

# **corridors to communication**

RANU VANIKAR



## UNIT 21

### The Functions of the Family

The type of family group which is found in a particular society depends very much upon the functions which it has to perform. If these functions are best fulfilled by a large group then it is likely that the typical family will be extended, but if they can be undertaken by a small group then the typical family may well be immediate or nuclear in form.

The first and obvious function of the family and the one which the human family shares with all living creatures is reproduction or the propagation of the species. It is the biological function and the means by which human beings are able to populate the world. The family is very necessary for this purpose, for human babies cannot fend for themselves for quite a long time. They depend upon the care of the mother for a number of years, first for food and warmth and later for teaching and training. Thus the mother may well have several children of different ages to care for at the same time and will need the help of the father for protection and support. Hence the importance of the family unit.

A second function of the family is an economic one. It involves the members of the family working together to perform some particular tasks which will yield them all a livelihood. This happens on many farms where little machinery is available and is characteristic of the more primitive rural way of life. The family will work together as a unit, with each member having his or her appropriate task. For example, the farmer and his wife may organise the work, the farmer being concerned with the growing of the crops or the rearing of the cattle and his wife coping with the house, the poultry and the vegetable garden. Some members of the family will work in the fields, others will have special jobs



like milking or minding the sheep. Even the younger members will have their own jobs to do and these will change as they grow older and become physically stronger and more responsible. Thus young children will be sent to look after the goats, but as they grow up they may be put on to heavier tasks like ploughing. The elderly will often be given the job of looking after the younger children while their parents are working, and even the physically or mentally handicapped may be found something suitable to occupy their time.

Where the economic function of the family is important, children will be desired because they add to the number of potential workers. Families will tend to be larger with a man and his wife having as many children as possible. Polygamy, or the practice of a man taking several wives, is often followed in primitive societies for this purpose. It makes it possible for him to have larger numbers of children and to use their labour, as they grow up, in working on the homestead.

In Britain this function of the family is not very important for most people do not work with other members of their family. They go out to a factory or an office and in return for their work are paid a wage or a salary. They use this to buy what they want from the shops and to supply the family needs. Thus the family as a whole does not usually work together in earning a livelihood.

This does still happen, however, in a few occupations, though it is becoming increasingly rare. The small shopkeeper, for example, may own his own business and carry it on himself with the help of his wife and his children. This used to be typical of the general store which was to be found at most street corners in the poorer parts of our big cities. Some, such as builders or shoemenders carry on an independent business with the part-time help of their wives and perhaps one or two of their grown-up sons. Similarly, even some of the more important firms in industry are still family businesses. But on the whole all these are very much in the minority and so it is true to say that the economic function of the family in Britain is not of much importance.

The third function of the family, which is the social function, is of great significance. It is within the family that the child



first learns the customs and traditions of the culture in which it lives. This means that it learns to behave like other members of the family and of the society of which they all form part. This process is known as socialisation.

A mother will see that the behaviour of her child harmonises with that of the other members of the family and with that of its playmates. This is not necessarily what the child wants to do. A baby will demonstrate the utmost rage at some of the things which its mother thinks it should do. But it usually learns that it is far easier to comply and do the things that it is told. So it begins to behave similarly to other members of the family and grows up in conformity with the basic traditions and customs of the group to which it belongs.

One of the most important aspects of behaviour that the child learns is what is expected of its sex. Thus boys will be encouraged to emulate their fathers and to do such things as carpentry, while girls will help their mothers with their cooking. The differences between the tasks of males and females are not the same in all societies. In one part of Nigeria it is the men who do the knitting and the women who weed in the fields. Each child has to learn the habits of behaviour which are customary for its sex in its own country.

In societies like the British society where formal education is widespread, some of this socialisation is taken over by the school. The public school, for example, is an important source of socialisation for the middle class boy. He learns not only the language and behaviour of his social class but also its attitudes and approach to life. Perhaps some of you have read Tom Brown's Schooldays, where Tom had to learn it the hard way. Nowadays less harsh methods are used, but it is usually wise for the school-boy or girl to follow what their classmates regard as normal behaviour.

A fourth function of the family could be called the psychological one. It gives the child the framework of security and affection which makes it possible for him to develop his personality. He feels protected and unafraid within the confines of the family. This frees him to try out various courses of action for himself and in so doing develop his character. He can climb trees in the



garden and test out his strength, or argue with his father and learn to amass facts and be logical.

Any group could, of course, provide this atmosphere, but the family seems to do it most adequately. Experiments have been made with other groups, as for example with the kibbutz in Israel. Here the children do not live with their parents but are brought up in a large children's group, rather like a boarding school. This group gives them security and protection, and the children meet their parents only occasionally. This has not proved to be very successful in helping each child to stand on its own feet and develop its own character, and many of the kibbutzim have given the practice up.

These are the four basic functions of the family. But there are a number of other functions which are also significant. Children will usually find much of their amusement and recreational activities within the family. In the past, they used to join in family games. Now, they watch television. Parents will take children, when they are young, to play in the park and they will usually go on holidays together. It is only as the child grows up that he will begin to do these things outside the family circle.

The family is also important in Britain in helping the child to find his social position in society. Children, as they grow up, are often encouraged to make friends with other children from their own social class, and when the time comes for them to take a job one may be found for them which ranks somewhat similar to that of their father. This is sometimes called the placement function of the family and it is important where social status counts.

(from Kathleen Heasman *The Study of Society*)

## TASKS

### *Group Work*

- I. Have the passage read out as a lecture and take down information that you feel is important.



11. From the rough notes that you have made, define the various functions of the family, and provide one example for each.



## UNIT 22

### The Living World

Before studying living things for those characteristics essential to life, it is necessary to decide on some means of determining what should be called living and what non-living. This will give us a yardstick and a starting-point. In ordinary experience, living creatures are easily distinguished from the non-living. As a first rough measure of life, we may use some of these well-known characteristics. First, we know that living things can respond to different stimuli, such as light, touch, heat, and so on. Animals tend to react quickly, by twitching, moving, running. Plants usually respond slowly, as when a plant runs to follow the sun. In addition to the ability to respond to changing conditions, living creatures grow and reproduce. The young, the eggs, the seeds, the spores are to be seen everywhere. Plants and animals grow in size and in numbers. To respond, to grow, and to reproduce, requires energy. Energy is needed to move, and to do work, and to build bodies. Thus, the third general characteristic of an organism is that it is capable of metabolism. That is, it possesses means of obtaining energy from its surroundings. It is also able to convert the chemical energy contained in foodstuff into energy for running, breathing, growing and all of its other activities.

With these three attributes—response, reproduction, and metabolism—we have a means of making a distinction between the living and the non-living, at least grossly. An organism has another very important characteristic; it is a self-regulating body. The abilities to respond, grow, and reproduce, and metabolize are coordinated. All of the mechanisms and processes within the organism are knit into one system which functions to maintain the organism in a constant fully functional state. This is some-



times called the maintenance of a steady state. It involves both internal adjustments necessary to keeping the body functional and the ability to respond to the environment in order to maintain itself in favourable surroundings. The steady state tendency of an organism is quite essential to its survival, as it is the means by which the organism prevents disintegration by the environment.

There is still another important characteristic of living things. That attribute is the capacity to evolve. Plants and animals are not exactly like their parents. One generation is not a perfect copy of the preceding generation. There is a continual realignment of inherited characteristics. And abrupt changes occur too, which are called mutations. Through natural selection of individuals for fitness, this incessant shuffling of inheritance results in evolution toward populations that are more perfectly adapted to a particular way of life. The occurrence of mutations and the capacity to evolve has resulted in the vast multitude of living things found in nature.

(from Stanley Beck *The Simplicity of Science*)

## TASKS

- I. Have the passage read aloud as a lecture and take down whatever information you feel is important. Make note of clues that the author gives you to indicate that he is shifting from one point to another.
- II. From your notes, list the characteristics of living things and briefly describe each in a sentence or two.
- III. On completion of the above task, rewrite in the form of a paragraph, using appropriate link-words, as well as introductory and concluding statements.



