

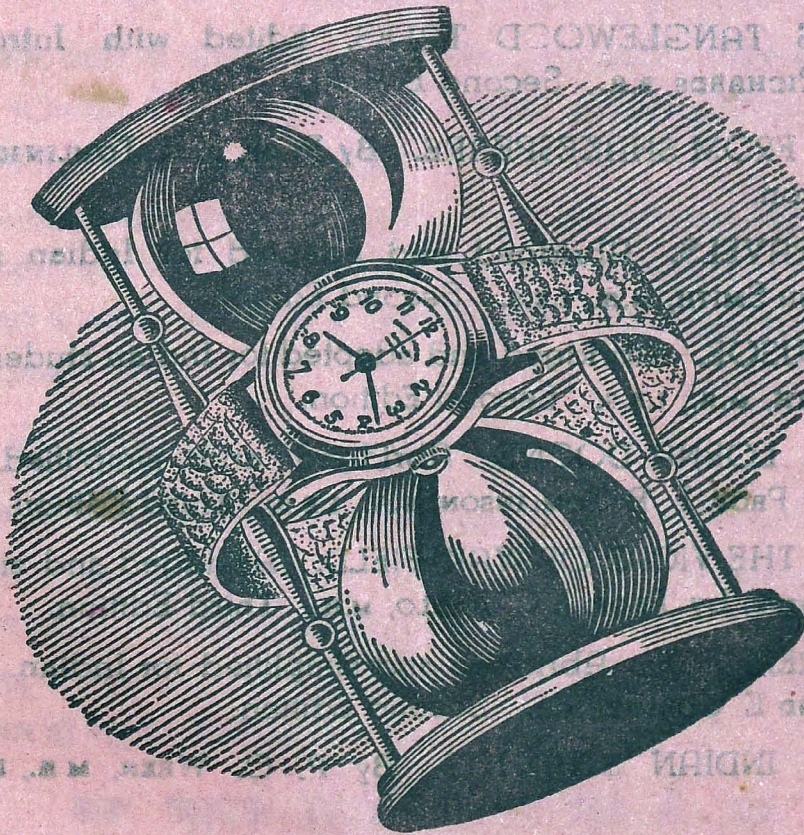
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हाई स्कूल इंगलिश ग्रामर

जिसमें व्याकरण, रचना, प्रयोग, वाक्यविश्लेषण, वाक्यों का रूपान्तर,
वाक्य संग्रह, शब्द निर्माण, अलंकार आदि का सुन्दर समावेश है।

व्याकरण और रचना के अभ्यासार्थ २०१ प्रश्नावलियों का संग्रह है। पुस्तक के मूल लेखक P. C. WREN, M. A (Oxon) हैं। ३९० पृष्ठों पर घने अक्षरों में प्रकाशित ३८ वीं संस्करण जनता, विद्वानों, विद्यार्थियों एवं सुयोग्य अध्यापकों की सेवा में प्रस्तुत किया जा चुका है।

रेन महोदय की विख्यात पुस्तक की लोकप्रियता, विद्वानों का समर्थन और विद्यार्थियों की बढ़ती हुई माँग से प्रोत्साहन पाकर ही उक्त पुस्तक का अनुवाद प्रस्तुत करने की आवश्यकता हुई। स्वतंत्र भारत में हिन्दी के राष्ट्रभाषा हो जाने के कारण, एवं अंग्रेज़ी के पठन की महत्ता होने के कारण यह पुस्तक मूल पुस्तक की भाँति ही लोकप्रिय होगी।

हिन्दी अनुवाद की विशेषता :—

१. इंगलिश ग्रामर के पारिभाषिक शब्दों का अनुवाद हिन्दी व्याकरण के अनुसार किया गया है।
२. अंग्रेज़ी के कठिन शब्दों का उच्चारण और प्रश्नावलियों के कठिन शब्दों के हिन्दी अर्थ दे दिये गये हैं जिससे पुस्तक की उपयोगिता बहुत बढ़ गई है।
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आपके विद्यार्थियों के हित में

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VOL XXXVII

MAY, 1953

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Words Have Worth.

AVADHESH DAYAL.

Words have great Worth Oh ! throw them not away
 Speak less, but what is said let it have weight
 For words make war or peace, bring love or hate
 They scatter thorns or roses on your way.

Precise and brief, all clear and quite sincere
 Your words, let them be backed by all your life,
 Sent forth to promote love and not strife
 With milk of kindness filled, free from all fear.

Sift, weigh and prune them ere they leave your mind
 For spoken once they get out of control
 Like arrows leaving bows to hit their aim.
 Let them rain peace on earth, let them be kind
 This discretion makes social life whole
 Ensures your progress, bringing noble fame.

Editorial

Super-Annuation to Teachers :—

It was in 1953 that the Secondary Education Commission commonly known as the Mudaliar Commission, suggested triple benefit to teachers namely pension cum provident fund cum insurance. Much water has

flowed in the Ganges and Godavari during these five years and so far nothing has come out of the triple benefit. We congratulate the government of Madras in their new move to provide a scheme of pension to teachers in non-government secondary institutions in addition to meagre provident

fund, thus providing, however, only double instead of the triple benefit.

The provident fund payable to the teacher, representing $6\frac{1}{4}$ per cent benefit, contributed jointly by the government and the management in addition to an equal sum contributed by the teacher is just a pittance which is just able to keep the wolf away for some three years or four at the most. It is not enough to keep the teacher free from starvation if he survives that period. This made teachers look to retirement with an awe. In England, ever since the regime of Lord Fisher in 1918, there has been a provision of superannuation of teachers. But in India though a teacher is said to build the future nation, yet the nation did not provide for him any thing to pass the helpless old age after he had spent every ounce of his energy in building India of tomorrow. What will happen to him tomorrow had been no business of the state, which absolved itself of all responsibilities about him after doling him out a few months salary, for that is what the government contribution amounted to, at the rate of one thirty secondth part of the teacher's salary.

Superannuation, besides providing some relief to a prolonged old age, offers atleast a national recognition of the valuable services that the teacher renders in the cause of education as a nation builder. We would request other State governments to follow the example of Madras Government and open a scheme for superannuation, for teachers, at all levels, primary secondary, as well as in degree colleges.

The Proposed Revision of Grades of Teachers in U. P.

The standing committee of Education U. P. presided over by the Honourable Minister of Education has proposed the following revision of the grades :—

Principals of Inter. Colleges	Rs. 250—675
Head Masters of High Schools	Rs 225—450
Lecturers in Inter. Colleges	Rs. 175—375
Trained Graduates in High Schools	Rs. 120—250
Trained (Inter C.T.) under-graduates	Rs. 75—200
J. T. C. Teachers	Rs. 60—120

This provides what is known as 'Half parity', for it meets the demands of teachers only half-way, the maximum being mid-way between the old scales and the scales, offered to teachers, in government institutions.

The scheme is, however, provided with certain 'ifs', namely, if the managers' returns show that the excess of amounts would be within the reasonable means of the government to contribute and if the almighty finance department does not object to the scheme.

There are however two snags, firstly a number of efficiency bars exist in each cadre. Secondly, in case of Private managements, the grades will only be possible only when the government would be ready to bear the entire burden of additional expenses which would go on increasing, year by year.

We welcome the move as interim measure only, for this does not meet the entire demand which is for full parity of teachers doing the same type of work in two forms of institutions, government and nongovernment, and possessing the same qualifications.

Financial commitments should be no bar, for after all the government have increased the burden of public expenditure over nine times, from 12 crores to 112 crores, within the last twelve years. Surely, a few lakhs or even a crore for teachers will not break the camel's back.

Schools under the trees :—

We hope the recent utterances of our Prime Minister to open primary schools under the trees instead of in buildings will be understood in its proper context. What he meant by it is that of the two priorities—that of building and of providing living wages of teachers—the latter deserves our first consideration. It does not mean that buildings are unnecessary, surely, in a tropical monsoon land, where summer recess is necessary and where tree shades would not afford adequate protection during the rains, schools under the shade of trees can work hardly for six months in the year.

What the Premier means is that more attention should be paid to teachers, for without teachers being paid adequately, the work is bound to suffer. 'An ill paid teacher', said the late Dr. A. N. Jha is a national

menace. Teachers of primary schools are being paid less than the *chaprasis* of the government institutions. It is really a disgrace to a progressive nation. This must be removed at all costs.

Brave Secondary Teachers of U. P.

We congratulate not only Shree Kanhaiya Lal Gupta and Shree Rameshwer Singh's the two nominees of U. P. Madhyamik Sikshak Sangh, who polled respectively 5,585 and 3,999 votes with their nearest rivals securing 1,525 and 1,627 votes, but all secondary teachers of the State who returned the Sangh candidates with such overwhelming majority. While Sangh candidates were returned by first preference votes with comfortable surplus rivals got though by elimination only. Indeed, the success of three candidates of the Sangh in the recent elections, the only three set up by it, and all with overwhelming majority, demonstrates on the one hand, the solidarity of secondary teachers and on the other, how the previous method of postal ballots was liable to be abused.

The Sangh has now four stalwart

fighters to rely on, namely, Shree Hriday Narain Singh, Shree Laxmi Narain, Shree Kanhaiya Lal Gupta and Shree Rameshwer Singh. It can also count on the support of at least two more : Dr. Ishwari Prasad and Shree Madan Mohan. We may hope a few others may join them to form a non-political teacher's group. The interest of the fraternity is safe in their hands.

From now onwards, the teachers should organise. While the success will give teachers, a new hope to organise and follow a membership drive, one should be careful to see that the reactionary elements, seeing the success of the Sangh, may not try to capture the key posts. The elections have shown on whom we can rely and who are unreliable.

