. for the schools.

Education of the Handicapped.

A seminar on the education of the Deaf was held at Mussoorie from the 19th to the 24th September, 1955. It was inaugurated by Dr. R. K. Bhan, who placed before the Seminar some important problems in the field and indicated broadly the plans of the Government of India in this behalf.

This Ministry has set up a National Advisory Council for the Education of the Handicapped consisting of experts in the Education of the Blind, Deaf, and orthopaedically and mentally handicapped.

Social Welfare

The first meeting of the reconstituted Advisory Board of Social Welfare was held on the 6th Sept., 1955. The Board finalised the Social Welfare courses for the I.A.S., I.E.S., and I.P.S. trainees and recommended certain projects for research into social work submitted by the Universities and Schools of Social Work for sanction of grants-in-aid by the Government of India.

Labour and Social Service Camps

The Tenth meeting of the Committee on Labour and Social Service Camps was held on the 31st August, 1955 to consider matters on the programme and policy of the scheme on Labour and Social Service Camps. An important decision taken by the Committee was the formation of an Evaluation Committee for the purpose of the Evaluation of work done in Labour and Social Camps.

During the period under report a sum of Rs. 8,40,499/- has been sanctioned for conducting 89 camps in different parts of the country in which 6,717 campers have participated.

Campus Work Projects

Under the Campus Work Projects Scheme a sum of Rs. 5,95,846/- was sanctioned to 15 Universities and three State Governments for the construction of eight Recreation Hall-cum-Auditoriums, nine Swimming Pools, two Stadia, two Pavilions, three Open-air Theatres, .

*For further details, see Secondary Education Section.

Race Track and one Gymnasium in the campuses of 24 educational institutions.

Sports & Games

The fourth meeting of the Standing Committee of the A.I.C.S. was held on the 20th August, 1955. The Committee approved the Model Constitution of the State Sports Council which has been forwarded to all State Governments suggesting the establishment of such Councils in the States.

The Government of India in pursuance of the recommendation of the All-India Council of Sports decided to start a Coaching Training Camp for Cricket at Rajkot from the 15th October to 10th November 1955. One representative from each of the Universities and State Governments was invited for training. A sum of Rs. 35,000/- was sanctioned for this purpose. Other coaching Training Camps in Hockey, Kabaddi, Wrestling, Football and Athletics are proposed to start shortly at Bombay, Jabalpur, Kolhapur, Hyderabad and Madras respectively.

The following grants were paid to Physical education and Sports and Games organisations in 1955-56:

1. All-India Women's Hockey Association, for conducting Women's tournament at Hyderabad in November, 1955; Rs. 5,000/-
2. Gymnastic Federation of India for payment of Customs Duty on equipment; Rs. 2,582/-
3. K.S.M.Y.M Samiti, Lonavla, Poona, for Scientific Research in Yoga Rs. 18,000.

YOUTH WELFARE

Seminar of Principals

A seminar of selected Principals of Colleges affiliated to the Punjab and Jammu & Kashmir Universities, was held at Sabathu (Simla Hills) from 12th to 16th September to discuss the general problems of students, particularly those leading to unrest among them and the ways and means of preventing and curing this unrest.

Youth Tours & Hikes

A grant of Rs. 37,000/- has been sanctioned for ten different parties of students undertaking tours and hikes to places of educational importance in the country.

Second Inter-University Youth Festival

The Second Inter-University Youth Festival was organised by the Ministry at the Talkatora Gardens, New Delhi from 23rd to 30th October, 1955.

UNIVERSITY AND HIGHER EDUCATION

University Grants Commission

The Government of India have so far placed at the disposal of the University Grants Commission a sum of Rs. 1,13,15,000/- towards expenditure on its activities during 1955-56.

Prof. N.K. Sidhanta, Vice-Chancellor, University of Calcutta, has been appointed as a member of the University Grants Commission with effect from the 27th August, 1955, *vice* Dr. J.C. Ghosh.

At the meeting of the University Grants Commission held on August 9 and 10, 1955, it was resolved that improvement in the salaries of University teachers should receive the highest priority and that steps be taken to procure *inter alia* the following minimum requirements with regard to teacher's salaries in University Departments and in colleges which may be brought under the purview of the Commission in accordance with the provision laid down in the University Grants Commission Bill:—

Professors	Rs. 800—1250
Readers	Rs. 500—800
Lecturers	Rs. 250—500
All other classes of teachers below lecturers	Rs. 150

At the same meeting, the University Grants Commission, while desiring that the scales of pay proposed for the Universities, should also apply to corresponding staff in affiliated colleges recommended that at least the following minimum scales should be made applicable as from 1st April, 1956, to affiliated colleges:—

Principals	Rs. 600—800
Heads of Departments	Rs. 400—700
Teachers Class I	Rs. 300—500
Teachers Class II	Rs. 200—400

Conference on the Teaching of Sanskrit in Universities

A Conference of University Professors of Sanskrit was convened at New Delhi on 30th September and 1st October 1955, with a view to discussing different aspects of teaching of Sanskrit at our Universities. Representatives from all Universities except Andhra, Roorkee, Rajputana, and Jammu and Kashmir participated in this conference.

ACTIVITIES OF THE EDUCATION MINISTRY

Apprenticeships in Village Development to Selected University Students and Teachers

In order to develop a realistic spirit of social service and a responsible understanding of the problems of rural reconstruction in selected University students and teachers, it is proposed to launch a scheme for granting "Apprenticeships in Village Development to selected University students and teachers" in cooperation with the Ford Foundation and the Community Projects Administration in India. A draft of the scheme has been circulated to Vice-Chancellors of Universities in India for comments.

Rural Higher Education

The Rural Higher Education Committee appointed by the Government of India in October 1954, has submitted a report after visiting various institutions dealing with Rural Higher Education in the country. The Government of India are giving their earnest consideration to the recommendations of the Rural Higher Education Committee and are constituting a National Council for Higher Education in Rural Areas.

A Conference was called by this Ministry on 26th August, 1955 inviting representatives of the 12 rural institutes which had sent in their proposals for financial assistance to develop Rural education in the country. Their proposals are being examined, and it is intended to make a start with the development of five or six existing rural institutions this year, and grant financial assistance to some other deserving organisations. The Ford Foundation have provided a sum of 1,70,000 dollars (about Rs. 81.18 lakhs) for implementation of the Scheme.

TECHNICAL EDUCATION

Development of Scientific and Technical Education and Research

During the period under review, the following grants were paid to Scientific and Technical Institutions under the scheme :

A. Technical Education	No. of Institutions to which grants were paid	Grants paid	
		Non-recurring	Recurring
		Rs.	R s.
(i) for Post-graduate courses.	1	1,84,600	...
(ii) for under-graduate courses	16	11,75,500	..
(iii) for specialised courses.	3	1,65,000	49,500
		Total: 15,25,100	49,500

B: Scientific Education.	2	64,800	20,000
GRAND TOTAL :		15,89,900	(9,500

Loans for Hostels

During the period under review interest-free loans totalling Rs 19,99,500 were paid to eight Engineering and Technological Institutions for construction of students' hostels.

Research Training Scholarships Scheme

The scheme has been modified in as much as junior scholarships of the value of Rs. 100/- are being withdrawn gradually and in their place senior scholarships of the value of Rs. 200/- are being instituted. This will bring the total number of senior scholarships to 530.

National Research Fellowships for post-doctoral research work are being instituted in 1955-56. The value of the fellowship is Rs. 400/- p.m. and a contingent grant of Rs. 1000/- per year for special chemicals, apparatus, etc., will be tenable for the period of three years extendable up to five years with the approval of the Government.

All-India Council for Technical Education

The 21st meeting of the Coordinating Committee of the All-India Council for Technical Education was held at New Delhi on 9th June, 1955. Some of the important recommendations/decisions of the Committee are the establishment of States Directorates of Technical Education to coordinate the activities in the field of Technical education, and the appointment of a sub-committee to review the examination rules and to recommend a revised set of rules.

Technical Assistance Programme

Under the United Nations Expanded Technical Assistance Programme of Unesco, proposals amounting to \$ 2,18,000 have been formulated. These proposals include a request for 15 experts, eight fellowships and equipment worth \$62,000 for various educational and research institutions.

The requirements of some institutions for the services of nine experts in Home Science under the Sisterhood Programme of T. C. M. have been approved.

The Government have approved the proposal of obtaining the services of Col. Urwick, expert in industrial management, for about three months under the Colombo Plan.

Joint Unesco-Government of India Mission to U.S.S.R.

In consultation with the Government of U.S.S.R. Government of India and Unesco sent a joint

mission to U.S.S.R. in September, 1955 to discuss the details of the proposed assistance from Russia under the United Nations Expanded Technical Assistance Programme of Unesco for the establishment of Western Higher Technological Institute at Bombay.

Indian Institute of Science, Bangalore

The Government of India have approved in principle, an expenditure of Rs. 1,52,000/- for Research Training in Radio and Electrical Engineering at the Institute. A Committee that shall start functioning at Bangalore in December 1955 has been constituted under the Chairmanship of Dr. J.C Ghosh to review the working and progress of the Institute.

Indian Institute of Technology, Kharagpur.

The first batch of students of the Indian Institute of Technology, Kharagpur, have passed their final examination leading to the B. Tech. Degree in Electrical, Mechanical and Civil Engineering as well as B.Sc. (Hons.) Degree in Geology and Geo-physics. The total number of students who have passed is 182.

PROPAGATION AND DEVELOPMENT OF HINDI

Hindi Shiksha Samiti

The two Sub-Committees of the Hindi Shiksha Samiti viz. one on preparation of a list of 2000 basic Hindi words for use in the Hindi readers and the other on preparation of a list of 500 basic Hindi words which will constitute the minimum standard of literacy in Hindi, held their first meetings at New Delhi in the first week of October, 1955.

Hindi Classes

The fourth Hindi Prabodh Examination under the auspices of the Ministry of Education was held on 8th, 9th and 10th August, 1955. Out of 397 candidates who sat for the examination, 362 were successful. The new session of the Hindi Prabodh Classes commenced on 1st October, 1955 with 15 centres as against ten that functioned during the last session.

Grants to Hindi Organisations

An *ad hoc* grant of Rs. 15,000/- has been sanctioned to the Nagari Pracharni Sabha, Banaras, for preparing a detailed History of Hindi Language and Literature. A grant of Rs. 31,110/- has also been sanctioned to the Akhil Bhartiya Hindi Parishad, Agra, for expanding the facilities for the training of Hindi teachers from the Non-Hindi speaking States, so as to enable it to train 60 teachers at a time.

Grants to State Governments

A sum of Rs. 4,12,329/- has been sanctioned under the Five-Year Plan to 16 non-Hindi speaking States for promotion of Hindi in their respective areas during the year 1955-56.

Besides, an *ad hoc* grant of Rs. 15,000/- has also been sanctioned to the Mysore Government for payment to the Mysore University for the purchase of Hindi Books for the University Library

Preparation of Basic Hindi Grammar

Dr. Aryendra Sharma, the convener of the Grammar Committee, has submitted the revised version of the Basic Hindi Grammar which has been considered by the Committee as a whole. The final draft English version of the Grammar is expected to be received from the Committee shortly.

Preparation of Dictionaries

The fourth and final instalment of Rs. 15,000/- has been sanctioned to the Hindustani Culture Society, Allahabad, for the preparation of an English-Hindi Dictionary.

Scientific Terminology in Hindi

(i) An Expert Committee on Legal terms has been set up and its first meeting was held from 18th to 20th August, 1955. This brings the total number of Terminological Expert Committees now functioning to 19.

(ii) Revised lists of Technical terms in Hindi pertaining to Railways (Letter A to H), Transport, Defence (Drill words of command), Agriculture, Posts & Telegraphs and the Hindi version of the diplomatic passport are being finalised very shortly.

(iii) The revised list of Zoology terms, the fourth set of provisional technical terms in Hindi relating to Posts & Telegraphs, General Administration, Engineering, Economics, Tourism and Defence, were placed before the Board of Scientific Terminology at its meeting held on 31st October, 1955.

Hindi Typewriter Committee

The Hindi Typewriter Committee, set up by the Government of India to evolve a keyboard for the Hindi typewriter, has submitted its interim report suggesting a keyboard for the Hindi typewriter. It is proposed to issue a press note inviting comments on the keyboard proposed by the Committee. The keyboard will be finalised after taking into consideration the comments thus received.

ACTIVITIES OF THE EDUCATION MINISTRY

Hindi Library

The Hindi Library has at present a collection of 5,210 books and subscribes to 58 Journals.

Modified Overseas Scholarships Scheme

Out of the 25 scholars selected under the scheme for 1955-56, 18 have gone abroad. Applications for the 25 fresh scholarships to be awarded under the scheme for 1956-57, have been invited.

Foreign Languages Scholarships Scheme, 1955-1956

Out of the 30 scholarships, three each for Arabic, Persian, Turkish, German, French, Italian, Chinese, Russian, Japanese and Spanish languages, to be awarded under the above scheme, selection of 21 candidates has been finalised. Application for the remaining nine awards are being invited afresh.

Exchange of Students between China and India, 1955-56

Under the above Programme, ten Chinese students have come to India and joined their respective Universities/Institutions of study. Selection of candidates for the award of seven scholarships, under this Programme, for study in China has been finalised.

Swiss Government Scholarship, 1955-56

The names of three candidates have been recommended to the Swiss Government for the award of the above scholarship.

Elin Wagner Foundation (Swiss) Research Fellowship, 1955-56

The offer has been publicised. Applications are to be sent to the Foundation direct by 31st Dec. 1955.

Central States Scholarships Scheme

Out of the five candidates awarded scholarships under the scheme for 1955-56, one has so far gone abroad. Applications for the five scholarships to be awarded under the scheme for 1956-57, have been invited.

U.N. Social Welfare Fellowships/Scholarships Programme

The selection of candidates to be recommended to the U.N.O. for the award of four fellowships/scholarships, offered under its programme for 1956, are being finalised.

Unesco Technical Assistance Fellowships/Scholarships Programme

An offer of two fellowships, one each for a nominee of the National Physical Labora-

tory, New Delhi, and the Central Bureau of Educational and Vocational Guidance, Delhi, has been received from Unesco under its programme for 1956-57.

Unesco Fellowship in Translation from Slav-Languages for a Nominee of the Indian Documentation Centre, New Delhi, 1955-56

The Government of India's nomination for the above fellowship has been communicated to Unesco.

General Cultural Scholarships Scheme, 1955-56.

85 scholars awarded scholarships under the above scheme, have come to India and are studying at their respective Universities/Institutions.

Indo-German Industrial Cooperation Scheme, 1956-57

An offer of 95 scholarships, 15 for post-graduate study and 80 for practical training of Indian nationals in West Germany has been received.

Scholarships to South & South-East Asian countries (Colombo Plan) 1955-56

62 students from Nepal and six each from Sikkim and the Philippines have come to India and joined their respective institutions of study.

Technical Cooperation Scheme, 1955-56

The Government of India have accepted an offer of training facilities for two teachers in the "Methods of Teaching Foreign Languages" with the help of loop films and other related material renewable at the Harvard University, U.S.A., under the above scheme. The selections are being finalised. An offer of training facilities in Public Administration Project under the sponsorship of Columbia University, U.S.A., has been accepted. Applications have been invited by November, 16, 1955.

Partial Financial Assistance Scheme

The rules have been made more liberal with effect from the current financial year 1955-56, so as to make loans available to a larger number of Indian students proceeding abroad for higher studies, provided necessary facilities for the course of study or training are not available in India and such study/training is likely to be useful from the country's point of view.

Government of India Scheduled Castes, Scheduled Tribes and other backward classes Scholarships Scheme—1955-56

Inland Scholarships

Owing to the large number of applications received for the award of inland scholarships under the scheme the funds provided for the scheme have been raised from Rs. 130 lakhs to Rs. 150 lakhs.

The total number of applications received and the number of scholarships awarded are as under :

	<i>Applications Received</i>	<i>Scholarships Awarded</i>
Scheduled Castes	17,613	16,380
Scheduled Tribes	3,328	3,060
Other Backward Classes	34,968	11,469
Total.	<u>55,909</u>	<u>30,909</u>

Overseas Scholarships

Applications for the selection of candidates for the award of 12 Overseas Scholarships 1956-57 were invited by the U.P.S.C by 29th Oct. 1955.

Merit Scholarships in Public Schools, 1955-56

Selection for the award of the above scholarships will be finalised by 15th December, 1955.

Scholarships to Young Workers in Different Cultural Fields 1955-56

The Central Selection Committee considered the reports received from the various Panels of experts and recommended 29 candidates for award of the above scholarships. The recommendations of the Committee were accepted and offers have been issued to the selected candidates.

Research Scholarships in Humanities 1955-56

The Selection Committee considered 230 applications received for the award of the above scholarships and recommended the names of 34 candidates. The recommendations of the Committee were accepted and offers have been issued to the selected candidates.

Cultural Activities

On the invitation of the National Peking University of the People's Republic of China, ten Indian Universities have nominated a teacher and two students each to form an Indian Universities' student-teacher delegation to China. The delegation that left Delhi on the 25th September, 1955 is led by Shri C.P. Ramaswamy Aiyer. The delegation is to tour China for a period of four weeks.

In response to an invitation from the Afghan Government, the Government of India sent three teams of Hockey, Football and Table Tennis to participate in the Jashan Celebrations which

were held from 29th August, 1955 to 4th September, 1955. The Government of India sanctioned a sum of Rs. 10,000/- to meet the expenses of teams on travelling, sports accessories, gifts and other incidental expenses.

Sanction for an amount of Rs. 10,436/- has been renewed for the purchase of Hindi books for schools in Nairobi, Mauritius and Trinidad.

Under the scheme of financial assistance to eminent writers and artists in indigent circumstances, 11 persons have been granted a monthly allowance ranging from Rs. 75/- to Rs 150/- each.

The Government of India sent a cultural delegation consisting of musicians and dancers to the People's Republic of China. The delegation left Delhi on 4th June 1955 and arrived in India on 11th Aug. 1955. An expenditure of Rs. 3,00,000/- was sanctioned for this delegation.

An exhibition of the material brought by Dr. Raghu Vira, M.P., from China was organised by this Ministry in the Stamps Centenary Hall, Eastern Court, New Delhi. An expenditure of Rs. 8000/- was sanctioned for this purpose.

Grants to Cultural Institutes

Ad-hoc grants of Rs. 36,500/- for the year 1955-56 have been sanctioned to ten cultural organisations in India for the publication of their journals and for the development of their activities.

A grant of Rs. 10,000/- for the year 1955-56 has been sanctioned to the Ramakrishna Mission Institute of Culture, Calcutta, for its normal expenses.

A grant of Rs. 7,000/- has been sanctioned for the year 1955-56 to the Hindi Sahitya Sammelan, Allahabad, for the construction of godown and guest house to the existing buildings of the Sammelan at Allahabad.

A grant of Rs. 96,000/- has been paid to the Sahitya Akadami for its normal activities and working expenses.

A grant of Rs. 5,000/- has been sanctioned from the Minister's Discretionary Fund, to the German Field Excursion to India for payment of duty levied by the Indian Custom authorities on the equipment brought by the Expedition.

A grant of Rs. 9,015/- has been sanctioned to the Victoria Memorial Hall, Calcutta, for repairs to roofs of some of the Galleries of the Hall.

A grant of Rs. 46,000/- has been sanctioned to Director, Nalanda Pali Institute, Nalanda (Bihar) for publication of three volumes of the Devanagri version of the 'Tripitake' to synchronise with the 2500th Buddha Jayanti, 1956.

ACTIVITIES OF THE EDUCATION MINISTRY

A further grant of Rs. 1,00,000 has been paid to the Sangeet Natak Akadami for its normal activities and working expenses for 1955-56.

Unesco-Meeting of Experts to promote International Cooperation between Film and Television in Tangier

UNESCO convened a meeting of Experts on the above subject in Tangier from 19th to 30th September, 1955, to (i) discuss and consider the possibility of organising a regular international programme exchange in the fields of television and (ii) assist in developing international cooperation and exchange of educational, scientific and cultural programmes among producers and distributors of film and television.

Shri J.S. Bhowmagary, Deputy Chief Producer (Documentaries), Films Division of the Ministry of Information and Broadcasting, was deputed to attend this meeting from India.

Consultation Conference of Governmental Officials from Youth Services and Representatives of National Co-ordinating Committees of Youth Organisations.

The Unesco Youth Institute of Germany is organising a Consultation Conference of Governmental Officials from Youth Services and Representatives of Youth Organisations at its headquarters in Gauting Munchan, from 7th to 12th November, 1955. The Indian National Commission was requested to send one representative dealing with Youth Welfare to attend the function. The invitation has been accepted and Mr. G.D. Sondhi, Honorary Adviser on Youth Welfare, has been deputed to attend this Conference.

Research Centre for South Asia on Social Implications of Industrialisation

An Inter-Departmental Meeting was held on the 11th June, 1955 to discuss the Unesco proposal for the establishment of a Research Centre for South Asia on Social Implications of Industrialisation under the Chairmanship of Shri Humayun Kabir. The meeting decided on Calcutta as the location of the Centre in view of the facilities that are available in the Indian Statistical Institute at Calcutta. Later on, Unesco convened a Planning Meeting of Member States to advise on the establishment of the Centre. The Meeting discussed the administrative set-up and programme of the Centre. The recommendations of the Meeting are now under consideration of the Government of India.

5th Meeting of the Executive Board of Indian National Commission for Cooperation with Unesco

At the fifth Meeting of the Executive Board of the Indian National Commission that was held

at New Delhi on the 17th September, 1955, the Executive Board generally approved the Unesco Major Projects and made important recommendations regarding the Major Projects for the production of Reading Material for Neo-literates and promotion of cultural understanding. The Board reviewed the Unesco Project for Translation of Classics and accepted the classics recommended by the Sahitya Akadami for inclusion in the Unesco Project.

Visit of Unesco Officers to India

Dr. Luther H. Evans, Director General of Unesco, paid a visit to New Delhi from 4th to 6th August, 1955. He discussed with the Government of India, the arrangements pertaining to the 9th Session of the General Conference of Unesco which is scheduled to be held in New Delhi in November, 1956.

Dr. M. Adisheshiah, Assistant Director-General and Mr. P. N. Kirpal, Deputy Director of the Department of Cultural Activities of Unesco, visited New Delhi in August-September, 1955. They discussed with the Government of India the implementation of the various projects in the current programme of Unesco, as well as the planning of the programme for 1957-58.

Ninth Session of the General Conference of Unesco in India

As a first measure towards the organisation of the Ninth Session of the General Conference of Unesco in New Delhi, in November-December, 1956, the Government of India are constructing a Conference Hall and a multi-storeyed building for the Conference Offices, as well as a Hostel for the participants in the Conference. Besides, plans for a Commercial Hotel in the Diplomatic Enclave are being finalised.

Unesco Project for Rural Teacher Training Centre—Proposed Establishment in India

Unesco proposes to assist a Member State in 1955-56 in organising a Rural Teacher Training Centre. Unesco has been requested to locate their proposed Project in the National Institute of Basic Education to be set up in India and make available all aid provided under this Project.

Unesco Scheme of Associated Library Projects—Recommendations from Indian National Commission for Unesco

Unesco has decided to extend the Scheme of Associated Library Projects to include (i) National Libraries, (ii) Academic Libraries, (iii) Bibliographical Centres and (iv) National Exchange Centres, in addition to Public Libraries and Schools of Librarianship which only were hitherto included in the project.

THE EDUCATION QUARTERLY

The following Indian Library Projects have been recommended for inclusion in the system :

1. Indian National Scientific Documentation Centre (National Physical Laboratory), New Delhi.
2. Delhi Public Library, Delhi.
3. National Library, Calcutta.

Translation and Publication of Unesco Publications into Hindi—Financial Assistance from Unesco

Unesco has made a provision in its Budget for 1955 and 1956 for rendering financial assistance to Member States for translation and publication of Unesco publications into national languages. Unesco has been requested to provide funds to the extent of Rs 3,000/- to the Indian National Commission for translation of Unesco's publications into Hindi.

Unesco Aid under Normal Programme, 1955-56

Unesco has offered two fellowships in response to requests made on behalf of the Ministry of N. R. & S. R.; one is for study in Scientific Terminology (for INSDOC) and the other for study in Museum Development Methods (for the proposed Science Museum at the National Physical Laboratory). Their terms etc. for these fellowships are now being examined.

Unesco has agreed to provide a fellowship for INSDOC under their Normal Programme to enable one of the members of its staff to receive training in translation into Slav Languages at some institutions in the U.S.S.R. The question of accepting the offer is being examined.

Unesco Exhibitions

- (i) The Unesco Travelling Exhibition on Reproductions of Chinese Art arrived in Bombay in July, 1955.
- (ii) The Unesco Travelling Exhibition of Japanese Art Wood-Cuts has reached Calcutta.
- (iii) The Unesco Second Travelling Exhibition of Colour Reproductions (Paintings prior to 1860) has completed its circulation in India. The Exhibition was last held at Delhi in August, 1955.

Unesco Questionnaire

(i) The requisite information in connection with the following Unesco Questionnaire has been furnished :

- (a) Statistical data regarding Production, Exports and Imports of Newsprint and

other printing and writing paper in India during 1954.

- (b) Statistical data regarding newspapers and other periodicals, their publication and circulation.
- (c) Statistics regarding Book Production in India.
- (d) Statistical data on Libraries in India.

Seminar on the Education of the Deaf in 1955—Contributions from Unesco

The Ministry of Education convened a Seminar on the Education of the Deaf in September, 1955, which discussed all aspects of the education of the deaf including important problems relating to the provision of facilities for technical training for the adolescent deaf and their employment.

Unesco-International Campaign for Museum—Participation of India

Unesco proposes to organise an International Campaign for Museums with a view to emphasising the importance of their role in the life of the national community and in promoting international understanding. The Government of India propose to cooperate with this project.

Central Educational Library

The Central Educational Library has embarked on a new project which will be helpful to all those working in the field of Education. *The Indian Education Abstract* attempts to give briefly the contents of important educational articles published in various Indian educational journals. It is a quarterly publication and is non-priced. The first issue is already out and has been distributed to all the Ds.P.I., Training Colleges, Unesco and other educational institutions.

Educational Information

During this period 732 enquiries (India) and 1,718 enquiries (Abroad) on various educational topics were dealt with. 304 visitors sought information from the Information Library.

Information has been compiled about Nursery Schools in the U.K.

Material has been collected for the preparation of a brochure on schools situated at hill stations in India.

Educational Statistics

The following publications have appeared during the period under review ;—

ACTIVITIES OF THE EDUCATION MINISTRY

- (i) Directory of Institutions for Higher Education in India, 1955.
- (ii) Education in India, 1951-52, Vol. II; and
- (iii) A set of twelve Educational Wall Charts (size 20" x 30") on important topics such as 'Progress of Education', 'Literacy in India', 'Students Going Abroad', 'States Educational Budgets', 'Out-put of Graduates', 'Growth of Universities', etc.