# UNIT 25

## The Tourist: A Definition

### 1. Who is a tourist?

Experts of the League of Nations recommended in 1937 the acceptance of the following definition: the term "tourist" shall, in principle, be interpreted to mean any person travelling for a period of twenty-four hours or more in a country other than that in which he usually resides. The committee regarded the following persons as tourists:

- i. those travelling for pleasure and domestic reasons, including health;
- ii. those travelling to international meetings;
- iii. those travelling for the purposes of business;
- iv. those arriving in the course of a sea cruise, even though they may stay less than twenty-four hours.

2. According to the committee's recommendations, the following persons should not be regarded as tourists:

- i. those persons entering a country, with or without a contract, to take up an occupation;
- ii. those persons arriving to take up residence in a foreign country;
- iii. students and young persons in boarding schools;
- iv. those persons domiciled in frontier zones and crossing the frontier to work in the adjacent foreign country;
- v. those travellers passing through a country without stopping even though the journey be in excess of twenty-four hours.

3. Although there have since been slight modifications to these recommendations, basically they still stand and they have been used in the compilation of travel statistics by both individual countries for national and by I.U.O.T.O. for collating international movements.



4. At the United Nations Conference on International Travel and Tourism held in Rome in 1963, a revised definition was prepared by I.U.O.T.O. and adopted. The definition was: the term "visitor" describes any person visiting a country other than his usual place of residence, for any reasons other than earning a living within the country visited. This definition covered two categories:

- i. tourists: temporary visitors staying over twenty-four hours in the country visited, the purpose of whose journey fell under one of the following two categories:
  - a. leisure, recreation, holiday, sport, health, study, religion;
  - b. business, family, friends, mission, meeting.
- ii. excursionists: temporary visitors staying less than twenty-four hours in the country visited, including cruise passengers.

5. The Tourism Committee of O.E.C.D. adopted in 1970 the I.U.O.T.O. definition, recommending that a tourist should be defined as a foreign resident staying in a country for over twenty-four hours, but recommended also that cruise passengers should be counted as a separate group. The Committee also reaffirmed that the five categories not regarded as tourists by the League of Nations' statistical committee be accepted. Thus the O.E.C.D. definition excludes foreigners taking up or continuing work or study in a country and travellers passing through a country without stopping, but includes business men's visits, diplomatic traffic and persons travelling to meetings, conferences or conventions of any kind.

6. The O.E.C.D. definition may be adopted with appropriate amendment for tourism within a single country; a person becomes a tourist if he visits a place for at least twenty-four hours; if for a shorter period, i.e. under twenty-four hours, he is counted as an excursionist.

(from H. Robinson *A Geography of Tourism*)

## TASKS

- I. Complete the table in the context of the revised definition of the term tourist, with reference to the following categories



of visitors: cruise passengers, those travelling to attend conferences, those earning a living, students.

	Tourist	Excursionist	Non-Tourist
1937			
1963			
1970			

II. Underline the word/words in column B that match with the given word in column A

A	B
a. recreation	diversion-detour-pastime
b. foreigner	alien-native-inhabitant
c. tourist	traveller-pilgrim-stranger
d. conference	convention-commonwealth-meeting
e. occupation	hobby-profession-job
f. country	state-neighbourhood-nation
g. domicile	invader-resident-immigrant
h. committee	assembly-society-association
i. recommendations	procedures-suggestions-proposals
j. compilation	collection-computation-comparison

### III. Group Work

Using the format presented in paragraphs 1 and 2:

- draft a set of conditions by which a person is eligible for membership to a sports club in your locality.
- draft a set of conditions by which a person is debarred from voting in public elections in India.

### IV. Group Work

Name places of interest in India for tourists from abroad. Select appropriate tourist spots for the following groups of visitors and draw up a travel itinerary:

- A team of technical experts
- High School teachers
- A group of teenagers
- Retired businessmen with their wives
- A team of cultural artists



Each group may work on a travel itinerary for one set of visitors. Your travel plan should include dates of travel, mode of travel, places to visit and overnight halts.

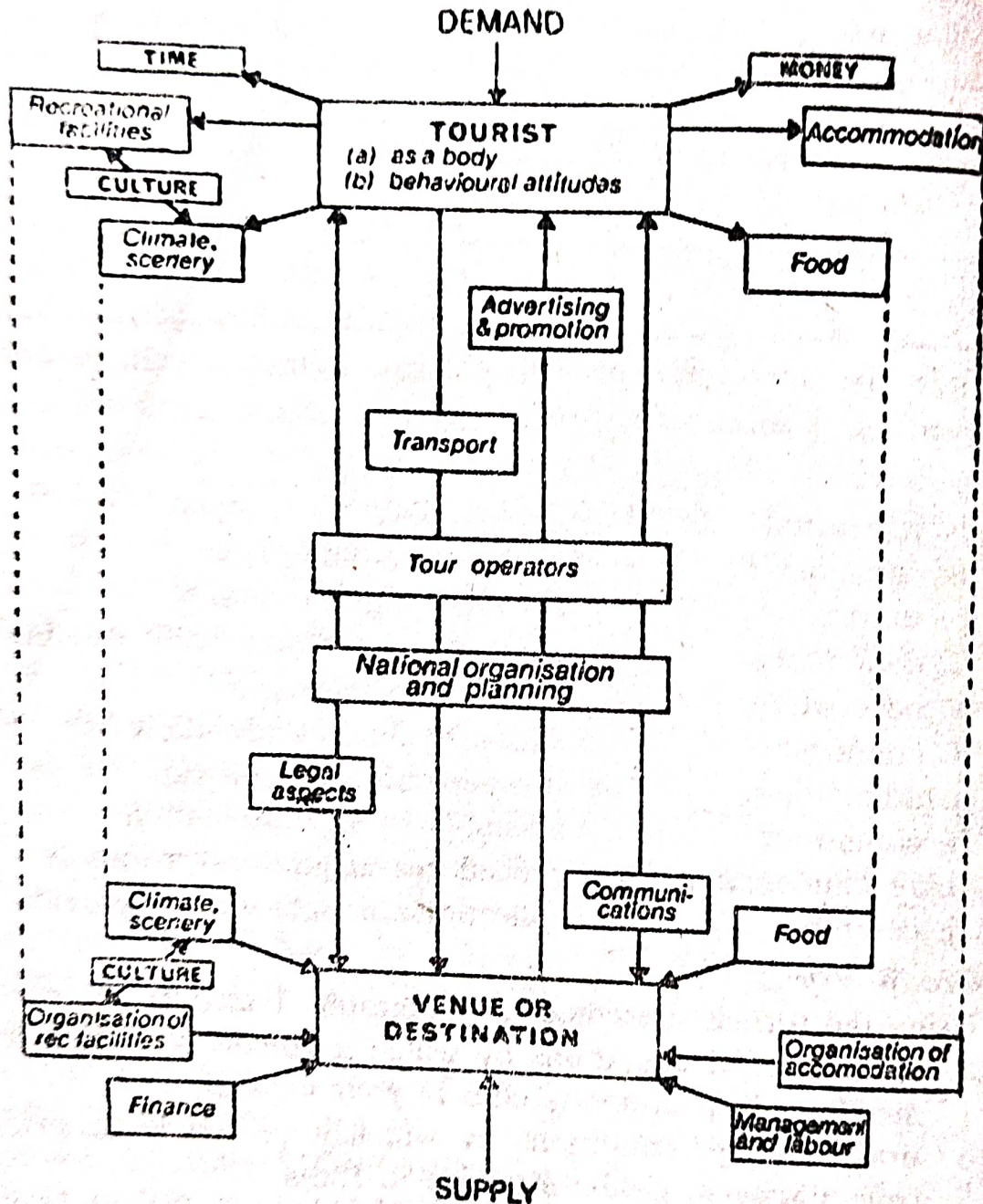


Fig. 25.1

(from H. Robinson *A Geography of Tourism*)

- V. Use the flow chart on the Model of the Tourist Industry to write a description of the various activities involved. Show how private/public touring agencies plan a series of interdependent activities to meet the changing needs of the tourist.