Holidays :—

By the time this reaches our readers, the summer holidays will have started. We wish our readers well-earned rest, after which they will come back with renewed energies next July. Education will, of course, reach their permanent addresses, by June 15th.

Confusions, Illusions, and Fads in the Education of Indian Educators

Prof. SHYAMANAND SAHAYA, M. A. M. Ed. B. Litt Dublin,
Asstt. Prof. of Education, Patna University.

III

Yet another curricular fad is the Methods of Teaching Science. Science is "an organised body of principles supported by factual evidence together with those attitudes related to and those methods applied in search for and the organization of scientific facts and principles." ¹. Its objective is the discovery of truth. Indeed, no one can deny its power and significance in life. For Science which is one of the greatest achievements of man, has benefitted us by its applications : it has affected our opinions ; it has substituted one set of beliefs for another or inculcated scepticism regarding accepted opinions ; and it has given us the scientific point of view, which is characterized by truthfulness and impartiality. It has done all that. And something more is claimed for it. Bertrand Russell pointed out, in *Mysticism and Logic and Other Essays*

(1918), that "The desire for a larger" life and wider interests, for an escape from private circumstances and even from the whole recurring human cycle of birth and death, is fulfilled by the impersonal cosmic outlook of science as by nothing else. To all these must be added, as contributing to the happiness of the man of science, the admiration of splendid achievement, and the consciousness of inestimable utility to the human race. "No doubt, the claim is well founded. We would agree with the British Philosopher's view that a life devoted to science is a happy life. But, when he says that "its happiness is derived from the best sources that are open to dwellers on this troubled and passionate planet", we do not find it possible to record our assent, for we are also aware of the limitations science.

1. Dictionary of Education Ed. Carter V. Good.

Can science find beauty ? Can it explain the greatest human works or emotions or experiences, Exultations, agonies.

And love, and Man's unconquerable mind"? The answer is a clear "No". Indeed, Science cannot make our life "Good great and joyous, beautiful and free." For this we must turn to Religion' Poetry, and Art, which humanise man and show him the spiritual ideals which alone can secure genuine and permanent happiness and success and produce beings who will use their powers for good. Thus, though Science gives us facts, it cannot tell us what' to do with those facts;. It cannot give us a sense of values, without which we cannot evaluate the facts discovered by its votaries.

Not only is Science unsatisfying for the business of life owing to its limited vision, which is changing, passing, and not changeless and immutable, it is also inadequate for the purposes of the educationist, who does not find it possible to build a lasting system of education, a valuable and permanent culture on the shifting sands of Science :

"Education". says Professor George S. Counts, "has to do with welfare, and when one approaches the question of welfare one seems to pass outside the confines of objective science. Scientific method can give no satisfying and conclusive answers to these questions of comparative values. It is only when the purposes or goals of enucation are determined that the field is cleared for the work of educational science. The fundamental goals of education.... are the product of a process of evaluation which, while dependent on the results of science, cannot be identified with those results....The selection of goals must reflect the advancement and the refinement of knowledge, as it must reflect all experience;" but "we cannot hope that science can give us an effective educational philosophy."1.

Thus it is evident that, even in education, science has a limited use. And an undue exaggeration of its benefits by its fanatical adherents has done more harm than good to our cause. But the greatest injury that is being done to our children is caused by what is called General

1. The twenty-sixth yearbook of the National Society for the Study of Education, Part II, p-90.

CONFUSIONS, ILLUSIONS, AND FADS

Science—that school subject which is drawn from the specialized fields of science. The information given under it is much too scrappy to be of any significant use. It inevitably leads to smattering and superficiality. "Smatterings make life interesting and have their uses; but their use is limited and they are the more dangerous, because they incline us to think that we know when we do not know."¹

Besides these curricular fads, the group mind of our profession is heavily charged with yet other cults, which may be attributed to three causes: (1) an impatience to find simple solutions for problems that really are not simple, (2) the envious ambition of small men to climb into the band wagon, and (3) sheer imitation and social suggestion. Many of these educational fads, e. g., type solids, spiral arithmetic, etc. I do not understand. These belong to the past. But so do vertical writing, which is characterized by downstrokes that are perpendicular to the line of writing, and biographical history. These are nothing compared with the Herbartian lesson plan. We

know that Herbart (1776-1841) laid down a general procedure for giving a lesson. The steps he proposed were clearness, association, system, and method. *The later Herbertians* however, amplified the original scheme and gave a new terminology to the steps—preparation or Introduction, Statement of Aim (a sub-step), Presentation, Comparison, Generalization, and Application. This Herbartian lingo, which had its vogue in the West between 1895 and 1910, and has now blown completely over, —leaving its permanent deposit, to be sure, continues to be in evidence in our Training Colleges, where not a few students still grind out their daily lesson plans according to the five formal steps.

And, not in the distant future, the project Method, which encourages what Dr. W. H. Kilpatrick called "a whole-hearted, purposeful activity proceeding in a social environment," may prove to be the next great pedagogical fad. If it does, it is bound to diminish drill-work, disorganise school work, leave gaps in the pupil's knowledge, and render the entire educative process an unsys-

1. Livingstone, Richard : Some tasks for Education, p. 7.

tematic random effort, if we do not content ourselves with but one project a term' as suggested by Sri John Adams.¹

But the prevailing fad, which has already obsessed the minds of us, is Mental Measurements, which is the outcome of the scientific movement in education, with its precise techniques and procedures and its apparent objectivity. The educationists and psychologists, who set out to measure the mind and apply intelligence Tests, Tests of special Ability, educational (or scholastic) Tests, and even the vocational Tests, physical Tests and the Tests of Temperament and Character, act upon the assumption that thinking and creative educational planning could be done once for all and the average teacher could be divested of this troublesome responsibility. They forget that education is a rich and creative activity, involving a continuous, meaningful and developing intercourse between the comparatively mature and integrated personality of the teacher and the comparatively uninformed, but eagerly receptive and actively creative, personality of the child."² In every

individual case, this contact has a distinctive and unique quality. The reactions and responses of the human personality to apparently similar situations are varied. And every child has his own particular equipment of emotional and instinctive tendencies. Can the mental tester, then, measure the infinite variety of individuality. Indeed, no yardstick can measure the individualities of all the children. Of course' the conscious science of the mental measurers is good, but the philosophy which leaks in upon them unawares is bad. It is derived directly from the popular mythologies. Referring to the policy of sorting and segregating pupils relative to the findings of the mental tests, an educational sociologist observes:

"Here the syllogism runs as follows : major premise, social organization and self-realization depend upon persons functioning differently in society ; minor premise, their different potential capacities for such different functions are ascertainable ; conclusion, schooling should cater to those differences of capacity and prospective function. Now it is only

1. Modern Developments in Educational Practice, Ch X.

2. SAIYINDAIN, K. G. : Problems of Educational Reconstruction, p-328.

with respect to the minor premise of this syllogism that the science of the mental testers has a chance to function. However, it is really the major premise, rather than the minor, that is actually responsible for the conclusion. But the major premise is not derived from science at all, but from the popular sociological mythology ; and, as a matter of act, is less than a half truth at best. Besides it is introduced into the procedure with utter naivete without the slightest critical scrutiny, and, indeed, almost unconsciously."¹

Lastly, we may notice a new craze which has gripped us of late, and has caused considerable stir in the educational world. The schools are under its spell, and since the schools have to be run by our products, we, too, have come under its influence. An increasing number of Training Colleges has now programmes and events which are designed to entertain, instruct, and provide the exercise of students' interests and abilities. Such events and programmes, which carry no academic credit, were until recently designated by the vague term, "Extra-

curricular Activities". This misleading expression had the unfortunate effect of producing the impression that these school activities living outside the traditional curriculum were mere adjuncts of the regular and normal curricular activities. Hence the phrase "Co-curricular Activities" was substituted for "Extra-curricular Activities", for it was thought that these emphasized the practical and active aspect of the school curriculum and supplemented its theoretical and intellectual contents. Among such Co-curricular Activities, which are much in evidence in our training institutions, may be mentioned debates, games, and festive celebrations : music, dance, and drama ; and co operative societies, and welfare and farmers' clubs. The objective is to make the institution a centre of the cultural life around it. The aim is commendable, indeed. For, if the schools are to prepare for social life by engaging in social life, as Dewey said, we must show the way. Otherwise the school will fail to parallel the society. And, as Tagore observed, "The school which cannot become one with the society around and is thrust on the society

1. FINNEY, ROSS. L. : A Sociological Philosophy of Education, p-20.

from outside is dull and lifeless."¹ "Moreover, Co-curricular Activities stimulate and develop the habit of engaging in worth-while and personality building leisure-time activities. By directing the student's free activities along channels that are educationally worthwhile, they make use of his inner drives and urges. And they help unify the school and foster the development of school spirit. These are the merits of the Co-curricular Activities.

But when we assume that these participatory social experiences are the most important part of our programme we go altogether too far. For these are minor, secondary and incidental matters. The essential business of the school is to impart the rich cognitive capital which carries forward civilized societies and to provide young people with opportunities to get together socially. While our pupils should not miss the normal sociable experiences of life, it is absolutely necessary that they acquire a knowledge of the arts and sciences, religion and philosophy, and the techniques, which Sir Percy Nunn described as "the grand ex-

pression of the human spirit"². Thus though incidental practice in teamwork and sociability are important, curricular activities must not be prevented or neglected. Indeed, to ascribe to Co-curricular Activities a major function is shallow sociology, and to overwork them in practice a faddish pedagogy. The curriculum is the main thing : I hope, some day, those who run the training institutions will realise it. And when they realise it, "the typical creative activities that constitute, so to speak, the solid tissue of civilization,"³ will not be subordinated to the Co-curricular Activities. But today it does happen. And this worries us.