The publication "Education in the States of the Indian Union, 1952-53—A Statistical Survey" is in press and will be out shortly.

Seventy-one major statistical enquiries were attended to, during the period from August to October, 1955.

Publications

The following publications have been brought out during the quarter under review :—

1. Proceedings of the 22nd Meeting of the Central Advisory Board of Education.
2. Proceedings of the Seventh Meeting of the All-India Council for Technical Education.
3. Proceedings of the Eighth Meeting of the All-India Council for Technical Education.
4. Provisional Lists of Technical Terms in Hindi (Posts & Telegraph, General Administration, Engineering, Tourism, Economics and Defence IV)
5. Partial Financial Assistance to Indian Students Already Abroad/Proceeding Abroad.
6. A Bibliography of Material for Neo-Literates in Hindi.
7. Scholarships for Scheduled Castes, Scheduled Tribes and other Backward Classes (3rd Edition).
8. Propagation and Development of Hindi (English & Hindi reprints.)
9. Understanding Basic Education (Reprint).
10. Report on the First Inter-University Youth Festival.
11. The Education Quarterly—September 1955 Number.

3,685 copies of publications were sold during the period under review for a cash return of Rs. 3,400/-.

Anthropology

During the period under review the work of examination and evaluation of research materials collected during field surveys made further progress. Six papers have been completed dealing with genetical composition of Naga and Tripura tribes, Radiological and Somatological studies of West Bengal children and folk literature of Tripura Tribe.

In the Physical Anthropology laboratories the chemical treatment and reconstruction of ancient human and animal remains, particularly from Harappa and Maski, were continued. In Ethnography Section work of modernisation of the Gallery has been in full swing while checking of specimens from reserve collection and preservation and repair works of specimens from Andaman and Nicobar Islands, Tripura, and Abor areas were continued. Speech and music specimens of Onge were transcribed on electrical discs in the Linguistics laboratory. A Film on Onge life was edited and made ready for projection. In the Biochemistry laboratory samples of liquor and vegetables collected from Tripura were tested with a view to determine their nutritional contents. Further progress has been made in mapping tribal peoples of India. 234 books and 670 periodicals were added to the Library.

ARCHAEOLOGY

South-Eastern Circle, Visakhapatnam

Some finds have been noticed at village Gunanpupuram in Srikakulam District which show that the site is sufficiently early and was under the influence of Buddhism.

Special repairs to the thousand pillared temple at Hanamkonda in Warangal district have been completed. In addition to this, special repairs to Agesteeswaraswamy temple at Chilamakurru in Cuddapah district were also carried out.

Northern Circle, Agra

There was leakage at several places in the facades (plinth) of the marble platform containing the tank in the centre of the Taj Mahal garden. The plinth has been rendered watertight and in spite of the recent heavy rainfall no oozing out of water was noticed anywhere.

Mid-Eastern Circle, Patna

During the period under report the monuments of the important Buddhist sites at Kasia, Sarnath and Nalananda received the special attention of the Circle. Clearance of jungle, tidying up the sites and laying out turfs were the main items of work, preliminary to extensive conservation measures to be undertaken at these places in connection with the Buddha Mahaparinirvana Celebrations of 1956.

THE EDUCATION QUARTERLY

Western Circle, Baroda

The temple of Jatashankar, a Siva Temple, was taken up for repairs

The imposing Northern Gate of the Maha Sati erected by Rana Samar Singh (A. D. 1273-1302) was repaired.

Indian Museum, Calcutta

A Torso of Vishnu, Terracotta head of a female figure, seven broken pieces of terracotta toy horses, and two copper coins—one Muslim and the other a Hindu—have been added to the coin cabinet of the Museum during this period. Three cases containing carved figures were examined during the period under review. Short descriptive trilingual labels have been introduced in several galleries and further work in the line is in progress.

National Archives

Eleven volumes of indices to the Ministry of Finance, two volumes of Home Department General Index to Proceedings (1941-45), 13 files of the Ministry of Railways (Railway Board) Government of India, 50 authenticated copies of Part A, B and C States assented to by the President, 133 albums of photographs covering the Prime Minister's tour through foreign countries and various places in India, two articles of agreement of Messrs W.B. Cairns (8th June 1913) and C.G. Blomfield (8th August 1913) for service in India, the Original agreement (11th November 1913) between the Secretary of State and Messrs Baker and Lutyens, one file of Public Works Despatches from Secretary of States (August-September 1916), and two agreements of Mr. E.C. Gentry, Architect, dated 24th September 1930 and 30th October 1934 regarding the construction of the new capital at Delhi, and the Original Special report with one printed copy of Delhi Town Planning Committee (February-March 1913) were received.

34,77 sheets of records were repaired, 72,647 sheets gathered and guarded, 179 volumes, one map colio, six map covers, 289 books, three registers, two boxes and one pad bound, 26,893

O.Cs., 293 volumes, 145 books and 21 registers checked, 10,763 O.C.s. and four bundles of records sorted, 15,728 O.Cs. docketed, 2,456 O.Cs. stitched and 2,497 volumes of records treated with leather preservative mixture.

On an average 33 scholars worked in the Research Room of the Department. The 12,416 requisitions from research scholars and different Ministries and Officers of the Government of India were dealt with. 7,109 pages of excerpts were released to research scholars after scrutiny. In addition 455 pages were released to the Board of Editors, History of Freecom Movement in India. The work relating to the preparation of a Summary Guide to the microfilms procured from abroad was taken up and 228 pages were checked on the "Recordak", discrepancies recorded and descriptive lists prepared.

The new session of the three-month-training-course in the Science of Archives-Keeping commenced from the 1st July 1955 with 12 trainees on the roll and terminated on the 30th September 1955. The one-year-training course is continuing and will terminate on the 31st December 1955. Theoretical and practical training was as usual imparted to the trainees of both the said courses.

Further progress was made in the printing of Volume I, II and IX and textual editing of volume XV of Fort William-India House Correspondence. Volume. VIII No. 2 of *The Indian Archives* came out of the press and was issued.

National Library, Calcutta

(i) The floor of the Periodicals Reading Room was fitted with linoleum to solve the problem of noise there. Special easy cane chairs with rubber cushions dispersed between the alcoves were provided for the convenience of the readers. The Asutosh Law Collection was housed in special type of steel shelving called the "Skirted Bottom Steel Racks."

(ii) In response to public requests a number of small-size bibliographies on different subjects of interest were prepared by the Bibliography and Reference Division of the Library.

THE SECOND INTER-UNIVERSITY YOUTH FESTIVAL

AN EVALUATION



POST-MORTEMS are not always good things, but they have the virtue of showing up the strengths and the shortcomings of a project as these are rarely seen before the project is executed or while it is in progress. A Youth Festival seen in retrospect is a festival seen in wise perspective, whether from the point of view of the sociologist to whom it is an experiment in social organisation, to the cultural critic who sees it as creative activity in dance, drama and music or in painting or to the educationist who sees it as a well-rounded attempt to direct youthful energy into constructive channels. Seen from this last angle the Second Inter-University Youth Festival cannot be measured in terms of immediate success; it should be seen as part of a continuous movement to bring undergraduates of the far-flung States of the Indian Union together in activity and accord.

In this special Supplement, we publish excerpts from the comments of four students of participating teams. In order to obtain the students' standpoint, "The Education Quarterly" ran an essay competition on "The Second Inter-University Youth Festival as I Saw It". None of the entries received was adjudged worthy of a prize but the excerpts we publish, as from contributors to the Quarterly, are indicative of the many-sided results of such an educational undertaking. Thus *K.M. Desai* of the M.S. University of Baroda saw the Festival as follows :

"It was encouraging to find that the number of students at this Festival was twice the number at last year's. I was proud to be a member of this vast concourse of students coming from all parts of India and to have the opportunity of mixing with them. It was an enriching experience to come in contact with students of different ideas and outlooks, cultures and values and to establish closer ties of friendship with them. It made me aware of the oneness of India despite the bewildering diversity of its cultures and a sense of homogeneity that binds all its people together. But the rarest experience of all was the opportunity the Festival gave us for the expression of our creative and youthful impulses."

On the other hand, *Indira Maitra* of the Isabella Thoburn College, Lucknow University, saw the Festival as might a good reporter :

"The Festival grounds were laid out in the most picturesque manner possible. As we entered the gateway, a broad roadway stretched ahead of us and to get to our university camp site, we turned in the first road on the right where we were greeted by a huge modernistic figure of a boy and girl holding a flaming torch and bearing the caption 'Lead on Youth'. The figures were in

bold sweeping lines of coloured metal meant to embody the spirit of upward surge and aspiration. The whole road was lined on either side with University emblems of the 26 universities. At the end of it was a huge and gaily coloured *Shamiana* that housed our dining room ; on the right was an open-air theatre while on the left were rows and rows of tents, all ready for the occupation of the students.



"All day long we were kept busy with our performances. Four performances were held each day, the last finishing at about 11 p.m. But even at that late hour we would not think of going to bed. Students from the various universities would get together, some making singing parties while others would stroll down to the cafeteria for hot coffee and converse on various topics. Often the more energetic of the men students would do a village dance and the onlookers would clap their hands and sing to provide background music. For me every day and every night has woven itself into a pattern of an unusual and attractive memory and I sincerely hope that such a festival will be held year after year."

THE SECOND INTER-UNIVERSITY YOUTH FESTIVAL

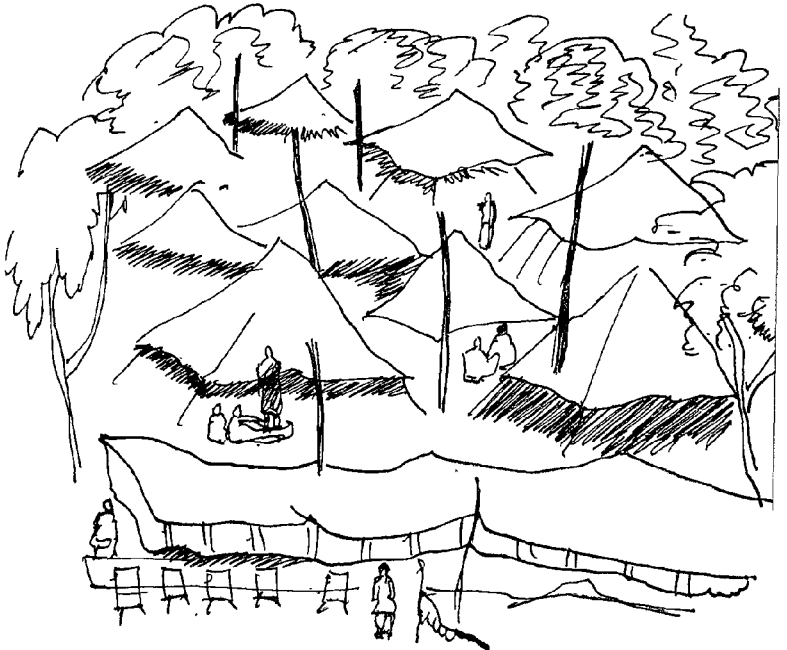
From *Reginald Massey* of B.M. College, Simla, Punjab University, we have this :

"To me the festival was performed not inside the open-air theatre but outside it. We lived together, ate together, talked together and in the case of men students even bathed together. It seemed to me then that we were the varied beads of a necklace strung together by a cord that was long and strong.

"This kind of get-together is important and more needed in our country than anywhere else. Isolated groups of intellectuals scattered around in groups, will serve no useful purpose. They must be brought together and integrated into a mass. Only then can we put an end to our country's sad history of political and social strife. It is vital that the youth of today should be imbued with a sense of solidarity and unity of purpose."

And from *Arvind Kumar Shah* of the Medical College, M.S. University of Baroda, comes :

"The Second Inter-University Youth Festival will always remain a vivid memory in my mind. The tedium of the journey, the strain of rehearsals and sleepless nights were nothing when compared with the rich and varied experiences afforded by this occasion. The festival grounds presented the picture of a miniature India—with students from all parts of the country dressed in their regional costumes, singing, dancing and mixing together in joyous abandon, thus converting the flood-lit Talkatora Gardens into an enchanting 'Mela'.



"A keen sense of competition prevailed among us but we did our little parts

in a spirit of friendly rivalry. Each tent became a little theatre or a music hall. Groups of boys and girls were seen sitting inside the tents or under shady trees rehearsing their parts or playing on

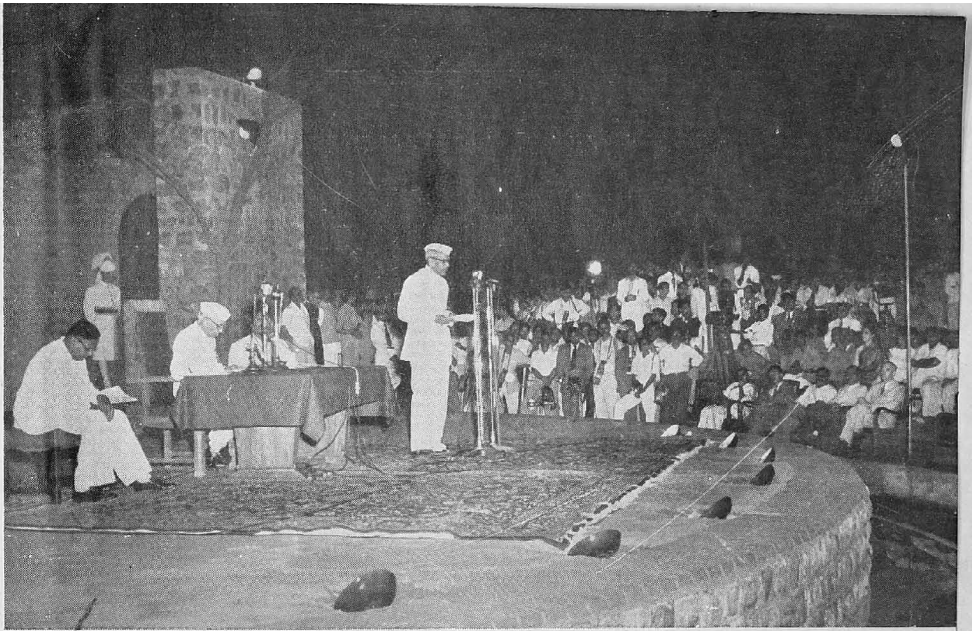
musical instruments in a bid to outdo other groups. In pleasant contrast to the anaemic charm of sophisticated dances, we had Indian folk dances with their richness of colour, their vigour and spontaneity of movement. It was a spectacle of riotous colour and sheer loveliness as each university participating in the folk dance competition went through its number. It meant nothing who won and who lost. The opportunity of such a get-together was a reward in itself. The night before we broke up, we did not allow anybody to sleep. At midnight we hopped around the camp-fire and sang and danced like happy, carefree birds."

Important as is the student point of view on what is organised for students, the Festival is a project for educationists with various angles, one as important as another. There is, first, the teacher who accompanied a troupe from a distant part of the country, to whom the Festival was another milestone in the lives of her students. We publish below the comment of *Zia Durrani*, Lecturer in English at the Government College for Women, Srinagar, Kashmir, and a member of staff who assisted the Kashmir troupe :

"The inaugural ceremony this time was held at Talkatora Gardens. After a bumper At-Home, we went to the auditorium to meet Mr. Nehru. We had read about him before, seen his photographs, heard him speak from the platform, even seen him close up, but as youth of the same country, we met him for the first time. His talk was youthful and delightful.

"It was in Talkatora Gardens that I felt the hugeness of my country. Geography makes one half-believe it but the feeling that came over me on meeting people from far-flung corners of India, wearing varied clothing and speaking strange languages was one of the immensity of our sub-continent. Nevertheless, I felt that we were one. This consciousness of unity among students is healthy. Talkatora Gardens became a miniature India. The vast dry lawns were a splash of colour for the space of a week and specially was this so when the group dance sessions were on.

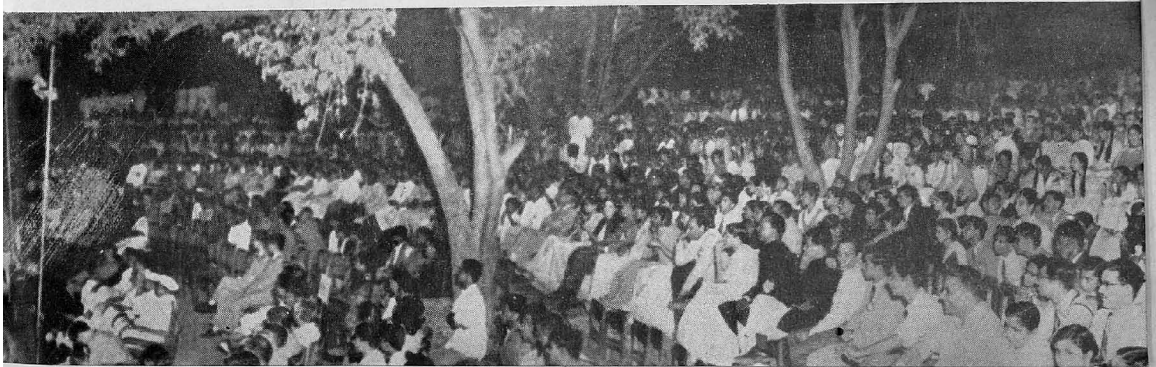
"Film music, whatever the orthodox may say, is apparently a source of inspiration to the youth of India. Students gathered in huge groups to listen to the latest hit from 'Shree 420' and to dance to it. There appeared to be no other song that all of them knew and understood. A delightful performance on the harmonica by a student from Bombay attracted a large audience when he played the latest film song-hit. It was played with a vengeance after the long hours of



Welcoming the guests

INAUGURATION

The audience listens to the Prime Minister





Rehearsals—'Each tent became a little theatre or a music hall.'



classical music in the morning. On the third night of our stay in the camp we heard the volunteers requesting the 'musical ones' to go easy after one in the morning.

"Every inhabitant of Talkatora Gardens was in a festive mood. It is refreshing to see young people really enjoy themselves. In my opinion, enjoyment is the best of all things. It is the very first and simplest principle of all education. There is an immense field for learning if one goes about wide awake. One visit to the Youth Festival wipes out false notions. It is a chance to see what others are capable of doing. Some of my students had never before seen so many faces round them. They had never peeped out of the huge mountainous walls of the Kashmir valley. This tended to make them self-centred. I could see them radiant with happiness on seeing something new. They have learnt to appreciate the art of others. This is valuable : it makes for honesty and sportsmanship, which are, as I see it, the ends of education.

"We, teachers, should see festivals as a godsend to help students. The pleasure that they give is an education even for us. We must learn to live and to face life. Ideal conditions are rare. The camp offers us conditions that we meet with in many parts of India. The Festival was an education in taking the rough with the smooth.

"I think one of the biggest benefits of the Festival was the fact that it encouraged art among the students. It gave them a chance to project themselves. As a people we lack expression. I noticed this weakness in my own students. In order to overcome it, I suggested that one of the girls should write a play for the Youth Festival. Now she must feel that she has created something. Creativeness is natural ; it satisfies a certain vanity in human beings. It advances their natural capacity. The student who sees his or her play enacted has an immediate sense of elevation. With this confidence he begins to enjoy life and to feel its richness. Such activities, if rightly directed, should act as a creative fillip to students and should cure indiscipline."

There is, in addition, the sociologist, who sees the Festival as a study in behaviour, in tensions or the lack of them, sees common interests, aptitudes and tastes, common immaturities or uncommon sophistications; in short, as a study of young men and women from various parts of a sub-continent, who, when they live and play and work together, achieve an integrity of purpose and, indeed, of life that it behoves all large countries to promote.

We publish below the views of *Freda Bedi*, Executive Editor of "Social Welfare" on the Festival as a study in social organisation :

"Fortunately I arrived at the Second Inter-University Youth Festival in the evening, and that too, after the formal opening ceremony had been performed. I say fortunately, because first impressions are important and I believe after living under canvas with the participants that the Camp, which was good anyhow and all day long, had a particular charm in the evening hours and could be said to be at the peak of its verve after nine every day. It is a platitude to say that the Festival has been a cohesive force, and has brought to life that very usual phrase 'the unity of India.' But the electric feeling that unity gave, its tonic effect is something not to be described in words.

"The Youth Festival was a problem of social organisation, and a severe one for the Youth Welfare Unit, but it did to a very large extent 'organise' itself once the scaffolding of tents and services had been arranged. It was this unknown factor 'x' unrealised before the actual proceedings were inaugurated, that brought the bare bones of organisation to life.

Camp-Town Planning

"Seeing the impressive parade that led to the open-air theatre, lined on one side with the colourful flags of the Indian universities, and on the other with the coats of arms of the same universities mounted on round, shield-like boards, the Olympic Village came immediately to my mind.

"The work-a-day camp units, the rows of tents for boys and girls, were perhaps too closely packed for comfort in the area in front of the canteen, and were certainly too jammed with beds in almost all university groups. This perhaps could not be avoided, as the size of contingents was not known in every case until they actually arrived. It would be wise to have more spare tents next time.

"Sanitary arrangements were surprisingly good considering the lack of sanitary equipment available in Delhi. The water-flushing system was a big improvement on the usual bore-hole latrines. Bath water heating was done on the ancient, and Arabian Nights' pattern of huge cauldrons, but everybody got hot bath water who wanted it, and there were few complaints.

"The Dispensary was, encouragingly, not much used, but, always ready to deal with emergencies, which were few. One serious case which occurred was promptly referred to hospital with the consent of the leaders of the delegation concerned,

Food

"The perennial headache of any all-India Conference is to evolve a type of food suitable for people of varying tastes. Every

international centre, like Santiniketan, faces the same problem. Generally speaking, the question was not too satisfactorily solved at the Festival despite the fact that for the rate charged the food was as good as could be expected. Rice was provided for the rice-eaters; *Chapattis* for the wheat-eaters. Both were available to those who took both. In spite of the pains taken food left some—thing to be desired. The following suggestions are made after discussing possible improvement with a cross section of students:



- (a) It is a general Indian custom to eat the heavy meal of the day before 10 a.m. Most students are accustomed to take the meal before leaving for college. The slender breakfast offered was inadequate to deal with a healthy adolescent appetite. 'Parathas' or 'dallia' was a necessity, and bananas would have been useful.
- (b) Northern Indian students were generally more satisfied than the Southerners. Rice was half-boiled, and needed to be cooked by some one from the area concerned. Daily buttermilk and a pickle are also vital for South Indian diet.
- (c) It is suggested that in future the canteen plus kitchen should be run by a group of students from our Domestic Science Colleges from all over India. This will give such students a functional interest in the Festival and much valuable experience. They can be

guided by the professionally trained caterers of the All-India Women's Food Council. Service of all kinds should be by the students for the students. Self-help should be the principle: the untidy and unappetising appearance of the dining tent could have been avoided by the simple expedient of making each student responsible not only to serve himself, but to deposit his used utensils in a definite spot. Hot water, towels and soap should be provided so that all could learn how to look after themselves. A more 'scoutish', atmosphere would have been an advantage.

Volunteer Work

"The volunteer work done by the Camp College students was willing and conscientious but untrained. It tended therefore to be slovenly, and this was particularly noticeable in the Reception Tent. N. C. C. or Scout and Guide volunteers would have been better. A uniform and a smart and disciplined way of working would have mitigated the bad effect. Alternatively, the same excellent Camp College boys could have a preliminary *ad hoc* training camp for work in the Festival.

"Mixing" Problems

'In my personal opinion, the greatest lack in the Festival was in its failure to organise the mixing of the university groups outside 'work' hours. This opinion has been formed after many discussions with the students who took part. They said, almost without exception, 'we want more opportunities to get to know one another'. Spontaneous, unofficial mixing of inter-university groups took place after the evening performances as most young people were too busy rehearsing and working in the day-time. There was a regular circle of students meeting behind the Canteen, with music and songs. What everybody wanted was a regular 'Camp Fire' which could have been held daily from 9-11 with 'Lights Out' at twelve. There is no reason why a 'Reveille' and 'Last Post' should not be sounded daily to ensure that the students get enough sleep. Suggestions for the running of the Camp Fire are:

1. A separate unit should be placed in charge of it, chosen from students specially selected for this work. Each university might be asked next time to include in their contingent one girl and one boy student without any work to do for the Competitions. These students, chosen for their social gifts, jolliness and aptitude to take part in unrehearsed camp fire skits, etc., would have the job of organising programmes for the daily camp fire and getting volunteers. This

'fluid group' could have a special simple uniform and be a great cohesive force in the Camp.

2. An effort should be made by the Camp Fire organisers to break down State and language barriers, draw out shy students and so on.

"There was incidentally a general feeling that students should be officially included in the organising committee for the Festival.

Basic Organisation

"Another impression that emerged after talking to different State delegations was that there was in a number of them a feeling that the preliminary work for the Festival had not been done well enough in their various universities. Preparations were sometimes too hurried, and not enough publicity was done, with the result that the best possible teams or individual competitors did not take part in the preliminary contests, or were not chosen. This was not true of all universities.....in some, work went ahead well and smoothly..... but it did give some students a feeling that there was a sense of grievance in some circles of the university.

"The time has now come when the university preliminary contests and the publicity need to be looked after by a definite officer appointed for the purpose. Professors and students are too overworked on the one hand, and too absorbed in other matters on the other. A regular Youth Welfare Officer attached to each university in India would ensure that things were done on time. A Youth Welfare magazine on the lines of the 'Social Welfare' magazine of the Central Social Welfare Board, would also help."

But far and away the most interesting part of the Festival for participant as for spectator was the solo and group singing and dancing. On this we publish below the views of S. A. Krishnan of the Lalit Kala Akadami as also his report on the Exhibition of Student Painting:

"There is nothing basically wrong with students. Indeed they have great potential talent. All that they require is wise guidance.

"On the whole, the classical music was of a high standard. As, with one or two exceptions, the musicians were amateurs, this is really to say a great deal. The prize winners in the instrumental music competition—Jaya Basu of Calcutta University, and Debabrata Chowdhry, also of Calcutta University—were outstanding. There were fine violin recitals by Kamalesh Kodesia of Lucknow University and Miss Langwanker of Baroda. We had spectacular

performances on the *veena* in the Karnatic style by V.G. Subramanian of Annamalai University, on the *tabla* by G.S. Tade of Saugar University, Kowshik Mehta of Gujrat, Santosh Kumar of Utkal and Chandreshwar Prasad of Bihar.

“The singing was less good than the instrumental music for men, but singing by women was of great excellence. I would mention specially the music of Sarojini Pradhan of Delhi University and Pritam Bannerjee of Calcutta. Another fine stylist was Kalpana Bannerjee of Patna University who sang with emotion and understanding.

“But by far the loveliest and most excellent part of the cultural programmes was the group dancing. This was generally of a very high standard. There were purple patches but on the whole very well coordinated and pleasant performances were presented in this part of the competition.