## UNIT 26

### The Organisation of Social Life

In a simple culture life tends to centre round the village or the large family group and everyone takes some part in what is going on. As the people progress ways of life become more elaborate. Some will work on a craft rather than in the fields and an organisation such as a craft guild will be formed to see that standards are maintained. Order will need to be kept and so a watch committee or a police force will be introduced. The sick will need attention and so a hospital will be built and staffed by doctors and nurses.

There are some forms of organisation which are always found in all cultures and others which appear only in some. When they are common to all cultures we talk about social institutions, or sometimes just about institutions. The one of these with which we are all familiar is the family, which is often called the kinship institution. The family is found in every society and it is often much larger and more widespread than what we would ordinarily mean by 'the family'. It includes all relationships both close and distant, and in a very simple culture it is the organisation around which most activities rotate. Thus among the bushmen of Africa the kinship institution may be as large as the clan. It governs itself, supplies all its own needs, has its own system of beliefs and teaches its young the customary traditions and folklores.

Most societies will have some organised form of government with a king and parliament, or a president and council, and a civil service and system of courts. These are known as political institutions. Similarly trade and commerce will be organised by such things as collective farms, business firms and a banking system. These are some of the economic institutions of a society.



Religion will have its denominations with its priests or ministers and churches or chapels. These are religious institutions. Finally most societies will have a system of schools and colleges to help the people to be literate and become aware of their cultural heritage. And so we have educational institutions.

All the social institutions and other social organisations which exist in a society constitute a social system. In a complex society like ours these social institutions are often regarded as sub-systems for they each have within themselves a great many social organisations. The social system consists of a vast structure of social institutions and social organisations which interact with one another to make it possible for us to live and carry on our every day activities.

We talk about the social structure to indicate the complex ways in which the social system is organised. This structure is rather like the human body. If it is to be healthy it must function properly. That means that all the social organisations must interact with one another for the benefit of the community. But sometimes a part may become out of gear as, for example, when people in a state resort to violence. Then the whole system suffers.

We have to study our own social structure and see how it is composed. This means looking at the different parts like the family, the educational organisations and the government. We need to look at each part and see what functions it has. But we also have to observe the whole system functioning as a whole, and see what happens when it does not function satisfactorily.

(from Kathleen Heasman *The Study of Society*)

## TASKS

I. Read the text and complete the following:

1. Social institutions *include* .....
2. The kinship institution *is made up* .....
3. Political institutions *have* .....
4. The forms of organisation which determine economic institutions of a society *are* .....



5. Religious institutions *consist of* .....
  6. Educational institutions *refer to* .....
  7. A social system *comprises* .....
- II. Combine the above sentences to form a paragraph using appropriate opening phrases. It would also be necessary to write introductory and concluding statements. The first sentence should lead the reader to the topic of organisation of social life. The concluding statement should relate how various institutions function within the social structure.



## UNIT 30

### Where to see Wildlife in India

#### Gir: National Park

The last stronghold of the Asiatic lion—India's national animal—is a 500 square mile tract of arid, overgrazed scrub forest of stunted acacia and teak trees on the Khathiawar Peninsula, about 550 miles northwest of Bombay. Some 7,000 tribesmen known as maldharis, with 20,000 domestic buffaloes, live in the park, and their herds compete for food with the wild hoofed mammals—the lions' normal prey.

The feature of the Gir National Park is the "lion show", held in the late afternoon during the tourist season. Lured by the bleating of a goat, led by an armed guard, a group of lions stalks leisurely past the viewing area. This policy ensures visitors a good view of the park's star attractions.

Other carnivores in the Gir Forest include leopards, hyenas, sloth bears, and jungle cats; however, these are rarely seen. Hoofed animals include nilgais, spotted chital and sambar deer, chinkara gazelles, four-horned antelopes and serows (goatlike antelopes). Wild boars root on the forest floor. Bands of langur monkeys range through the tree-tops, often feeding together with chital deer and peafowl in a threeway mutual warning system.

Peafowl are the most numerous as well as the most conspicuous of the park's birds. Others are green pigeons, quails, partridges, sandgrouse, golden orioles, and paradise fly-catchers.

How to get there: By road from Ahmedabad in Gujarat State to park headquarters at Sasan (about 250 miles). By train from Bombay to Sasan. By air from Bombay to Keshod, about 50 miles from Sasan. Guided tours from Junagadh and Keshod.



When to go: Open November through June. Best time, January and February. Where to stay: Resthouse at Sasan.

### **Kanha: National Park**

Situated in the central highlands of India, Kanha National Park is one of the best places in India for viewing wildlife. It is among the nine areas in India where a special tiger conservation project, called Operation Tiger, has been launched. Spotted deer, barasinghas, sambars, blackbucks, wild boars, and gaur (wild oxen) feed in the extensive grassland, called maidan, at the center of the park's 178 square miles. Here at Kanha the endangered barasingha, the central Indian subspecies of the swamp deer finds its last refuge.

Enclosing the maidan are semi-evergreen and deciduous forests and dense bamboo thickets. Birds include peafowls, red jungle fowls, gray partridges, pigeons and doves, kingfishers, and Malabar pied hornbills.

Supported by an ample base of wild herbivores, tigers thrive in Kanha. Viewing a tiger in this park is a near certainty. Leopards, sloth bears, and dholes, or Indian wild dogs, are other predators; the scavengers are hyenas and jackals. Observation towers are located along the roads, and trained elephants are available for animal viewing.

How to get there: By road from Jabalpur (104 miles) or Mandla (44 miles), both in Madhya Pradesh State. Nearest airport Nagpur (170 miles), where taxis can be hired. When to go: Best time, April to June. Open except during monsoon season (July to October). Where to stay: Resthouses at Kanha and Kisli.

### **Kaziranga: Wildlife Sanctuary**

The main attraction of this remote but rewarding sanctuary is the great Indian, or one-horned, rhinoceros. This largest of rhino species, like other rhinos in Asia and Africa, was once hunted nearly to the brink of extinction for its "horn". The cur-



rent population is estimated at 700, of which about 400 roam the open grasslands and reedbeds of the Kaziranga reserve—166 square miles of amply watered, often swampy plains south of the Brahmaputra River.

Kaziranga also has good stocks of wild Asiatic buffaloes, wild elephants, tigers, leopards, civet cats, barasinghas, barking and hog deer, sloth bears, Himalayan black bears, and otters.

Birds are abundant in the reserve. Among the large, easily seen species are spotted-billed pelicans, openbill storks, Pallas fishing eagles, water cocks, Indian darters (related to the anhinga), cormorants, egrets, and herons. Bar-headed geese and thousands of ducks winter in the pools.

A few trails suitable for travel by jeep are open from December to March. The best method for observing wild life, however, is by trained elephant.

How to get there: By air from Calcutta to Gauhati or Jorhat airports, then by road (135 miles from Gauhati, 60 miles from Jorhat). By car from airports. When to go: Open all year. Best time, November to April. Where to stay: Tourist lodge and bungalow on main road from Gauhati.

### **Keoladeo Ghana: Wildlife Sanctuary**

A former duck-hunting preserve of Indian royalty, Keoladeo Ghana Wildlife Sanctuary (or Bharatpur Bird Sanctuary, as it is also known) lies on the northern Indian plain about 30 miles west of Agra. The 11 square mile sanctuary lies in a sparsely wooded, shallow basin, which monsoon rains turn into a vast expanse of lake and marsh that attracts huge flocks of water-loving birds.

From July through October, when the water is high, visitors can count on an overwhelming spectacle. The variety of species and the sheer number of birds make Keoladeo Ghana the best location in India for seeing ducks, geese, and wading birds. Outstanding are the tall, stately sarus cranes, with deep-red heads setting off their light gray plumage. Sarus cranes perform their nuptial dances and build their nests on marshy islands. Openbill and painted storks nest in the acacia trees.



The vast concentrations of water-fowl support a number of predatory birds, including steppe eagles, Pallas' fishing eagles, and marsh harriers. In the scattered trees and brush perch blue kingfishers, green bee-eaters, rose-ringed parakeets, and a host of other colorful small birds. Peacocks strut around the sanctuary. Altogether 250 species of birds have been recorded.