Conclusion

And our worries will never end until the confusions are resolved, the illusions dispelled, and the fads dismissed. Once they disappear, we shall be able to turn out educators of character and competence, capable of guiding some of the lifeforce of the country into useful channels and of determining the shape of society. It is time that we awakened to this fact. For, on the eve of a Great Tomorrow,

1. Shiksha-samasya.

2. Education ; Its Datta and First Principles, pp. 263.

CONFUSIONS, ILLUSIONS AND FADS

India needs "a band of teachers devoted to ideals and pledged to the continual recreation of traditions."¹ Only such educators can forge the way and "ensure conditons of unlimited progress and prosperity for mankind."² Let us, then, keep this goal in view. Shall not the wise words of Swami Vivekananda inspire us? "Awake, arise, and stop not till the goal is reached."

1. KABIR, HUMANYUN ; Education in New India, p-185.
2. Ibid., 185.

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A Plea for Oral Work in Schools

P. S. CHANANA, Govt. Post Graduate
Basic Training College, Chandigarh.

An ordinary individual in his life time speaks more words than he writes. But strange though it may appear it is a fact that in our schools little if any attention is paid to acquiring proficiency in speech. No wonder the shy adult, the discourteous youngman lacking sweetness in words, the talkative with his jarring words, the uninteresting, unconvincing and ineffective speaker all are the products of our schools which so sadly neglect the development of oral expression in children. The success of the school career determined purely on the written papers has only minimised the importance of reading habits that a child should acquire and the art of the spoken word that he should learn. It is time we realised the importance of speech that is persuasive and frank, sweet and agreeable, convincing and correct.

In his pre-school days the child learns speech habits from his parents, brothers and sisters and his play-

mates in the street. He picks up the words, phrases, catchwords and slogans he hears around him. At this stage parents more than any one else can help him learn the right type of speech. By their own good expression they can develop in the child clarity and facility of speech. After the child has acquired the capacity to speak he likes to talk and so often about the same thing again and again with the people around him. The busy adults would do him a lot of good if they heard him and talked with him. A school going child enjoys talking to his parents about his school affairs. He likes telling stories he hears from his teachers. Now he brings home the speech of the school which is different from his dialect. Parents will do well if they listen to him patiently. Through suitable questions they can encourage him to illustrate his point, describe things vividly and express himself clearly. Where parents do not hear children, children grow shy

A PLEA FOR ORAL WORK IN SCHOOLS

and self-conscious, they lose self-confidence and find difficulty in expressing themselves.

At school, a teacher who is a good story teller, who can paint word pictures, who is sweet tongued and a fluent speaker, will help the child to speak well. The influence thus exerted is beneficial but conscious efforts should also be made to improve the oral expression of the children. Questioning in the class is a very useful device to develop oral expression. Through intelligent questions a sympathetic teacher can help children express themselves. To ridicule wrong answers of children is an unhealthy practice. Likewise reluctance to entertain the simple and at times faulty questions of children is a mistake. The teacher should not talk too much; he should help and encourage his children to put the right type of questions and give good answers.

The atmosphere of the class is homely. Here the child is at home with his peers. Informal discussions are good for oral expression. Not only the teachers of languages and social studies but also those of sciences have ample opportunities

to provide for free group discussions. Reading to the class is another useful device. The teacher can pick up students who have good voice and possess confidence to read beautiful passages to the class. Gradually, other children, too, will have their turn. Class reading helps improve the manner of speech. Dramatised speech, descriptions and story telling besides giving joy to children create in them love for good speech.

Other means of developing oral expression are recitations, speeches, declamation contests, debates, one-act plays, mock courts and mock assemblies. They are of formal nature and demand good preparation. Subjects chosen should be of interest to the children. Rehearsals before hand are advisable. Debates, mock courts mock election speeches and mock assemblies are of particular importance. They teach children to be courteous in speech, learn to appreciate the view point of others, reason out things and put their own views in a clear, logical and persuasive manner.

Through classroom teaching and through co-curricular activities a good deal can be done towards the deve-

lopment of oral expression of school children. But it will make teachers and students conscious of the importance of good speech if a period or two per week are specially meant for oral work. Not only should the children be helped in acquiring facility in speech but we should help them make their voice sweet and beautiful if it is not. An arduous task indeed ! But if we succeed, we shall

be enriching the music of the world. Tape recorder can be effectively used for ear training and training in the production of sounds.

Oral expression will have due importance in schools if the Training Colleges took pains to emphasize upon their student-teachers the need of good speech by giving them practical training in it.

The Diary of a Student Teacher

*Translated from the Original Bengali of Mr. Sudhir Chandra Rai,
(By Courtesy Siksha in Bengali).*

KUMARI RUCHIRA SEN, B. A., Lucknow.

PART IV

Monday 29th January, 1951.

I am now definite that my teaching is not effective. I have not been able to adapt myself to the artificial surroundings of the school. The school is an artificial place, Boys have to learn by play way method. Dr. Montessory is against compulsion of any kind and all should not be shaped into the same mould. But I can not follow her. I have to cover

a rigidly imposed syllabus. Immobility is imposed not only from without but works itself from within. We are supposed to teach according to Cook's Play way method, but have to remember that 'playway' does not by the way means 'Play'. It does not ask that every school subject should be treated as though it were a parlour game. Is it not a contradiction of terms ?

THE DIARY OF A STUDENT TEACHER

We have to regard that the class room is really the boys' home. But do we give that predominance to their wishes or needs as the home does, or are we imposing our own views by way of discipline? According to Adam's teachings, we have to impart education with due regard to the capabilities of the average child and develop the students personality. The heredity and environment are the chief factors in the development of the personality of the student. But have we considered heredity while admitting the students, have we evolved the suitable environment in which the student's personality can develop? Verily an educationist has said that class teaching is unnatural. The child wants to be doing, exploring, discovering for himself, while much of the class room work demands his passive reception.

School should indeed create the proper home atmosphere. But do not the authorities fashion it according to their own views? Sturt and Oakden have truly said: "Class teaching is not a natural process and therefore it has to develop a special technique to cope with the artificial situation inherent in it".

Inside the schools questions are asked in an unnatural way in order to see that the other person knows some thing which we are already informed of. Teaching should be imparted with due regard to the subject matter and the aptitude of the student. But within this city of Calcutta of present times Mr. David Hare himself would have failed to know each student of his school personally and to get an adequate knowledge of his background.

While asking questions, I had to keep certain 'don'ts' in my mind. They should neither be ambiguous nor should be such as can be answered with mere 'yes' or 'no'. Like an astrologer, I have to frame questions anticipating the possible answers. I must elicit from the students the very answer I had anticipated. But supposing I am not so fortunate as to get the very thing I want? And generally speaking we are seldom fortunate.

The other day, I heard some indirect complaints against our supervisors. They are made by those who have no knowledge of the inner working of the society. Our supervisors have imported educational

views from abroad and have reliance on their own abilities. But are they free to make use of these views? They themselves are disappointed persons and are busy in mass production of teachers for a number of years. But the country remains in the same state of darkness as ever.

True, we have gained our independence. But it is the business people who have got real independence. The mass is in the same state of economic degradation. From the President and the Prime Minister down to the district authorities, all are prone to deliver speeches, reasoned or otherwise on education and deplore its sad state. But are they equally sensitive to other features of our country: the prevailing corruption, the absence of responsibility and the sense of frustration? They do not realise that true joy and hope can never be revived through disdain. If we tread on the grass we can not expect it will retain its proper shape. One feels inclined to say with the poet:

"Oh fat white woman whom
no body loves,
Why do you walk through
the fields in gloves,
Missing so much and so much?"

We too are treading forward trampling the educational organisations with sharp criticism without raising our little fingers for reform. It is this indifference that have made our schools.

"A naked house, a naked moor,
A shivering pool before the
door,
A garden bare of flowers and fruit,
And poplars at the garden's
foot,
Such is the place that I live in,
Bleak without and bare within."

One of the students of class IX said that the regular teacher had asked that I should teach not only *samasas*, but Bengali grammar from the very start. I wondered why the teacher instead of telling me directly used this means of communication. Was it because he wanted to show his pupils that he was really the person who counted and not I. I left the earlier chapters dealing with orthography as too easy. Perhaps the regular teacher thought I was afraid to teach them. But even then he should have told it himself rather than communicating through one of 'our' pupils.

THE DIARY OF A STUDENT TEACHER

Coming down after teaching class VIII, I was expected to offer another explanation. One of the teachers asked me why I was not teaching poetry in class VIII. I tried to turn a deaf ear, but he would not stop and repeated his questions over and over again, till I had to say that I would teach poetry from the next turn.

Tuesday, 30th January, 1951.

This was the third anniversary of Mahatma Gandhi's death and hence the school was closed. I tried to think things coolly. I realised that the regular teachers were themselves trained one day like us. Before coming to training they had already become slaves of so many habits which they could not easily shake off during their nine months course. Going back after their training, the conditions in the school are such that they can not put in their new ideas into practice. Lapsing into time honoured system is therefore the only solution. Thus the old system goes on while teachers come and go and training makes no impression.

The poor pay of teachers also takes away initiative and it is

more convenient to follow the traditional rut than to try innovations. Society while admitting the poor pay of teachers, will only say "Even then". What ever might have been the defects of the old methods of teaching, they at least shaped the characters of the students and when they were unable to do so they looked to God for help. But today with the mixture of old and new methods, education has become neither fish nor fowl nor a good red herring.