“The most outstanding group dance was given us by the Gauhati team. This had the impeccable purity of the Manipuri style and team work was excellent with very suitable music. Gauhati and Nagpur tied for the first place. Another memorable group dance was given us by Nagpur University. I am still haunted by the strange melody of the music of this dance, the gay faces of the dancers as they wove unusual rhythms into the intricate pattern of their dance. The Utkal group dance was essentially a ballet. It was good fare and rightly deserved the second place. The Banaras team stood third with a lovely Kurathi dance. The harvest dances of Poona and the Karnatak were both well directed and practised,

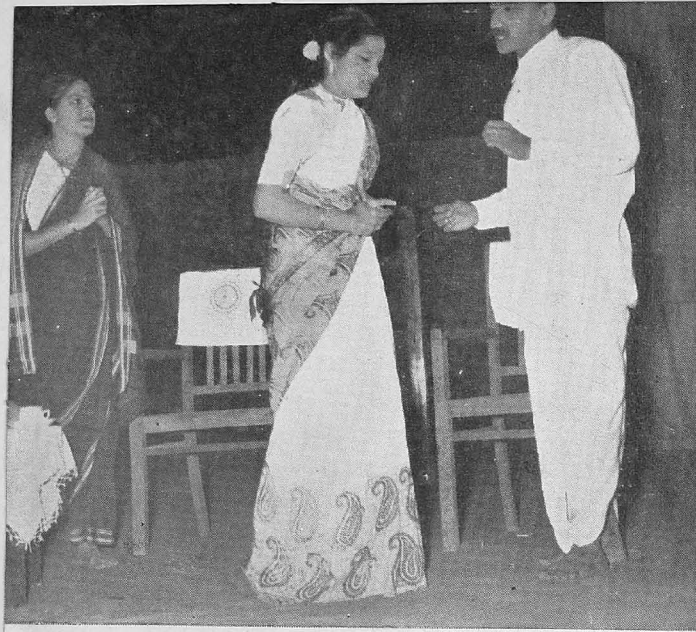
“Classical dance by women was on the whole better than classical dance by men. The better ones were very good indeed. And the most outstanding of them—Shanti Pandey of Banaras University—was well trained and had a natural talent for the dance. Among the classical solo dances I would give special mention to Rani Karna of Delhi University, Mangla Pardhi of Nagpur University and Reena Singha of Osmania. I would also mention Archana Bannerjee.

“An important but apparently not very popular part of the Festival was the exhibition of Arts and Crafts that was organised



Group dancing was by far the most colourful and fascinating item





Scene from "Satara Varsh,"
the Marathi play staged by
Poona University that
won the first prize



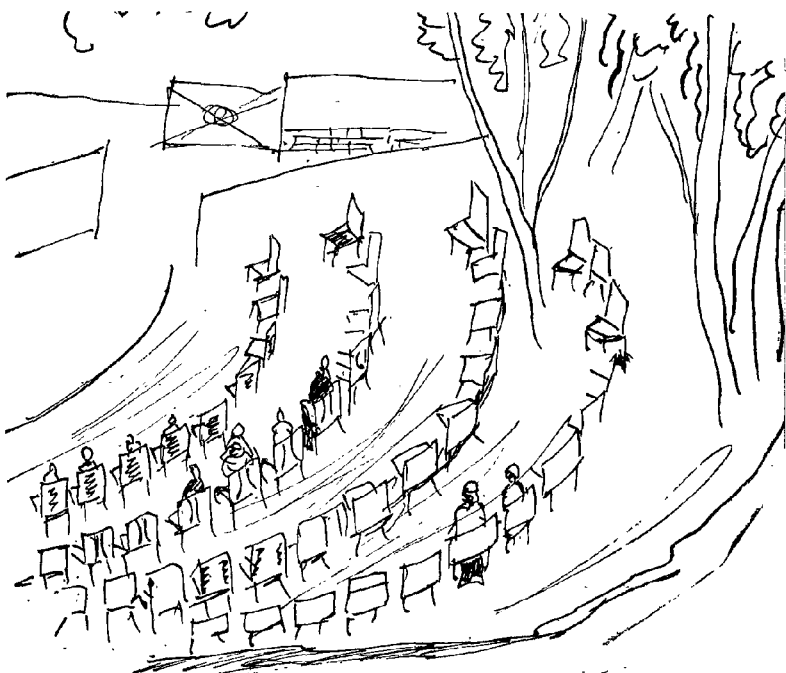
Awards for the best artists

at Community Hall. There was a big difference between the exhibitions organised for the first and the second Inter-University Youth Festivals. This time the organisers realised the importance of selection and reduced the original bulk of 400 exhibits to about 200 that included 100 photographs.

"The exhibits were displayed effectively this time following accepted standards. But the standard of work was not high. About one dozen paintings excepted, the exhibition lacked sensibility. The photographs were much better than the paintings.

"I would say that most of the credit for the quality of the cultural programme went to the students, not to the colleges or universities that they represented. So far as the singers were concerned they were trained outside their universities. This is probably true also of instrumental music and group and classical dance. Some colleges and universities have dramatic societies and these give a fillip to the activities of students, but few colleges set out to encourage the Fine Arts. University Unions have held exhibitions of photographs and paintings but this is not enough. What we need is a

university or college of Fine Arts that will do systematic work in the field of painting and culture. I do not know whether special lectures by qualified persons are given to students on the Fine Arts. I am not thinking particularly of the enlightened student who will always be a privileged person because he will visit exhibitions on his own account. I am thinking of the student community as a whole that must be positively directed. Somebody has to take an interest in this and what better institution for this purpose than the college or the university?"



The drama at the Second Inter-University Youth Festival was like the curate's egg, good in parts. One of the main problems in all drama in India today,

is the choice of a suitable play. Difficult under all circumstances, for our audiences have widely differing tastes and capacities for understanding, this is especially difficult when plays are performed for student audiences. Problems of language complicate the over-all problem of choice for where dialogue is not understood synopsis, however well presented this may be, cannot create that burning interest in what is enacted that is essential to the complete enjoyment of drama. Most students could follow plays in Hindi and English but few from outside South India could follow Telugu, Tamil and Malayalam, and few outside Orissa and Bengal could follow Oriya and Bengali. Add to this the fact that the plays chosen were sometimes in themselves excellent but unsuitable for student audiences. Especially was this so of Osmania University's choice of Shaw's "The Dark Lady of the Sonnets". For anyone who truly understands dramatic dialogue, this is dramatic dialogue at its best, and it does not matter that we are not English or vastly interested today in Elizabethan England—the play's the thing. Also, Shakespeare will always be with us, and the play centred round Shakespeare. But the dramatic dialogue called for a mature and listening audience. Student audiences are proverbially impatient. Capture their attention, get a grip of their imagination in the first few minutes, or suffer their interruptions with irrelevant clapping, cat-calling and loud interjection. We had an example of the immediate grip that a play took of the audience when Nagpur University put on "The Doctor's Dilemma"—a play by a student playwright, Krishnamurthi, in which laugh upon laugh, incongruity upon incongruity, all working towards an inevitably happy conclusion, were just what a student audience wanted.

A judge of drama may never take his cue from a responsive and entertained audience; but a judge must be lost to all sense of theatre who is unaware of the reactions of the audience to a play. Poona University's first prize-winning "Satara Varsh"—a difficult, thought-provoking drama of social conflict—would have been rapturously received had it been in Hindi. It was played, as the playwright intended it to be played, in Marathi which not many understood. In spite of this shortcoming, the play worked itself calmly out to a finish with acting of so high a level of sensibility and production so efficiently executed that there was no sense of lost illusions.

The moral of this is: if a play is well chosen, it can surmount difficulties of language. "The Dark Lady of the Sonnets" was not well chosen. "The Doctor's Dilemma" by Krishnamurthi was well chosen. "Satara Varsh" was reasonably well chosen.

There were other plays that though well chosen were badly produced or stage-managed. One instructive instance was Lucknow University's "Naya Shehr" with a good plot intelligently resolved but badly executed. There were far too many entrances and exits, too much movement and too little concentrated emotion.

There are other things that call for constructive comment in an evaluation of the Festival's drama, such as, the need to learn to produce the voice for an open-air theatre so that there need be no recourse to microphones that irreparably damage stage voices; the need to speak naturally and not to declaim in ordinary conversation; the need to avoid set caricature in servants and *baniyas*—and this is an important point that all student-producers should remember. A free country should produce free servants who are neither cripples nor buffoons. Play after play indulged in the set convention (almost Greek) of the servant as a limping buffoon. It might almost be worth our while to write and enact a play that immortalises the dignity of servants. Nor is every 'seth' an over-fed monster. K. Ahmad Abbas's "Atom Bomb" played by the Aligarh University was ruined by the caricature of a 'seth' and the inability of the cast to create the atmosphere necessary to such a play. A few servant-actors and actresses nevertheless distinguished themselves—there was a 'Dhoban' in "Naya Shehr" and a maid servant in the Oriya play enacted by Utkal University. Both were studies in the amiable and philosophic humanity that we recognise upon sight.

Costumes generally left something to be desired. It is true of costumes as it is of decor that they are aids to the creation of illusion. Bad or slovenly costuming, unsuitable decor hinder the creation of illusion or wreck it but no play was ever made by costumes and decor. "Toofan" from Bombay University had excellent decor and started out with the advantage of an atmosphere achieved by decor and good sound effects. It did not progress because the play in effect said nothing. That will not do. The old injunction that "the play's the thing" is still the most valuable counsel to follow in theatre. Without a play there can be no drama, for "words, words, words", decor, costumes, do not make up for the conflict and characteristic action arising out of conflict, that are of the essence of a good play.

EDUCATION *Today*

An Exhibition on Basic education and craft work done in the Basic schools of *Bombay* State was held at Poona from September 27 to October 2, 1955.

Basic Education The exhibits, displayed on the occasion, included Khadi cloth, carpets, articles of furniture, blankets, cardboard work and toys. Charts showing the progress of Basic education in the State and the correlated methods of teaching were also on view. Demonstrations were given of craft work to show the process of manufacture from raw material to finished product. These were arranged by the students themselves.

Nearly 200 prizes were awarded to articles of approved merit.

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From the current academic year all Government Middle and Primary schools in *Coorg* have been converted into Senior and Junior Basic schools respectively.

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Fifteen Primary schools in *Himachal Pradesh* and 142 Primary schools in *Madhya Bharat* were converted into Basic schools during the quarter. In addition, five new Basic Primary schools were opened in *Himachal Pradesh*.

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The Government of *Madhya Pradesh* are to introduce a Basic education syllabus into all the Primary schools of the State. As a first step in this direction, 1,000 existing Primary schools are earmarked for conversion into Basic Primary schools. Financial aid to the extent of Rs. 15 lakhs exists in the current year's budget for this purpose.

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In partial implementation of the Basic Education Scheme, the Government of *Rajasthan* have ordered the conversion of 11 existing Teachers' Training institutions and their attached Middle schools into Basic Teachers' Training institutions and Basic Model Middle schools, respectively. Sanction has also been issued for the conversion of 100 existing Primary schools into Basic Primary schools.

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Loaned through the courtesy of the British Council, an exhibition of "Educational Aids used in the Lower Forms in Primary Schools in England", was organised by the Central Institute of Education from 14-18 September, 1955. This modest but educationally valuable exhibition offered many ideas on the place of well illustrated charts, and simple, ingeniously devised equipment, in the education of children.

There were some good charts on geography, physiology, and transport.

Especially good series were those on wood technology, wool, rubber, rice, citizenship, English teaching, and 'Safety first'. A large picture book with clear illustrations of birds and plants must be sheer joy to children.

Among the "Learning-while-you-play" equipment were the Matching Cards series—a self-corrective reading game designed to develop children's power of word recognition and reading vocabulary built around subjects familiar to children; cardboard and plastic coins, numbers and letters; posting box, learning numbers and arithmetic through number Loto sets and Picture Number sets; a clock to tell the time and other toys and block games, simple, but essential items in any lower Primary school.

An important feature of the exhibition was a set of attractive but not too elaborate books for children and the much appreciated item of English schools—film strips, with notes on subjects such as *Famous Men, Sea Transport, History of the English Theatre, Instruments of the Orchestra, Famous painting etc.*

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The Government of *Madhya Bharat* have framed an eight-
Extra-Curricular Activities point scheme of extra-curricular activities in the State.

The scheme comprises daily mass prayer by students; unfurling of the national flag and singing of the national anthem in chorus once a week and also on special occasions; occasional excursions and picnics; cooking, gardening, etc; sports and physical exercises; running cooperative stores and banks and performance of social service and social survey; liaison between teachers and guardians to stimulate the latter's interest in school activities, book collecting, dairy keeping, participation in debates and encouraging students to cultivate the habit of newspaper reading through wall newspapers.

The Director of Education of the State has issued instructions to the Inspectorate staff and school authorities to carry out this scheme consistently and earnestly.

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The *Punjab* Government are proposing to establish a Teaching Residential University at Kurukshe-
Higher Education tra for the encouragement of Higher education and research, especially in Sanskrit, Prakrits and Modern Indian Languages, as also in Indian Philosophy, Ancient Indian History and other aspects of Indology.

With this objective, the Government have set up an Advisory Committee for the proposed University consisting of eminent scholars, educationists and statesmen from the Punjab and other States, with the Governor, Shri C. P. N. Singh, as its Chairman.

The first meeting of the Advisory Committee was inaugurated by the Governor on September 30, 1955, and a sub-committee was formed to work out the details of the scheme.

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It is proposed to establish a Sanskrit University at Banaras (*Uttar Pradesh*). The University is intended to be a teaching University with powers to affiliate colleges in any part of Uttar Pradesh and to admit candidates to its examinations from any part of India. A provision of Rs. 32,80,000/- (Rs. 21,50,000 recurring, and Rs. 11,30,000 non-recurring), it is hoped, will be forthcoming in the second Five-Year Plan for the establishment of the University. Necessary legislation to this end is under way.

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With a view to relieving the Agra University of a part of its burden, a new University at Gorakhpur (*Uttar Pradesh*) will be opened and begin to function

from the next academic session. Probably, a provision of Rs 45 lakhs will be made in the second Five-Year Plan of *Uttar Pradesh*. The Gorakhpur University Bill is expected to be introduced in the legislature shortly.

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The Unesco International Seminar on the Development of Public Libraries in Asia was held at the Delhi Public Library from 6-25 October 1955. Delegates from 13 countries met to study the principal library problems in Asia and make recommendations and proposals for the development of Public Library service in Asia, particularly in connection with Fundamental education. Mr. Frank M. Gardner, Borough librarian of Luton, U. K., was the Director of the Seminar.

Inaugurating the Seminar, Maulana Abul Kalam Azad said that while millions in Asian countries could not at present be offered facilities even for Secondary education, the service of the library could be made available for imparting popular education to all the people. He said that 360 million people of India living in more than half a million towns and villages possessed only 32,000 libraries, many of them only in name; that there is hardly one book for every 50 persons and more than 10% have to content themselves with one book per year. As against this the annual use of books in the U.S.A. is four and in the United Kingdom, seven. The lack of books in India, the Minister of Education hoped, would be solved with the setting up of the National Book Trust which would be entrusted with the preparation and production of healthy literature for the people. By virtue of the fact that India had chosen the democratic way of life the library movement was clearly a necessity. Among the important recommendations made by the Seminar were : (1) that each country should legislate to provide a coordinated and planned de-

velopment of public library services, free and accessible to all the people ; (2) that the public library be financed by public funds whether national, state or local or a combination of these to ensure stability and continuity of services of a recognised standard ; (3) that a Central authority should be constituted for the development of services on sound lines ; (4) that a national bibliography should be published quarterly and that the production of material should be in the hands of a national or state research, training and production centre; (5) wherever children had no schooling, library services should be made available to them and librarians should be especially trained to work among the young. It was suggested that Unesco should set up a pilot project to demonstrate library services for children on a regional, state or national basis.

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Thirteen Primary schools in *Andhra*, selected as school-cum-community centres, will each receive a grant of Rs. 1500/ for the purchase of musical instruments, gramophones, play equipment, books and charts etc. and for paying allowances to teachers.

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Under the Compulsory Primary Education Scheme, the Government of *Madhya Bharat* have assigned 355 more teachers to districts, in addition to the 1,196 teachers previously sanctioned.

Besides, 168 new Primary schools were opened in the State and 245 teachers were further employed.

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The Indian School of International Studies was formally opened on October 23rd 1955 at Sapru House, New Delhi. Sponsored by the Indian Council of

World Affairs, it has been admitted to all the privileges of the University of Delhi, including preparing candidates for its Ph.D. degree.

The three-year period of work for the Ph.D. degree entails a written examination at the end of the first year and the completion of a thesis in the next two years. It also includes study of International organisation and law, one region of the South, South-East or West Asia, one language of the area of specialisation, and a study of any two of the following subjects—Geography, International Economics, Diplomatic History or Modern Indian History. Studies of Central Asia, the Soviet Union and the Commonwealth, not yet on the programme, will, it is hoped, be added later.

A chair in International Finance is to be instituted by the Reserve Bank for five years in the first instance, while the expenditure of a chair of American History and Institutions will be borne for four years by the Ford Foundation. The University of Tokyo has loaned the services of Professor Enoki for one year to lecture on East Asian History and Institutions. Other eminent educationists to serve on its staff include, Dr. B.R. Chatterji, Shri W.S. Desai, Shri K.M. Panikkar, Shri A. Aleen and Shri P.K. Sircar.

Most important libraries will also be open to the students of the Institute for research and reference.

* * *

The Second Inter-University Youth Festival was inaugurated by the Prime Minister on Sunday, the 23rd October, 1955.

Speaking at an open-air theatre specially erected for the Festival, the Prime Minister exhorted students to think in big terms so that they might thereby grow in stature. Referring to his book "The Discovery of India," he said it was important for students to link

their thought up with their action so that they might achieve integrity of personality. This, he said, was what he had sought to do in writing "The Discovery of India."

A full programme of cultural activities including classical music, vocal and instrumental, group singing and group and classical dancing, an exhibition of arts and crafts, drama and radio play, debates and a discussion on "Student Indiscipline" ran for the week between 23rd and 30th October. Students numbering about 1,150 from 25 Universities participated in this programme. Articles in this number of "The Education Quarterly" are devoted to the Festival as a study in social organisation and as an assemblage of cultural activities. Photographs of various items appear at pages 365, 366, 373 & 374.

* * *

The All-India Seminar on "Casteism and Removal of Untouchability" organised by the Indian Conference of Social Work was held under the auspices of the University of Delhi from September 26, to October 2 1955. Nearly 50 social scientists and social workers from different parts of the country participated in the Seminar to devise ways and means of fighting casteism and removing the institution of untouchability.

Inaugurating the Seminar, Dr. Radhakrishnan said it was a good omen that this Seminar was being held under the auspices of a university, for a subject of this kind is best discussed in a dispassionate atmosphere. It is necessary, he emphasised, to make a clear distinction between religion and social institutions. Religion is not committed to any institution, and India today is entering a new world order where we cannot afford to keep defunct institutions alive.

At the closing session presided over by Pandit Pant, Dr. M. N. Srinivas

Director of the Seminar, presented the proposals put forth by the Seminar to tackle the twin problems of casteism and untouchability, on two points.

The Seminar proposed that the Government should enact and try to enforce legislation to eradicate untouchability and segregation of Harijans; that the Government should seek to abolish the system of mentioning a person's caste in official documents.

The Seminar also recognised that the eradication of casteism was not easy in view of certain useful functions that the system still performed. It was necessary to make villages and homes in urban areas scavenger-free. The Government, it felt, should place special emphasis in the second Five-Year Plan on a programme for the improvement of conditions of backward communities. Other proposals were: the eradication of untouchability and segregation of Harijans among students; acquaintance among students with the lives of Harijan saints and a thorough scrutiny of textbooks in schools.

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Out of the sanctioned 100 part-time and 50 full-time Social Education centres for *Madhya Bharat*, 50 and 25 respectively were opened during the quarter under report. Besides, 75 reading rooms and libraries were also opened for adults.

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The Central Public Library at Nagpur and district libraries in each district, newly opened by the Government of *Madhya Pradesh*, will be responsible for opening other libraries in villages and for feeding them from time to time.

Government assistance is also forthcoming for replenishing school libraries and for payment of grants-in-aid to private libraries functioning in the State.

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Eight hundred village libraries are to be established at various places in *Saurashtra*. One hundred such libraries have already been set up while the rest are being opened by *Gram Panchayats*. It was the donation of Rs. 4 lakhs from the Meghji Pethraj Trust that made the establishment of these libraries possible.

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With a view to helping adult non-matriculates who, under stress of circumstances, were compelled to give up school studies, the Government of *Tripura* have sanctioned the opening of night classes at existing schools. Several of the Government High School teachers have offered their voluntary services to teach in these night schools.

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The Government of *West Bengal* have sanctioned the opening of two more district libraries—one at the Rama Krishna Mission Boys Home, Rahara, and the other at Vidyanagar.

Grants amounting to Rs. 44,993/- and Rs. 43,816/- respectively have been sanctioned for the construction of game stadiums under the Work Campus Project at the Ramakrishna Mission Boys' Home, Rahara and Belur Vidya-mandir, Howrah,

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About 200 V.T.C. teachers from all parts of *Ajmer* were recently re-oriented in the Basic system of education at the Teachers' Training Institute, *Ajmer*. The course was of three months' duration.

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To meet the increased demand for trained teachers, two additional Normal schools have been opened this year in *Madhya Bharat*. Besides, the double-shift system introduced last year in the old

Normal schools to accelerate the pace of training Primary school teachers has been allowed to continue during the current year. As the Basic education syllabus has been introduced into Primary schools, pupil teachers in Normal schools are being trained according to the same syllabus. In addition, the State Government have opened this year a post-graduate Basic Training College at Amravati and another at Jabalpur to train teachers required for staffing Normal schools.

Moreover, to provide the trained staff needed for 1000 Primary schools that are to be converted into Basic schools during the year 1955-56, a Basic training centre has been started at Kirodimal Nagar (Raigarh District). The centre will cater for teachers in Bilaspur, Sangiya and Raigarh Districts. Till the end of March 1956 it is proposed to train 225 teachers in three batches of 75 each. Similar centres, it is hoped, will be opened at other places as well.

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Forty-three Primary school teachers of Tripura were deputed to the State Training-cum-Work Centre for training in weaving, black-smithy, wood and cardboard work, leather craft, tailoring and knitting etc. It is intended to convert this centre into a Polytechnic during the second Five-Year Plan. When this is done, it will be possible to depute larger number of teachers every year.

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In order to cope with the demand for a large number of subordinate engineering personnel for manning the various irrigational Projects and specially the Nandikonda Project, the Government of Andhra have sanctioned the opening of Compressed Licentiate courses of two and a half years' duration in the Engineering Colleges at Kakinada and Anantapur for 100 students in each college—60 Civil, 20 Mechanical and 20

Technical
Education

Electrical. Only candidates who have passed in Group I of the Intermediate course (Mathematics, Physics and Chemistry) will be admitted to the course. The Diploma holders will be started on a higher initial pay of Rs. 120/- in the scale of pay of Supervisors by way of grant of four advance increments in the scale.

With special aid from the State Government, the Andhra University has also opened an Engineering Department in the University College at Waltair for 100 students—60 Civil, 20 Mechanical and 20 Electrical.

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Now that a large number of development projects are under construction, it has been calculated by the Government of Madhya Pradesh that about 2000 overseers will be required during the next quinquennium for the implementation of the second Five-Year Plan. To meet this unexpected demand, three new polytechnics have been started at Raigarh, Jabalpur and Amraoti. These institutions will admit every year 192 students for training in Civil Engineering as overseers. Courses for training overseers in Mechanical and Electrical Engineering have also been provided. A short term sub-overseer's course of 18 months' duration is also being started to tide over the difficulty till trained overseers are available from the new polytechnics.

THE FOREIGN SCENE

Study of languages of the peoples of Africa and compilation of African dictionaries is being organised at the Institute of Ethnography of the Academy of Sciences of the U.S.S.R. Work has already been started on the compilation of dictionaries of the languages of the peoples of Swaheli—inhabiting East Africa, and the Hause—the

African Diction-
aries

indigenous population of North Nigeria and French Western Sudan. The languages of these areas are spoken by over 20 million people. The Institute conducts post-graduate courses for the study of history, economy, language and literature of African people.

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The many famous libraries to be found in the old castles of Czechoslovakia have recently been made accessible to research workers on a wide scale. There are about 127 libraries in 71 castles in Bohemia, Moravia and Silesia, and together they contain over a million volumes and many useful manuscripts. In most of these castles, the Government of Czechoslovakia has now provided special equipment and facilities for visiting research workers,

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The first batch of 32 trainees graduated recently from the national fundamental education centre at Klay in Liberia—one of the three national centres now operating in Africa and Asia with Unesco's technical assistance. The trainees, after the completion of the course, are now back home helping to start Primary schools and raise rural Liberia's living standards.

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An archaeological expedition has discovered over 500 ancient tombs that date back to a period before 2000 B.C. It uncovered the tombs in excavations recently carried out on the site of a new hydroelectric station at Stalingrad. Various objects unearthed near the tombs provide clues to the culture and life of the prehistoric tribes that once inhabited the region of the Lower Volga.

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A group discussion programme using readings from great books to stimulate thought on current educational problems is being developed by the Great Books Foundation, U.S.A. Entitled 'Great Issues in Education,' the programme is designed to ascertain "whether group discussion can afford the occasion for clearer, more meaningful constructive communication between the two major investors in public education—parents and teachers. Readings in the Great Issues in Education series include works of Plato, Aristotle," Montaigne, Rousseau, Pestalozzi, Maritain, A.N. Whitehead, John Dewy, M.J. Adler and John Hersey.

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A new school of languages, known after its founder, Mr. Frank Bell, as the Bell School of Languages has been opened at Cambridge. Its main purpose will be the teaching of English language, literature and history to overseas students but it will also provide conversation classes for Cambridge University undergraduates. The school will especially provide for teachers of English in foreign universities and schools, visiting students who do not wish to undertake a full degree course and candidates appearing for the university diploma of English studies.

To enable them to gain first-hand knowledge of the British way of life, the foreign students will live as paying guests with Cambridge families.

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A new type of experimental pre-vocational training centre for blind boys and girls of school leaving age is expected to be opened shortly at Hethersett Reigate, Surrey. It will have residential accommodation for 25 boys and girls aged 16-18. The length of stay will depend on the needs of each student but two years will be the normal limit.

The principal object of the centre will be to help the students make a sound choice of an occupation suited to their abilities and aptitudes and to develop keenness for their chosen employment. The cost of training will be met by local education authorities.

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Five parent education courses designed for use by discussion study groups, covering stages of child development from infancy to adolescence, will be prepared and tested by the University of Chicago, Department of Education. The Fund for Adult Education has provided the necessary grant for the purpose.

The courses will supplement the basic course, "Parenthood in a Free Nation", which has already been completed and tested by the Parent Education Project at the University under an earlier grant from the Fund. The new courses will provide study and discussion material for parent groups on bringing up children to be mature responsible citizens.

In addition to these courses, the grant will be used to develop methods for training leaders to conduct parent education discussion study groups.