Visitors can reach most of the sanctuary on foot, using the roads and embankments that crisscross it, or explore it in small boats poled by guides.

How to get there: By road from Delhi (100 miles) and Agra (30 miles). By train from Delhi and Agra to Bharatpur, 2 miles from sanctuary. Taxis available in Bharatpur. When to go: Open all year. Best time, August and September. Where to stay: Furnished guesthouse with cook in sanctuary. (Visitors must bring food).

(from Reader's Digest *Our Magnificent Wildlife*)

## TASKS

I. Identify four main topics common to all the four passages.

II. 1. *Gir National Park*

a. List categories of wildlife found in Gir National Park. Indicate against each category whether it is frequently or rarely seen.

b. Notice the use of dashes in paragraph one. Rewrite the paragraph as six sentences.

2. *Kanha National Park*

Notice the beginnings of each paragraph—'situated', 'enclosing', 'supported'. Rewrite the first sentence of each paragraph beginning with:—

a. The Kanha National Park \_\_\_\_\_

b. The maidan \_\_\_\_\_

c. Tigers thrive \_\_\_\_\_

3. *Kaziranga Wildlife Sanctuary:*

a. Introduce dashes in the first two sentences of paragraph one to put it in note form.



- b. The following words occur in the passage. Explain their meaning in the given context and use them in sentences to illustrate their meaning in another context: extinction, roam, watered, stocks, reserve, winter, trail, trained.

4. *Keoladeo Ghana Wildlife Sanctuary:*

- a. Rewrite the first sentence in paragraph one as:—  
Keoladeo Ghana wildlife sanctuary \_\_\_\_\_.
- b. Notice the deletion of articles in the initial position in the following sentences. Provide possible reasons for the same.
- i. Sarus cranes perform \_\_\_\_\_ (paragraph 2)
  - ii. Openbill and painted \_\_\_\_\_ (paragraph 2)
  - iii. Peacocks strut \_\_\_\_\_ (paragraph 3)

III. *Group Work*

- a. Information on Nalsarovar is provided below. Rewrite this on the lines of the passage on the Gir National Park. Base your description on the four main topics identified in Task I; edit all irrelevant information.
- b. Present a report, stating reasons why a ban on tourist traffic in the Nalsarovar region should/should not be imposed. Organise information on the following topics:
- sources of disturbance to birds
  - reference to Mr. David's report
  - measures to be implemented

**Nalsarovar Bird Sanctuary to be Closed to Tourists**

Nalsarovar, the bird sanctuary about 64 kms from Ahmedabad will be closed down for tourists. Considered to be a bird watchers' paradise and a star attraction for tourists, the Nalsarovar bird sanctuary has become a bone of contention between bird-lovers and tourist promoters.

Many naturalists had raised a hue and cry against tourists disturbing birds and scaring them away from the lake. A disturbing phenomenon was noticed in 1977 that migratory birds from Tibet and Siberia had stopped making their trans-continen-



tal stopover at Nalsarovar. Some bird watchers approached the Prime Minister, Mrs. Indira Gandhi, for personal intervention to "save" the national bird sanctuary from "tourist invasion". Promptly Mrs. Gandhi wrote back to the Chief Minister Mr. Madhavsinh Solanki, to get the opinion of an expert.

Himself a bird-watcher, the Chief Minister requested the famous wildlife expert Mr. Reuben David to go into the entire controversy and recommend suitable measures for preserving the bird sanctuary.

Mr. David camped at the sanctuary for three days and watched the effect of dust and din raised by thousands of tourists at the sanctuary. In his 10 page report to the Chief Minister, Mr. David made out a case that the famous bird sanctuary should be closed for tourist traffic. Analysing the effect of noise created by tourists on the migrating birds, Mr. David said in his report that playing of transistor sets, blowing bugles and boating in the lake had resulted in scaring away of birds. The number of migrating birds, he observed, had been declining during successive years.

#### *Tourist Facilities:—*

Encouraged by the response of the tourists, the state tourism department had provided a number of facilities including four holiday homes, a dormitory and has constructed gypsy huts near the lake for picnickers. The state government has also arranged boating facilities for which about a dozen small boats have been commissioned.

Nalsarovar is a natural lake with an area extending over 116 sq. kms. It attracts birds like rosy pelicans, flamingoes, white storks, avecot, the coot, the grills, brahminy ducks, bronze-winged jacana and saras crane. The lake has 300 islands which serve as a natural breeding ground for local as well as migratory birds. Normally, birds flock to this water-bird sanctuary during winter and rest on the water till the end of March.

However, this fabulous bird sanctuary began attracting more tourists than birds from far off places. This naturally caused concern among naturalists and they represented their case before the state as well as the central governments.



The Chief Minister, in consultation with the Minister of State for Tourism, Mrs. Kokilaben Vyas, has now come to the conclusion that the sanctuary should be closed down for tourists at least for one year. The state government and wildlife experts will watch the effect of "peaceful atmosphere" provided to birds at the sanctuary and will decide the future course of action.

Though it is virtual victory for bird watchers in the first round of their battle, it will be a great loss to tourists seeking an ideal escape from the din and rush of everyday life.

(from *The Times of India*. Ahmedabad, July 30, 1980)



## UNIT 31

### Temperature Regulation

#### *Introduction:*

The body temperature of man is  $36.8^{\circ}\text{C}$  ( $98.4^{\circ}\text{F}$ ). This is kept constant by the activities of the body. Animals that keep their body temperatures constant (birds and mammals) are homoiothermic. The body temperatures of other animals vary with that of their surroundings. They are poikilothermic. Animals that are homoiothermic are independent of their surroundings, maintaining their body activities uniformly throughout variations in the external temperature.

Except for the hottest climates, the air temperature is normally below the normal body temperature of a man.

A person can make an active attempt to keep warm by one of the following methods:—

- a. Eating more food of a high calorific value,
- b. Wearing clothes which are good insulators,
- c. Taking vigorous exercise,
- d. Drinking hot drinks.

A person may attempt to keep cool by:—

- a. Reducing muscular exertion,
- b. Keeping in the shade,
- c. Wearing light-coloured clothes which reflect the rays of the sun.

#### *Clothing:*

- a. Clothing worn next to the skin should be made of materials that will absorb sweat. This makes them more comfortable to



wear and allows the sweat to evaporate. In this respect natural fibres, e.g. cotton, linen and wool are probably better than man-made fibres, e.g. nylon, but recently man-made fibres have been greatly improved in this respect.

b. The looser the weave the more comfortable will be the material because:—

- i) It will absorb sweat more readily,
- ii) It will retain more air which will insulate against the rays of the sun and heat loss.

c. Clothes should fit well. If they are too tight they can constrict the blood vessels in the skin. Tight garments, e.g. corsets, can constrict the organs of the body, especially those of the abdomen. Clothing that is too slack chafes the skin and is uncomfortable.

d. Clothes should be kept clean. They absorb sweat from the body and pick up dust from the surroundings.

(from George Usher *Human and Social Biology*)

## TASK

Write a set of recommendations for appropriate footwear on the lines of that on clothing. Your recommendations should cover the following areas:—

- a. Sizes and shapes
- b. Heels
- c. Materials



## UNIT 32

### General Objectives of the United Nations Organisation

The full text of the preamble reads:

We the peoples of the United Nations *determined*:

- *to save* succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and
- *to reaffirm* faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and
- *to establish* conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
- *to promote* social progress and better standards of life in larger freedom, and for these ends
- *to practise* tolerance and live together in peace with one another as good neighbours, and
- *to unite* our strength to maintain international peace and security, and
- *to ensure*, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
- *to employ* international machinery for the promotion of the economic and social advancement of all peoples, have resolved to combine our efforts to accomplish these aims.

From Article 55 of the United Charter.