Perhaps the teachers themselves have some thing to be blamed for. They cry that they are martyrs, but what are they doing for the society? Are they not concerned with their own personal interests? The interests of the larger society are always overlooked and petty personal interests dominate in all their actions. There is no martyrdom anywhere. After getting our education, a sort of inertia pervades the whole atmosphere. We think merely in terms of jobs we may secure. We enter teaching profession only when we find all other avenues closed and carry on routine teaching day by day. It is neither the zeal of a missionary, nor the inspiration of patriotism that drives us towards the profession. All

talks of martyrdom in this context is meaningless.

To the new B. T. teacher the antagonism of regular teachers, has the same ferocity as that of a cat raising its paws to strike a prey, or that of a spider injecting its venom to deaden the poor fly. But the antagonism is short lived, so long as the new tea-

cher tries to bring some changes to the outmoded system. The moment he too lapses in the old system, he becomes the kith and kin of the older group and is accepted into the old fold. Thus the system continues inspite of training colleges and inspite of new B. T. students coming into schools.

(To be continued).

EDUCATION IN U. S. A.

DR. L. MUKHERJEE

PART I.

(a) Traditions of Education in Early U. S. Settlements :—

In order to understand the present organisation of education in U. S. A. one should take note of certain historical forces which conditioned the present organisation.

U.S.A. is a new settlement not more than three and a half centuries old, and the new race has emerged out of admixture of different races, English, Spanish, Scottish, French and several other European nations

of which the Dutch, Italians and Germans are probably more important. Although first discovered by Italian navigator, the Spanish were the first to settle in the continent. In the area that comprises U.S.A. the Spanish however came late and the British were the first to establish their colonies in the north eastern regions now known as the New England State. Thus in many of its cultural trends the country resembles the British influence more than any other except in the South.

From the very earliest times how ever the organisation of education in U.S.A. had shown certain marked differences from the prevailing educational organisation of the British Isles. When the emigrants settled in 1620 the pattern available in England was as follows—

(a) Very little provision for the elementary education for the masses except that which was available through the Dame Schools and Day Schools. This led to a dead end and did not provide even the minimum requirements of literacy

(2) A well planned scheme of education for the well to do through grammar schools some of which were residential, with a well planned scheme of preparatory education through preparatory schools.

(3) University education available in only two universities of Oxford and Cambridge, both of which were residential and open to those who had successfully completed the grammar school course. The universities being residential were expensive and only the well to do could send their children into these universities. The University education though quite expensive carried its

own rewards for almost all the leaders of the state even in those days came from the upper strata of the society and had university education.

(4) There was very little public concern for education. Opportunities for advancement in life that education offered seem to be reserved for such children whose parents could afford them a sound education through the residential grammar schools which later became public schools and then completed at the universities, Oxford or Cambridge.

As contrasted to this sort of affairs the early settlers in America seem to have made certain basic changes:—

() They decided that every child of the community should get some elementary education and that this education should as far as possible correspond with that available in the preparatory schools of England. It was this that made them later plan this elementary education on an eight year basis (Which many states have modified since).

(2) Instead of leaving education to be decided by the parents according to their individual means, the Americans wanted that the commu-

nity as a body should arrange for the education of all the children. The resources of the entire group of people living in a certain area were to be pooled for this purpose. Perhaps in the pioneering days there was a need for a more closely knit community than England had.

(3) The type of education to be offered would depend on the activities of the area. In the pioneering days this education could not be so bookish as on a settled community of England and this tradition remained ever afterwards, making American education perhaps less academic but more practical and perhaps with wider variations.

(4) Secondary and college education grew as the outgrowth of this elementary education. They led to a single track that is only one type of education. There was nothing like the English public schools and residential system of education though not entirely absent did not appeal to the American mind. It has been more or less taken as a supplementary system of accommodation for outsiders rather than a feature to which all, local men and outsiders should conform to. This is again due to the con-

ditions of the pioneering days when the community that organised the colleges did want its children to be available in the homes for service.

(5) The essentially democratic spirit that is found in the American system is also a result of the hard life that all lived together when the class distinctions of the home country had to be wiped off in order to make new areas habitable by joint efforts. The democratic spirit pervades through all walks of life and school is no exception. Perhaps this has made it a matter of credit rather than a disgrace for a student to earn during the period of learning and no profession is beneath one's dignity.

(6) Since education of the children is a matter of concern to the entire community, all look after the welfare of the educational institutions. Parent Teachers' Associations are common organisations and besides having a school superintendent to supervise the entire system, there has been no need for appointing outside agents like inspectors in U. S. A. The State government departments of education look to the organisation of the schools in a broader way,

but have no right to interfere in the day to day affairs of the schools.

To these basic considerations must be added certain features that were added when U. S. A. was formed out of the merger of thirteen colonies which united together to break the bondage from the British Yoke a century and a half after the first settlements been established. They are :—

(1) Distrust over any central authority to look after all fields of welfare. The central authority was born out of necessity of meeting a common aggression. The colonies themselves were jealous of retaining as much power to themselves as they could and ceded only limited functions like defence, communication, currency and foreign policy to the central authority. Education therefore remained a State subject and this has created a numberless variety in educational organisation and to an outsider it therefore appears that there is hardly a state policy in education.

(2) Just as the states had tried to retain power in their own hands the local authorities likewise did not like the state officials to interfere in the

local organisation and this has not only prevented a system like inspection but has created a diversity in standards and organisation within the state according to the different policies that individual communities hold within the same state.

With this acting as the frame work of our reference we may briefly review the condition of education in U. S. A. before independence or what is commonly known as the colonial period and the changes that were brought about in the nineteenth century.

In the colonial period prior to 1785, education was compulsory from seven to fifteen and since 1647 each community was obliged to provide a school for its children. This law was first enacted in the colony of Massachusetts and then extended to other colonies. The type of teaching available in American Schools in those days was however similar to that available in English preparatory schools. A few years before this is in 1635, Boston Latin school was established and its teaching did not differ materially from that available in any Grammar school, of England.

EDUCATION

It was in 1745 that Arithmetic was added to the curriculum and in 1751 Benjamin Franklin formed the first Academy offering English, Latin, Mathematics and many modern practical subjects. This was the beginning of teaching of practical subjects. The control of this institution was semi public in the sense that it was left in the hands of a community or local organisation. Religious training was offered within a board framework of Christianity and so the school was not denominational. The academy marked the transition from the formal grammar school of the academic type to a democratic high school of the common man with more practical subjects. The typically American school, the Boston High School was established, in 1821. It offered a three year course with English language serving as the main common subject and a variety of practical subjects was offered as optionals. In 1827 the State of Massachusetts again framed the first law which obliged a unit of five hundred families to maintain one school for five hundred families and further provided that in such a school not only English and American History should be taught as compulsory subjects

but book-keeping, surveying geometry, algebra should be taught. Greek and Latin may be provided as optional subjects only in large schools.

The Massachusetts Law was the basis of new reforms for many years the new type of schools provided by the law had a serious competitor the Academies but since 1840 the new type gained ground, especially because it was more suitable to the conditions of new pioneering lands, in the western regions towards which the Americans were extending.

The migration towards the west however brought another feature. Some of the new settlements did not have enough population to maintain a full fledged school and as it was not possible to have a combined school for several settlements, they were generally so far away, that in some areas travelling teachers were appointed by several settlements conjointly. They visited one settlement on one day and the another on another day. By this method even education upto high school standard was maintained in some areas though the quality of education available under such a system was not as

good as that of more thickly populated eastern coastal areas. One teacher schools were also common, where one teacher taught several subjects together.

In the Eastern Sea Coast some of the parents ambitious of giving a better type of academic teaching which will ensure their admission into universities preferred private schools which grew up to meet the need. These private schools could pay more individual attention to the children and prepared them for school entrance examination of the universities. Specially in the Southern States, which thanks to the slave labour of Negroes, grew up into prosperous tobacco and cotton plantation a type of feudal aristocracy prevailed and private schools were preferred to the public. This was especially encouraged by the type of non denominational religious instruction which the American schools, called public schools offered though they were in noway comparable to the British schools with the same

name, Roman Catholic Schools were therefore opened at certain places. From the very beginning the American States, especially those in the North refused to assist these private ventures financially though they allowed them to function by charging fees.

After the Civil war two problems arose, one was the condition of the emancipated Negro Slaves in the South. It was difficult to persuade white settlers to allow their children study in the same schools with the children of the emancipated slaves and therefore separate arrangements had to made for the Negroes and as the Negroes themselves were poor the arrangements in their schools were not quite satisfactory. Another great change was the decision to run the public high schools without fees, and depend on taxes, local or state. The opposition came from richer parents who sent their children to Private schools and were compelled to pay for the public schools from which they did not derive any benefit.

EDUCATION IN JAPAN

SHAMSUDDIN, B.A., B.T., M.Ed., Dongargaon, Dist. Durg, M.P.

End of the Second World War brought about tremendous changes in the Japanese system of Education. The American School System then crept in and Education in Japan was modelled accordingly. The ladder system replaced the dual system and a period of compulsory education... an extension by three years, became the new feature i. e. Primary...six years and Junior High School...three years. Now the status of colleges and Universities included those which were formerly known as higher schools, professional schools and Universities. In brief education in Japan doubtlessly underwent vast expansion providing equal opportunities to all.