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A Centre to collect all available information on the history of art and civilisation in ancient Egypt is being set up by the Egyptian Government. It will offer research facilities to students and scholars of any nationality and also publish information about ancient Egypt's Art and civilisation. The Centre will maintain a complete record of all the remaining relics of Egyptian life and art from the time of the Pharaohs, thus preserving for future generations invaluable knowledge of man's cultural heritage.

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Implementing its new programme of Direct Aid to Member States, Unesco has set aside nearly \$8,000,000 to cover projects in education, science and culture in 41 states. The projects range from sending in experts on cosmic rays and nuclear physics to teaching social sciences, developing national libraries and organising educational television. The programme includes sending out 69 experts, awarding 46 fellowships and providing equipment at a cost of over \$40,000.

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The problem of what to do with exceptionally talented children who can be "problem children" if their talents are misdirected, is the subject of a report issued by the Horace Mann-Lincoln Institute of School Experimentation of Teachers College, U.S.A.

It suggests eight steps that schools might take to educate gifted students. Not all are applicable in every case but some are already being used in many public schools.

The approaches recommended are:
 (1) Keep talented youth in regular classrooms but enrich instruction for them with individual or groups projects in subjects that especially interest them or in which they show unusual skill and ability ; (2) try various types of acceleration such as grade skipping and compressing three school years into one ; (3) Provide special instruction through schools of music, art, science, mathematics, industrial arts, and schools preparing for the technical profession ; (4) Divide large High schools into sub-schools for the arts, sciences and humanities ; (5) provide honours or advanced classes to supplement regular instruction ; (6) conduct special clubs or after-school classes ; (7) allow talented students to take extra courses as electives in their fields of talent or in other areas of general

education ; and (8) help talented students to use community agencies such as museums, arts and crafts and theatre groups.

While many teachers feel that it is psychologically harmful to single out children for special treatment, the report holds that adverse psychological effects are likely to develop in the talented child in a regular classroom if his special needs are not met.

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Recent figures show that 100,000 women in Japan take courses in Japanese universities or institutes of higher learning — three times as many as in the past. The increase is an outcome of the 1947 Law on Education which decreed nine years of Compulsory education for boys and girls alike. Today, three out of 100 Japanese women attend the university, and the number of housewives now taking part in Adult

Women's Education in Japan

education classes and discussion groups is also on the increase.

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Unesco's newly published "World Survey of Education" contains a comprehensive picture of the state of education in about 200 countries and territories. With the exception of three—Northern Korea, Tibet and Oman, almost every country in the world is represented. In the volume are details on everything from domestic science schools in Ruanda-Urundi to the syllabus of Primary schools in the Soviet Union. The book records the important progress achieved in the field of education recently. But it also draws attention to the serious fact that out of every ten children in the world, there are still five who do not go to school at all. Four others go through Primary education, with only one in ten ever attaining a higher level of instruction.

A teacher affects eternity; he can never tell where his influence stops.—Henry Adams.



BOOK REVIEWS

Rural Reconstruction in Action. By H. S. Allen. Director of Education, Near East Foundation, Cornell University's Press, Ithaca, New York was 1953, pp. 204.

DURING the last decade or so technically advanced and prosperous countries have shown great enthusiasm in assisting the teeming millions who lead a primitive life in the rural areas of the under-developed countries to achieve better standards of living. Until recently, only private agencies and enthusiastic individuals were doing pioneering work in this field. But interest in rural reconstruction and community development has been growing rapidly. International agencies, wealthy nations and national governments throughout the world are working together to raise standards of living and thinking.

It is really a difficult task to bring about changes in the life of those who are living in primitive conditions and with limited resources. Specially so when their centuries'old traditions incline them to resist or remain indifferent to change. Dr. Allen has successfully illustrated from the life of rural populations of Iran, Greece, Syria, Lebanon and Palestine how projects of change and development can be converted into a process capable of direction and assessment like a scientific experiment. He has done valuable service by presenting cases and situations experienced in the pilot projects launched by the Near East Foundation, of which he is Director of Education.

The principles of "Social Engineering" like "helping people help themselves" "start from where the people are"

"begin with the felt needs of the people" "the approach should be comprehensive," have become very popular with social workers and community organisers. But very few understand their significance and can apply them in practice. Dr. Allen's book points out how these principles can be worked out in actual living communities. Each of the eleven chapters describes a particular case and its situations. It proves over and over again that the starting point for reconstruction work varies from community to community and the social worker must be both adaptable and confident. It is only by degrees that he can cover the four essentials of individual and community life—economy, home, health and recreation.

The general reader as well as the field-workers and administrators in the Community Projects should study in particular the last chapter of the book. Here Dr. Allen has given the essence of his wide experience in the field. Failure in getting cooperation from the local communities often occurs because proper attention is not given to the nature of projects that should be undertaken first or because the speed of development is not in keeping with the people's enthusiasm and they become disheartened. In the words of Dr. Allen, "It is much better to start modestly and carefully and then forge ahead with ever-increasing speed as the local participants gain faith in the progress. When this procedure is followed, the results are lasting, and in a comparatively short time they exceed what was anticipated when the work was first undertaken. And so we must hasten—but slowly at first."

M. Mujeeh

The Educational Revolution by Colm Brogan. (A Commentary on Post-war Developments) Frederick Muller Ltd. 1954. Price 10s. 6d.

INFORMED courage is as rare in educational, as in any other sort of criticism, and is therefore to be valued. Mr. Colm Brogan's "The Educational Revolution" is such criticism and if it tends to err by stating its case too warmly or too repetitively, these are small shortcomings when balanced against its courage and lucidity.

Mr. Brogan is "agin" the Butler Act of 1944 that he regards as greatly overrated. According to him the Act "formally vested the Ministry (of Education) with powers which were already implicit in its financial supremacy. The Act was liberal in tone and protestations but its administrative changes were deeply reactionary, in the worst sense of that usually admirable word. If a dictator seized power in England and started to impose totalitarianism on the schools he would find Mr. Butler's effort very helpful indeed. The great days of local authority control are over. The Ministry is now a Minotaur in power if not yet in practice".

This is evidently the reaction of a strong individualist in education who places quality above quantity and the wisdom of practical experience above the conjecture of a supposedly democratic ideology. Much of what Mr. Brogan urges in favour of the Public and Grammar Schools of England is clearly correct—and his main thesis that no educational revolution can be effected in isolation but must be treated as an element in the nation's social life, is not to be resisted.

Mr. Brogan believes that the vast majority of human beings feel the need of education because they wish to improve their living conditions. As the Grammar School confirms the established middle class in that class, and offers the working class boy or girl a chance of

rising out of his/her class, it is from every rational point of view a better school to go to than the Secondary Modern School.

At one time the target of both criticism and contempt, the English Grammar School is now an established institution that offers the English Secondary School child a solidly good education, and might well serve as a touchstone for Secondary education in England and, perhaps, other countries of the world. Judged by these standards, the Secondary Modern School clearly leaves much to be desired. Mr. Brogan contends that the dilution of teacher strength in order to provide these Schools with "two bad teachers" in lieu of "one good one" is reflected in the rapidly worsening quality of students.

The ends of Secondary education have not altered. Secondary schools must *teach*, and teaching implies instruction; they must develop character and prepare children for responsibility in adult life. Quality is therefore of primary importance, the more so in a democracy, since the casting of a vote and the understanding of democratic practice imply a trained intelligence and the ability to accept responsibility.

The average product of the quantitative system of education ushered in by the Butler Act fails by both criteria. Mr. Brogan urges a reform of the new model to fit children for life in a modern democracy.

There is so much practical truth in these contentions that they would seem to apply wherever democracy hopes to survive. In India we are faced with if not parallel problems, at least a problem of quantity and quality in education on which all thinking people should exercise judgment. Is it democratic or wise to dilute teacher strength in order to take in the millions who have, for one reason or another, not so far enjoyed the bene-

fits of Secondary education? Is quality ever worth sacrificing to quantity?

These terms and particularly "quality" require to be defined in the context of each country's problems but Mr. Brogan is surely right when he seeks by discipline and commonsense to adjust the child to life, not life to the child. He is not without his pet prejudices and one of them is evidently A.S. Neill, well-known for his appeal against barbarism in schools. At times, too, Mr. Brogan's book grows cantankerous and cavalier in its assumptions of what are and are not common to the middle and working classes of Britain. He has little patience with working class shortcomings, inherited, as he may or may not see, from the pattern of education that sacrificed quantity to quality.

Nevertheless, the issues Mr. Brogan poses are fundamental and are worth considering in India, where the demand, as they do in Britain, thoughtful answers.

Muriel Wasi

Universal, Compulsory and Free Primary Education in India by D. M. Desai, Published by the Indian Institute of Education, Bombay, pp. 392. Price Rs. 10/-.

"UNIVERSAL Compulsory and Free Primary Education in India" is a study of the history and problems of compulsory education in India. The first four chapters which together account for half of the book are devoted to describing the historical antecedents of the Constitutional provision "The State shall endeavour to provide, within a period of 10 years from the commencement of the Constitution, for the free and compulsory education for all children until they complete the age of 14 years" (Article 45). The last three Chapters describe compulsory education in practice in some of the States, discuss some of the problems which seem to hinder the

universal provision of free primary education and suggest certain solutions.

The history of the compulsory movement is divided into five periods. The first period, namely, 1813 to 1882 is described as a period of neglect; 1882 to 1913 as a period when Indian leaders started agitating in favour of the idea; 1910 to 1917 as another period of intense agitation when Gokhale started his pioneering efforts to secure recognition for compulsory education as a State responsibility; 1918 to 1930 as a period of legislation during which many of the larger provinces, such as Bombay, Bihar and Orissa, Punjab, United Provinces, Central Provinces and Madras placed compulsory education on the Statute Book; and finally 1930 to 1950 as a period culminating in the Constitutional Directive referred to above. Except for the quotations from the speeches and writings of leaders like Setalwad, Rahimtula, Gokhale and Vithalbai Patel, the historical review makes rather dull reading.

This is not surprising, for the narrative of a movement which is neither very old nor has realised its goal can have little that is historically interesting in it. The common failing of the Indian student of history to overquote is also evident in several places and somewhat mars the interpretative aspect of the dissertation.

The discussion of compulsory education in practice and its attendant problems is comprehensive but unfortunately confusing. Causes and effects are frequently confused with the result that the reader is prevented from developing a proper perspective. In the discussion of the obstacles classified as physical, social, political, administrative etc. there is hardly any attempt to bring out the inter-related character of the factors involved. The main hurdle which has been discussed at length is financial. We are told that all expert estimates of the recurring cost of operating a system of compulsory education in

the country vary from 350 to 800 crores a year. The conclusion that this cost is prohibitive is, however, avoided because the author believes that by adopting certain devices it is possible to reduce the cost to the order of 125 crores per annum. Devices referred to include basic education particularly in its self-supporting aspect and certain suggestions made by Parulekar, Naik and Rajagopalachari, especially those relating to reduction in the years of compulsory schooling, increase of pupil-teacher ratio and simplification of the curriculum so that instruction may be given on a part-time basis. Unfortunately there is no reference to the fact that some of these suggestions have already been tried and found wanting.

But even the conclusion that the problem is essentially financial is somewhat suspect. The problem is not really financial. Baroda's is a case in point. Compulsory education has been in operation there since 1906, yet the literacy figure has hardly touched the 30% point! The real difficulty is that the people are not yet sufficiently convinced that in the present economic circumstances of the country, the provision of primary education ought to be given the highest priority. Even the Constitution mentions education up to the age of 14 as a Directive Principle only and not as a Fundamental Right. So long as the people remain unconvinced, no programme of compulsory education can succeed even if the necessary funds were available. One feels sometimes, therefore, that the supporter of the compulsory idea instead of taking the matter for granted and recommending that the Central and State Governments should set apart a sizeable portion of their resources for education in general and for compulsory education in particular, would do well to go into the matter deeper and examine the basis of his none too rare belief that of all activities of national reconstruction the most important is education, and that in education the one that deserves the highest priority

is the provision of free primary education.

Veda Prakasha

Some Experiments in General Education by S. R. Dongerkery; University of Bombay, 1955, pp. 84. Price Rs. 5/-.

THE problem of general education in the degree courses of study in arts and science has been well stated by the Radhakrishnan Commission on University Education (1949). It was pointed out by the Commission on University Education that the formal courses of study in the University should have three objectives: (i) general education (ii) liberal education and (iii) occupational education. They explained further that the aim of general education was to make available to the student, and to inspire him to master, widely selected information as to the facts and principles so that he would have representative and useful data on which to base his thought, judgement and action. Thus, general education was to enable the student to live a rich and fruitful life as a citizen in a free society. Liberal education was intended to prepare a student for independent thinking, critical enquiry and appraisal.

Actually, it has always been difficult to draw a line between general education and liberal education, but general education as understood in the USA is liberal education with its matter and method shifted from its original aristocratic intent to the service of democracy. Obviously the need for general education has been felt in the new universities because of the requirements of democracy, as against the objective of liberal education which was provided by such ancient universities as Oxford and Cambridge. General education thus only extends the scope of the benefits that liberal education bestows on students bringing within its scope modern knowledge of science and technology and information regarding

all the activities of men and women under a democracy.

The third aim mentioned in the University Commission's Report is occupational education which is meant to prepare the student for his life work or for specialised interest. Occupational courses, such as those for medicine, engineering, law, technology, agriculture, etc., are predominantly meant to be covered by this.

General education is probably most valuable as a corrective to over-specialisation, a problem that has arisen particularly in American universities where specialisation has been carried to the narrowest areas of knowledge. Where the danger of such specialisation is felt, it is obvious that it has to be balanced by courses in general education. The problem has been well stated in the famous report of the Harvard Committee (1945) on "General Education in a Free Society". Actually, certain studies and projects have been undertaken by the American Council on Education and other experts only very recently. In the U. K. the only relevant instance is the University College of North Staffordshire established in 1949 where a new experiment in a four-year course leading to a B. A. degree is being tried. It may be useful to examine carefully the position at universities of the U. K., France, Germany, the USSR and see whether specialised courses at the university level if properly balanced by suitable basic courses at an earlier stage cannot save us from the danger of producing inhuman specialists.

Mr. S.R. Dongerkery, Registrar, University of Bombay, has given us "Some Experiments in General Education" after his earlier studies "Universities and their Problems", "Universities and National Life", and "Universities in Britain". It is difficult to understand what the author is driving at in this book. If, for example, it is intended to be an account of some experiments carried on in the colleges of

the USA with no attempt at evaluation or at analytical or critical exposition of the experiments, why should there be in the last chapter a proposed programme for what should be done in the first two years of the four-year Colleges affiliated to the Bombay University only? Here again, the author does not say why the existing programme is unbalanced; nor has he taken into account the fact that the Radhakrishnan Commission had recommended a course of general education for arts and science for the whole period of three years at the post-intermediate level. The author does not, moreover, appear to recognise that under the new reorganised set-up proposed by the Government of India on the recommendations of the Secondary Education Commission, the first year of the intermediate course will be transferred to the final year of the higher secondary education course. He probably assumes without sufficient justification that the first two years of the intermediate course in the Bombay University will remain the same for some time to come and suggests a course in general education for these two years. This again is not tackling the problem from all angles, as the author should have considered what should be the place of general education under the proposed new orientation of Secondary education and University education.

Apart from this, what he suggests for the first year and the second year of the intermediate courses smacks more of American influence than of India's direct needs. For example, in the second year of the intermediate course, it is suggested that one paper in Mathematics or Logic should be replaced by a course in Advanced Humanities. This would mean that neither Mathematics (that is, a discipline for students) nor Logic (that serves the purpose of general education in as many respects as Advanced Humanities) nor Advanced Humanities, could be studied with any thoroughness for the required purpose. There does not appear to be academic justification for

the changes proposed. In fact, the academic point of view receives scant attention; there is no attempt to judge the schemes and courses or to evaluate experiments already conducted.

In the early chapters, Mr. Dongerkery takes us through his visits to institutions and discussions on the pattern of University education in the USA as well as the courses of general education experimented at various colleges of USA. He meets presidents and professors of certain colleges and attends a number of lectures and seminars and tutorials in the colleges, but he does not reflect on what he has seen and does not make any attempt to judge what he has heard. The book is not even an account of his travels, for if it were to be considered as a travel book, we should have been interested in his observations on student life, the thoughts of teachers, the ways students and teachers live and think.

Many Americans believe in spreading their University and College education as widely and largely as life itself. Very often a college is only a slice of life, so that the hopes and aspirations of the average American are not uncommonly reflected in it. This is not true of British universities to the same extent and certainly it is much less true of Indian universities. The techniques and methods employed in American colleges may not therefore in their totality serve our purpose at the present moment, though we should be glad to know all about them and to benefit at least by this information.

Sanitas

Judging Student Progress. R. Murray Thomas; Longmans, Green & Co., New York, 1954. Price \$4.50:

THIS book is intended to introduce the prospective or the in-service elementary school teacher to effective ways of evaluating children's growth in the classroom. Every teacher faces

three basic tasks. He has first to determine what is worth teaching to his pupils. Next, he has to work out the problem of method or procedure. The teacher of today can choose from a great variety of methods and techniques which have been tried out and found helpful. The author of the book lists the following procedures: class discussions, workbooks, student-written work, reading books and magazines, lectures, field trips, group work, charts and maps movies, recordings, photographic slides, television programmes (these are not yet available to our teachers), guest speakers, teacher demonstrations, socio-dramas and individual student projects.

Having decided to use one or other of the above procedures, or some other that may not be included in this list, the teacher will have to evaluate the success or failure of the work. It is this third task of evaluation with the teacher which the present text is primarily concerned.

The teacher in the traditional type of school may be concerned only with his pupils' scholastic or academic achievements. But the teacher in the progressive school takes a wider view of his task, because his objectives are broader. He is concerned with the total development of his pupils' personalities. The text under review will help him to develop the knowledge and the skills that are needed for effective many-sided evaluation. It deals with the task of creating class tests and tells how standardized tests of achievement, aptitude, intelligence and personality may be used. It offers valuable suggestions on the simple use of statistics and the employment of observational techniques. It describes how social relationships may be evaluated and how participation in group work may be charted. It makes useful suggestions for the preparation and use of check lists and rating scales for assessing student progress. It discusses different viewpoints on the vexed problem of organising and keeping records, and offers helpful hints

for improving marking and reporting practices. It concludes with a presentation of different interview and counselling techniques that teachers can employ in their talks with parents and children.

There are two advantages to a book of this sort. The first is a virtue of style, which is direct and unencumbered by the technical language that sometimes beclouds meaning in professional literature. The second is that each chapter, the final one excepted, begins with an actual classroom or school incident. The idea is not only to show in their real settings some problems which the evaluation techniques discussed in the book will help teachers to solve, but also to bring to life evaluation procedures that sometimes appear to be merely remote and unrealistic to teachers who have grown set in their practice and are difficult to convince about the efficacy of other methods of evaluation.

E. A. Pires

How-to-do-it books. A selected guide. 2nd rev. ed. By Robert Kingery; R. R. Bowker Company, New York, 1954; pp. 262.

IT is often said that Americans have made a science of everything. Whatever that may mean, this guide with a self-explanatory title, assures us that there is something available in print on practically everything. The coverage is not restricted to books. It includes pamphlets, government publications and other printed material all of which is currently available in the United States. The guide lists some 3,500 titles arranged alphabetically under 900 subject headings. The arrangement under each heading is helpful in that the introductory titles are followed by the more advanced ones or the general, followed by the more specific, depending on the nature of the subject. Suitable sub-divisions under each heading are also provided.

The introduction states that the "needs and interests of the typical American family have been kept in mind in selecting subjects to be covered and material to be listed....." This claim may be related to the larger number of titles listed under *Cooking* (236) *Gardening* (217), and *Photography* (169). These three subjects apparently form the more important interests of the American family today! Contrary to expectation *Clothing-Women* is covered by only four titles among which the typical American title is "Oh Dear! what shall I wear?" A queer sounding title is "Teach your wife to be a Widow" under *Widowhood*.

It is not easy to think of a subject or a title which is not included in this know-how guide. However, when so many titles are included on so many different subjects one wonders why the best-seller of all best sellers "*How to Win Friends and Influence People*" should not have found a place in this list when its companion "*How to Stop Worrying and Start Living*" has been honoured by inclusion. Another strange thing is that though *Courtship, Marriage, Family Life, Divorce and Widowhood* are selected subject headings there is no title on "How to remain a bachelor"

The Guide is on the whole a handy reference book. Guides like these also indicate trends in the interests of the common people. Indian publishers might well take a leaf out of this guide and bring together in one pamphlet a list of what is available for a literate Indian family.

N.M. Ketkar

My Left Foot, by Christy Brown. (With a foreword by Dr. Robert Collis). Published by Martin Secker & Warburg Ltd., 7, John Street, London W. C. 1., 1954; pp. 192.

THIS is a most remarkable account of the life of the young author. Christy

Brown has been a cripple all his life and has never been to school. After a few years' private education begun at the age of about 18, he has written the amazing story of his life in the early twenties. It is a chronicle of the hopes and fears, the failures and frustrations, and the triumphs and blissful moments in the life of a cripple who is struggling hard to find a means of communication with the world and an outlet for his restless mind.

Christy Brown had cerebral palsy, i.e., his brain was injured during an abnormal birth in a Dublin hospital. He lacked co-ordination and could not use his limbs. His body was twisted and limp and he could not talk. The doctors said that he was mentally deficient and advised that he should be sent to a home for mentally handicapped children. But the mother had unshakable faith in her child's mental soundness and ignored the advice of the doctors. The mother's intuition was right.

The first proof of Christy's mental ability came when at the age of about five, to the intense satisfaction of the entire family, he wrote the letter "A" with his left foot. Gradually he learnt to write and even to paint with his left foot. Thus his left foot became his vital link with the world.

Despite her immense faith his mother was unable to give him a good general education at home. The author tells us how about six years ago Dr. Robert Collis, President of the Cerebral Palsy Association of Ireland, started him on a course of treatment which has been discovered during the past decade or so and helped him to receive some general education at home. Since Dr. Collis is himself a writer, he initiated him into the intricate art of writing. As a result of this new treatment he is able to talk a little more intelligibly but he is still unable to walk or use his hands. Dr. Collis hopes that he may eventually be able to use an electric typewriter.

Christy Brown tells his story with remarkable skill and engaging frankness. The pathos of the narrative is relieved by an occasional touch of humour and romance. The book is as thrilling as a detective story and the reader never ceases to ask "what next"?

The life of Christy Brown like that of Helen Keller is one more illustration of the power of the human spirit to break through every prison and to conquer material environment. This story will serve its purpose if it helps us to understand that even severely handicapped persons have a part to play in society and that they can make a valuable contribution to our culture.

Lal Advani

A Foundation for Art Education
By Manual Barkan; Ronald Press Company, New York, 1955; pp. 235.

MR. Barkan's book is one for which there is a crying need. The poverty of industrial design, the barrenness and inadequacy of creative work both at the school and University level, the disinterest of the public in matters of art and the resulting isolation of creative workers are all problems which face our society today. Art in Education is probably the only solution that can bring about a new flowering of personality, values and culture. To this end Mr. Barkan's research in and evaluation of the function and meaning of Art for man is a true revelation of the role that it can play.

The first part of the book is devoted to problems connected with Art instruction. Here we are confronted with the practical difficulties of any set method, of the varying demands of creative work and the new challenges faced in teaching a subject which is alive and uncharted. In part two, Mr. Barkan discusses the value of the Arts in Experience and Education. Art is part of the struggle for self-realisation and is part of our

impulse to order, to perceptual satisfaction, to the development of original and rational impulses. Art is not an end but the means to an end like industry, health or learning. The only end is growth itself. Art in general education is becoming less and less a body of subject matter composed of specific skills and more a way of working and a way of seeing.

The last part of Mr. Barkan's book is of particular interest to those who guide Art teaching. Such Art teaching should discover ways to put to work all the experiences and know-how of our expanding framework of knowledge. We are challenged and need a creative type of education which can ensure personal freedom and spontaneity in organic relationship with disciplined control and social responsibility. The teacher should be able to create "the means for the arts to function as meaningful experiences in the lives of the children."

At the present time in our country there is sufficient awareness of the need for Art in the development of the individual, be he child or student. But we have yet to organise the means to make creative activity a part of the general education of every child. It is not only our syllabuses and curricula that are in need of rejuvenation; we need Art teachers with a true understanding of the function and possibilities of creative activity in an education planned for fuller living.

Jaya Appasamy

Toys, Play and Discipline in Childhood, by Beatrix Tudor-Hart; Routledge and Kegan Paul, London, 1955; pp. 180; Price 10s. 6d.

ALL parents, particularly mothers, will benefit greatly from a careful reading of Beatrix Tudor-Hart's book 'Toys, Play and Discipline in Childhood' mainly because she writes from her own

experience of teaching children between the ages of two to twelve years for 25 years, and not through an improvised theory.

There is a deplorable lack of knowledge among mothers as well as teachers in our country about the importance of play in a child's life. The general tendency among parents who can afford toys, is to buy children a number of bright looking and often expensive toys without any thought as to whether they will help "to learn, train and practise the child's new found skills, e.g. grasping, holding, throwing, walking, climbing, co-ordination of eye, hand and brain." Also the toys that stimulate his imagination and creative sensibilities will be most helpful to satisfy so many of his emotional needs and feelings as well. Often the child learns more and gains more satisfaction from the material he provides himself with, if of course he is given an opportunity to do so. For instance, earth stones, sticks, water, sand and, in fact, all he finds in the garden and out of doors generally, and the odd bits he succeeds in picking up indoors are the things he will treasure most, and from which he will create his own play world.

Mrs. Tudor-Hart has done real service to education in this book by showing the intimate relationship that exists between play and discipline for children. Discipline to be of any real value must be self-discipline. It must grow out of the daily social and practical experience of the child. A discipline that is inculcated through fear and is imposed from above defeats its own purpose, because the child's inner personality often refuses to register such an imposition. The result is either to make the child difficult due to his constant efforts to overthrow that imposition or too timid and characterless because he has to submit to a discipline which he does not accept.

There is another discipline and that is the discipline of reality from which children must be given ample opportuni-

ty to learn. For a small child it is not easy to recognise the natural limitations of existence. The simple fact that if he knocks his head against a wall it will hurt, will be learnt after he has had the nasty experience several times. Children get the same kind of discipline in learning to use tools and develop skills both of the hands as well as of the mind. Adults must of course give guidance and support at every stage.

Shanti Kabir

Points for Parents by Elizabeth Pakenham, Weidenfeld and Nicolson, London, 1954; pp. 256. Price 10s. 6d.

THIS is a delightful book written with the object of helping bewildered parents cope with problems arising in the up-bringing of their children. Lady Pakenham is a well-known writer and lecturer on marriage and the family, her style is light and gay and the many little anecdotes included, with quaint drawing by Gerard Hoffnung, tend to keep the reader in a mood of enjoyment.