The whole article reads:

With a view to the creation of conditions of stability and well-being which are necessary for peaceful and friendly relations among nations based on respect for the principle of equal rights



and self-determination of peoples, *the United Nations shall promote:*

a. *higher standards of living, full employment, and conditions of economic and social progress and development;*

b. *solutions of international economic, social, health and related problems; and international cultural and educational co-operation;*

c. *universal respect for, and observance of, human rights and fundamental freedom for all without distinction as to race, sex, language or religion.*

The principles and objectives of ILO—International Labour Organization—can be summarized as follows:

Social justice is a prerequisite for peace. *The ILO will promote improvement of labour conditions, especially where injustice, hardship and privation to large numbers of people exist by furthering:*

*Regulation of hours of work, including the establishment of a maximum working day and week,*

*the regulation of the labour supply,*

*the prevention of unemployment,*

*the provision of an adequate living wage,*

*the protection of the worker against sickness, disease and injury arising out of employment,*

*provision for old age and injury,*

*the protection of children, young persons, and women,*

*protection of interests of workers when employed in countries other than their own,*

*recognition of the principle of freedom of association,*

*the organization of vocational and technical education and other measures.*

**UNICEF**—United Nations International Children's Emergency Fund:—

By its own definition, UNICEF is "an international co-operative on behalf of children" and is designed to make a permanent contribution to child welfare. From concentration on child feeding to meet post-war emergency needs following cessation of *Unrra* activities in 1946, when UNICEF came into being, the organization is increasingly turned toward long-standing problems of



maternal and child welfare and works closely with WHO in this field.

(from Margaret Mead (ed.) *Cultural Patterns and Technical Change*)

## TASKS

### *Group work:*

- I. Based on the text above draft a statement of objectives for an association working for:
  - a. national integration
  - b. keeping the campus clean.
- II. Draft a brochure for an educational institution in your locality, including the following details:
  - a. Refer to the prospectus of the institution and prepare a list of the full time/part time courses taught there.
  - b. Include a detailed map of the institution.
  - c. Collect information regarding co-curricular activities and other facilities provided by the institution.
- III. Based on the presentation of principles and objectives of ILO, draft a similar set for UNICEF.



## UNIT 35

### A Child, a Home—and Love

1. At eleven, Anil's only "parents" were the two priests who ran the boys' orphanage; dedicated young men who loved the boys in their charge and had a deep understanding of their difficulties and needs. This was Anil's fourth year at this institution; earlier he had been in a similar home run by nuns who had looked after the little boy abandoned when he was a few weeks old.

2. At eleven, Anil was one of 200 boys in the orphanage. True, he had a bed to sleep on, a roof over his head, clothes to wear, even shoes. He had three square meals a day even if someone occasionally swiped his chapati or bun when he wasn't looking. But there was something he wanted badly; not the usual toy planes or cars or building sets eleven-year-olds hanker after. What Anil wanted, more than anything else in the world as he confided to the social worker who visited the orphanage regularly, was a mother and a father. Find me a mummy and daddy, please, he begged each time he saw her.

3. A mother and father in India for an eleven-year-old orphan from a home for abandoned children? About as difficult as those incredible tasks given to valiant princes in fairy tales you read in your childhood. About as impossible, particularly outside a fairy tale book.

4. Why? Attitudes, firstly. Adoption in our country is still not common, still not entirely accepted. Of course, you have hundreds of childless couples; of course, hundreds of destitute, abandoned children too — 1.5 million, to be precise. But the two do not meet in a happy solution. A gynaecologist who runs a fertility clinic in Bombay and counsels childless couples everyday, has repeatedly suggested adoption to her patients — and



met with no success at all. Couples are willing to try pills and operations, pay expensive fees to consult specialists, make novenas and pilgrimages and vows—willing to do anything to have a child. But not adopt. Perhaps it is some deep-rooted prejudice ingrained in a caste-structured society which makes one hesitate.

5. Then you have the legal angle. There is no general law of adoption in India. Hindus can adopt children—only Hindu children—and become their parents, make them their legal heirs. The Hindu Adoptions and Maintenance Act, 1956, does not apply to other religions. All other communities, except the Khoja Muslims, can only be legal guardians under The Guardians and Wards Act of 1890; which means the child will never enjoy the rights or privileges of a natural born child.

6. And in Anil's case, the chief reason that would have prevented him from finding a home in India, in any case, was his age.

7. Eleven. A kid. Flying kites, spinning tops, playing marbles. Like any other little boy of eleven. But people want babies when they decide to adopt children. They want to bring them up themselves. They don't want a grown-up child of eleven. Anil's dream of a mummy and daddy hadn't much chance of ever coming true.

8. The social worker remembered the child's plea, she couldn't forget the look in his eyes. No one would adopt him in India, but India is not the world and when it comes to love and a child, man-made barriers can be crossed. She got in touch with an adoption agency in Canada which featured Anil's picture in one of its brochures.

9. A response was not long in coming. A young research curator in an art gallery and his wife, parents of two small girls, had long wanted to adopt a child. In Canada they were told that as they already had children they would be far down in the priority list for local children. That is when they began to think of international adoption. Anil's picture in the brochure appealed to them. This could be their son, the child they wanted. They asked for him. All unknown to Anil, far away in India, his dream was beginning to come true.

10. The Clarks were interviewed by a social worker from a local children's aid society who did a home study on the family.



When complete, this was filed together with a medical report on the couple, a financial statement, recommendations, a declaration from them accepting Anil and promising him religious freedom and other documents; these were sent through the agency to India. The Clarks also gave a general power of attorney to a representative in Bombay to attend to court matters on their behalf.

11. The priests at the orphanage had got ready a medical report on Anil along with an exhaustive child study and the results of an I.Q. test, all of which had been sent to the court in Bombay as well as to the Clarks in Canada.

12. Anil's low I.Q. rating, to be expected in a child deprived of parental love and care and with the many emotional needs that an institution cannot satisfy, might have put off some prospective parents. But not the Clarks. They wrote to the agency:

13. We would like you to know that we are as eager as ever to adopt both Anil and Peter. We have told you before that their health and mental abilities are not a factor that would discourage us as we would very much want to love and have these older boys as part of our family. We have no preconceptions as to the intelligence of these boys and will be most happy if they have a good life with us regardless of their abilities at school. We know that the opportunities that we can offer or that Canada can offer are not dependent on academic ability.

14. As Anil was an abandoned child, he was a ward of the state of Maharashtra and had been committed by court to the custody first of the nuns, later the priests. A petition on behalf of the Clarks, seeking guardianship of the child—the adoption would follow in Canada—was now made to the High Court in Bombay with a copy to the Indian Council for Social Welfare which acts as a consultant to the court. Two sets of all the papers were sent to Poona to the Chief Inspector of Certified schools who alone could approve and order a conditional release of the child—a process that could take any time between two or three weeks upto a period of months. Papers have been known to get lost in transit, which means the whole procedure has to start afresh.



15. Still unaware of all that was being done to give him a home, Anil continued to dream of a mother and father of his own. Only when the judge asked to see the child and he had to be produced in court, was he told that he would be going to Canada.

16. In the meantime, the two little Clark girls had sent a picture record of themselves for the brother they were looking forward to having, the parents were in constant touch with the social worker and the orphanage and the court. Some objections were raised: the mother in Canada was doing her Ph.D., there were two small children in the home—would they have time for Anil? And the grandparents? How would they react to a child from India, from a different cultural background? Trifling objections which the High Court set aside. But it added weeks to the process, already agonizingly slow for Anil. He wrote frequently to the social worker whom he now regarded as his best friend, "thank you for giving me a lovely parent", asking when he would be going to Canada, assuring her that he would remember her in his prayers every night.

17. Some months later the court passed the order of release. An application was made for a visa for Anil. When four children going to homes in America were ready to leave, with the formalities over, airline tickets were bought so they could travel on a concessional fare with an escort. The social worker told Anil he would soon be in Canada. And the day finally came when Anil's dream came true, when he went home to the mummy and daddy he had longed for.

18. Between the time that his picture in the agency's brochure sparked a response and the happy day when the Clarks met Anil in Toronto, more than a year had gone by, a year of hard work for the social worker, of delays that were disheartening, of endless waiting for Anil.

19. Anil is a fairly typical case. When a couple in another country decide to adopt an Indian child, they are prepared to take on the financial responsibility and send a sum for the maintenance of the child till he reaches them. Some institutions are reluctant to accept such payment, for fear of criticism that they



"sell" children. All costs like lawyer's fees, medical care, the fare for the child and other expenses are met by the parents.