The outcome of this radical change in Japan has gradually effected higher percentage of literacy, simply as a result of the last fifty years' compulsory education on a large scale and the attendance has been very high. It is now the earnest desire of every parent that children should attain higher education so as to en-

sure a bright future career. Today higher education is the symbol of brighter future of a child's life in Japan. It is really creditable on the part of the Japanese who implemented the modern system of education in their schools inspite of the tremendous hardship and obstacles, as the life of the people was involved enormous complications due to the worst consequences of the Second War. It was their dauntless courage that they could enforce and extend compulsory education. Inspite of all these efforts, good many children cannot get schools for a longer period simply because parents fail to pay higher fees of their children on account of economic disability. The percentage of the children who consequently have to abandon their education in this way, is 1.5 in primary schools and 4 in Junior High schools. No doubt compulsory education prevails and it brings some National freeship also, even then parents have to bear a lot for the education of their children.

EDUCATION IN JAPAN

Condition of school buildings in Japan is very poor. The Government's rearmament policy and crises in local finances have put a stop to the upkeep, maintenance and extension of school buildings. Due to economic stringency of the Government, the scale of teacher's salary has been lowered and regular teaching staff has been reduced, which has resulted in overcrowding in class. Generally one finds 60 to 70 students in each class. In spite of the knowledge that the Entrance Examinations are very severe, 50% of the pupils, on completion of their compulsory education, do take admission in Senior High Schools, specially, the famous ones are always flooded with applications. The student population of the Universities and the colleges comes up to half a million. The number of colleges and Universities is 470, even then, there is keen competition for admission in the State Universities of fame. In this way 50 thousand students, each year, are deprived of admission in Universities and Colleges. One out of three graduates of the Senior High Schools succeeds to get admission in Universities. If one desires to get good employment, it becomes

essential for him to secure higher education so as to ensure secure position and preference in the narrow employment market amongst those who secure universal education.

Women's Education.

According to basic law on Education of 1955, equal opportunities should be provided to all, irrespective of caste, creed, and sex. Principle of coeducation was also established which proved to be an epoch of reforms. In spite of all endeavours, women education still suffers for various reasons. The main reason is poverty which imposes a burden on women. In society women have a lower status than that of a man. The field of professions for women is also limited.

In Japan, family women are not given equal treatment. Parents think more of giving household training to their daughters than to give them higher education. Up to Secondary Education only, coeducation and equality to certain extent has been realised. As regards higher education, the ratio is 1 woman to 5 men,

Technical and Literary Education.

The Japanese level of scientific and technical culture is much lower than that of America. It may be due to many reasons but the greatest of all, which I presume, is, due to the fact that Primary and Secondary Education is mainly confined to the teaching of three R's only. Very few schools provide facilities for experiments in the field of scientific subjects. It has generally been seen that an agriculture teacher is not such an expert as a farmer is in respect of practical knowledge. It is all due to the fact that neither Primary nor Secondary education pays heed to technical education.

The number of students studying the humanities and the Social Sciences is greater than the number of students studying natural and technical sciences. At Tokyo University, which is considered to have a large number in scientific branches, only 900 students get admission for scientific Training while 1100 are admitted for classical education every year. Employment ratio of science graduates is higher than that of social science and Humanity graduates as the demand of society is of sci-

ence graduates rather than of classical students. This is the reason that science graduates are preferred to ordinary graduates in employment also.

Education and Needs of the Society.

So far as adjustment towards society through education is concerned, it is fulfilled in two ways. Firstly education must train people for adjustment in society under the existing circumstances, wrong or right. Secondly education must prepare people who could transform society into an advanced one for the benefit of the swarming masses.

Their method of Education has been much influenced by American pedagogy. As regards basic and professional education opinions are correlative. The reform in the education system was demanded by the capitalists in the year 1953. Their comprehensions were that basic education be given prominence and professional education be neglected. Apparently their contention seems to be justified but the question is whether the professional education of engineers' doctors and workers

which the capitalists dreamt of was really of any use? They expected that workers should be merely obedient. They were not at all concerned with any culture or polish in them.

After the second World War, people have been more eager to have higher education. It is needless to say that this is all for employment after securing graduate's Degree. This makes obvious the conflict between social conditions and education.

Thus the modern methods of thought provoking in schools are generally condemned at home and it often brings into conflict the real conditions at home and the school education. For these reasons teachers in rural areas often have to face great difficulty, but, but as in every country there are also tactful teachers, who solve the problems easily by asking the children to write an account of their lives and then they proceed further by discussion on these lines.

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"TRUE METHOD OF EDUCATION"

(By P. K. Mukerji, 71 Shar Bag Allahabad)

THE knowledge pursued by the School, College and University students is useless and spurious for any practical purpose. Nice subtleties of discussions, fine distinctions, plays upon words, quibbles etc., formed the bulk of their literature. Their sole object was to sharpen the intellect with useless or spurious knowledge. Their metaphysics were cowebs, fine to look at, but unsubstantial and barren of any good results. Cleverness and ingenuity not solidity and originality, were the natural outcome of such a system of training.

Far different was the method adopted by Bacon, the father of Inductive Philosophy. To ameliorate the condition of mankind, to minister to their pleasures and comforts, to alleviate their sufferings—these were the practical objects of pursuit. The object of Science is the invention of arts and mechanical contrivances which may be turned to good account. Utility is the test of the value of knowledge.

According to Herbert Spencer, knowledge has a two-fold value—its

value as discipline or mental training and its value as positive acquisition. Our mental faculties are to be sharpened and a stock of knowledge is to be acquired which will stand us in good stead both in our dealings with the world and the particular chosen subject for which we have a peculiar aptitude. In order that these two objects may be accomplished thoroughly during the short career of general education, care should be taken that the subject of study chosen for the sake of the one should be subservient to the other also. After being grounded in general principles, the attention of the student should be confined to the study of his favourite subject. Anything not having a bearing on the latter and which he has afterwards to forget or unlearn should be carefully eschewed in the former course of preliminary training.

Next, to proceed to the consideration of the second branch of the subject under enquiry, what constitutes real education.

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The primary end of all real education is the perfect development of humanity or acquisition of wisdom. The most knowing or learned man is not necessarily the most wise. The province of knowledge is to furnish our mind with materials of information, that of wisdom is to utilize or turn them to account. The one may be compared with the materials of a building and the other with the architect using them for its construction.

The application of meditation both to study and observation is the best means of obtaining wisdom. Whether in the province of intellect or that of morals, its influence for good is vast. The marvellous productions of art and science are the combined result of knowledge and thought. What the digestive process is to food, reflection is to knowledge. As one invigorates the body, the other endows the intellect with understanding and wisdom. Education does not simply mean the culture of the mind. It embraces the improvement of our physical, intellectual and moral or spiritual faculties in due proportions. Meditation has a large share in enlightening our mind and soul. It unlocks the treasures of psychological

and moral truths. It is the best safeguard against immorality and vice. It leads to the formation of good character, which is the principal object of education.

The existing system of our education has a two-fold defect. It does not make adequate provision for moral training, and it tends to foster a spirit of cramming or mental subserviency. The Government of India, in the recent past, issued circular orders on the subject of moral training of students, laying down certain rules about the selection of ethical text-books, discipline and inter-school regulation of transfer of students from one institution to another. These regulations do not appear to have produced the desired effect; they have produced only one effect, the rigid realization of fees and fines on occasions of transfer. It should be borne in mind that both as regards physical and moral training, much depends upon the students themselves. As they cannot become good athletes, without undergoing systematic physical exercises, so their morals cannot be expected to be improved, without their leading moral lives. Study of the rules of gymnasium and of morality is, no

doubt, good in its way in furnishing our young men with knowledge of these subjects ; but their morals can no more be improved by mere study of ethical textbooks than a nation can be rendered virtuous by an Act of Parliament.

The conclusions, then, of a successful system of education should be :—

(a) a general preliminary training

for sharpening the intellect ; and

(b) a choice of a subject for which the student has a peculiar aptitude.

The primary end of all education is the attainment of wisdom and the development of originality. This cannot be achieved only by storing the mind with a complement of truths, yet to be brought into action.

The Sequence Technique in Composition Teaching

INDRA SWARCOP SRIVASTAVA

Lecturer, T. D. Training College, Jaunpur.

Of all the functional aims of composition teaching, I consider the objective of developing sequence as the most essential one, so much so that to my mind it is almost the definition of composition to say that it is a collection of sentences, arranged in a sequence.

With a view to achieving this aim, the Sequence Technique was tried, this year, by pupil-teachers in T. D. Training College, Jaunpur and was

met with unusual success. *Oral responsiveness and a sense of achievement, which this technique develops on the part of pupils, are great incentives to productive language habits and learning a foreign language becomes an exceedingly delightful experience* Although "with growth in general intelligence there is a natural increase in the degree of sequence and continuity, shown in pupil's written work" (F. G. Schonell) even then *deliberate teaching and testing for this particular*

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objective is surely a better way of teaching composition.

There are two major considerations in using this technique. The first is that the maximum number of sentences to be produced in a sequence by pupils in a class should be determined on the basis of experience. It is my experience that pupils, in the first year of English, can orally produce as many as six sentences in a sequence, at a time. Pupils in the second and third year of English can, at the maximum, produce ten sentences. The other prerequisite of this technique is that the general pattern of all sentences should remain the same throughout the period. What the pupils have to do is to substitute requisite words in the sentences. In the beginning, it is essential for the teacher to suggest the pattern. Later on, one bright pupil may suggest the pattern of four or five sentences, on a given topic and the same sequence is developed by the rest of the pupils. Objects, pictures, match-stick drawings, actions, action-chains, and verbal situations can help in developing sequence. These principles are illustrated in the following exercises :—

Exercise I—The teacher arranges a book, a pen, a bag or any object on a table or on a desk. He says :

'This is a book. It is your book. It is on the table'.