As a serious book on children, it is somewhat lacking in body though, in the chapters dealing with problems of jealousy, fear, quarrelling and other psychological causes of unhappiness in the family, Lady Pakenham shows deep insight into the subject. The book will be enjoyed and serve as a means of initiation to more serious reading on the subject of child behaviour and the varied patterns it presents; parents will feel a comforting sense of reassurance that their family problems are not at all unique but are, in fact, quite common. Two chapters have very useful material for parents - an excellent choice of good reading material for children of different ages and an interesting chapter on good manners, a theme which most writers on children seem to overlook, to the great disadvantage of children and the adults who care for them.

The book is typically English in the outlook expressed and the environment described but with a little imagination on the reader's part many of the excellent suggestions for entertainment of small children and control of their play could be adapted to other types of environment. Father has, very rightly, been given a place of importance and two chapters are devoted to his part in the up-bringing of his children, so one feels confident in strongly recommending this little book to parents and teachers of small children.

Karen Maitra

Careers for Tomorrow (A Guide to Vocations); by Carrington Shields; Civic Education Service, Washington, 1952; pp. 171.

A collection of vocational sketches (that appeared from time to time in 'The American Observer' and 'The Weekly News Review') is here brought together to illuminate for American boys and girls the world of work which they are about to enter.

Two types of service are usually distinguishable in a programme of guidance, (1) the self-inventory service and (2) the occupational information service. The first helps the individual to take stock of his personal resources and limitations through self-analysis. The second gives the individual information concerning the world of work. Both are equally important in a complete programme of guidance.

Divided into three sections, in the first part "Making your choice", the book emphasises the need for making a choice while still at school. The author rightly emphasises the need for vocational guidance to begin at school, for though school is no time to make any final decision, it is a time to prepare for work.

Included also are two questionnaires, one to make self-analysis possible, and

the other to enable the individual to match his knowledge about himself with the demands of a particular job, so as to help him to find the most suitable work.

Part II 'The Vocational Sketches' form the bulk and subject matter of the book and cover as many as one hundred and two vocations. Though brief, they give the psychological requirements, define the nature of work together with the duties, training and educational requirements, opportunities of advancement, average income, etc.

The discussion under each job has been checked by an expert in the field. This obviously enhances the value of the book.

Further source references are given at the end of each discussion and the author suggests further first hand information through the various sources that he has quoted.

The last part gives concisely a few useful points for holding a job securely. The best of these for anyone, anywhere is "Work hard, but don't expect too much". Others relate to the development of such qualities as willingness to accept responsibility, keeping oneself in good humour and so on.

Lucidly written for the pupil population, every vocational sketch in the nature of a short essay makes interesting reading. The book serves its purpose without erring in the direction of complacency.

C.B.E.V.G.

Other Men's Ways (Series: Unesco and its Programme. XIII) Unesco 1955; pp. 24.

OLD as civilization itself, inter-communication, once a carefree activity of man, is today a changed picture enlarged in magnitude of problem and purpose.

In the light of modern needs, to the old time motive of curiosity, other pertinent objectives are, of necessity, added to travel. Acquiring or imparting specialised knowledge, international understanding of cultural differences, and encouraging cooperation between governments and educational institutions are some of the new trends evident in exchange.

That these objectives are complicated, but not insurmountable, is established by the work taken over by Unesco and recounted in the concise but comprehensive study, "Other Men's Ways".

If the purpose of travel, involving shared responsibilities and heavy expenditure today, is to be rewarded, clearly, it must be subjected to observation research and documentation. Anyone reading the pamphlet will know what this changed outlook on travel and exchange means to Unesco.

Information on the many facets and the far-flung duties of the Exchange of Persons Clearing House widen the outlook of the lay person as of the specialist. "Specialist" in its widest sense can include the teacher, the worker and the youth as Unesco's Special Exchange Programme is built to benefit these three large, but important, groups of any nation.

The pamphlet is also satisfactory source material for further study on the subject. It includes accounts of special studies, Unesco publications and lists of the inquiries that Unesco makes and brings up-to-date with the cooperation of its Member States, from year to year.

Roshan Marker

Report: Bureau of Psychology, U.P. Allahabad—1954-55; and papers read at the Annual Week—1954-55. Published by the Bureau of Psychology, Allahabad.

It was as far back as 1937, when appointed by the then Congress Government

of U.P., the Acharya Narendra Deo Reorganisation Committee unequivocally recommended the establishment of a Psychological Bureau and a Psychological Service in Uttar Pradesh. But no practical steps could be taken to implement the plans till the return of Congress to power in 1946. It had gone out of office in 1939.

The Bureau of Psychology, U.P., started functioning from July, 1947 since when its progress though slow has been steady. With the basic aim of establishing 'an adequate and efficient psychological service for the school-going population of Uttar Pradesh, it has in the year 1954-55 (with the assistance of its five District Psychological Centres) given Educational and Vocational Guidance to 327 and Personal Guidance of Therapeutic nature to 25 new cases of which 4 required intensive psychological sessions. It ran three training courses :— (i) for Guidance Psychologists "with a view to prepare qualified personnel to take up practical work in schools, child guidance clinics, psychological bureaus, training colleges, and other allied institutions", (ii) for two Deputy Jailers to equip them with the knowledge of techniques to be employed in studying the problems of Indian Jails, (iii) for training of a lecturer in psychology for specialised advanced training. It has also taken up the constructing and standardising of the different psychological tests suited to local conditions; and out of a total of 2,500, it has assisted the Police Department of Uttar Pradesh in selecting candidates for training as Sub-Inspectors.

Although something has been done, yet one feels that more enthusiasm could have enabled the Bureau to do twice the work it has done.

The booklet titled "Papers read at the Annual Week" contains three small but interesting articles on "Duties and Obligations of an Educational Psychologist", "Guidance at Secondary Stage",

and "Psychology in the Service of Correctional Work with Offenders"

D.K. Malik

Recreational and Cultural Activities in Social Education (being the report of the Fifth National Seminar held at Puschimavahini (Mysore) on October 11-20 1954) Indian Adult Education Association, Delhi, 1955; pp. 101.

FOR good or for ill, recreational and cultural activities have come to assume a large part of the time devoted by our People to Social education. It is, therefore, desirable that workers in the field should have in their hands some authoritative thinking on the place of these activities in Social education and the what and the how of them. This book to a large extent supplies that need.

The Seminar worked on the basis of a comprehensive working paper, which embodied the thinking of men like J. C. Mathur and A. R. Deshpande. It dealt with seven problems as follows—the role of recreational and cultural activities in Social education; various kinds of these activities; problems of revival and improvement of existing traditional recreational and cultural activities; recreational and cultural activities through mechanical aids; problems of organisation; means and equipment—training in various recreational and cultural activities.

While there is real need for recreational activities for the people there is some risk, that like parasites these activities will eat away the educational kernel in Social education. The Seminar was conscious of the risk and time and again it emphasised that such activities must be justified by their integral role in Social education. This role has also been explained. Further, the emphasis is laid more on cultural activities that enrich personality than on purely recreational activities. It is in keeping with this viewpoint that the role of libraries,

worthwhile hobbies and the educational aspects of film/filmstrip shows have received due acknowledgement from the Seminar.

We seek to harmonise the role of the government and voluntary organisations in expanding recreational and cultural facilities for the people. While the main load will have to be carried by voluntary bodies, government, too, has certain responsibilities in the field and these have been indicated.

There is little indigenous literature on the subject and it may be worthwhile for the Indian Adult Education Association to bring out the core of the book—pp. 15-56—in all regional languages, so that Social education workers all over India may benefit from the corporate thinking done on the subject at the National Seminar.

Sohan Singh

Kalpna (Hindi monthly) Oct. 1955; Editor: Dr. Aryendra Sharma; Published by Madhusudan Chaturvedi, 516, Sultanbazar, Hyderabad; pp. 76; Price Rs. 11/- (yearly), Re. 1/- per copy.

KALPANA is a purely literary Hindi Magazine published from Hyderabad. All the articles, stories, poems etc. contained in the issue under review are of high literary quality and as such have special value for literature of Hindi. *Aadhi Raat: Rel ki Seete* (a story by Dr. Dharmvir Bharati), *Meri Dilli Yatra* (memoirs of a visit to Delhi by Dr. Devraj Upadhyaya), *Barra Nyayapriya Hai Swarg* (a poem by Shri C. B. Rao) deserve special mention.

Kalpna has done much to develop and propagate Hindi and its literature in the South; non-Hindi-speaking Southerners have developed interest in and aptitude for Hindi during the past few years—*Kalpna* deserves a share in this significant cause.

Oversea Education. Vol. XXVII, No. 2, July 1955. Published for the Secretary of State for the Colonies by Her Majesty's Stationery Office, London. Quarterly: Price 2s.

The *Oversea Education* reports mainly on educational experiments and research carried on in tropical and sub-tropical areas of British administered territories. The two particularly interesting articles of the five included in this issue are "Evaluation: Its methods and problems" and "A Swahili Play". Its feature 'Notes' covers a whole sweep of educational development in these areas. Read with a discerning eye the journal can be informative and instructive.

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Estes, W.K. and others. Modern learning theory. New York, Appleton—Century— Crofts, 1954.	154.4	Es	85	M
170—Ethics				
Broad, C.D. Five types of ethical theory. London, Routledge & Kegan Paul, 1930.	171	B	78	F
301—Sociology				
Murphy, Gardner. In the minds of men; the study of human behavior and social tensions in India, based on the Unesco studies by Social Scientists conducted at the request of the Government of India. N.Y., Basic books, 1953.	301.15	M	953	I
Trecker, H.B. ed. Group work; foundations and frontiers. N.Y., White side and Morrow, 1955.	301.1584	T	713	G
330—Economics				
Thomas, S.E. Teach yourself economics. London, English University press, 1952.	330	T	367	I
350—Public Administration				
Pfiffner, J.M. & Presthus, R.V. Public administration. N.Y, Ronald press, 1953.	350	P	48	P
360—Social Welfare				
Housden, L.G. Prevention of Cruelty to children. London, Cape, 1955.	362.7	H	817	P
370 - Education				
Eells, W. C. Communism in education in Asia, Africa and the far pacific. Washington, American council on education, 1954.	370.19	Ee	54	C
Corey, S. M. Action research to improve school practices. N. Y. Bureau of publications, Teachers College, Columbia University, 1953.	370.78	C	812	A
Keay, F. E. Indian education in ancient and later times. London, O.U.P., 1954.	370.954	K	22	I
Weir, W. W. Education in Cyprus; some theories and practices in education in the island of Cyprus since 1978. Cyprus, printed at Cosmas press, 1952.	370.956	W	434	E
371 - Teaching				
Wilkes, L. Teach yourself to teach. London, English Universities press, 1952.	371	W	652	T
Wingo, C. M. Elementary-school student teaching, 2nd ed. N. Y, Mc Graw- Hill, 1955.	371	W	727	E
Travers, R. M. W. Educational measurement. N. Y, Macmillan, 1955.	371.26	T	698	E
Gasking, D. A. T. Examinations and the aims of education. Melbourne, Uni- versity press, 1948.	371.27	G	212	E
Cronbach, L. J. ed. Text materials in modern education; a comprehensive theory and platform for research. Urbana, University of Illinois press, 1955.	371;3	C	881	T

RECENT ADDITIONS TO THE CENTRAL EDUCATIONAL LIBRARY

Dale, Edgar. Audio - Visual methods in teaching. New York, Dryden Press, 1954.	371.33	D 152	A
Pollack, Philip. Careers and opportunities in science, a survey of all fields. N. Y, Dutton, 1954.	371.42	P 76	C
Roeber, E. C. and Others. Organization and administration of guidance Services. 2nd ed. N. Y, McGraw - Hill, 1955.	371.42	R 621	O
Emerson, L. A. How to prepare training manuals; a guide in the preparation of written instructional materials. N. Y, The State education department, 1952.	371.426	Em 34	H
Hymes, J. L. Behavior and misbehavior; a teacher's guide to action. N. Y, Prentice - Hall, 1955.	371.5	H 997	B
Wilkins, Edgar Henry. Medical inspection of school children. London, Bailliere, Tindall & Cox, 1952.	371.71	W 655	M
Seaton, D. C. and Others. Physical education hand-book. 2nd. ed. N. Y, Prentice-Hall, 1954.	371.73	Se 18	P
Walker, Herbert. Health in the elementary school ; the role of the classroom teacher. N. Y, Ronald press, 1955.	371.73	W 152	H
Hunt, V. V. Recreation for the handicapped. N. Y, Prentice - Hall 1955.	371.9	H 911	R
372 - Elementary Education:			
Koppe, O. W. Elementary School transfer; problems, principles and recommended procedures. N. Y, Bureau of publications, 1953.	372	K 838	F
Mckim, M. G. Guiding growth in reading in the modern elementary school. N. Y. Macmillan, 1955.	372.4	Mc 212	G
373 - Secondary Education.			
Franzen, C. G. F. Foundations of secondary education. N. Y, Harper, 1955.	373	F 844	F
374 - Adult Education.			
UNESCO Adult education, current trends and practices. Paris, U.N.E. S.C.O. pub. no. 636., 1949.	374	Un 2	A
Lowy Louis. Adult education and group work. N. Y, White side and Morrow, 1935.	374.21	L 956	A
Harrison, J. F. C, History of the working men's College. 1854-1954. London, Routledge & Paul, 1954.	374.942	H 245	H
375 - Curriculum.			
Willey, K. M. and Somaratne, W. R. P. Teaching of English in Schools; handbook for primary and secondary school teachers in Ceylon and other South-East Asian countries. London, O.U.P. 1955.	375.42	W 677	T
376 - Education of Women			
Internation Bureau of education. Access of Women to education. Paris, Unesco, n. d.	376	In 8	A
378 - Higher Education.			
Hungate, T. L. Finance in educational management of colleges and universities. N. Y, Bureau of publications, Teachers College, Columbia University, 1954.	378.1	H 895	F

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Ostheimer, R.H. Student charges and financing higher education. N.Y, Columbia University press, 1953.	378.1	Os	7	S
Morton, J. R. University extension in the United States. Alabama, Univer- sity of Alabama press, 1953.	378.13	M	846	U
379—Education and the State				
Spalding, W. B. Superintendency of public schools—an anxious profession. Cambridge, Harvard University press, 1955.	379.73	Sp	19	S
400—Linguistics.				
Aikin, W.A. Voice: an introduction to practical phonology. new ed. by John Ramsey. London, Longmans, 1951.	414	Ai	.45	V
Sheard, J. A. Words we use. London, Andre Deutsch, 1954.	420.9	Sh	31	W
Whitten, W and Whitaker, F. Good and bad English, a guide to speaking and writing. London, George Newnes, 1950.	421	W	618	G
Whitaker—Wilson. C. English pronounced. London, Routledge and Paul, 1954.	421.5	W	58	E
Hardie, C. D. Minimum vocabulary. Melbourne, Australian council. for educational research, 1948.	423	H	219	M
Weber, W. E. German self-taught by the natural method with phonetic pronunciation; 4th ed. London, Marlborough, n.d.	430	W	388	G
Raghu Vira. Comprehensive English—Hindi dictionary of governmental and educational words and phrases. Nagpur. International academy of Indian culture, 1955.	491.433	R	128	C
Sankrityayana, Rahula and others. eds. Administrative dictionary (16,000 administrative terms). Allahabad, Hindi Sahitya Sammelan, 1948.	491.433	Sa	58	A
Segal, Louis New Complete Russian—English dictionary. London, Lund Humphries, 1953.	491.73	Se	37	N
500—Science				
Congress for cultural Freedom, Hamburg. Science and Freedom. London, Secker and Warburg, 1955.	504	C	76	S
510—Mathematics.				
Davidson, John. Teach yourself mathematics. London, English Universities press, 1954.	510	D	283	T
Grazda, E. E. and Brenner, Morris. Handbook of applied Mathematic. 3rd ed. Toronto, Van Nostrand, 1955.	510	G	795	H
Henderson, K. B. and Pingry, R. E. Using Mathematics. N. Y., McGraw—Hill, 1955.	510	H	383	U
530—Physics.				
Prasad, B.N. Hydrostatics; a text-book for the use of B. A. & B. Sc. students of Indian Universities. Allahabad, Ram Narain Lal, 1953.	532.2	P	886	H
Peaslee, D.C. and Mueller, H. Elements of atomic physics. N. Y, Prentice—Hall, 1955.	539	P	32	E
Kaplan, Irving. Nuclear physics. Cambridge, Addison—Wesley, 1955.	539.7	K	142	N

RECENT ADDITIONS TO THE CENTRAL EDUCATIONAL LIBRARY

Hoffman, M.D. Readings for the atomic age. N. Y, Globe, 1950.	559.76	H 675 R
540—Chemistry.		
Landford, O.E. Using Chemistry. N. Y, McGraw—Hill, 1955.	540	L 249 U
Hecht, Selig. Explaining the atom, 2nd. ed. London. Gollanez, 1955.	541.2	H 355 E
620—Engineering.		
Camm, F. J. ed. Practical mechanics ; how-to-make it book. London, Newnes. 1955.	621	C 148 P
Henry Ford Trade School. Michigan. Shop theory ; rev. edition. N.Y., McGraw—Hill, 1952.	621.7	H 396 S
655—Printing.		
United States. Theory and practice of press work. Washington, Government printing Office. 1948.	655	Un 3 T
670—Manufactures.		
Simpson, L. E. and Weir, M. Weavers Craft. Leicester, Dryad press, 1952.	677	Si 58 W
Brinley, Rosemary. Soft toy making. London, Foyle, 1952.	688.7	B 772 S
Ambrose, Eric. Know your house. London, Thames and Hudson 1954.	691	Am 18 K
700—Arts & Recreation.		
Rice, D. T. Teach yourself to study art. London, English Universities press, 1955.	707	R 367 T
Christopher, F. J. Modelling. London, Foyle, 1952.	745.5	C 465 M
Granville, Wilfred. Dictionary of theatrical terms. London, Deutsch, 1952.	792.03	G 767 D
808—Literary Composition.		
Betterton, Kathleen. Teach yourself to write. London, English Universities press, 1953.	803	B 466 T
Cox, Sidney. Indirections for those who want to write. N. Y, Knopt, 1947.	808	C 839 I
Westland, Peter. Teach yourself public speaking. London, English University press, 1952.	808.5	W 526 T
910—Geography.		
Kini, K.S. and Rao, V.B.S. Oxford pictorial atlas of Indian history. 6th ed. London, O.U.P. 1954.	912.54	K 62 O
Raman, T.A. Let's read about India. Michigan, Fidler, 1950.	915.4	R 141 L

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(JUVENILE)

E- Easybooks

Beskow, Elsa. Pelle's new suit, tr. by Marion Letcher Woodburn. N.Y, Harper, n.d. (A.G. 3-6)	E	B 464 P
Bird, Maria. Andy Pandyo of TV'S watch with mother programme ; illus. by Matvyn wright. London, publicity products, n.d. A.G. 3-6.	E	B 532 A
Brown, M. W. Runaway Bunny. N.Y. Harper, 1942. A.G. 3-6.	E	B 814 R
Buckett, George. Circus book. London, Publicity products, (n.d.). A.G. 3-6.	E	B 855 C
Flack, Marjorie. Tim Todpole and the great bullforg. N.Y, Double day, 1954. A G. 3-6.	E	F 594 T
Fraser, Shelagh & Thatcher, Billy. Tai-Lus birthday party. London, Publicity product, n.d. A.G. 3-6.	E	F 862 T
Gannatt, Ruth Stiles. My father's dragon, illus. by Ruth Chrisman Gannatt. New York, Randon House, 1948. A.G. 3-6.	E	G 156 M
Krauss, Ruth. Carrot Seed. N.Y, Harper, 1945. A.G. 3-6.	E	K 868 C
Powand, Phyllis. It is night. N.Y, Harper, 1953. A.G. 3-6.	E	R 797 S
Webber, I.E. It looks like this ; a point of-view book. N.Y, Willian R. Scott, 1949. A G. 3-6.	E	W 386 I
Wright, Ethel. Saturday walk. N.Y, Scott, 1951. A.G. 3-6.	E	W 931 S

F. Fiction

Averill, Esther. Cat club or the life and times of Jenny Linsky. N.Y, Harper, 1944. A.G. 7-12.	F	Av 35 C
Baum, L.F. Wizard of oz ; adapted by Allen Chaffee. London, Publicity products, 1950. A.G. 7-12.	F	B 327 W
Blyton, Enid. More adventures on willow farm ; illus by William 2 Super. London, country life 1954. A.G. 7-12 13-16.	F	B 529 M
Children of cherry-tree farm, a tale of the countryside. London, country life, 1954. A.G. 7-12, 13-16.	F	B 629 C
Adventurous four ; illus. by E.H. Davis., 7th ed. London, Newness, 1952. A.G. 7-12, 13-16.	F	B 629 A
Burnett, A.H. Hallowe 'en at Merrywale. Chicago, Donohue, n.d. A.G. 7-12.	F	B 934 H
Collodi, C. Pinochio, adopted by Allen George ; illustrated by Lois Lenski. London, Publicity products, 1916. A.G. 7-12.	F	C 698 P
Coolidge, Susan. What katy did. London, Ward Lock, n.d. A.G. 13-16.	F	C 779 W
What katy did at school. London, Ward Lock, n.d. A.G. 13-16.	F	C 799 W
Davis, L.R. Wild birthday cake. N.Y, Junior books, 1949. A.G. 7-12.	F	D 294 W

RECENT ADDITIONS TO THE CENTRAL LIBRARY

Defoe, Daniel. Robinson Crusoe ; illus. by Jay Hyde Barnum. London, publicity products, n.d. A.G. 7-12.	F	D 362 R
Disney, Walt. Miskey Mouse and the missing key. London. Juvenile production, n.d. A.G. 3-6.	F	D 632 M
Enright, Elizabeth. Thimble Summet. N.Y, Pinehart, 1938. A.G. 13-16.	F	En 72 T
Estes, Eleanor. Hundred dresses. N.Y, Hirecourt Bruce, 1944. A.G. 7-12.	F	Es 85 H
Hundred red dresses ; illus. by Louis Slobodkin. N.Y, Harcourt Brace, 1944. A.G. 7-12.	F	Es 85 H
Moffats. N.Y, Harecourt Bruce, 1941. A.G. 7-12.	F	Es 85 M
Ets, Marie Hall. Mister Penny ; story and pictures. N.Y, Viking press, 1947. A.G. 7-12.	F	E 74 M
Flack, Marjorie and Wiese, Kurt. Story about ping. N.Y. Viking Press, 1933. A.G. 7-12.	F	F 592 S
Fox, F.M. Little cat that could not sleep ; pictures by Susanne Suba. New York, Dutton, 1954. A.G. 3-6.	F	F 831 L
Gernet, Nina. Aladin and his wonderful lamp ; adapted by John Paton. London, Publicity products, n.d. A.G. 7-12.	F	G 319 A
Gerraise, Mary. Seven Sanderson. London. Lutterworth, 1949. A.G. 13-16.	F	G 329 S
Johns, W.E. Worrals in the wastelands. London, Luttaworth Press, 1949. A.G. 13-16.	F	J 629 WI
Worrals down under. London, Luterworth press, 1948. A.G. 13-16.	F	J 629 WD
Lonsdale, Bertha. Molly Hilton : library assistant. London. Bodley Head, 1954. A.G. 7-12.	F	L 869 M
Magill, Valerie. Tale of babi monkey. Calcutta, Longmans, 1948. A.G. 7-12.	F	M 273 T
Puranas Boyhood of Krishna. Bombay, Orient Longmans, 1953. A.G. 7-12.	F	P 97
Seuss. The 500 hats of Bartholomew cubbins. N.Y, Vanguard Press, 1938. A.G. 7-12.	F	Se 81 F
Stucley, E.F. Star in the hand. London. Collins, 1951. A.G. 7-12.	F	St 93 S
Swift' Jonathan. Guliver in Lilliput. London. Publicity products, n.d	F	Sw 55 G

F.S.—Story collections.