20. Why should we send our children to other countries, argue some of our misguided patriots. If we cannot give a home to a child here, what right have we to deny him a home in another part of the world? An argument to which even the ardent patriot has no answer. There are people in positions of authority who are on record as having said that adoption should be the last resort, institutions are the best answer for homeless children. The only answer to that is that it is a pity these officials cannot live in an institution themselves.

21. Even with the complicated procedure and the expense involved in inter-country adoptions, there are those who talk of a racket in international adoption, a racket that should be busted. Their arguments seem to be chiefly against "exporting" children which they assume has grown into a "business" and an inability to comprehend the attitude of a Westerner who is willing and wanting to adopt an Indian child. That a fair couple would take in a dark child, and of unknown antecedents, when all our conditioning in India places a premium on a fair skin, is inexplicable. And what you cannot, will not understand, you tend to suspect. But can anyone question or suspect the transparent sincerity of the Clarks, so evident in their letter? And there are many like them.

22. A law of adoption extending to all communities is very necessary in India. In our Constitution, clause 39 which relates to directive principles clearly states that governmental policy should ensure that "childhood and youth are protected against exploitation and against moral and material abandonment". The statement of objects and reasons explaining the new bill on adoption points to the demand, based on this clause, for such a measure, "from several welfare organizations and social workers who see in the institution of adoption an opportunity to provide proper homes and families for abandoned, destitute and neglected children".

23. Introduced in the Rajya Sabha and pending all these years. The Adoption of Children Bill 1972 which is yet to be passed into law, is secular. In contrast to the earlier Hindu Adoptions



and Maintenance Act which it will supersede, it covers all communities and makes it possible for any Indian citizen, no matter what his religious background, to adopt a child.

24. The need for legislation to regulate adoption procedures and lay down safeguards—the new Bill covers adoptions by Indians as well as foreign nationals who wish to adopt an Indian child—is apparent. So clauses 15 to 19 of the Bill provide for the scrutiny, licensing and supervision of institutions which undertake to make arrangements for adoption. Clause 14 makes special provision for the protection of the adopted child against ill-treatment, neglect or exploitation for mercenary or immoral purposes.

25. The Bill has not found favour with Muslims who have made a representation to the Government to exempt their community from its scope. An attitude that is difficult to understand for the Bill does not compel anyone to adopt a child any more than the Special Marriages Act of 1957 forces anyone to marry in a non-traditional manner.

26. In all discussions on adoption, the emphasis is on the child, on making him happy by finding him a home. But adoption is a two-way street. No less happy are the parents to whom a child is given. They consider themselves fortunate to be able to love and share and find so much joy and fulfilment in the experience that they are ready to repeat it again. These parents often have several children, natural and adopted from different parts of the world.

27. After the Korean war, and more recently after Vietnam and Bangladesh, war orphans have been taken into homes in many countries. It is all very well to question the motive, to say cynically that as the West feels a sense of guilt they wish to make amends by taking in these children. But would we? Living as we do in the midst of so much social injustice, how many of us care enough, are generous enough, to open our homes to a homeless Indian child?

28. Adoption now extends to handicapped and physically disabled children too. Many families have adopted children with special mental, physical or emotional needs: a challenging yet very human experience. What makes these families do it? A concern for the less fortunate, a desire to help—can one find a



better reason? To quote from *Adopting Children with Special needs*, issued by the North American Council on Adoptable Children:

29. They see a child where others see a label. They see a family where others see an institution. They see hope where others see only hopelessness. It has added a new dimension to their lives with the realization that all human life is valuable and that love for a child is something not based on I.Q. scores, medical predilections or diagnostic evaluations.

(from *Imprint*, December 1977. Author: Neela D'Souza)

## TASKS

- I. From the list given below name a language function for each sentence. Underline word/words which convey the function. addition, contrast, illustration, condition, negation, emphasis, conclusion.
  - a. They see a child where others see a label. They see a family where others see an institution.
  - b. Living as we do in the midst of so much social injustice, how many of us care enough, are generous enough, to open our homes to a homeless Indian child?
  - c. After the Korean war and more recently after Vietnam and Bangladesh, war orphans have been taken into homes in many countries.
  - d. What makes these families do it? A concern for the less fortunate, a desire to help—can one find a better reason?
  - e. That a fair couple would take in a dark child, and of unknown antecedents, when all our conditioning in India places a premium on a fair skin, is inexplicable.
  - f. If we cannot give a home to a child here, what right have we to deny him a home in another part of the world?
  - g. And what you cannot, will not understand, you tend to suspect.
  - h. Couples are willing to try pills and operations, pay expensive fees to consult specialists—willing to do anything to have a child. But not adopt.



- II. Frame some questions that the Clark children would be likely to ask Anil during their correspondence before his adoption. Restrict your reading to paragraphs 1 to 19.  
e.g. Do you have a hobby?  
How do you celebrate your birthday in India?
- III. Find suitable replacements for the word/words italicized. The first letter of each word has been provided:  
*Even with* (I——s——o——) the complicated procedure and the expense *involved* (i——) in inter-country adoptions, there are those who talk of a racket in international adoption, a racket that should be busted. Their arguments seem to be *chiefly* (m——) against 'exporting' children which they *assume* (s——) has grown into a 'business' and an inability to comprehend the attitude of a Westerner who is willing and wanting to adopt an Indian child. That a fair couple would *take in* (a——) a dark child, and of unknown antecedents, when all our conditioning in India *places a premium on* (g——p——t——) a fair skin, is inexplicable. And what you cannot, will not understand, you *tend* (a——l——) to suspect. But can anyone question or *suspect* (d——) the transparent sincerity of the Clarks, so *evident* (o——) in their letter? And there are many like them.
- IV. a. The main stress has been indicated in the words listed below. Notice that in some words there is a contraction in the last syllable:— e.g. *occássionally*, *regárdless*, *órphanage*, *inexplicable*, *condíional*, *consúltant*.  
b. Indicate the main stress in each of the following words. Underline the words with a contraction in the last syllable.  
adoption, ability, difficulty, opportunities, gynaecologist, pilgrimages, success, concessional, maintenance, authority, privileges, finally, prevented, necessary, discourage, fortunate, childless.
- V. Enact a brief dialogue between a social worker and prospective parents who would like to adopt a child. The dialogue should be informal and friendly in tone. You may cover the following areas: parents' income, profession, religious affiliation, members in the family.



- VI. Discuss the problem of adoption in India:
  - factors that hinder adoption
  - measures for facilitating adoption
  - ways of communicating the message of adoption.
- VII. Read the case-history given below and present the information in note form on the lines suggested.

### A Case History

Tommy, a ten-year-old, is caught in the act of stealing from his teacher's handbag. Fortunately he lives in a community that has an excellent Child Guidance Clinic staffed by a psychiatrist, a clinical psychologist and a social worker. The school principal talks with Tommy's mother, who thinks at first that there must be some mistake, that it couldn't have been her child. She learns that it was indeed her Tommy, and then she consents, not only to allow him to go to the clinic, but also to go there herself for help. The psychologist gives Tommy several tests, including pictures about which he is asked to make up stories. The test results, including Tommy's drawings and what he has to say about his relations with other children, show him to be filled with hostility towards his family, his teacher, other children, and the world in general. His stealing is a hostile act directed at the teacher. It is discovered that he has also stolen from his mother. In addition, hostility comes out in therapy sessions with the psychiatrist. In one of these, while shooting rubber darts at a target, Tommy misses and hits the psychiatrist in the head. This particular hostile episode is precipitated by the asking of a question he did not like. While Tommy has frequent sessions of play therapy with the psychiatrist, his mother is interviewed by the social worker. These interviews reveal that the home environment is largely responsible for the hostile streak in Tommy's personality. His mother has always been dominated by her mother (who lives with them and interferes constantly). Her own hostility toward her mother is directed toward her husband. She dominates him, and uses Tommy for that purpose. Among other things, Tommy is a victim of motherly over-protection. Tommy



develops a strong attachment for the psychiatrist, who helps him better understand his motives. His mother is also led to see how her hostility toward her mother and her husband, her over-protective treatment of Tommy, and the family tensions created by these features of Tommy's home life have led him to "act out" his hostility by such antisocial behaviour as stealing. Tommy's parents, with help from the clinic, undertake to change the home environment. In the process, Tommy goes off to camp. The problem is not solved, but a good start towards its solution has been made.