After this, he directs the attention of a pupil to the pen placed on the table. The pupil now speaks the following three sentences at a time :

'That is a pen, It is my pen. It is on the table'.

Thus, the structure of sentences remains the same, but with the help of substitutions, pupils produce a variety of sentences. This is the simplest exercise to start with. Here the teacher's role is reduced to the minimum. He simply initiates the lesson by speaking three or four sentences in the beginning. For the rest of the period, he simply points to various objects, arranged in a previously manipulated situation, and the pupils speak sentences in the sequence fixed by the teacher. The teacher can suggest from time to time linking words such as 'and', 'but' etc. or 'sequence signals' such as 'it', 'the', 'they', 'he', 'she', 'later', 'earlier' etc. at the appropriate places.

Exercise II—With the help of pictures and match-stick drawing the pupils can produce the following four sentences in a sequence.

'That is a picture. It is the picture of a girl. Her name is Kamla. She is reading at this time'.

A picture of a boy doing some activity can be suspended in the class. This time another boy can frame the following.

That is a picture. It is the picture of a boy. His name is Pradeep. He is writing at this time.

Exercise III—Sequence can be developed by means of a series of activities or action, chain for example.

'The teacher stood up and went to the blackboard. He wrote a word on it and came back to his seat'.

In places of 'teacher, word and seat' pupils can respectively substitute 'names of pupils', 'sentence' and 'bench'. Or pupils can be helped to produce the following :

'Ramesh stood up and went to Dinesh. He read a page (sang a song, cut a joke with) to him and came back to his seat'.

The main objective here is to help pupils describe three activities performed one after the other. These activities can be performed by the pupils or can be represented by means of pictures and drawings.

Exercise IV—Even stories can be handled in this way. A story may be divided, say, into four stages, each being represented by a picture. Now pupils are required to form three sentences in a sequence on each picture. First of all, the four pictures may be separately described by individual pupils. After this, two pictures may be taken together. Thus, the pupils will now produce six connected sentences at a time. The final aim must be oral production of the whole story by individual pupils. The whole situation can first be explained in Hindi. For example, the stereotyped story of the 'Thirsty Crow' may be developed in the second year of English as follows :

Picture I—There is a Crow in the picture. He is thirsty. He wants some water to drink.

Picture II—He sees a pitcher in the distance. He flies to it. He finds some water at the bottom of it.

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Picture III—He thinks of a plan. He brings some pieces of stone and drops them into water.

Picture IV—Water rises in the pitcher. He drinks it and flies away.

After adequate practice with pictures, the latter can be removed and the pupils may be asked to tell the story in the past tense. If the children are weak important words may be written under each picture. Thus the words 'Crow', thirsty, and water may be written under Picture I.

Exercise V—Even in short compositions in which pupils are required to write on a certain topic the sequence technique can be used. For example, in requiring pupils to write on "My Classroom" each pupil may be asked to speak three closely linked sentences at a time. One pupil may say, "This is room No. 7. It is my class room. I daily sit here". The other pupil can say, "There is a blackboard in my classroom. The teacher's table is behind the blackboard. Pupils' desks are behind the table". The third pupil may add, "There is a picture on the wall. It is the picture Pt. Jawahar Lal Nehru. He is a great leader." The teacher or one of the pupils at the end can

produce a self-contained running piece of composition on "My Classroom".

All the above exercises were actually tried in the T. D. Training College, Jaunpur and it was really a pleasure to watch the Composition Lessons in which the teacher and pupils were at the best.

During the first three years of foreign language teaching, the Sequence Technique is the best for developing expression. *The special merits of this technique are that the teacher is in the control of the situation, that the pupil learns 'to limit himself to what he knows he can express correctly and to arrange it in orderly sequence,' that he proceeds with the pace which he knows is his and that the vocabulary items and structures, number and length of sentences are carefully controlled and graded by the teacher to meet the requirements of the pupils.* Oral responsiveness on the part of the pupils is the final test of their achievements in composition in this technique. If the teacher finds his pupils are unable to produce four sentences in a sequence he should immediately come down to three or two. If he finds that the length of

sentences is an impediment, he must make them short. After this much oral practice pupils will take delight in writing out compositions which

will not lack coherence and sense of paragraph and will be comparatively free from mechanical inaccuracies.

BOOK REVIEWS

(L. MUKHERJEE)

Samajik Adhyayan, Bhag Pahala,
By Messers Balbant Singh, Ram Lal Bhatia, and Amrit Lal Gupta (Macmillan & Co. 294 Bow Bazar utreet Calcutta) 333 pages Rs. 3. 75 nP.

The book contains 40 chapters divided into six parts. The nine chapters of the first part describe India, its physical features, climate, resources, industry means of transport and occupation. It is thus a part dealing with physical and economic geography of India. The next five chapters deal with the development of human civilisation followed by ten chapters dealing with ancient and medieval history of India ending with the Moghul period. Then comes the fourth part in which there is a single chapter dealing with the physical conditions

of the world. The next part deals with the middle ages in general, development of democratic ideas and industrial revolution. The last part has twelve chapters dealing with the arrival of European nations in India, the rise and fall of the British Power giving details of national movements and reforms.

On reading the book however one gets an idea not of an integrated approach as social studies should have but rather a piecemeal approach of history and geography along with economic geography. This is perhaps the result of three authors writing separate portions without any one attempting to edit and coordinate them. Any way, the book is informative, and we shall anxiously look forward for the subsequent part

in which perhaps more integrated approach may be evident. Printing and binding are both good.

Hamary Sansad : by Messers Anant Sayanam Ayenger and Bal-krishna Sharma (Macmillan & Co, Bowbazar, Calcutta) 123 pages, Re. 1. 30 nP.

The book describes our parliament in a lucid and interesting way. It has nine chapters dealing with the constitution, a general description of India and of Delhi, democracy in ancient India, development of Indian

parliament, its description and inauguration and two chapters on parliamentary procedure. The whole thing is developed in a conversational manner, quite interesting to a young boy who will get a good working knowlege of the way our democracy works and how it has evolved. The printing and get up are both fine and the book can be safely recommended for use as a supplementary reader in literature or in Civics for every child in a democratic land should know how our democracy works.

शिक्षा और लक्ष्य

(अवधेश दयाल)

कुछ वर्ष हुए शिक्षा विभाग के संचालक के पद का नाम बदला गया था। वह अध्यायन संचालक न कहा जाकर शिक्षा संचालक कहा जाने लगा। सचमुच शिक्षा केवल सूचना प्रदान मात्र नहीं है। उसमें कुछ जानना ही नहीं, कुछ बन जाना होता है। विज्ञ पुरुष इस भेद को जानते हैं परन्तु व्यवहार में इस भेद की कितनी उपेक्षा हो रही है। विभाग का अध्यक्ष तो शिक्षा-संचालक हुआ परन्तु हमारे अनेकानेक विद्यालय सूचना केन्द्र हैं या शिक्षा-केन्द्र।

पुस्तक ज्ञान का आदान-प्रदान ही हमारे विद्यालयों का आधार है। इस पुस्तक ज्ञान का स्तर भी गिरता जा रहा है जिसकी चारों ओर शिकायत है। परन्तु पुस्तक ज्ञान की अत्यन्त गरिमा को स्वीकार करते हुये भी तो कहना पड़ेगा कि वह स्वतः शिक्षा नहीं है। तो शिक्षा देने की हमारी व्यवस्था क्या है ?

शिक्षा में व्यक्ति का विकास है, उसमें निहित शक्तियों का प्रावृत्त्य है, संस्कारों का उपार्जन है।

शिक्षित व्यक्ति में शिष्टाचार, सदाचार, सद्ब्यवहार, सद्भावना, सच्चरित्र होना चाहिये। जन्मतः शिशु में मानवता की सम्भावना है, उसे मूर्तरूप देने का काम शिक्षा का है। सुसंस्कृत मननशील पुरुष ही मानव है, बिगड़े हुये संस्कार उसे ही दानव बना देते हैं। यदि अन्तःकरण निर्मल न हुआ तो बड़ा हुआ बुद्धिबल दानवी शक्तियों को ही पुष्ट करता है।

लिखने पढ़ने की शक्ति तथा विश्व भर का उत्कृष्ट साहित्य मानव सभ्यता की अनूठी देन हैं। युग युग के प्रतिभाशाली मस्तिष्कों को उच्चतम विचारों को लुप्त होने से स्वनामधन्य अक्षरों ने ही बचाया है। विज्ञान की प्रगति ने, छापे की सुविधा ने, साहित्य को सुलभ भी कर दिया है, परन्तु विवेक की सतत जागृत प्रखर शक्ति कार्यशील न रही तो शब्दजाल के महारण्य में सूक्ति रत्नों के भी खो जाने का भय है। अपार साहित्य-सरिता के प्रवाह में से हमारे बच्चे क्या और कितना ग्रहण करेंगे इसका संकलन अत्यन्त सावधान होकर करना चाहिये, संयोग या व्यापार के आधार पर नहीं। परन्तु क्या पढ़ें इतना ही प्रश्न नहीं है। कैसे पढ़ें या पढ़ायें यह भी प्रश्न विषय को पूर्ण नहीं बनाता है। क्या बनें या बनायें और कैसे? यह आधारभूत प्रश्न है। इसका उत्तर हमारे सामने स्पष्ट नहीं और इसी से अनेक भ्रम उत्पन्न होते हैं। “क्या बनें”? इसी के आधार पर इसका निश्चय भी करना होगा कि “क्या और कैसे पढ़ें या पढ़ायें”?