Blyton, Enid. Castle without a door and other stories. London, Pitkin. A.G. 7-12.	F.S.	B 629 C
Little toy farm and other stories. London, Pitkin. A.G. 7-12.	F.S.	B 629 L
My Enid Blyton story book ; illus. by Willy Schermele. London, Juvenile productions, n.d. A.G. 7-12.	F.S.	B 629 M
Panchatantra Tales from Panchatantra. Bombay, Orient Longmans, 1948. A G: 7-12.	F.S.	P 192 T
Piper, Watty. Children of other lands, illus. by Lucille W. and H.C. Holling. New York, Platt and Munk, 1943. A.G. 7-12.	F.S.	P 661 C
Scout Story omnibus. London, Collins, n.d. A.G. 13-16.	F.S.	Sc 98

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Sutchcliffe, Jean ed. Five listen with mother tales ; illus. by A.E. Kennedy. London, Adprint, n.d. A.G. 7-12.	F.S.	Su 83 F
Five more listen with mother tales ; illus. by A.E. Kennedy. London, Adprint, n.d. A.G. 7-12.	F.S.	Su 83 Fm
Wain, George. Picture tales no. I ; illus. by G.H. Blow, 2nd. ed. London, Collins, 1951. A.G. 7-12.	F.S.	WI 33 P
030—Encyclopaedia.		
Australian junior encyclopaedia ed. by Charles Barrett. Melbourne, Georgian House for the Australian Junior encyclopaedia, 1951. 2 vols.	032	Au 79
133—Occultism		
Baron, Harry. Magic simplified. London, Kaye, 1954. A.G. 13-16.	133	B 268 M
232—Christology		
Blyton, Enid. Children's life of christ, 5th ed. London, Methuen, 1946. A.G. 13-16.	232.9.	C 462 B
Reymond, Louise. Child's story of the nativity ; illus. by Masha. London, Publicity products, 1944. A.G. 7-12.	232.93	R 214 C
340—Law		
Rod and Peattie. Lisa. Law : what it is and how it works. N.Y, Schuman, 1953. A.G. 13-16.	340	R 61 L
360—Welfare Services		
Buchanan, Mary. Children's village ; the village of peace. 2nd. ed. London, Univ. of London Press, 1954. A.G. 7-12.	362.7	B 852 C
385—Transportation		
Wolff, E.S. Railway album. London, Sampson Low, A.G. 13-16.	385.2	W 832 R
398—Legends. Folk Tales.		
Disney, Walt. Walt Disney's story of Robinhoods, and his merrie men. London, Juvenile Productions, n.d. A.G. 7-12.	398.2	R 552
Jacobs, Joseph. English fairy tales ; illus. by John D. Batten. 3rd. ed. N.Y, Putnam, n.d.	398.2	J 153 E
Lang, Andrew. Red fairy book illus. by Mare Simont. London, Longmans, 1950. A.G. 7-12.	398.2	L 25 R
Withers, Carl. Comp. A rocket in my pocket ; the rhymes and chants of young Americans ; illus. by Susanne Suba. N.Y, Holt, 1948. A.G. 7-12.	398.8	W 776 R

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423—English Dictionaries

- Oftedal, Laura & Jacob, Nina.
My first dictionary ; the beginner's picture word book. N.Y,
Grosset and Dunlap, 1943. A.G. 3-6. 423 Of 7 M

428.6—Primers and Readers

- Hildreth, Gertrude & others.
Fun in story ; illus. by Erick Berry and others. N.Y, Winston
1952. A.G. 3-6. 428.6 H 546 F
- Good stories ; illus. by Erick Berry and others. N.Y, Winston,
1951. A.G. 3-6. 428.6 H 546 G
- McKee, Paul & Harrison, M.L.
Building your language. Boston, Houghton Mifflin, 1951
A.G. 7-12. 428.6 M 194 B.
- McKee, Paul & Mc Cowen, Annie.
Developing your language. Boston, Houghton Mifflin, 1951.
A.G. 7-12. 428.6 M 194 D
- Enriching your language. Boston, Houghton, Mifflin, 1951.
A.G. 7-12. 428.6 M 194 E
- Improving your language. Boston, Houghton, Mifflin,
1951. A.G. 7-12. 428.6 M 194 I
- Wilder, L.I.
By the Shores of Silver lake ; illus. by Garth Williams.
N.Y. Harper, 1953. A.G. 13-16. 428.6 W 645 B
- Farmer boy. N.Y, Harper 1953. A.G. 13-16. 428.6 W 645 F
- Little house in the big woods ; illus. by Garth Williams.
N.Y, Harper, 1953. A.G. 7-12. 428.6 W 645 L
- Little house on the prairie ; illus. by Garth Williams.
N.Y, Harper, 1953. A.G. 7-12. 428.6 W 645 L
- Little town on the prairie ; N. Y, Harper, 1953. A.G. 13-16. 428.6 W 645 L
- Long winter ; illus. by Garth Willams. N.Y, Harper, 1953.
A.G. 13-16. 428.6 W 645 L
- On the banks plumcreek ; illus. by Garth Williams. N.Y,
Harper, 1953. A.G. 13-16. 428.6 W 645 O
- These happy golden years ; illus. by Garth Williams. N.Y,
Harper, 1953. A.G. 13-16. 428.6 W 645 T

500—Science

- Holmyard, E.J.
Chemistry, London, Foyle, 1952. 540 H 739 C
- Wyler, Rose & Ames, Gerald.
Life on the earth. N.Y., Schuman, 1953. 570 W 977 L
- White, A.T.
First men in the world. N.Y, Random House, 1953. A.G.
7-12. 571 W 582 F

590—Zoology

- Carrington, Richard.
My who's who of pets and animal friends.
London, Juvenile productions, n.d. A.G. 7-12. 590 C 235 M

600—Applied Science

- Larsen, Egon.
True book about inventions. London, Muller, 1954. A.G.
13-16. 608 L 329 T
- Eberel, Irmengarde.
Modern medical discoveries. rev. ed. N.Y, Crowell, 1954.
A.G. 13-16. 610 E 637 M

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790—Recreation

Brinley, Rosemary. Crafts for girls. London, Foyle, 1951.	790	B	772	C
Hundreds of things a girl can make, rev. ed. London, Foulsham, n.d. (Hobby book for girls of all ages.)	790	H	892	
Kitson, Edward. Crafts for boys. London, Foyle, 1954.	790	K	65	C
Second book of hundreds of things a girl can make, rev. ed. London, Foulsham, n.d.	790	S	23	
Woolf, A.L. Book of things a boy can do. London, Foulsham, n.d. (Hobby book for boys of all ages.)	790	W	883	B

808—Literary Composition.

Lear, Edward. Complete nonsense book. New York, Dodd, 1954. A.G. 13-16.	808.87	L	477	C
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910—Geography.

Carpenter, Shirley & others. Icebergs and jungles. London, Rathlone books, 1954. (World in pictures series Vol. II). A.G. 7-12.	910	C	226	I
Warner, E.J. Golden geography; a child's introduction to the world. London, Publicity products, 1953. A.G. 7-12.	910	W	495	G
Mountevans, Lord. South with Scott. London, Collins, 1954 A.G. 13-16.	910.4	M	864	S

920—Biographies

Longman's heroes of Rajasthan. Calcutta, n.d A.G. 13-16.	923	L	863	
Freeman, William. Biographies; scientists and inventors. London, Pitman, 1954.	925	F	877	B
Graham, Eleanor. Story of Charles Dickens. London, Methuen, 1952. A.G. 13-16.	B	D	555	G

590—Zoology

Bridges, William. Wild animals of the world; portraits by Mary Baker. N.Y., Garden city books, 1954.	590	B	175	W
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SECONDARY EDUCATION SECTION

EXTENSION SERVICES IN TRAINING COLLEGES—A NEW VENTURE

Adapted from an address delivered by Sri K.G. Saiyidain at the Seminar held in June/July 1955, in Srinagar.

THE development of Extension Services in Training Colleges is a comparatively new venture in India. It has been started with a two-fold purpose. It will give the Training Colleges an opportunity to come into intimate and realistic contact with schools in the neighbourhood and thus prepare them to discharge their training function more efficiently. Also it will provide for these schools a well organised and technically competent service which may help them to improve their teaching in all directions. All experienced educationists are aware of the mutual criticism in which Training Colleges and Schools have been indulging for decades. Headmasters and Inspecting Officers in charge of schools have alleged that the teachers trained in Training Colleges have no proper understanding of school problems, that their training is theoretical and the methods and techniques learnt by them cannot be applied under the actual and trying conditions that prevail in schools. On the other hand, the Colleges have come forward with the countercharge that the school authorities fail to provide conditions of work which would enable the newly trained teachers (or even the older teachers) to apply good methods successfully. They allege that the downward pull of the environment defeats their good intentions and undermines their efficiency.

It is an idle task to apportion blame in such a controversy, but I am inclined to think that there is some truth in both the allegations and, even if we are too polite to blame individuals, there is no doubt that the situation deserves blame. A Training College has usually nothing but a single practising or demonstration school attached to it—sometimes even

that is not there—over which it exercises a certain measure of supervision and control which varies from State to State. Its students may carry on their teaching practice in other local schools but they are there on sufferance and the College cannot exercise any kind of deliberate influence over them. The result is that, in actual effect, the college loses direct and realistic contact with school conditions and to that extent its training becomes superficial and unreal. Again, it can maintain no touch with its newly trained students and find out how they are shaping in the schools where they have been posted. This accounts for much of the ineffectiveness which characterises their work. Unless there is vitalizing contact between theory and practice—whatever the field of work—there can be no real progress. On the other hand, it is equally true that, in a majority of our schools, the conditions of work are unfavourable to the unfolding and development of new talent.

There are many factors which are responsible for this state of affairs, but this is not the occasion to analyse them in detail. Part of the reason is to be found in the existing material conditions of schools—the low salaries offered in the teaching profession and, consequently, the indifferent quality of the personnel drawn to it, lack of adequate equipment and buildings, and inadequacy of appliances, guide books and other teaching aids. It lies also in the incompetent guidance offered by administrative officers, the feeling of apathy on the part of teachers, and the absence of stimulating contacts between them and inspiring educationists. The net result is that newly trained teachers who are posted to an average school find themselves work-

ing in a depressing and uncongenial environment and, even when they have the necessary competence and enthusiasm, they do not get the right kind of encouragement and guidance and, within a short period, lapse into indifference or a sense of frustration. We have to try and adopt vigorous and radical measures to improve this sorry state of affairs.

The Ministry of Education has undertaken, or is planning to undertake, a number of measures to deal with this situation. The schemes for improving the salary scales of teachers and their social status, the organisation of Conferences and Seminars for teachers and headmasters, the establishment of holiday homes, research in Training Colleges on problems of Secondary education, improvement of the libraries and laboratories of Secondary Schools and of teaching methods and equipment in important fields of study are all part of a co-ordinated and carefully thought out scheme for raising the efficiency of Secondary Schools as well as Training Colleges. All this is good, but more remains to be done. We have to build a bridge between these general schemes and the hard core of concrete improvements in every individual school. There is sometimes the temptation to imagine—particularly when we operate schemes from a centre distant from field work—that the formulation of good schemes and the provisions of requisite resources will necessarily result in effecting actual improvements. This depends largely on whether any particular school has—or has not—that rare individual, a *really good* headmaster, and a cooperative staff with a sense of duty and professional integrity.

It is for this purpose—making an impact on individual schools—that this new scheme has been formulated. It is obviously the duty of every Training College to give all the help it can in improving schools within its reach and to equip itself with the necessary technical competence. It has not been possible for the colleges to perform this function partly because they lacked the requisite

resources in personnel and equipment and partly because there was no administrative set-up to give them the necessary authority for the purpose. Under this scheme, we shall be able, in co-operation with the Ford Foundation, to provide each of the selected Training Colleges with two additional members of the staff, whose main job will be to develop these extension programmes, and in addition to give them the requisite apparatus and equipment (including equipped mobile vans) for their work. For the first time in the history of these Training Colleges, Extension Departments will become an integral part of their work and they will have the means to carry out their new duties.

The object of this Seminar is to plan a tentative programme of work, through our pooled wisdom and experience, which will put this venture on a sound footing. Before we proceed to do so, may I invite your attention to one rather basic fact that we must bear in mind? While from one point of view, the problem, say, of the reconstruction of Secondary education, is a single national problem, from another equally valid point of view, it is 10,000 different problems i.e., every single Secondary School is a unique, individual problem or, may be, several different problems. Our approach and point of departure, therefore, should be a study of the actual situation in each school with which we are concerned so that we may realise, through a process of co-operative thinking between the Training College staff and the school teachers, what the special problems of each particular school are and how they can be tackled. It is no use imposing some preconceived programme of reform on all schools—each school must be envisaged as having special problems of its own whose discovery is the first essential step in their solution. What I would like to visualise is that, as soon as the Extension Department has been established in a College, the staff concerned visit each school, sit round a table with the Headmaster and the teachers, crystallise the special problems of reconstruction with

which it is faced, thrash out possible lines of approach and formulate a decisive plan of action in which the role and duties of each participant are clearly defined. They should not only do this but also ensure that the necessary materials, books, teaching aids and the technical guidance needed are made available for the purpose. Some of these may be provided under this scheme while, for the rest, you will have to rely on the budget of the college, the resources of the schools concerned and, above all, on that unlimited but scarcely exploited source—your own ingenuity and resourcefulness, your ability to enlist the help of the school community and of a cooperative and appreciative local community.

While this preliminary survey may well be fairly comprehensive, I would suggest that, as a matter of tactics, too many things should not be crowded into the programme at any one point of time but a concrete, modest and practicable programme, covering a few of the most important items, be taken up at first and followed up vigorously so as to make a perceptible impact on the life and academic efficiency of the school. I have found, over and over again, that there is more virtue and value in a comparatively small project being implemented successfully than in a much more ambitious programme being handled incompetently or inadequately. The success that we gain in the former case generates its own dynamism and makes later efforts easier and more effective. I trust, therefore, that this Seminar will devote itself in the first instance to the selection of general problems and areas of significant interest—like the curriculum, the syllabuses in different subjects, the teaching of languages, the development of co-curricular activities etc.—and then work out in broad outlines the actual projects that can be taken up in each field. Such projects have, I presume, been worked out by most of the colleges and they will no doubt, receive the benefit of group criticism and evaluation. When this has been done and the broad outlines of extension work are clear, you will be con-

cerned with the next stage to which I have already referred i.e., the stage of the survey on the spot of the needs and problems of each individual school. When I speak of the college staff concerned with this work, I am not referring merely to the Co-ordinators and Assistant Co-ordinators specifically provided for this purpose in the scheme but the *entire* staff of the college which has to be interested in, and associated with this work. The specific staff is provided because this is a new activity and we would like to give it a good start. Under the general guidance of the Principal, these two persons will be on their toes all the time to ensure that this is done. But, unless they are backed by the support of all the members of the staff, this activity cannot very well survive as an isolated island in a sea of indifference or unconcern! And, in any case, that will defeat half the purpose of the project which is to make the Training College as a whole more aware of, and responsive to, the school situation.

I have no delusions whatever that the work which is now formally launched and which will go on for at least three years to begin with, is fraught with many difficulties—not merely technical but administrative. It is a new kind of wing being put out in the educational system and it has to define its role and establish its bonafides vis-a-vis the existing educational machinery. The most important single objective in this connection is to *create a cooperative atmosphere for this work* at all levels. The Education Departments and the inspecting staff under them must not just passively tolerate this activity but give active help in ensuring that no friction is allowed to develop between the extension staff, the schools and the inspection staff. It is for you, out of the wealth of your experience, to visualise the possible difficulties and points of clash and suggest 'pacifying' measures. Again, there is the process of preparing the staff of the schools for intelligent co-operation in this campaign and you will have to discuss how best this can be achieved. Thirdly, you will have to

think out ways and means for orienting the staff of the Training College itself so as to ensure that maximum co-operation,

In conclusion, I would like to take this opportunity provided by the presence of the Principals of so many Training Colleges and other educationists, to stress the importance of the reconstruction of Secondary Education that is being undertaken in the country at present. The establishment of multi-purpose schools, the raising of Secondary into higher secondary schools, the improvement of teaching in the existing schools, the reform of examinations and a host of other similar problems have to be tackled in this connection. Any radical educational reconstruction naturally involves the uprooting of established ways of thinking and behaviour, the reorientation

of teachers' minds, the change of outlook on the part of administrators, the development of an experimental attitude in Training Colleges and other key points and the re-education of public opinion. Obviously, this is no easy task. It will require honest, intelligent and cooperative effort on the part of all the agencies concerned. My personal opinion is that the crucial position in this multi-pronged attack is occupied by the Training Colleges and, unless vitalising impulses are sent out by them all over the country through their trained teachers and their extension work, all our schemes will remain ineffective. I pray that by our devoted and intelligent work we might be able to avert that educational calamity.

K.G. Saiyidain

ACTIVITIES AT THE CENTRE

Conference of Educational and Vocational Guidance Experts

A Conference of experts in educational and vocational guidance was held at New Delhi on September 1st, 1955, to discuss problems of guidance at the secondary level. Some of the recommendations made by the Conference are given below :--

1. Each secondary school (multi-purpose schools particularly), should set up a guidance department under a trained graduate teacher who will be mainly responsible for the work of the department, but assisted by the other teachers in maintaining systematic records of the physical, intellectual, and social development of children.
2. To steer the work of the guidance departments of the schools as well as to give guidance in difficult cases, there should be a whole-time Counsellor for every 25 schools.
3. State Governments should organise training courses for the guidance of teachers and counsellors and associate with this work Teacher Training Colleges, University Departments of Education and Psychology, and other agencies doing guidance work in their respective areas. The duration of the course should not be less than three months in the case of the former and not less than one year in the latter.
4. The Central Government should reserve a certain percentage of foreign and local scholarships for training in test construction.
5. While adapting foreign tests to

Indian conditions due care should be taken to see that besides the form, the contents of the test are also properly adapted.

6. The educational and vocational guidance bureaux should for the time being limit their research activities to guidance work which is of immediate importance.

* * *

Conference of Psychologists

On September 2, 1955 a conference of psychologists was held to consider the recommendations made in 1951 by Professors of Psychology. The following are the main recommendations of the conference :

1. A National Institute of Psychology devoted to both fundamental and applied research should be set up. The Institute should have a well-equipped laboratory and its main function should be to promote and co-ordinate research work in Psychology.
2. The National Institute should further have the benefit of the guidance and direction of a National Council of Psychology to serve also as a Governing Body of the Institute.
3. The Bureau of Psychology in the Central Institute of Education should be further developed in cooperation with, and under the general guidance of the National Institute of Psychology.

The details of work and the financial implications of the proposal worked out by the Committee appointed by the Conference are under examination.

* * *

Co-ordination Committee on Syllabii, etc.

Some time ago a committee known as "The Central Co-ordination Committee" was set up to finalise the syllabuses for the various diversified courses to be introduced in multi-purpose schools. The Committee met in New Delhi on the 24th August, 1955 and again from 13th to 15th September, 1955. The Committee has nearly completed its work in respect of Languages, General Science, Social Studies, Humanities, Technical Subjects, Commerce, Agriculture, Home Science, and a part of Fine Arts. Syllabii in the remaining subjects are expected to be finalised shortly.

* * *

Education of the Deaf

A Seminar on the Education of the Deaf was held at Mussoorie from 19th September to 24th September. It was attended by 36 delegates and six observers, drawn from practising teachers of the Deaf, Heads of Institutions for the Deaf, representatives of child welfare organisations, and a few social workers.

Inaugurating the Seminar Dr. R.K. Bhan, Deputy Educational Adviser, Union Ministry of Education, said that the present position regarding the education of the deaf was not encouraging, judging from the fact that there are only 43 schools for the deaf in this country where about 2,000 deaf children receive education. He added that the Government of India were thinking of setting up a National Centre for the Deaf, which would include a model school for deaf children, a clinic, a training centre, and a centre for research in Phonetics. He announced the appointment of a National Advisory Council for the education of the handicapped, one of the most important functions of which would be to formulate new schemes in the education and welfare of such people.

Dr. Bhan emphasised the close relationship between the employment of the

handicapped and the curricular content of their education. This was linked with proper vocational training which would enable handicapped people to obtain employment not merely on grounds of sympathy and charity but on their efficiency.

The Seminar was the first of its kind in this country and it succeeded in formulating a comprehensive programme for the education and welfare of the deaf in India. Forty—seven resolutions covering a wide range of subjects were adopted. The Seminar discussed practically all important aspects of the education of the deaf including their education at the secondary stage. In addition to formal discussions, several films dealing with the education of the handicapped, including the film 'Mandy', which was such a success in Britain, were shown.

There was also an exhibition of articles made by deaf students which proved very popular with the visitors. Some of the resolutions adopted by the Seminar, were :

1. That the objective of the curriculum in schools for the deaf should be to prepare the deaf child for a normal life in the community.
2. That the educational treatment of deaf children will vary according to their individual abilities and, therefore, small classes having a maximum of ten children are necessary.
3. That the deaf child should be provided adequate opportunities of contact with normal children at all stages of school life, and the development of speech and inculcation of socio-civic sense is important. The curriculum should always aim at fostering the maximum degree of economic independence in the deaf child.
4. That at all stages the curriculum

should aim at the maximum physical, mental, moral and spiritual well-being of the child.

The Seminar was of the opinion that it was possible to impart Secondary education to bright deaf children, but since at present adequate facilities for this purpose do not exist in India, it recommended that the Central and State Governments should establish model residential secondary schools for the deaf on a zonal basis. It also suggested that until such time as special technical schools for the deaf are established, ordinary technical institutions should be requested to admit deaf students, and to lay special emphasis on their practical training so that they may become skilled craftsmen and artisans. The Seminar recommended that in the case of deaf children academic qualifications should be suitably relaxed for admission to technical institutions in view of the fact that deafness often severely limits the child's ability to receive academic education.

The importance of trained teachers for the education of the deaf cannot be too strongly stressed. The Seminar suggested that the State Government should establish Teachers' Training Colleges on a zonal basis, and that short-term refresher courses should be provided in such colleges. The Central and State Governments should give financial assistance to the teachers taking up the courses and to the colleges organising them. Travelling Fellowships to teachers of various institutions for the deaf should be awarded so as to enable them to visit other institutions for the deaf in this country as well as other countries with a view to enlarge and develop their scope of work. The desirability of uniform syllabuses for the proposed training colleges was also stressed, and it was suggested that the Government of India should appoint an expert committee to draw up these syllabi as soon as possible.

The setting up of a national or State agency for conducting examinations to

award certificates, diplomas or degrees to teachers of the deaf was discussed. The general feeling was that such teachers do not receive adequate salaries. It was recommended, therefore, that the scales of pay for teachers of the deaf should be the same as those for teachers of normal children with equivalent academic qualifications except that at least five additional increments should be granted to the teachers of the deaf after they have taken special certificates or diplomas for teaching the deaf from one of the recognised training colleges of the deaf.

It was unanimously agreed that psychological tests should be adopted and standardised for use with deaf children in India, and that, in this connection, immediate attention should be given to an attempt to standardise verbal and non-verbal intelligence achievement and aptitude tests. The Central Vocational Guidance Bureau, functioning under the Ministry of Education, should have a special section for the deaf.

The importance of providing adequate educational facilities for additionally handicapped deaf children was also recognised. Another important recommendation made by the Seminar is that the education and training of the deaf and the blind in the same school is undesirable and detrimental to both the groups. The Seminar recommended that the Ministry of Education should advise all the State Governments and voluntary organizations working in this field that such schools should be immediately and completely separated.

All-India Council for Secondary Education

The first meeting of All-India Council for Secondary Education was held on October 3 and 4, 1955. It reviewed the work done by the Central and State Governments, and discussed the administrative and educational problems facing the reconstruction of Secondary education in the country. Professor Humayun

Kabir is the ex-officio Chairman of the Council and Dr. Zakir Husain, Vice-Chancellor, Aligarh University, Vice-Chairman. The Council will be assisted in its work by Field Advisory Staff who will visit and render expert advice to Secondary Schools and Teacher Training institutions in the country. A competent body of educationists will thus be able to interpret central schemes to the State Governments and vice-versa.

The Council, which is to have its office in Delhi, will not merely be an advisory body but also an executive body for the conduct of each Headmasters' Seminar and the Extension Services Programme started in the 24 training colleges.

* * *

Regional Seminar for Headmasters

With the cooperation of the Ford Foundation, autumn seminars for Headmasters were held at Baroda, Chandigarh, Mysore and Ajmer.

The Baroda Seminar, starting on 22nd September, 1955, ran for three weeks. It was attended by Headmasters from Bombay, Saurashtra, and Kutch and Inspectors of Education. It considered the following six problems in the main :

1. Preparation and training of teachers from multi-purpose schools.
2. Evaluation and Examination.
3. Inspection of Schools.
4. Freedom to schools and freedom in schools.
5. The Secondary School Certificate Syllabii of Bombay.
6. Community Life in Schools.

A programme of lectures by experts in different fields of Secondary education proved of great value in the consideration of problems before the Seminar. In addition there was a programme of social

and cultural activities, which included excursions to places of historical and educational interest outside Baroda and a number of visits to educational institutions in the University. Three morning sessions of the Seminar were devoted to the discussion of experiments which have been tried out by participating Headmasters in their schools and those witnessed by Inspectors while on tour. The detailed report of the Seminar is under preparation.

The Chandigarh Seminar which was held from October 3 to October 9, 1955 was attended by 23 delegates from East Punjab, six from Pepsu, and five from Himachal Pradesh. For sectional meetings the delegates were divided into four groups. Each discussed a large number of topics relating to Secondary education under the following heads :

1. Administration and Supervision.
2. Curricular and Co-curricular Activities.
3. Methods and Means.
4. Evaluation.

The groups devoted considerable time to the discussion of the establishment of multi-purpose schools, the problem of student indiscipline, textbooks, and cumulative records. The discussions resulted in the formulation of projects which, the Headmasters are expected to work out in their respective schools. Owing to the recent disastrous floods in these areas the activities of the Seminar had to be greatly curtailed. In fact the delegates from Jammu and Kashmir could not attend on account of transport difficulties.

One of the most instructive and enjoyable of the excursions organised was a visit to the Bhakra-Nangal Dam.

Forty-five delegates from Mysore, Travancore-Cochin, Coorg, and Pondichery participated in the Seminar held

at Yelwal, nine miles from Mysore City. There were 35 Headmasters and six Headmistresses from Government, District Board, Municipal and Private High Schools, and four inspecting officers.

All the 18 problems selected for discussion were comprehensive, ranging from multi-purpose schools, educational finance and audio-visual aids, administration in schools, to research in education. Both Government, and non-Government schools were covered. The discussions were lively. Eminent educationists in the State were invited to address the members and lectures were followed by questions from the audience.

On the lighter side there were excursions, film shows, music and dance programmes. The Seminar, which concluded on November 3, 1955, helped to bring together teachers, old and young, for the progressive exchange of ideas. A detailed report of the proceedings is under preparation.

Headmasters and inspecting officers from Rajasthan, Delhi, Madhya Bharat, Vindhya Pradesh, Bhopal, and Ajmer attended the Seminar at Ajmer, which opened on October 8 and ran for four weeks. The delegates, who were divided into six groups, discussed problems like students' welfare and discipline, inspecting and touring, improvement in

class-teaching, examinations and co-curricular activities. The delegates have undertaken to carry out the various projects and observe the results in their respective schools.

* * *

Inspection of Public Schools.

The Government of India have appointed an Inspection Committee to report on the working of certain Public Schools. Scindia School, Gwalior, Hyderabad Public School, and Daly College, Indore, have so far been inspected.

The opening of 13 new High Schools in Delhi during 1955-56 at an estimated cost of Rs. 6,81,000/- has been approved. Three existing Middle schools have been upgraded into High schools.

* * *

Teaching of Gandhian Philosophy.

The first meeting of the Sub-Committee on the inclusion of Gandhian teaching in schools and colleges was held on 12th September, 1955 with Shri Kaka Saheb Kalelkar as Convenor. Discussions were held on the various ways in which Gandhiji's life and teachings could be effectively introduced in Primary and Secondary Schools.

WHAT IS A CURRICULUM ?

(This article has been adapted and reproduced with the permission of the author, Professor Van Cleve Morris, University of Georgia, and the School Review—a journal of Education, published by the Department of Education, Chicago. It presents not only a brief historical survey of education in general but introduces us to modern trends in curriculum construction which is one of the important keystones of any good educational pattern.)

WHAT is happening to boys and girls in the school rooms? What are they studying? What are they doing, thinking, feeling? Probably no teacher, headmaster, or superintendent would be able to answer these questions as adequately as he or his community could wish but a partial answer is available in the school's programme which we have come to call "the curriculum".

The curriculum is the first criterion by which a school is judged. The student himself may be more interested in sports, the business man in the school board or the school building, the teacher in salaries and working conditions but the primary and over-riding concern of each of them is the programme of instruction. In the final analysis each of these participants in the educative enterprise is concerned with what happens to pupils in class rooms.

The curriculum not only is the main object of lay concern and criticism but also is the focus of all professional study and activity. It is therefore important to understand what exactly the term 'curriculum' means.

In recent years, there have been new and different emphases in education. Class room projects have been developed, field trips are encouraged and audio-visual aids have come into widespread popularity. In contrast, formal book learning has lost its previous importance. The textbook, once the primary guide to class room procedure, has come to be regarded as the symbol for conservative and traditional kinds of teaching. Even the school equipment is being changed to fit new methods of studies.

Historical Aspect

Since the time education first began formally to about roughly the year 1800, it was thought to be essentially tied up with words. The principal task of the learner in ancient times was to write down what someone said. Thus our modern lecture was born. With the slow collection of hand-written manuscripts, reading came to be an important aspect of learning, and books eventually became silent counterparts of the lecture. Historically the lecture has remained pretty much the same to our own day but the invention of the printing press in the late middle ages opened up an unforeseen realm of possibility in the communication of ideas. Consequently reading has now become the principal channel through which learning is thought to be carried on. This conception of education by means of recitation, writing and examination has been characteristic of most western schools, particularly at the secondary school and college levels. But early in the nineteenth century with the work of Pestalozzi and Rousseau, the conception of education by action began to emerge. To the extent that this inter-action can be enriched and made purposeful, to that extent the learner learns. The development of the science of psychology during the nineteenth century gave this idea a strong impetus.