(from N. L. Munn *Psychology*)

Tommy's Age: .....

Education: .....

Complaint received about: .....

Diagnosis of Problem: .....

Cause: .....

Mother's attitude to Tommy: .....

Therapy: (Planned activities) .....

VIII. On the lines of the case-history given above, write a similar case-history on Ravi; you may organise information on the topics mentioned above, in the outline of the case-history on Tommy:

### **Ravi — A Case History**

father died in accident — mother committed suicide — orphaned at the age of nine — left school — picked up by police for selling blackmarket tickets outside cinema-hall — put in remand home at the age of eleven — knows only Tamil — a sports fan — suffers from amnesia — taught carpentry as part of occupational therapy.



## UNIT 36

### The Handicapped: Hidden No Longer

(The handicapped in the United States have emerged as a strong human rights movement. They are lobbying for simple facilities until now denied to them, and the freedom to live independent lives with dignity.)

1. On a hot summer day that stands particularly fresh in his mind, Bruce Hiram was picking litter off a patch of beach in Oceanside, California, with fellow Explorer Scouts. The year was 1961, and Hiram was 16 years old. Following the lead of some friends, Hiram dove into a 4 meter-deep eddy pool to cool off. Having brittle bones, he suffered a compression fracture of the fifth, sixth and seventh vertebrae. By the time he floated to the surface, he was paralyzed from the shoulders down.

2. "About eight months passed before I realized that I would not get up and walk," he recalls. "I figured that the doctors would give me some pills, snap their fingers, and—boom—I'd be up and prancing about. Then I discovered how permanent and devastating my injury was."

3. Hiram swiftly found himself transported into a somber and unfamiliar world. "The handicapped person, I learned, didn't count for anything. I had been labelled one of life's losers. The majority of my friends were scared off. A doctor told my mother she ought to find me a parrot or myna bird to keep me company because I probably wouldn't want to get out of bed."

4. Sheer determination and strong family support, however, got Hiram through high school, then college, where he earned a Ph.D. He decided to become an industrial mathematician. "Most interviewers got more of a kick out of my electric wheel-



chair than they did out of me. Nobody was interested in hiring an obviously physically disabled person. I heard the usual excuses: what about insurance rates, how would I get around, what would coworkers think with this freak there!" Hillam finally rewrote his career plans and found a teaching job. He's now a professor of math and computer science at California State Polytechnic University.

5. In the years since his accident, Hillam has learned that the world is far from well equipped to handle people in wheelchairs. Difficulties go beyond the elementary problems of mounting stairs, reaching phones, using bathrooms, and squeezing through doors. "Any ordinary chore can be an incredible nuisance. When I go clothes shopping, I need someone to help me get things on. The salesperson will inevitably address questions to that person: What size does he wear? Could he use some suspenders, too? As if I were a pet. In restaurants, I've often found myself stuck in corners. Theatres have declared my wheelchair and me fire hazards. Two or three times a year, I'm stopped by religious fanatics who insist that I'm not up and about because of my lack of faith in the Lord. Or the types who urge me just to hang on there. God has big plans for me. A really deflating thing is that many people equate a serious physical limitation with mental incompetence. They see my chair and assume I'm a dumbbo."

6. Hillam is a gregarious man with a tumble of dark hair and a serious turn of mind. Since college, he has directed his feelings into the movement to improve life for the handicapped. "You can see why we've crept out of the attics and said, 'Hey, cut this out,'" he says. "We're not looking for gifts. We want the same things everyone else on earth has. We have been denied our civil rights. And we want them."

7. The handicapped—the blind, crippled, deaf, mentally retarded—mobilized into a civil rights movement in the United States. They have organized and lobbied for what most Americans take for granted: a drink of water at a public fountain, access to buses or subways, a way in and out of buildings, the right to attend the schools of their choice, and the freedom to live independent lives with dignity.



8. The disabled constitute a unique minority, embracing every race and religion, both sexes and all ages. And, as handicapped groups like to point out, membership can be conferred on anyone at any time—by disease, by accident, by heart attack or stroke.

9. No one knows for certain just how many Americans are disabled, but estimates range up to 70 million. The 1970 U.S. Census, the first to ask about disabilities, came up with a figure of 40 million, not including handicapped in institutions or those thought to have omitted mention of their disabilities.

10. For most of America's history, its disabled have been locked in institutions, hidden in attics, shoved into basements. They became the invisible minority. Since able-bodied people didn't expect or require the physically and mentally limited to work, architecture and attitudes developed with the sound in mind. Then World War II siphoned off much of the American work force, and the disabled were among those hired as replacements. To many people's surprise, industries reported smaller labour turnover, lower absenteeism, fewer accidents, and equal or superior production rates. But once the war was over, returning veterans began squeezing the handicapped out of the job market.

11. By the end of the 1960s, the already huge number of handicapped people had increased still further, owing to progress in medical science. People were surviving accidents and diseases they never used to survive. As an example, the annual U.S. mortality rate for spinal-cord injury cases tumbled from 90 per cent at the close of World War I to below 15 per cent since World War II. In the 1920s, severe mongoloid retardates were lucky to live beyond their teens; now, they often live into their 40s. Moreover, some 490,000 disabled Vietnam veterans came home from the war. In the face of widespread unemployment, they voiced their indignation.

12. No U.S. Federal legislation specifically barred discrimination against the handicapped, and since state laws were weak and appropriations for enforcement scant, several hundred groups, representing a medley of disabilities, began to exert pressure on legislators for laws that would guard their rights. Men like



paraplegic Ron Kovic, author of *Born on the Fourth of July*, became strident and eloquent spokesmen for the movement. In May 1970, a group of handicapped New Yorkers, led by an angry young woman rejected for a teaching job, formed Disabled in Action, probably the movement's first truly militant organization.

13. Waving placards and chanting rallying cries ("You give us your dimes. Now allow us our dignity."), the handicapped became a force to be reckoned with. Individual American states began to yield to the handicapped ground swell, pushing through laws that forbade discrimination. In 1973, after a widely publicized sit-in by people in wheelchairs at the Lincoln Memorial, the U.S. Congress passed a Rehabilitation Act for the physically and mentally disabled, a mighty ziggurat of legislation comparable in its implications to the Civil Rights Act of 1964. "No handicapped individual", it proclaimed, "shall be excluded from any program or activity receiving Federal financial assistance". It also established a board to govern the Architectural Barriers Act of 1968, which stipulates that public facilities built after 1968 with Federal money must be accessible to the disabled.

14. But months of inaction followed, as bureaucrats struggled to make clear the complex rules of compliance. In 1975, the Education for All Handicapped Children Act was passed, granting all disabled children the right to a free public education. In April 1976, the U.S. Health, Education and Welfare (HEW) Secretary Joseph Califano signed regulations making the Rehabilitation Act effective. The Act, Califano said "opens up a new era of civil rights in America," and will "work fundamental changes in many facets of American life."

15. In broad outline, the regulations say that employers doing work with the government may not refuse to hire the handicapped—including cancer and heart disease sufferers—if their handicaps don't impede their ability to do the job. Employers must make "reasonable accommodation" to their handicapped workers, and they must launch aggressive affirmative action plans so that handicapped people are sought out, hired, and promoted. The rules mandate that all new buildings be made accessible to the disabled through ramps, elevators, and other appur-



tenances; many existing buildings must also be modified. They instruct universities to make all their programs available to the handicapped. Hospitals must establish special techniques for treating the disabled (such as means to communicate with the deaf in emergency rooms). And all public schools must open their doors to handicapped children. All in all, HEW officials calculate, implementing the legislation will require more than \$2.4 billion a year, though they expect the cost to balance out with the productivity of the newly employed handicapped.