“जहाँ लक्ष्य नहीं, लोग नष्ट हो जाते हैं।”

“मनुष्य रोटी के ही आधार पर नहीं जियेंगे।” ये सूक्तियाँ हमारे काम की हैं। आज हमारी स्वतंत्रता के प्रभातकाल में अन्नवस्त्र व जीवन-स्तर के प्रश्न प्राथमिकता पा रहे हैं और उन्हें हल करने में तीव्रता की आवश्यकता भी है परन्तु हमारे कर्म, चरित्र, चिन्तन आदि का स्तर बिना बढ़े सच्ची व स्थायी प्रगति संभव नहीं है।

अंग्रेजी शासन काल में शिक्षा के बड़े मन्द प्रयोजन थे, ऐसा कहा जाता है। इर्क तय्यार करना, दासता को दृढ़ करना, भारतवासियों में से एक अंग्रेजियता में रंगा हुआ छोटा सा वर्ग तय्यार करना, इत्यादि प्रयोजन बताए जाते हैं। मेकाले के लेखों में से इसके लिए प्रमाण भी दिये जाते हैं। इससे अच्छे प्रयोजन भी थे, और शुभ परिणाम भी निकले ऐसा भी कहा जा सकता है, कहा जाता है। परन्तु महात्मा की बात तो यह है कि यदि हम सचमुच उस प्रणाली को दूषित प्रयोजनों की सिद्धिकरी मानते तो स्वतन्त्रता को प्राप्त करते ही उस प्रणाली में आमूलचूल परिवर्तन करने में कुछ भी देर न करते। यदि हमने यत्र तत्र कुछ परिवर्तन करके उस पुरानी प्रणाली को सहन कर लिया हो तो हम उसके क्रांतिकारी प्रतिपक्षी होने का दावा नहीं कर सकते। बल्कि कहना होगा कि या तो उस प्रणाली के दूषित होने का हमको विश्वास ही नहीं था, या अब नहीं है, या हम भी कुछ उसी प्रकार के निम्न या मन्द प्रयोजन रखते हैं।

आज भी हमें इर्कों की आवश्यकता है। अंग्रेजी राज्य काल से आज इर्कों की संख्या कहीं अधिक है। जब तक शासन के कार्यालयों में अंग्रेजी प्रतिष्ठा

के पद पर विराजमान है (और वह अपना सिंहासन जल्दी छोड़ नहीं रही है ।), तक तक अंग्रेजी भाषा, भावों तथा देशभूषा से विभूषित व्यक्तियों की विंशष कीर्ति होने को भी संभावना है । यदि अधिकांश विषयों में हमारी प्रगति के आदर्श इंग्लैण्ड व अमरीका अथवा रूस ही रहे, तो, जिस तरह के व्यक्ति मेकाले-प्रणीत शिक्षा से बनने की आशा थी, वैसे व्यक्तियों की भी आवश्यकता हमें पड़ती रहेगी । क्या मेकाले की आलोचना करते हुए भी, हम उसकी आवश्यकताओं को अपना चुके हैं और इसी कारण हम उसके द्वारा प्रणीत प्रणाली को पुरस्कृत कर रहे हैं ?

१२५ वर्ष पूर्व अंग्रेजों को विभाग तन्त्र खड़ा करना था । आज हमारा विभाग तन्त्र भी बढ़ता जा रहा है, इसी से हम उस प्रणाली को अब तक चला सके । परन्तु सरकारी नौकरी का क्षुद्र या सीमित प्रयोजन, अंग्रेजी शासन काल में ही, अपर्याप्त सिद्ध हो चुका था । पढ़े लिखों की बेकारी की समस्या उग्र हो उठी थी और सर तेज बहादुर सपू की अध्यक्षता में एक समिति ने उस समस्या का अध्ययन भी किया था । नौकरियाँ अपर्याप्त थीं, पढ़े लिखे अधिक थे । उस समय, १९३५ के लगभग, बहुतों की कल्पना थी कि विदेशी शासन में नौकरियों के द्वार कृत्रिम रूप से बन्द होने के कारण बेकारी की समस्या इतनी उग्र थी । स्वतन्त्र होने पर भी, आज हम सब पढ़े लिखों को काम नहीं दे पाते । सहस्रों नौकरियों के बढ़ते जाने पर भी बेकारी की समस्या उग्रतर होती जा रही

है । जनसंख्या तो आधा करोड़ के लगभग प्रतिवर्ष बढ़ती ही है, शिक्षा के विकास ने प्रमाण-पत्र-प्राप्त व्यक्तियों की संख्या में भी प्रचुर वृद्धि की है । ये सब सरकारी नौकरियों में कभी खप नहीं सकते । आशा करनी चाहिये कि दस बीस बरस में भारतवर्ष में साक्षरता का प्रतिशत बहुत बढ़ जायगा और शिक्षित अर्थात् प्रमाण-पत्र-प्राप्त (मिडिल या हाई-स्कूल) व्यक्ति भी आज से कई गुने हो सकेंगे । किसी प्रकार भी इस भारी संख्या को कलम की नौकरी नहीं मिल सकेगी । इनमें से अत्यन्त अल्प प्रतिशत सरकारी नौकरियों में जा सकेगा । कलम चलाने वाली जगहें ही इस प्रणाली का प्रमुख आकर्षण हैं, जो दिन प्रतिदिन अधिकांश के लिये अप्राप्य होती जा रही हैं ।

हमें इस बात को मान लेना चाहिये कि सरकारी नौकरियाँ या कलम वाली अन्य जगहें किसी वर्ग की शिक्षा का एक उद्देश्य हो सकती हैं परन्तु राष्ट्रव्यापी शिक्षा प्रणाली का लक्ष्य कभी नहीं हो सकते । हमारी कक्षाओं में आगे बढ़ने वाले विद्यार्थी इन्हीं नौकरियों पर दृष्टि रखते हैं जिनके मिलने की आशा मिटती जा रही है । यह निराशा ज्यों ज्यों बढ़ती जाती है त्यों त्यों विद्यालयों की दशा भी बिगड़ती जाती है । दूसरे मार्ग के अभाव में हमारे लाखों विद्यार्थी इस गली में आगे बढ़ते जाते हैं, पर यह आगे बन्द है । पढ़े लिखे लोगों को जीवन में जो निराशा मिलती है, उसकी प्रतिच्छाया विश्व विद्यालयों के तथा माध्यमिक स्तर के विद्यार्थियों पर पड़ चुकी है । विश्व विद्यालय

के कितने ही युवक उपाधि प्राप्त करने पर भी विवाह करने का साहस नहीं कर पाते, क्योंकि सम्यक आजीविका का भरोसा नहीं। कितने ही माध्यमिक स्तर के विद्यार्थी यह नहीं समझ पाते कि उनका पढ़ते जाने के बाद अन्त में क्या होगा। अतः किसी निश्चित आशा की प्रेरणा न होने से, किसी सुन्दर भविष्य की भौंकी न होने से आज का विद्यार्थी निष्ठाविहीन हो रहा है। शिक्षा-स्तर व अनुशासन के गिराने में यह महत्वपूर्ण कारण है।

अतः आज शिक्षा के लिये लक्ष्य निर्धारित करने की समस्या हमारे सामने है। अनेक प्रकार के कमीशन बैठाने पर भी शिक्षा प्रणाली के विषय में कुछ ठीक निश्चय न हो सकेगा जब तक कि हमारा लक्ष्य निश्चित न हो। हमें इस बात का स्पष्ट उत्तर चाहिये कि भारतवर्ष के विद्यालयों में किस प्रकार का नागरिक निर्माण होना चाहिये। आज क्या इस विषय का कोई निश्चय है कि हमें कैसा व्यक्ति चाहिये? नहीं!

आज हम असन्तुष्ट भी होते हैं तो इस बात पर कि विद्यार्थी कितना कम जानते हैं। परन्तु हम स्वार्थी हैं। शिक्षा के विकास के कारण सैकड़ों हज़ारों प्रत्याशियों में से दस बीस अपने मतलब के तो हम छोट ही सकते हैं, शेष की निन्दा करते हुए उन्हें निराशा के गर्त में हम ढकेल देते हैं। ये अगर अधिक जानते होते तो भी प्रतियोगिता उन्हें इसी तरह ढकेलती। फिर किस पैसे से और किस आशा पर आज का विद्यार्थी कालेज में और बाद के जीवन

में अपने ज्ञान को परिवर्तनशील परिस्थितियों में नित्य, नया और ठीक रखे।

राजनीति में, हम लक्ष्य का संकेत करने वाले इस प्रकार के शब्द सुनते हैं, जैसे—सहयोगी गणतंत्र, कल्याण राज्य अथवा समाजवादी ढंग का समाज। हमारा विधान हमें जातिहीन वर्गहीन सहयोगी राज्य की ओर प्रेरित करता है। जब से समाजवाद अनेक राजनतिक दलों के द्वारा मान्य हुआ है, औद्योगीकरण का जोर है। परन्तु समाजवाद भी तो केवल अर्थतंत्र मात्र नहीं है, उसका एक दर्शन है, सामाजिक जीवन का एक ढंग है, जीवन की एक प्रेरणा है। जिन-जिन दलों ने समाजवाद तथा शांतिमय प्रजातन्त्रात्मक ढंग से उसकी स्थापना को मान्य किया है, उन्होंने क्या यह भी सोचा है कि शिक्षा पर उनकी मान्यता का क्या प्रभाव है?