Re-definition of Curriculum

Here then is the turning point in our thinking about the curriculum. Men have always agreed that the end of all education is good behaviour. The ancients believed that the development of a good idea in the mind of an individual

through reading and thinking would result in good behaviour. We know now that behaviour does *not* automatically follow from ideas and the discovery of this simple fact should lead us to a more sensible form of teaching and learning. The way to develop good behaviour is to enable boys and girls to behave in situations where good behaviour yields more satisfactory results than bad behaviour. The design and manipulation of such situations are the primary tasks of the curriculum builder.

The curriculum in this sense is not a body of knowledge to be read or listened to or thought about, nor a graded sequence of exposures to the arts and skills of civilisation as they have been recorded in encyclopedias. It is rather a series of experiences through which we wish children to go in order to emerge with attitudes, feelings and skills which we deem it important for them to have. This does not mean that children will do as they please in school. On the contrary they will only react to circumstances which the teacher has himself contrived and which are the most likely to call forth responses from the children. A curriculum in this sense becomes a series of graded experiences in which children can actually behave, act and participate in the process of living.

If we could somehow make a complete inventory of desirable behaviour patterns of the ideally educated adult, we would then be on our way to an intelligent and workable approach to the task of curriculum construction. If we desire that children should develop the behaviour patterns of a good citizen, then it is our responsibility to create for them actual life like experiences in the school where responsibilities of good citizenship yield more satisfaction than responses of poor citizenship. If, in the moral sphere, we want to develop honesty, perseverance, courtesy, responsibility, reverence and all the other qualities that go to make up what we call character then the task of the teacher and curriculum worker becomes one of contriving and creating

those circumstances in the school in which behavioral responses representing these virtues will be called for and will be made attractive so that the learner will accept them as his way of doing things.

It is significant to note that in this respect our traditional modes of teaching have been singularly unsuccessful. We have required children to learn rules of conduct, to verbalise about patriotism and moral rectitude hoping against hope that the ideas we thereby implant in their minds will result in moral and patriotic behaviour. The miracle has not happened. Instead we are left with young people who have learned to evade school regulations, neglect school work and rebel against all that schools stand for. In short they have acquired a totally negative attitude towards schooling.

It is in circumstances like these that teachers begin to see the sense of the reconstructive definition of curriculum. Some teachers are now turning to a kind of teaching in which boys and girls are actively engaged throughout the school day in purposeful projects. These projects which are designed either by the teacher or by teacher and pupils, help to build positive attitudes, and a sense of fairness and justice, a sense of right and wrong in community living which no mere memorising of moral catechism can engender. Therefore teachers have adopted the activity period, the field trip, the motion picture, the whole-child concept. They believe that the employment of these devices will assist in making their curriculum one of living experiences. Out of meaningful, purposeful behaviour, real learning comes.

The Teacher's Role

It would be misleading to suggest that curriculum revision is easy or that the teacher could set up a whole new curricular design in his spare moments. Any sound programme of learning experiences must be laid out in an intelligent sequence.

Any good curriculum must be integrated internally so that each learning experience can be seen as vitally related to the others which make up the educational experience of the learner. Full scale curriculum planning therefore is arduous and complicated, calling for large amounts both of hard practical thinking, and of creative imagination. But there are always places to start where the individual teacher can take hold of the curriculum making processes and begin to see how the new definition of curriculum may manifest itself in better practices. The main point is that there is nothing so esoteric about curriculum planning that the teacher must leave it all to the experts. Any teacher can think and plan creatively any curriculum development provided he understands the behaviour experience concept outlined in these pages, has some imagination, and is professionally minded enough to spend some time on it.

What can a teacher do? You can simply ask yourself the question: What do I want my pupils to be able to do, what behaviour patterns do I want them to develop in this unit of teaching? It is helpful to jot down the answers to the left of a piece of paper. To the right of each of these are to be listed as much in detail as you think necessary the projects, activities and experiences which you think children should undergo in order to develop each behavioral outcome listed, asking yourself the question: "What could my pupils do individually or together to develop this pattern?" In

a third column, list those materials, pieces of equipment, or resources available for carrying out this activity with your pupils. When you have compiled a complete inventory, when you have exhausted your imagination in this direction, you will have what might be called a "curriculum guide", a manual which you can use from time to time to direct the unfolding of your curriculum pattern.

When you put these ideas to work in the classroom with the help of the boys and girls, you will actually be engaged in curriculum construction; for the curriculum, rightly considered, is what boys and girls learn and not what teachers teach. The first test of any unit in a curriculum is whether the pupils find a purpose in it. As soon as you can satisfy yourself on this point, you can be fairly sure that it is educationally valuable. It is not so much the guide that makes a curriculum as it is the understanding of what goes into a curriculum. But the guide is a first step in helping the teacher to break out of the traditional lockstep. When the classical conception of education is discarded and replaced by the modern conception, teaching ceases to be drudgery and promises to become exciting and adventurous. It is by means of procedures such as described here that teachers may come to possess a more mature, more professionally intelligent understanding of the educative process itself.

Van Cleve Morris

AROUND THE STATES

Assam

M. R. S. High School, Titabar.

Three years ago the Headmaster of the School appealed to the students for voluntary labour for carrying out necessary repairs to the school buildings. The appeal met with a quick and encouraging response and during the summer vacation the boys worked in batches of five each and accomplished their job creditably under the general supervision of a teacher. As a result the Head of the School has started the construction of a new school building estimated to cost Rs. 2,56,000 with the students' voluntary service. The work was begun in June 1954, and was expected to take four years for completion. 200 boys were divided into 20 batches of ten and each batch worked once every 20 days, under the supervision of two skilled artisans.

The work has made such headway that the school expects to have the new building completed during 1956.

The staff of the school have also formed a study circle and a recreational club. Staff meetings are held regularly where current events and present day problems in education are discussed. At each of these meetings suitable books on the subject are recommended for study. The teachers themselves contribute short stories, essays or poems at these meetings and experts in education and other subjects or trained and experienced teachers from neighbouring schools are invited to speak. These recreational activities go a long way to reducing the monotony of daily routine in the life of a teacher and have been highly successful.

The Headmaster of *Srigouri High School, Cachar* suggests that the gap between the annual examination and the beginning of the new session can be usefully filled up by organising a school

exhibition in the last week of February. As most of this time is spent by the students in just waiting for the result of the annual examination, an exhibition organised under the supervision of the teachers would not only encourage the development of creative activities but would divert the attention of the pupils from undesirable pursuits. The parents and the general public could be invited to attend the exhibition, and this would promote parent-teacher contacts in a congenial atmosphere. At such exhibitions geographical, historical, and scientific charts and maps would find a place, and also clay models, photographs, drawings and paintings.

To encourage students to do extra reading and improve their style of writing he suggests that two periods a week should be set aside and provision should be made for supervised studies for boys of classes IV to X. Books issued to them from the school library will then be ready during the period set apart for the purpose, and each student should be encouraged to take notes of whatever portions have interested him or perhaps a summary and an article or a poem based on his reading. The best article will appear in the *Wall* magazine published weekly.

This practice has been followed for some time in the school and the results have been encouraging. Shy boys have lost their diffidence and have become enthusiastic contributors to the *Wall* magazine.

Schools in Assam are not usually residential and it is difficult for teachers to know much regarding the children's families or of the conditions in their homes. A knowledge of their academic achievements, unsupplemented by information regarding their background is not enough to assist the teacher in forming a correct estimate of the pupils'

aptitudes, tastes or character and a closer integration of their home life with their life at school is most necessary. Needless to say, parental cooperation in this matter is essential. To help in this parent teacher cooperation, it is suggested that at the commencement of each new session every parent or guardian should be supplied with printed forms containing queries about his boy which he will complete and return each week to the class teacher. Illiterate parents or guardian will send verbal reports. The queries will deal with particulars about the boy's behaviour at home, the age of his companions and friends and their number, the period of time he spends at studies, the games and hobbies, the educational standards of his companions and their socio-economic status, and many undesirable habits which the boy may have developed.

The replies will be entered by the teacher in a record-book retained for the purpose. Thereafter fortnightly staff meetings will be held to discuss the guardians' reports. The Headmaster will be present at these meetings and where necessary, the guardians concerned will be invited to attend. The effect of this parent-teacher association can be observed if the class teachers make frequent visits to their pupils' homes.

* * *

Bhopal

The Post-Graduate Basic Teachers' College was recently opened by Shri K.G. Saiyidain, Additional Secretary to the Government of India, Ministry of Education. Hitherto Bhopal had been sending a limited number of teachers for training in various colleges outside Bhopal but the recently opened college will meet to a great extent the steadily expanding need for trained teachers. In addition it will help considerably in the varied field of activities in Secondary education. Another Basic Teachers' College for Women was opened by Dr. Zakir Husain, Vice-Chancellor of the Aligarh University.

Nine Primary schools have been upgraded to middle schools and five middle schools to High schools. There are, thus, at present 20 High schools and 65 Middle schools; the number of teachers has gone up considerably.

It is proposed to establish a Bureau of Educational and Vocational Guidance in the State, and more multi-purpose schools.

Four teachers have been deputed for training in Library Science, 14 for training in Crafts, 11 for A. C. C. training and one for training in the teaching of the deaf.

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Bombay

In connection with the introduction of diversified courses, in the State 23 Technical, 15 Agricultural, 26 Commercial, 15 Home Science and seven Fine Arts courses have been started in the various Secondary schools with effect from June 1955 beginning with standard VIII onwards. There has been a very good response both from the students and the managements of the schools in the implementation of this scheme since the courses in question offer wide choice to the pupils who can select a course according to their aptitudes. It is hoped that in the next four years when these courses are introduced in all the higher secondary standards (i. e. standards VIII to XI) the scheme will bear fruitful results. One interesting feature of these courses is that they are located in Government or non-Government Secondary schools in such a way as to function as catering centres for pupils from other schools in the surrounding locality, thus extending the benefits of the scheme to a much larger number of students.

The Apostolic Carmel Mount Carmel Convent, Nana's Peth, Poona-2

Social Service is a special feature of this institution. The A. C. C. Unit did

very good work in one of the villages sacrificing their pocket money and their free time to help the poor.

The New School, Junnar (Poona)

A group of ten students from each class was selected to repair the school walls in cooperation with the staff members.

S. P. H. High School, Bordi

This school was converted into a multi-purpose High school with effect from June 1955 offering agricultural courses. The School has about ten acres of land where paddy, flowers and fruits are grown. The Japanese method is used in the cultivation of paddy. The school has always played a prominent part in all the activities connected with rural development, and short-term courses are organised for adult agriculturists.

The first Rural Workers' Training Centre which later developed into the Kosbad Agricultural School was organised and conducted at Bordi by this school. The residential arrangements are available for a large number of pupils. The Parsee Panchayat of Bombay has opened, at Gholvad, a rural hostel for Parsee boys coming from villages with the conviction that the inmates of the hostel would be greatly benefitted by the training they would be receiving in this High school, which is a completely cosmopolitan institution. The media of instruction are Marathi and Gujarati. There are at present about 250 students under training.

Irwin High School, Shahupuri, Kolhapur-2

Since 1951 the school has rendered active service in preparing trained student farmers for the country. In cooperation with the Department of Agriculture, Japanese methods of growing rice have been employed.

The Vidyamandir, Narayangaon (Poona District) has carried out an ex-

periment in Rural education. When the school was first started in 1944 on the main Poona-Nasik Road (the centre of a rural region where a number of roads converge), they kept before them the model of the ancient Gurus with certain modifications which the passage of centuries have rendered necessary. It was felt that something should be done to stop the decay of rural civilisation which is caused mainly by the exodus of all able men from villages to cities. Our initial success came when the inhabitants of Narayangaon were persuaded to subject themselves to self-imposed taxation.

An extensive site of 18½ acres outside the village, mainly waste land, was ploughed and cultivated by the combined efforts of the various school classes. There are small orchards of papayas, pomegranates, guavas, Malaya coconuts, and lemons, and it is proposed to plant a patch of vines this year. Kitchen gradening has been fairly successful and there is also a small dairy unit of six buffaloes. The most notable achievement is the development of poultry. The school has devised a new incubator of its own for hatching 320 eggs at a time. It is so far the biggest incubator worked on kerosene. The school reports with pride that at the All-India Exhibition of Poultry held in Bombay they won the first prize, a success which was repeated in Poona in January this year. The Development Commissioner of Bombay State has recently discussed a scheme with the school authorities whereby they are to be made responsible for supplying good pedigree fowls to Development Centres. With the oil engine and pump set up on the well and with four reservoirs built for storage in different parts of the site, irrigation has become easier and a magnificent public park can now be planned. Since 1953 each boy has been in the habit of pledging himself to planting and rearing a tree in the course of his school career so that his memory there may always remain green.

This year two new projects have been taken in hand. A bund has been put

across the nala on the river side of the site to serve as a manure store for the school farms. One of the classes has undertaken to make a garden on a hillock near the river which commands a lovely view.

The school takes pride in serving the public in a number of ways. It collected and donated a sum of money to the District Local Board to get the Narayangaon Gunjalvadi Road made. It raised a donation of half the cost of the causeway across the river Meena, and persuaded the Conservation Department to contour-bund the whole area between the Ganpir Hill and the Meena river to the south of the village. As a result of this soil erosion has been completely stopped and the supply of water in all the wells has been raised.

The Vidyamandir since June 1955 has been recognised as a multi-purpose school by the State Government. Out of Rs. 40,000, to be spent for additional buildings, implements, and live-stock, Rs. 6,800/- will be contributed by the Bombay State and Rs. 26,400/- by the Central Government.

The success of Vidyamandir must be traced in great measure to the social workers established at Narayangaon. The school feels that a great number of social workers, who can stay on the premises of the school, will be able in four or five years to change the whole face of the countryside.

Shri Shivaji Maratha High School, Poona City has conducted an experiment to encourage among pupils the habit of small savings. This activity which they have called 'My Bank' is conducted on the basis of the Postal Savings Bank and is run by elected students under the guidance of one member of the staff. The average savings range from annas two to Rs. 150/-. Regular cash books, ledgers and withdrawal forms are maintained, withdrawals being permitted once a week.

New English School, Tilak Road, Poona. A model relief map of Bombay State has been made by the students of the school and moulded into plaster to ensure permanency. The entire work was done by the students under the supervision of the Geography Staff.

An exhibition presenting incidents connected with the life of Lokmanya Tilak, one of the founders of the school, was held recently and a number of charts, photographs and outline maps were prepared by the students under guidance from the teachers. The exhibition was a great success.

Shri Gopal High School, Poona. An annual feature of this institution is to undertake some educational projects during the summer vacations. The school has a small workshop where models for the project are prepared. Last year the model selected was that part of the Himalayas where the rivers Jamuna, Ganga, and Alaknanda take their source. It was a scale model with actual miniature rivers and buildings. The train journey to Dehra Dun was shown by a 'remote control' electric train. Coloured lights fixed the location of the important places by approximate models on the map.

The Aryan Education Society's High School, Palghar, has undertaken a project in standard X to encourage self-study and make the pupils library-minded. The month's work is given in advance and lessons of one type grouped and studied together. Most of the work is done during the regular periods allotted to the subjects which they are allotted to study by themselves during the first few periods. Pupils are expected to study lessons with the help of questionnaires to find out the meanings of unknown words from dictionaries and encyclopaedias and to write answers to the questions set and in particular to underline their difficulties. When their note-books are sent in for inspection at the end of the month, the teacher explains the difficult points. This habit encourages students

to make more use of reference books and to collect information on their own.

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Coorg

The Central High School, Mercara (with Technical, Science and Commerce courses) and the Government High School, Ponnampet (with Agriculture and Fine Arts courses) have been converted into multi-purpose High schools and the ninth class in these two schools has been opened during 1955-56. Arrangements are being made to provide these High schools with furniture and equipment according to the draft syllabii and to construct the required buildings.

Three Government High schools have been selected for improvement in Science teaching. Improvement of libraries in all the five High schools is also being undertaken.

Weaving and spinning sheds at seven Government Middle schools are being constructed.

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Delhi

Although Delhi was the first State to introduce the Higher Secondary system of education, the 1947 disturbances retarded its progress. From 1955-56, however, steps have been taken to implement the recommendations of the Secondary Education Commission. With effect from the current year no High school will be recognised by the Delhi Directorate of Education or the Board of Higher Secondary Education, Delhi, as all High schools are to be converted into Higher Secondary schools. Four High schools have, therefore, been, thus, converted. They are to be later converted into multi-purpose schools.

The improvement of teaching in 11 existing schools is contemplated, and 12 school libraries will be set up; crafts are

to be introduced in eight middle departments of Secondary schools. During the second Five-Year Plan period 77 High schools will conform to the higher secondary pattern. Ten High/higher Secondary schools will be converted into multi-purpose Higher Secondary schools. Ten Middle schools are to be raised to the Higher Secondary standard during the Plan Period. It is proposed to open 15 Middle schools and one Public school. Crafts will be introduced in middle departments of 15 Government High and Higher Secondary schools and five private institutions will also receive a grant-in-aid in this respect. Seventy-five schools will be provided with better facilities for the improvement of teaching science and social studies, and for the improvement of school libraries.

The scheme of reorganisation and improvement of Secondary education during the second Five-Year Plan is expected to involve a total expenditure of Rs. 141.30 lakhs.

M.B. Girls' Higher Secondary School.

The school has 786 pupils on its rolls. All take an active part in the Pupils' Parliament. The 'Cabinet' consists of four 'Ministers' each in charge of a portfolio—Information, Recreation and Entertainment, Health and Discipline. The office bearers in each case are elected by the pupils themselves, and receive, when need arises, the guidance and help of individual teachers. The "Ministry" of Information is allotted the task of keeping students abreast of current news through talks, lectures, and magazines. It is also responsible for organising debates.

All social functions, National Days, and festivals are organised and celebrated under the guidance of the "Ministry" of Recreation and Entertainment, while the "Ministry" of Health appoints Health Inspectors for the various classes and rules the Junior Red Cross Society. The "Ministry" of Discipline works with the help of the 19 class monitors elected by the pupils of each class. Rules are framed

by the pupils themselves regarding punctuality, cleanliness, good manners, honesty, and integrity, and every effort is made to see that these rules are observed in class and on the playground.

In addition the pupils have formed a geographical and historical society, a Ramblers' Club, and an Arts and Photography Club. Excursions are organised frequently and the school has its full share of extra-curricular activities.

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Himachal Pradesh

The State Government has concentrated on strengthening and expanding educational facilities up to the secondary stage. In order that students may not find any violent break in the curriculum and in the methods of teaching while passing from a Basic to a Secondary school the system of Secondary education is being closely integrated with Basic Primary education.

Steps are being taken to convert High schools in the State into Higher Secondary schools. Some of these High schools are to be converted into multi-purpose schools. Adequate provision is being made to improve Science and libraries in Secondary schools, and for the introduction of crafts in some of the Middle schools.

Two Middle schools have been upgraded to High schools, 8 lower Middle schools to Middle standard, and six Primary schools to middle standard during the current financial year.

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Madhya Bharat

To meet the growing demand for Higher education, five Primary schools for girls have been upgraded to Middle schools. Two Government High schools for boys have been raised to the status of Intermediate colleges for general education.

The Board of Secondary Education met in the third week of September, 1955 to discuss the implementations of the recommendations of the Secondary Education Commission. The report of the sub-committee, appointed to suggest the various methods of reform, is under consideration.

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Madhya Pradesh

Through a systematic organization of Educational Seminars at various places in Madhya Pradesh, a laudable attempt is being made to inculcate a new attitude in teachers and administrators alike.

Twenty-two Government High schools have been converted into multi-purpose Higher Secondary schools, one each at the District Headquarters in the State. Provisions have been made for 22 Science, 22 Humanities, 7 Commerce, 8 Agriculture, and 8 Technical courses. Provision has also been made for the teaching of crafts in these schools.

Ten Government High schools are to be provided during 1955-56 with improvement of facilities for the teaching of Science at an expenditure of Rs. 50,000 (non-recurring) for schools, forty-five Government High schools will be provided with an initial grant of Rs. 15,000 for laboratories for General Science and for providing equipment and appliances for crafts and the teaching of Social Studies.

Each of the 22 multi-purpose Higher Secondary schools has to be given a sum of Rs. 5,000 for the improvement of their school libraries and 40 High schools will be assisted for the same purpose with Rs. 2,500 each.

The teaching of crafts is to be introduced in 75 Middle schools in the State during the current year.

The Prantiya Shikshan Mahavidyalaya, Jabalpur, is to be given additional equipment and staff and extensions to

AROUND THE STATES

the buildings during the current year at an estimated non-recurring cost of Rs. 16,000.

A Centre for the training of Craft Instructors is to be opened during 1955-56.

During 1955-56 it is proposed to train Career Masters at the Vocational Guidance Bureau attached to the Prantiya Shikshan Mahavidyalaya, Jabalpur, and at training centres proposed to be opened by the Government of India.

For this purpose and for the preparation of tests for Vocational Guidance at the secondary stage, a Vocational Guidance Bureau is being set up at the Mahavidyalaya. The college has been equipped with a better library and a separate seminar section consisting of an Officer on Special Duty, and six assistant professors of education has been set up. The entire expenditure is borne by the State Government in this connection.

Four agricultural Higher Secondary schools were established last year and five more have recently been opened. Village workers in agricultural development schemes will also be taught through these schools. In addition to six Vocational High schools already started two additional High schools are proposed for 1956-57. These schools will impart specific and terminal education for semi-skilled or skilled trades and in Crafts or occupations regarding manipulative skill, workshop practice and good working habits. The danger of premature specialisation is avoided by giving vocational education a liberal base.

In the two Technical High schools of the State, one at Jabalpur and the other at Amraoti, students are given education in liberal subjects, and in the fundamentals of Civil, Mechanical and Electrical Engineering according to their aptitude. Workshop practice and Engineering Drawing are compulsory subjects. The schools have a pre-Engineering course which leads to admission into

Engineering Colleges. In addition, trade courses are provided so that on leaving school students can proceed to institutions teaching Higher Engineering or start their own small workshops and make a living.

In the last week of September 1955 the Education Department organised a Seminar at the Prantiya Shikshan Mahavidyalaya, Jabalpur. The Seminar proved useful in clarifying certain basic concepts of the multi-purpose schools and dynamic methods of teaching.

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Punjab

Thirty four High schools are to be converted into multi-purpose schools, and 18 High schools are to be given a grant of 15,000 rupees each for the improvement of existing facilities in teaching Science. Ninety High schools will be given a grant of Rs. 15,000 each for improving General Science laboratories providing an equipment and appliances for crafts, and for proper teaching of Social Studies. A training centre is to be started for teachers' crafts, and facilities for training teachers at the Government Training College, Jabalpur, will be extended. One hundred and twenty High schools have been given a grant for the improvement of their libraries. The managements of the non-Government High schools in the State applying for recognition are being told that they must be prepared to introduce courses in Agriculture, Commerce, Science or Technology, (at least two groups) when the pattern of Secondary education in the State is changed to the multi-purpose type.

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Rajasthan

Sixty Primary schools have been upgraded to Middle schools, and 20 Middle schools to High schools since July 1955. Science has been introduced as an optional subject in five High

Schools, and 25 high schools have been converted into multi-purpose schools with assistance from the Centre. Twenty-four selected Secondary schools have been sanctioned Rs. 11,000/- each for general improvement.

* * *

Travancore-Cochin

Two teachers were deputed for training in Vocational guidance to the Central Bureau of Educational and Vocational Guidance, New Delhi. They have been entrusted with the work of organising a State Bureau of Educational and Vocational Guidance.

A one-week Seminar for headmasters of High schools was held at Shencottah from September 3rd to 9th. Points regarding the reorientation of the educational system as recommended by the Secondary Education Commission, and the various decisions taken so far on this project were discussed.

Twenty-four Heads of High schools were deputed to attend the Regional Seminar of Headmasters held at Bangalore.

The syllabii for technical study, commercial subjects, fine arts and domestic science, received from the Centre, are being studied by expert sub-committees for adoption in the State schools. It has been decided that the revised syllabus should be introduced in classes I to V, Form I and Form IV simultaneously during 1956-57.

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Uttar Pradesh

Under the present Higher Secondary Scheme there will be two public examinations; one at the end of the first two years' course, comprising classes 9th and 10th and called the High School Examination, and the other at the termination of the last two years' course consisting of classes XI and XII and called the

Intermediate Examination. In the former, six subjects have to be offered, but only five are offered in the latter except in the agricultural group. There are six types of Higher Secondary schools: Literary, Scientific, Agricultural, Commercial, Constructive or pre-Technical, and Aesthetic. Hindi with Sanskrit is one subject with independent emphasis on each, and a modern Indian language other than Hindi alternated with a modern European language have been made compulsory throughout the four years' course. General knowledge has been removed from the curriculum at present, but instruction in Physical Training continues to be compulsory. In the first two years' course Mathematics for boys and Home Science for girls have been made compulsory. A weightage of two subjects has been given to those prescribed under the Constructive or pre-Technical group. The intention of the Board in regard to the introduction of vocational subjects in all through the four years' course is to so group the subjects offered for boys examinations that while providing for a sound general education as an introduction to university studies, they should also fit students to enter upon higher specialised courses in technical and professional institutions. In the existing scheme classification of subjects into main and subsidiary has been done away with. Moral education continues to figure as a non-examination subject for classes IX to XII. The examination in curricula in the final two years' course has been split up into two parts with a view to decreasing the load of composite subjects taught in agriculture to enable candidates to acquire a more thorough knowledge of each subject.

Hindi is prescribed as the medium of instruction throughout the four years' course of Secondary education. It is also the medium of examination, but candidates whose mother-tongue is a language other than Hindi are allowed at the discretion of the Chairman of the Board in special cases to answer through the medium of English or Urdu.

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Vindhya Pradesh

The improvement of libraries in eight High schools has been sanctioned by the State Government in accordance with the recommendations of the Secondary Education Commission, and purchase of books and equipments amounting to Rs. 20,000/- has been approved. Six graduate teachers are also being sent for training in librarianship outside the State.

The Government have sanctioned the improvement of teaching in crafts in five High schools. Along with the improvement in teaching anyone of the following four subjects will also be introduced :

1. Spinning and Weaving.
2. Gardening.
3. Tailoring.
4. Wood Work & Bamboo Work, and Clay Modelling.

The introduction of crafts in 20 Middle schools has been sanctioned.

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West Bengal

Bureau of Educational and Psychological, Research, David Hare Training College Calcutta

Among other research activities of the Bureau mention may be made of the following projects which are expected to be helpful in meeting the long-felt needs of the two important areas in education.

The first area covers all the activities of the Bureau that are related to the proposed Scheme of Educational Guidance at the end of the Junior High school stage. The following groups are being developed for the purpose.

- (a) *One Group Intelligence Test (paper-pencil form)*

The test is now passing through the process of standardisation, and has already been administered to pupils in Secondary schools of the State.