16. Implementation requires a major shift in public attitudes toward the disabled. Most drastically affected will be elementary and secondary schools. Roughly eight million children—around 12 per cent of the school-age population—are handicapped and only 40 per cent of these now receive sufficient special education. A million disabled children have been denied access to school altogether.

17. Clearly, a brand new classroom experience lies ahead for American schoolchildren. Like many others, I moved through middle-class public schools without once encountering a child burdened with a handicap greater than the disinclination to study. Mainstreaming promises to produce a different student mix. Healthy children will still be in the majority but classes will also include children who can't walk. Or see. Or speak. Children who pant with the effort of getting out a word, who have to be carried from room to room or who are stuck in respirators. Films and printed materials have been developed for use in classrooms to acquaint children with their handicapped peers. Parents are urged to share the burden of reorientation by telling their children about disabilities.

18. The evidence from at least one state suggests that mainstreaming can work smoothly. The model for the Federal legislation was a bill Massachusetts put into effect in 1974. Since then, more than 50,000 children needing special education have been blended into the Massachusetts school system. Most went into separate classrooms, but quite a number were absorbed in regular classes.

19. Barbara Fagone teaches first and second grade at the Trotter School in Roxbury, Massachusetts. Her school offers



almost ideal circumstances: a full complement of teachers and other staff, the resources to provide aides for severely handicapped students, even an elevator for wheelchair users.

20. Mainstreaming has worked surprisingly well, she says. "These kids, for the most part, had never seen a handicapped child before. So naturally they reacted with a burst of curiosity. Why can't he walk? Why does he talk so funny? When's he going to hop out of that wheelchair? How's that chair work, anyway? All that lasted about 20 minutes, till it was explained to them that just as they got sick sometimes with a cold, these children are sick in a different way."

21. Fagone's attitude toward mainstreaming is more positive than some. Educators fret that not all schools and teachers will warm to the concept.

22. Frances Connor, chairman of the Special Education Department of Columbia University's Teachers College, while agreeing that the legislation is sound and a giant leap forward says, "I know that teachers are most certainly going to have to undergo retraining. What upsets me more than anything else is the attitude of some of the teachers towards the children they're going to get. A teacher I was talking with recently referred to a mildly retarded student, a child we would think of as marvelously competent, as a vegetable.

23. Inevitably, support services will have to be developed to deal with many of the handicapped students placed in regular classrooms. This will take time, and Connor expects some parental backlash during the early stages of mainstreaming. "Many regular students are going to be held back by the handicapped students in their classes," she says. "So the parents of these children are going to be angry. Some parents of college-bound students are already threatening countersuits." "What will happen to the handicapped students themselves?" "I think one-third of the students who are mainstreamed will do better than anyone could have imagined," Connor says. "They'll absolutely blossom. Another one-third will hold their own. About a third, without the proper support systems, will be in desperate trouble."

24. The legislation also has a marked impact on higher education, which relies heavily on Federal money in one form or



another. The American Council on Education has noted that if all institutions make themselves totally accessible to handicapped students, the cost to higher education could reach \$4.5 billion. Universities have criticized the regulations as ambiguous and inflexible, and for putting the handicapped into an adversary position vis-a-vis the schools.

25. Some colleges are however making the required accommodations without obvious qualms, even while disagreeing about how to attack the problem. The University of Illinois at Champaign-Urbana began making changes years ago to accommodate the flow of disabled World War II veterans. A separate office deals with the handicapped, and the campus provides a special bus service, appropriately equipped ground-floor-living quarters, building entrance ramps and such auxiliary services as readers and book-recording facilities for the blind.

26. Michigan State University, a sprawling hodgepodge of buildings, sports arenas, theatres, and swimming pools, is a prominent example of what many handicapped students prefer. Of the 45,000 students roaming the huge tree-lined campus, 500 are disabled. To meet their needs, the University has begun a 10-phase project that will eventually make the entire campus accessible to every sort of user. The mastermind behind the project is an engineer and wheelchair user named Eric Gentile. "We're rejecting the medical model of disability," he says. "We're opposed to barrier-free design and believe in environmental design. Barrier free design embraces mostly special provisions and segregation. Special this. Special that. Special everything. We're decided to mainstreaming. We're not going to mother anybody."

27. Presently in its second stage, the project got under way in April 1974 and will be completed in about 15 years, at an estimated cost of \$3.5 million—money drawn from private individuals, the Federal Government, and the University itself. The first phase provided access to the principal public buildings. Only in extreme cases were ramps used. Instead, Gentile asked for graded entrances which everyone uses. (They are also easier than stairs to clear of snow.) Rather than build separate quarters, Gentile made existing housing accessible. Some bathrooms were fitted with railings: bathtubs were added to supplement showers.



Doors were widened, doorknobs were replaced with levers and dial-phones were replaced by touchtones.

28. During subsequent phases, one of the four campus swimming pools will be modified with a ramp. Paths wide enough for wheelchairs will be built across the campus. Space for wheelchairs will be constructed in the football stadium. Elevator control panels will be lowered from 48 to 36 inches. Equipment in science laboratories will be redesigned or remodelled to include, among other things, adjustable desks that can be lowered or raised. Buses accessible to the handicapped will shuttle around the campus.

29. One of the crucial problems confronting the handicapped is that of finding work. The disabled suffer from the highest unemployment rate of any group. Some estimates place it at 40 per cent of those considered employable. Many handicapped people spend most of their lives at poverty level. According to the 1970 U.S. Census, the proportion of the disabled living in poverty is almost twice as high as that for the general population. Often disabled individuals who do work are stuck in sheltered workshops where they labour at menial tasks for scant wages. Anyone who is severely disabled has stories to tell about the obstacles to overcome in getting a decent job.

(from *Atlantic*, November 1977. Author: Sonny Kleinfeld).

## TASKS

- I. Write a brief note on the lines of a case-study using the information given in the passage.

*Hillam—A case-history in outline:*

1. Age: .....
2. Education: .....
3. Profession: .....
4. Personal traits: .....
5. Details of accident: .....
6. Disability: Cause ..... leading to .....



7. Others' attitude towards his disability: .....
8. His attitude towards his disability: .....
9. His concern for the handicapped: .....
- II. Name in point form the five rights demanded by the handicapped.
- III. Write a paragraph on legislation for the handicapped in U.S.A. Present your information in chronological order.
- IV. An Indian educator wants more information on mainstreaming from an expert. From your reading of paragraphs 16 to 23 frame your answers to the given questions. On completion rehearse the dialogue in pairs.  
e.g.
  1. Ind. Edu.—What is mainstreaming?  
Expert .....
  2. Why has it been introduced?
  3. Could you tell me about the facilities provided in such schools where they have introduced mainstreaming?
  4. Could you describe some of the advantages of mainstreaming?
  5. What would be the new role of the teacher?
  6. To what extent can the parents help towards success in mainstreaming?



## UNIT 37

### Assumptions in Theories X and Y

#### Assumptions in Theory X: The Traditional View

1. The average human being *has* an inherent dislike of work and *will avoid* it if he can.
2. Because of this human characteristic of dislike of work, most people *must be coerced*, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being *prefers* to be directed, *wishes* to avoid responsibility, *has* relatively little ambition, *wants* security above all.

#### Assumptions in Theory Y: The Integrative View

1. The expenditure of physical and mental efforts in work is as natural as play or rest.
2. External control and the threat of punishment *are* not the only means for bringing about effort toward organizational objectives. Man *will exercise* self-direction and self-control in the service of objectives to which he is committed.
3. Commitment to objectives *is* a function of the rewards associated with their achievement.
4. The average human being *learns*, under proper conditions, not only to accept but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organiza-



tional problems *is widely*, not narrowly distributed in the population.

6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being *are* only partially utilized.

(from F. H. Sanford *Psychology: A Scientific Study of Man*)

## TASKS

- I. Note that the simple present tense and future tense are used to express assumptions and consequences respectively.
- II. *Group Work. Role Play*  
Enact a situation in the classroom which reflects the role of the teacher as: traditional/progressive.  
Situations in the classroom which you could use:
  - when students are noisy and inattentive
  - when students have not done their homework.