जिन घरों तथा स्कूलों में भावी नागरिक बन रहे हैं उनमें हमारे स्वीकृत लक्ष्य से विपरीत संस्कार तो नहीं उपार्जित हो रहे हैं? राष्ट्र को इसे देखना है।

एक तो अभी यह नहीं कहा जा सकता कि समाजवाद भारत का राष्ट्रीय लक्ष्य हो गया। सभी दलों ने उसे मान्य नहीं किया है, और जिन दलों ने उसे मान्य किया उन्होंने भी उसे राष्ट्रीय मान्यता देने के संयुक्त प्रयत्न नहीं किया। इसका कारण यह हो सकता है कि समाजवाद का रूप हर एक दल के अनुसार अलग अलग है और साधन भी सबके एक से नहीं हैं, केवल शब्द बढी है।

कुछ भी हो ! राष्ट्र प्रगति करेगा तो किसी ओर जायगा । योजना का अर्थ यह है कि प्रगति की दिशा हमें मालूम हो तथा अभीष्ट हो । अर्थात् प्रगति का एक निर्धारित लक्ष्य हो । जब यह निश्चित हो कि राष्ट्र का स्वरूप अनुमानतः १५ वर्षों के बाद क्या होगा तब उस भविष्य के लिये उपयुक्त नागरिक बनाने का काम प्राथमिक शालाओं में आज प्रारम्भ होना चाहिये । तभी उपयुक्त समय पर तत्कालीन समाज के लिये ठीक नागरिक मिल सकेंगे । क्या हममें ऐसी निर्मल व दूर-दृष्टि है ?

हमारे नेता या मन्त्री हमारे चरित्र बल के हास पर आँसू बहाते रहे तो इससे कुछ प्रगति न होगी । जिन जिन गुणों की, नैतिक गुणों की, कमी, हम राष्ट्र के जीवन में आज देख रहे हैं उनके उपार्जन के लिये घरों व शिालायों में हमने क्या प्रबन्ध किया ? घर, स्कूल और राज्य अलग अलग दिशाओं में नहीं भाग सकते । शिक्षा के लक्ष्य को निश्चित करने में एक महत्व का विचार यह भी है कि लक्ष्य तथा साधन का पूरा पूरा निश्चय करना व्यक्तियों को साँचे में ढालने के समान होगा । शिक्षा यन्त्रबत हो जायगी । व्यक्ति का स्वभाव विक विकास रुकेगा । इस दृष्टि से यह कहा गया है कि हमें शिक्षा के द्वारा व्यक्ति में कुछ आवश्यक सद्गुणों को जागृत कर देना चाहिये और फिर व्यक्ति को अपना विकास करने के लिये स्वतन्त्र छोड़ देना चाहिये इसके लिये हमें इन गुणों का निश्चय करके उन्हें ही लक्ष्य बनाना होगा । साँचे में ढले हुए खिलौनों की तरह के मनुष्य निर्मित करना अभीष्ट

नहीं । हमें व्यक्तिगत भेदों को मिटाना नहीं है । सारी विशेष योग्यतायें भी इन्हीं के भीतर आ जाती हैं । समाज के लिए ये बड़ी उपयोगी हो सकती हैं । परन्तु यह आवश्यक है कि भेदों का समन्वय हो, उनके कारण समाज की सेवा हो संघर्ष न हो । यदि सभी व्यक्तियों में कुछ ऐसे गुण हों जो उनके विभिन्न दिशाओं में तथा विभिन्न स्तरों तक विकसित होते हुए भी उन्हें साथ रहने व सहयोग पूर्वक सामूहिक उन्नति करने की प्रेरणा दें, तो शिक्षा का अच्छा परिणाम आएगा । यदि ऐसे गुणों का निर्धारण व अर्जन न हुआ तो एक सी सूचना रखने वाले विद्यार्थी भी विकसित न हो सकेंगे ।

एक ओर बिना लक्ष्य की शिक्षा में करोड़ों रूपयों की बरबादी होने का भय है, क्योंकि सभी कुछ करने के बाद हम अभीष्ट नागरिक न पा सकेंगे, दूसरी ओर व्यक्ति का सारा स्वरूप निश्चित करके उसे वैसा ही बना डालने का प्रयास निरर्थक व विफल हो सकता है । ऐसा प्रयास मानव स्वभाव के विरुद्ध होने से विफल होगा । वह स्वाभाविक प्रगति को भी नहीं होने देगा तथा अर्धविकसित या अविकसित व्यक्तित्व के मानवों के भद्दे नमूने समाज को देगा । अतः पूर्ण नियन्त्रण तथा अनियन्त्रण के बीच की सुव्यवस्था निकालनी होगी । इसका यही मार्ग है कि आवश्यक व्यापक गुणों का प्रदान करके व्यक्ति का स्वाभाविक स्वतन्त्र विकास होने दिया जाय । कुछ थोड़ा सा सामान्य पाठ्यक्रम और कुछ आवश्यक सूचनार्थ सबके लिए आवश्यक हो सकती हैं परन्तु बहुत अंशों में यह

संभव होना चाहिए कि जिज्ञासा को उत्साहित रखते हुए ज्ञान प्राप्ति के प्रवाह को स्वतन्त्र बहने दिया जाय, सुविधा और मार्गदर्शन सदैव सुलभ रहें ।

किन गुणों को शिक्षा का आधार बनाया जाय ? इनका निर्णय भी सरल नहीं । फिर भी यह तो स्पष्ट है कि इन गुणों में बौद्धिक तथा नैतिक दोनों प्रकार

के गुण होना आवश्यक है । साथ ही शारीरिक स्वास्थ्य का भी उचित विकास रहे इसका प्रबन्ध करना पड़ेगा । हमारी शिक्षा में तन मन व बचन सम्बन्धी निर्मल संस्कार बच्चों पर पड़ने चाहिए जिससे कि वे सहयोगी समाज के विरुद्धित व उपयोगी नागरिक बन सकें ।

(क्रमशः)



बोट है हर व्यक्ति का तो, शक्ति भी सबकी बढ़ा दो ।
ज्ञान के पावन शिखर पर, निर्बलों को भी चढ़ा दो ॥
कचित् भी गणतन्त्र में फिर, मूर्ख-सत्ता रह न जाए ।
नागरिक साक्षर विवेकी, बन सके तब मोद पाए ॥
परीक्षा के काल में शुक, पाठ ही सब कुछ नहीं है ।
मनुज को मानव बना दे, बलवती शिक्षा वही है ॥
कहीं पर कुछ प्राण है, आदर्श है उत्साह भी है ? ।
या सभी कुछ यन्त्र है, या तन्त्र है निष्प्राण सी है ? ॥
दूर-दृष्टि सँभाल करके, राष्ट्र श्रेय भविष्य सोचो ।
आज शिक्षा यज्ञ का, शुभ प्रेम त्याग हविष्य सोचो ॥
सभ्यता का मूल है शिक्षा, उसे सोचो सँभालो ।
वीर भावी कण्टकों को, पाठशाला से निकालो ॥

(अ० ६०)

बालक बालिकाओं के जीवनो को प्रभावित करने वाली किशोरोपयोगी अनुपम पुस्तकें

१ जगद्गुरु भारत	III-)	१७ वीर बालक	१)
२ नया खून	II-)	१८ इङ्गलैण्ड का वैधानिक विकास	१)
३ सौर्य परिवार	II-)	१९ विचित्र प्रकृति	II-)
४ अन्त्याक्षरी—१	II)	२० अनोखी कहानियाँ	II)
५ अन्त्याक्षरी—२	III)	२१ सच्चा प्रेम	II-)
६ चार चाँद	II-)	२२ पौराणिक कहानियाँ	II)
७ वीर गाथा	III)	२३ सामाजिक अभिनय	II-)
८ देश-देश की दन्त कथायें	III)	२४ वज्ञानिक अभिनय	II-)
९ सेवाग्राम को तीर्थ यात्रा	II-)	२५ कथा कहानी	III)
१० बाईसवीं सदी में रुस्तम	II)	२६ दुरुद्ध यात्रायें	II)
११ त्रमाषिक नाम कोष	१)	२७ गाँव के मोतर	III)
१२ सुमार्ग	१)	२८ पंच परमेश्वर	III)
१३ सात सितारे	III-)	२९ भारत के बाहर भारतीय	II)
१४ कवि-दरबार	१)	३० बड़ों की बातें	II)
१५ आविष्कारों की कहानी	III-)	३१ महान आत्मा	II)
१६ किशोरावस्था की नागरिकता	III-)	३२ हमारा विधान	२)

बाहरी प्रकाशन

१ चतुरिया	III-)	९ बेसिक कहानियाँ भाग ३	II)
२ लोकोक्ति रत्न माला	II-)	१० " " " ४	II-)
३ हारजीत	२)	११ " " " ५	II)
४ ग्यारह कहानियाँ	IIII)	१२ स्वास्थ्य जीवन	III-)
५ बौद्धार	१)	१३ दक्षिण पथ	१)
६ मंजरी भाग ३	II)	१४ संसार के कुछ अद्भुत दृश्य	II)
७ बेसिक कहानियाँ भाग १	...	१५ स्वास्थ्य प्रदीप	II)
८ " " " २	II-)	१६ आल्हा	II-)

१७ परमाणु बम	॥)	४७ दुर्गा बाबा	२)
१८ सोने की गुड़िया	॥)	४८ मंजरी भाग ४	॥॥
१९ ललित कथा मंजरी	१॥)	४९ यूनानी दर्शन	॥॥
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१९, हेवट रोड, लखनऊ

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