- (b) *One Scientific Aptitude Test*

Construction of test items under different components of the scientific ability is progressing.

- (c) *One Language-Achievement Test (Bengali)*

After a preliminary analysis of the different aspects of language attainment for pupils of classes VI, VII and VIII (Junior High school stage), test-items are now being constructed under different heads.

- (d) *One Achievement-Test in Mathematics.*

The test intends covering the Content-area as laid down by the Board of Secondary Education, West Bengal, for the three classes, namely, VI, VII and VIII (Junior High school stage). Progress is being made in the construction of items in different areas of the subject.

In the second areas of research work, certain psychometric instruments are being prepared for selection and evaluation purposes in the teacher training programme. One Teaching-Aptitude Test has already been constructed and now awaits experimental validation. One Personality-Inventory for pupil-teachers is well under way. Preliminary analysis of the provisional 112 items has been completed. The work on 'Scoring' the inventory has been undertaken. An Aptitude-Scale for the teaching profession is under construction, and analysis of the data, obtained for the purposes

(Continued on page 435)

LESSONS IN THE LIBRARY

This article condensed from the Journal of Education, London, by permission of the editor and this author shows how public libraries cooperate with schools in introducing children to a bigger world of books. It is an experiment of particular value in stimulating children's interest in books outside the class-room.)

A scheme for introducing boys and girls, while still at school, to the adult departments of a library has been in operation in Sheffield since 1942. Boys and girls from the Secondary modern schools attend for one morning session during their third year as seniors, and are therefore between thirteen and fourteen years of age.

A secondary modern school visit usually lasts one and three-quarter hours. The class numbering 40 is divided on arrival into two groups, and each is placed in the charge of a member of the library staff. While the first group is engaged in the lending and other public departments, the second is at work among the reference books. Approximately half-way through the morning the two groups change over, both groups thus receiving the same instruction.

The lesson on reference books takes place, not in the reference library itself, but in a separate room, where the work can go forward without disturbing grown-up readers. On the shelves of this room are kept ready reference books including the *Encyclopaedia Britannica* and other encyclopaedias, gazettes and dictionaries. These are introduced to the students by the librarian in a lesson lasting fifteen to twenty minutes. Then the question papers are given out—a different one for each child to and the class sets to work to find the answers to the questions from the books.

The first exercise names the book (in most cases a volume of an encyclopaedia) in which a given subject is to be found. Then follow two questions about that subject, framed so as to call for only

the simplest piece of deduction. The second asks for one fact, but does not say where it is to be found. Actually, it is always contained in more than one book, and generally in several. Thus we have, first what is mainly an exercise in finding the right place in an alphabetical sequence, and second, in selecting a source of information. A typical paper runs :

1. In the *Encyclopaedia Britannica*, Vol. II, find 'Hollyhock'.
 - (a) Of what country is the hollyhock a native ?
 - (b) In what month is this plant in its prime ?
2.
 - (a) In what year was David Livingstone, the famous explorer, born ? (He died in 1873.)
 - (b) Write on the line below the name of the book in which you found the answer.

It will be obvious that, with such young readers, and in so short a time, no attempt can be made to suggest methods of study or to set up critical standards. The aim of the talk is to present the idea of the reference book as a source of precise information and the questions are shaped to allow of only one correct answer. The child is thus faced with a single definite objective and the instructing librarian can see at a glance whether he has succeeded in reaching it.

Much of the success in the practical exercises naturally depends upon an understanding of simple alphabetical

order. This point is stressed in the printed brochure describing the different stages of the visit, which is circulated to schools. It is also suggested that a visit to the library should be followed by a revision lesson in school, part of which may be devoted to marking the written exercises. On leaving the library the

teacher is handed a complete set of 'keys' (answer papers) so that each child may be able to check his own work. The key gives a list of books from which the second question could have been answered.

P. E. Charlesworth.

(Continued from page 433)

has been started. A provisional form of the rating scale for evaluating practice-teaching has been prepared, and is to be tried on an experimental basis this session.

*Ballygunge Government High School,
Calcutta*

With a view to enlisting the responsive cooperation of students in the management of the institution and giving them a sound training in the exercises of their rights and responsibilities, a council of students has been set up. This provides the maximum opportunity for

the development of students' character and for leadership. The Council helps in maintaining discipline in the school, conducting social functions, and co-curricular activities, undertaking social service and civic duties in school, and fostering *esprit de corps* amongst the boys.

At the *Krishnagar Collegiate School, Nadia*, half-hourly staff meetings are held each day at the end of school hours. Concrete problems of teaching and discipline arising during the course of the day are discussed and future policies chalked out.

ACTIVITIES ABROAD

Australia

A new School of the Air in Australia covers, believe it or not, 10,000 square miles. Every day an Australian teacher sits in a school studio at Alice Springs, a town almost the geographical centre of the continent and teaches children scattered over 10,000 square miles of Central Australia. The school was begun as an experiment in 1951 and has proved highly successful. Switching on her Microphone in the studio the teacher opens an exercise-book on the piano, and waits for the radio-operator to introduce her. She plays the opening bars of the school song and says:

"Now let's hear who is listening!
Over to you."

She then touches a switch on the control panel at her elbow, and through the crackling noises, through the vast area of plain, mountain, and desert, which the network covers, come the voices of children. The teacher recognises them all. School has begun.

Children are grouped according to age and grade, and roll calls conducted over the Air. Pupils are encouraged to comment, to ask questions and classes are held in the morning and afternoon. The scheme is meant to supplement the work of correspondence courses which are organised by Government for all children in remote areas, who are unable to reach normal schools. The class-room of over 50 consists of the children of missionaries, miners, farmers, prospectors, and well-sinkers.

At first the children were rather awed by the radio but gradually the teacher won their confidence. After the school sessions some of them talk to each other over the net-work discussing the lessons.

Among the ambitious programme outside the syllabus, in which the students take part, are radio plays which have been extremely successful.

(Courtesy-Commonwealth Today)

Britain

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The cost of education in England and Wales has risen by over £ 100 million in the past three years. Much of this is on account of the increase in school population and improving the conditions of the teaching profession. Some of it has been used for new policies. It is interesting to note that 44.6% of this sum goes towards teachers' salaries and superannuation. There is general agreement that the teachers in Britain are too few and oversize classes are possibly the most outstanding problem.

Britain pays £ 400 million a year on education out of which sum nearly £ 1 million a year goes to school buildings. Since 1945 no fewer than 5,000 permanent buildings of all types have been completed, providing an answer to the educational problems caused by the war. The latest and most comprehensive of the Education Acts came into being in 1945 providing among other things, free Secondary education for all with the result that it became necessary to provide a very large number of new schools. Work in this direction has since been steadily on the increase, and today a great part of the building programme has been completed. A fundamentally different approach requiring a high degree of co-operation between manufacturers, engineers, and architects coupled with new technique materials has gone into the building of new schools.

A new residential special school, the first school of its type in Britain will

provide secondary education with a technical or art bias for deaf boys. The Burwood Park School as it is called near Walton on Thames will take about 30 deaf boys over the age of 11 who have achieved some command of language and have learned to use speech as their normal means of communication. It is hoped that some of the pupils will eventually take their place in technical schools, technical colleges, or colleges of art.

The selection of pupils will be the responsibility of the school governors. The school is under voluntary management and will be recognised by the British Ministry of Education.

A *two-day Conference* was organised in London last June by the National Committee for Visual Aids in Education and the Educational Foundation for Visual Aids. The main theme of the Conference was to convince the public that visual instruction in education was necessary, but it was emphasised that no aid could replace a good teacher and equally, only in the hands of a good teacher could visual aids be of any use.

A special feature of the Conference was an international exchange of information about visual education. There were sectional meetings on filming nature; visual material in the education of backward children; the use of visual aids in religious instruction and in the teaching of social studies in secondary schools. Speakers from abroad discussed, with illustrations, the use of educational films, and gave their views on the use of films in the teaching of history in Primary and Secondary schools. The importance of access to historical documents of all kinds in the teaching of history was stressed. Some cities were poor in documentary evidences of history and though photographic reproduction and film strips were helpful, they were unable to evoke the past. Films, however, gave the required dynamic approach. They could guide the pupil through the data of events, helping him to see connections, and gain insight into other periods of history.

Discussing rural schools the Minister for Education in the United Kingdom in a recent statement in Parliament said that the biggest increase in any one year in the number of secondary schools would occur in 1958 and the demands for school buildings needed on this account were now reaching a climax.

Rural reorganisation was expected to cost 10 million to 50 million sterling more than originally contemplated largely because many new Secondary schools needed for this purpose had to serve both town and country.

The shortage of scientific man-power in general and of teachers in particular has been a dominant theme of late in Parliamentary discussion. It is felt that a shortage of scientific man-power is threatening the expansion of the industrial atomic energy programme. There is a nation-wide shortage of certain types of Scientists and Engineers and steps are needed to attract trained men and women for future service. One of the greatest tragedies was the early leaver from the Grammar school. The report on early leaving showed that 11% did so because of poverty at home, 23% because they were offered a job and 33% because they wished to be independent.

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FRANCE

World Network of Youth Projects

Youth workers from 12 countries met in Unesco House, Paris from November 2nd to 5th to discuss Unesco's programme of work with youth throughout the world. Chosen by the Director General to form a Consultative Committee on Youth Work, these 24 men and women represented international youth organisations with greatly varying tendencies and methods, and the Governments or National Commissions of Burma, the Gold Coast, Cuba, United States, France, Hungary, Japan, Lebanon, Peru, Philippines U.S.S.R., and Yugoslavia,

One of the main subjects for discussion was a new Unesco project—Associated Youth Enterprises. Under this programme, Member States, National Commissions for Unesco and international youth organisations were invited to submit projects of an experimental nature which clearly contribute to international understanding and cooperation or to the development of social responsibility among young people.

Projects selected as Associated Youth Enterprises will be assisted by Unesco, technically and in some cases, financially and their results evaluated. In this way it is planned to promote pioneering in educational research and out-of-school activities for young people through a worldwide network of pilot projects and the new methods thus developed will be made generally available.

Among 40 projects on which information has already been sent to Unesco are: The Reception of Young Foreigners in Paris; Centres for young unemployed women in the Philippines; Health and Hygiene Campaigns for girls in the Fiji Islands; Hostels for young foreign workers in the Ruhr Valley; the Professional and Social Education of young women workers in Santiago, Chile; a pilot village in the Cameroons to encourage young people to stay on the land; Inter-group cooperation in St. Louis (USA) and new training methods for youth leaders in an international centre in Ceylon.

By Courtesy—UNESCO-NEWS

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Turkey

World Conference of Teachers, Istanbul

The conference of the World Confederation of Organisations of the Teaching Profession brought together in Istanbul teachers of forty nations, including all major ones. Delegates representing 30,00,000 teachers attended the

week-long conference. The main question considered was how to raise the status of the teaching profession.

The world-wide study made by the Confederation showed that the teachers' status was better now than five or ten years ago. Most countries reported a higher economic status. Salaries were raised to a considerable extent but the teachers pointed out that compared with other professions the increases were insufficient.

Beyond salaries, the teachers' status has improved socially and politically. Teachers now regard themselves as belonging to a responsible profession with greater power and prestige.

Many delegates said that teachers would not gain community respect until they became part of their respective communities. Teachers were urged to enter politics, to run for political office and take an active part in the life of their community. This would not make the teaching profession politically minded, the educators insisted. Rather, it would bring about a closer partnership between teachers and citizens generally.

Delegates from the major countries reported that schools were in a serious condition. Basically the problem consists of getting more money for increased school loads, and other major problems are:

- (a) A critical teacher shortage in all lands, particularly in the sciences;
- (b) The building shortage;
- (c) The need for improved teacher training.

It was recognised that a conflict existed among the immediate needs. On the one hand the question of salaries and conditions of work called for attention. On the other, strictly professional functions were to be considered. Teachers were warned that too much emphasis on self-improvement would prove harm-

ful to the profession. Emphasis must be placed upon the needs of children and parents as well as on the economic condition of teachers.

The importance of teachers' organisations was stressed, but the recommendation was made that the organisations should adopt a code of ethics to govern teachers.

The problem of how to deal with the so-called caste system in education attracted much attention. Many countries divide their school teachers into elementary and secondary. Elementary teachers are considered inferior; they do not enjoy the same prestige, salary or other considerations received by high school teachers. This had caused a rift in teachers' ranks in various nations.

A proposal was made that this artificial division should end. Several delegates urged that elementary and secondary teachers should work together to raise school standards. The delegates pledged a continuing campaign to make teaching a real profession.

* * *

Unesco International Seminar on the Development of Public Libraries in Asia

An International Seminar on the development of public libraries in Asia was held in the Delhi Public Library from 6th to 26th October, 1955. The Seminar, which was organised by Unesco and inaugurated by Maulana Abul Kalam Azad represented most of the Asian countries and observers from other countries were also present. English and French were the official languages of the Seminar and interpreters were provided for plenary sessions.

The Seminar was directed by Mr. M. Frank Gardner, Borough Librarian of Luton (United Kingdom). Mr. Gardner's wide experience as a public librarian includes a period of service as Unesco's Consultant at Delhi Library in 1951-52.

Of special interest to schools was the discussion group on library service for children. The planning and administration of school libraries, services for children in public libraries, group activities, story-writing, and instruction in the use of books in libraries were among the subjects discussed.

* * * * *

U.S.A.

New Teacher Programme Launched

Four Massachusetts school systems and ten colleges have joined the Harvard Graduate School of Education in a bid to obtain able arts and science graduates as public school teachers on both the Elementary and High school levels. Their programme is supported from the Ford Foundation Funds.

The core of the new approach is an unusual summer school. At a town called Newton, in the Weeks Junior High School, 20 master teachers recruited from all over the United States will guide 100 student-teachers and student-observers in teaching 300 boys and girls. After the Summer's training a few carefully selected college graduates will be hired to teach, under guidance of master teachers, while completing their advanced studies at Harvard. Their own teaching experience will become the subject of class analysis in their Harvard studies.

This is how the project will operate :

In each college a faculty committee chooses able students suited to a teaching career. On graduation these selected students will have two new routes into teaching open to them. First, if they have had certain courses in college preparatory to teaching, they may take the intensive summer course at Newton and qualify in Massachusetts and many other States as teachers. Second, they may use the summer teaching course at Newton as a means of qualifying for actual employment as interns in one of the cooperating school systems while they complete graduate study in education at Harvard.

Each school system will hire two 'intern' teachers to fill one full-time teaching assignment. They will work under an experienced teacher in school. One student-teacher will teach full time during the autumn term, carrying on studies based on his own teaching experience under the Harvard faculty. During this term, the other student-teacher will follow a full course of studies at Harvard—including a seminar in which he will learn all his partner's teaching experiences.

At mid-year there will be a transition, with the first intern moving into full time study, but still following the progress of his pupils through the seminar discussions of his partner. The second intern will take over the class reducing his graduate studies

Teaching of Citizenship

A comprehensive report on the status of citizenship training in schools has been issued by the Citizenship Education Project of Teachers College, Columbia University. The six-year-old project now serves school systems in 43 States. The project is expected to establish 54 permanent citizenship centres throughout the country this year. These centres will comprise a widespread effort by a graduate school of education to provide field service in citizenship to America's High schools. The object of these centres is to help schools to do a more effective job in teaching what freedom means by making available a set of all practices which enable students under teacher guidance to learn the principles of liberty and the duties of citizenship, by using their schools and communities as laboratories.

They believe that good citizenship is best learned by active practices. These are based on laboratory methods which complement High school courses in Social Studies, English, Science, Home Economics, Business Education, and industrial Arts. The practices, the heart of the project, are the result of an analy-

sis of 10,000 suggestions of teachers. For example the right to a fair trial is being learned in part, through calling on pupils to set up in their own schools student governments. In some schools students set up models of their municipal governments by studying their structure. They visit local law courts to observe judicial processes. They set up non-partisan political information services, conduct campaigns to get the vote, study the operation of voting machines and polling places, and organise community forums to give students and adults an opportunity to hear the candidates of all political parties and state their views.

How Citizens can help Schools

The importance of citizen cooperation in developing good schools is stressed in a comprehensive survey made public by the Metropolitan School Study Council, New York. The report notes that the successful operation of a citizens' committee depends upon these factors: Assignments given to an advisory committee must be stimulating enough to challenge the thinking of the group; members selected for the committee must be truly representative of the community; the committee should become acquainted with all pertinent information before formulating recommendations and the school administration should help the committee by providing it with staff members who are in a position to give to the group facts about the school programme. This is the way the programme was developed; The Board of Education finds itself making a series of individual decisions around a bigger problem, like leave for teachers or non-regents academic courses. It then assigns the problem to the advisory committee. The committee reviews the pertinent decisions and facts. It then tries to work out a statement of policy that can be used as an administrative guide or at least a point of reference in future related cases. It reports the proposed policy to the Board, which in most instances, then enacts the policy into its by-laws.

ACTIVITIES ABROAD

Teacher Internship Programme.

An internship programme for secondary school teachers is to be inaugurated by the Education Department of Colgate University. Those joining, will be employed as teachers by cooperating schools near Colgate and at the same time will attend appropriate classes at the University. They will teach one-

half to three-quarters of a normal programme. Each intern will be assigned as adviser to a teacher in the cooperating school, and a member of the Colgate Education Department, who is a specialist in the student's teaching field. These advisers will supervise and evaluate his work and make suggestions for increasing his effectiveness as a teacher, and help him adjust to his profession.

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.

—Anatole France

BOOK REVIEWS

A NOTE ON THE PREPARATION OF TERMINOLOGIES IN HINDI

(The Ministry of Education has recently brought out several booklets giving provisional lists of technical terms in Hindi. Of special interest to Secondary Schools in the country are five booklets, covering Mathematics, Physics, Chemistry, Botany, and Social Sciences. The following note is intended to introduce these pamphlets to the secondary school teachers.—Editor).

THE Union Ministry of Education set up a Board of Scientific Terminology in December, 1950, to lay down broad principles for the preparation of scientific terminology in Hindi and to direct its working in its various complex stages. A uniform terminology for the whole country that may be used by all modern Indian languages was envisaged. The Board recommended that, as far as possible, international and technical terms should be retained in Hindi and symbols, signs and formulas used in sciences should be adopted without modification (that is, letters and figures of the Roman alphabet should be used in Hindi). The various Committees of Experts, organised in accordance with the directions of the Board, formulated many rules to tackle this problem of terminology according to the nature of the subject. But in this endeavour every attempt was made at all levels to achieve scientific precision without sacrificing the beauty of the language.

A special Section of the Ministry working since January, 1952, has so far produced five finalised pamphlets together with a number of provisional pamphlets in circulation for eliciting public opinion.

The terminologies listed in these five pamphlets, which have been published (with the sanction of the Government) as standard and authoritative, are primarily intended to meet the demands of the Secondary schools though a limited number of higher terms have also been included. These terms cover the follow-

ing sciences and will form a nucleus for evolving a fuller vocabulary in these subjects in course of time :

1. Mathematics.
2. Physics.
3. Chemistry.
4. Botany.
5. Social Sciences

Each one of these pamphlets carries an "Introductory Note" explaining the methods and techniques of word-building necessitated by a different approach to individual subjects. It will be found that these techniques and patterns of terminologies have been evolved within the larger framework of principles laid down by the Board. Thus, while in Physics, a subject rich in concepts, a large number of terms have been rendered into Hindi equivalents, Chemistry, a subject dealing with objects, made it necessary to leave many terms untranslated and forming many hybrid compounds. But even in conceptual sciences, there has not been any major departure or break from past tradition and stocks of scientific vocabulary. Sometimes, there have been minor adjustments and shiftings of meanings strictly for the sake of conceptual accuracy.

The dominant impression about these terminologies is that they are a part of the common stock of vocabulary, serving

on the one hand, as the vehicle of common expressions, and on the other, representing technical concepts and precise significations.

It is the natural, familiar and broad-based character of these terminologies that will make them live and build up a standardised usage through this transitional period. These pamphlets also contain an appendix giving some illustrative sentences unfolding the potentialities of these terms and indicating further trends of usage. It is hoped that these terms, when they are entering an important phase of their journey, will be welcomed as members of the word-community, upholding the cause of scientific knowledge.

•Yadu Vanshi

* * *

“Using Mathematics” by Kenneth B. Henderson and Robert E. Pingry; Mcgraw-Hill Book Company. Inc. U. S. A.

Mathematics finds application not only in Science and Technology but in day to day life as well. It is one of the most important branches of knowledge in the modern world and has been wisely introduced as a compulsory subject up to the Secondary school stage by most of the Boards and Directorates of Education.

Notwithstanding its importance and universal application, Mathematics is dreaded by most and shunned by many. It is regarded as a drab and dry subject by the majority of students. How to make it more attractive, more interesting is, therefore, a serious problem to the teacher. The solution lies as much in the selection of good textbooks as in the use of proper techniques of teaching.

We are well aware of the great harm done to Mathematics by the formal and summary manner in which most of the topics are dealt with in school textbooks. The importance of good textbooks can, therefore, never be overrated.

Messrs. Henderson and Pingry have drawn upon their rich experience and in “Using Mathematics” have produced an excellent textbook for Secondary schools.

A common defect from which most books on Mathematics suffer is the emphasis on memorisation of abstract rules. In this book the various topics have been presented in a way that develops concepts and generalisations and avoids dependence on rote memorisation. This conceptual presentation gives students new insight and creates new interest in the subject.

Theoretical treatment without reference to concrete examples makes uninteresting reading. The authors have, therefore, chosen problems from sports, from home management, from vocations, from hobbies and from Government. These topics cover a wide range and variety of subjects and all students, irrespective of their tastes, should find it interesting reading.

Each chapter of the book opens with an explanation of the significance of the content to be studied and ends with two self-tests whereby the student finds out how far he has attained the aims of the chapter and maintained his previous understanding.

In contrast to most of the Indian School textbooks, “Using Mathematics” is profusely illustrated. The drawing and cartoons in it have been well integrated with the text and used as visual language in an effective manner.

“Using Mathematics” with conceptual presentation, its profuse illustrations, its combination of topics of interest to students and not the least its attractive get-up can well serve as a model to writers and publishers of Indian school textbooks. Its applicability in our schools is however, limited because the illustrations and examples are chosen from American life and industry and are not directly related to the environments of Indian students.

R.P. Jaiswal

Junior High School Trends by Leonard V. Koos ; Harper and Brothers : Price \$2.50

The Junior High School movement in the U.S.A. began nearly half-a-century ago. It started a process of re-organisation of the grades 7-9, which formerly formed either the top classes of an Elementary School or the lower classes of a Combined School (Junior-Senior High School), into a separate unit, called "Junior High School." The Junior High School of the U.S.A. approximates to our "Middle School" or "Senior Basic School" in India.

The author of the book, himself an eminent leader of the Junior High School movement, has very ably traced the origin and accounted for the popularity of this re-organisation process. Some of the main objects of this re-organisation are—"meeting the needs of the early adolescent group", "counselling or guidance", "meeting the individual differences of pupils", "pre-vocational training and exploration" and last but not the least, "introduction of the core curriculum and integration of the courses". The author proudly claims that the Junior High Schools have fulfilled these objectives. To prove this contention, Dr. Leonard V. Koos has freely drawn from his own experiences as well as from the various research studies carried on different aspects of the movement. Although there is difference of opinion amongst the authorities of Education on the degree of success the Junior High Schools have attained vis-a-vis their aims, nobody denies that they have achieved a good deal.

If the success of the Junior High Schools has been great in shaping the destiny of their pupils, their success has been even greater in throwing light on the needs for reorganising Secondary education in the U. S. A. as a whole. The lead given by the Junior High Schools, in re-shaping the curriculum of the early adolescents has been quickly followed by many Senior and Combined

High Schools. If today many of the latter category have introduced much-needed reforms in the activities of the junior-grades both inside and outside the class-rooms, it is from the recognition of the fact that the Junior High Schools are growing much too popular because of those re-orientations.

Teachers of Secondary education and administrators of Education in India will profit much from the study of this book. The selected and Annotated Bibliography added to the book is very useful for further reference.

P. C Sharma

* * *

Guide to Careers

(Information about Careers suitable for High school leavers.)

With this number of the Quarterly will be distributed some copies of the Pamphlet: "The Veterinary Doctor". This is the first one in a series, "Guide to Careers", issued by the Ministry of Labour (D.G.R.&E.) in collaboration with the Central Bureau of Educational and Vocational Guidance (Ministry of Education). The Pamphlets should be used in Vocational Guidance work and lent to students and parents in order to give them some occupational information. If there is a Career Master in the School naturally he will be responsible for the filing and utilisation of information material of this kind.

The series is to include about 25 different issues and among the pamphlets may be mentioned Primary Teacher, High Teacher, Librarian, Nurse, Stenographer, Gram Sevika, Cooperative Supervisor, Architect, Turner and Welder.

The Pamphlets will be sold by the Local Employment Exchanges and by book-sellers.

Central Bureau of Educational
&
Vocational Guidance.

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LIST OF PERIODICALS INDEXED

Christ Educ—Christian Education. Rs. 2/-
E.B. Paul, Business Manager, 3, Welsley
Road, Jabalpur, Madhya Pradesh. (q)

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

Educ Ind—Educational India. M. Venkatarangiya
ed. Rs. 4/8/- Educational India Office,
Musulipatam (S. India). (m)

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

Educ Rev—Educational Review. A. N. Parasuram
Rs. 5 - 16 Sunkuwar street, Triplicane,
Madras. (m)

Educator—Educator M. Varma ed. Rs. 4/8/- The
University Training college, Nagpur. (q)

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

Jnl Educ Psy—Journal of Education and Psychology,
T. K. N. Menon ed. Rs. 4/- faculty of
education and psychology, the M.S. Uiver-
sity, Baroda. (q)

Jnl Voc Educ Guid—Journal of vocational and
educational guidance. H. P. Mehta ed.
Rs. 3/- Parsi Panchayet vocational guid-
ance bureau, 203, Dr. Dadabhai Naoroji
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/-
117, Thalakwadi, Belgaum. (b)

Social Educ—Social Education. S. Raghavan. Exe-
cutive officer for adult education, Office
of the D. P. I., Trivandram.

Social Educ News Bul—Social Education News
Bulletin. V. S. Mathur, ed. Rs. 3/- Indian

Adult Education Association, 30, Faiz
Bazar, Delhi. (m)

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

Teaching—Teaching. Rs. 4/- The Editor, c/o
Oxford University press, Post Box, 31,
Bombay-1. (q)

KEY TO ABBREVIATIONS.

+ Continued on later pages of same issue.

&	and
Ag	August
Je	June
Jl	July
S	September
b	Bimonthly
m	Monthly
no	Number
q	Quarterly

The following is a sample explanation of abbreviations used:—

Akbarullah Khan.

The Hyderabad public school *Christ Educa*
32 no 3 : 23-25 S '55

The article of Abarullah Khan will be found in
the Christian Education volume 32 number 3 on
pages 23 to 25 of the September 1955 issue.

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JI '55.

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