

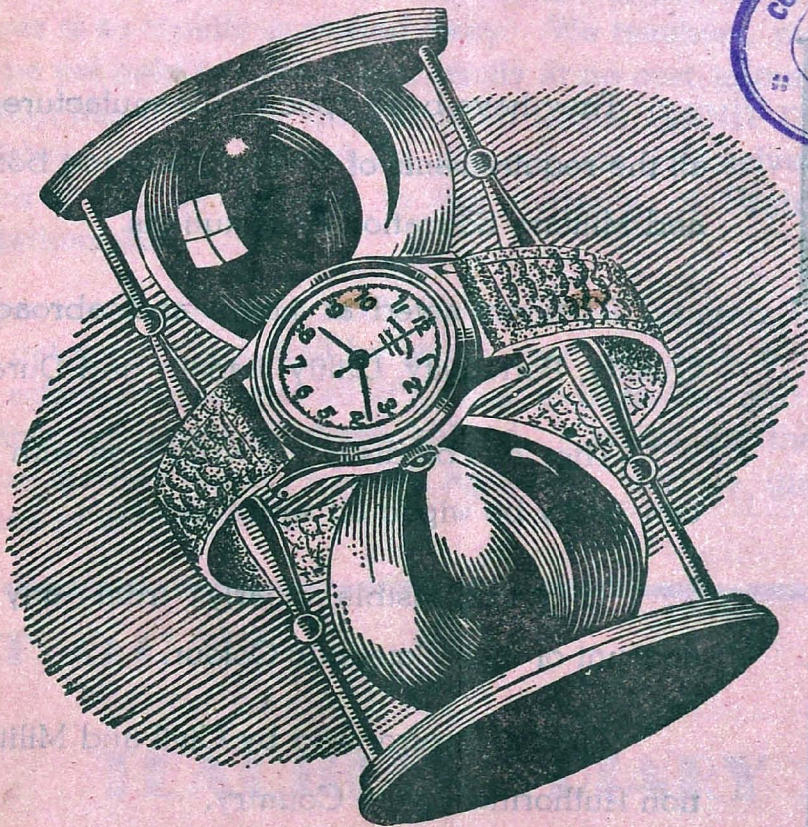
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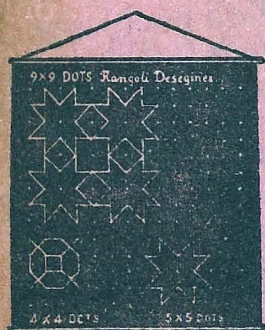
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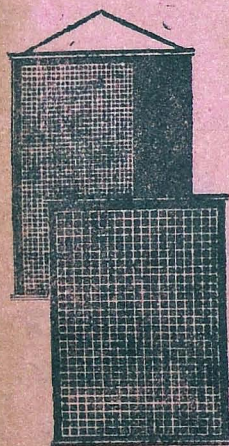
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One can imagine the condition of his dependents when the only breadwinner is so cruelly snatched away. We teachers, placed as we are, can perhaps yet help the distressed family at no cost to ourselves. The late Shree Rastogi has written a book entitled ANKA GANIT DARPAN, suitable for High School Classes. Teachers can see for themselves and judge how far the book would be suitable to the students of High School Classes offering Mathematics.

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जगदीशनाथ राय, एम० एस-सी०, पी-एच० डी०, लखनऊ विश्वविद्यालय

पुरुषोत्तमदाम गुप्ता, एम० एस-सी०, पी-एच० डी०, लखनऊ विश्वविद्यालय

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VOL XXXVII

JUNE, 1958

No. 6

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○ Traveller

AVADESH DAYAL

Wait not ○ ! Traveller silently march on
Why dost thou want to wait thus on the way
Love high seas and the ship and not the bay
Great men of old have waited not, have gone

The merit lies in learning facts and arts
Good happiness will come as crown of life
If you can use your time and win the strife
Duty doth pleasures bring to stout good hearts

The first stage is seed time of your life
And waste of time is harmful poison-seed
The careless life paves way for future ills
Prepare to fight before you enter strife
For success great, to duty pay full heed
And he shall find the way who truly wills

Editorial

All India Council for Womens' Education :—

While welcoming the move of the Government of India in appointing an All Indian Council of Womens' Education, we can not help remarking that a large majority of its mem-

bers are men. While we agree that such councils should not entirely be composed of women, that views of other sex on what should be the type of education suited to them are perhaps desirable, yet we hoped that a majority of its members

should have been women and there is happily no dearth of educated ladies in our country today. One has also to look to the regional composition of such committees and councils. In this vast land of ours with varied sub cultural differences, it was perhaps necessary that representatives should, as far as practicable belong to different regions and at least one person should be selected, from one major State. But even all zones have not been represented. Bombay has perhaps more than its share at the cost of other States where the problem of female education is perhaps no less complex than Bombay. We have nothing to say about Bombay representatives. We know the persons selected from that State are quite competent have a wide outlook, but we vindicate a principle, which we hope will not be misunderstood. It has been a tendency with New Delhi authorities, to have a small panel of names, selected on a basis whose criteria no one outside the circle of Delhi Free Masonry knows. These selected individuals find their places in different committees and seminars. One does not say that they are not competent. But surely they can be

experts for one area and can not be omniscient. The result is that the recommendations of these subcommittees display a certain dull uniformity as if the recommendation of one is just the carbon copy of another. It is time that some fresh blood be injected. The dull uniformity may suit the Delhi Bureaucracy, but it does not suit the needs of education. We hope our comments will be taken in the light they are offered, and not as aspersions against any selected individual.

Bureaucratic Inquiry Councils of U. P.

While the Government of India has appointed a Council of Womens' Education consisting of men members mostly with clean records of official 'good boys', U. P. government went one step further, they have appointed three committees to look into Primary, Secondary, and Higher Education, and a fourth to look into Teacher Education. *The members of all these committees will be government officials only.* Every one knows that there has gathered a lot of ugly skeletons in the cupboards of our educational structures and they need revelation. Can any official

committee do it? Bureaucracy has been mostly responsible for the state of things as they exist. Any inquiry committee is mainly an inquiry against them. Why then are these committees composed solely of such persons who should have been on the dock? In order to prevent any thing leaking out of the desks of the persons engaged in the inquiry, all non official elements have been carefully excluded. One can understand there is room for secrecy in the manufacture of nuclear weapons and a stray visitor is not allowed to enter its precincts. Yet the writer has seen during his stay in U.S.A., that teachers of Massachusetts Institute of Technology are invited in the highest councils not only on Atomic Energy Commissions, but on Inter-continental Ballistic Missiles and other researches. But our education Department in our State is perhaps busy in forging something more destructive and more secret and have therefore excluded the University teachers and members of Degree Colleges from the Committee of Inquiry of Higher Education or Teachers training, they have excluded the secondary school teachers (although ninety percent of secondary

schools are non government) from the secondary and so for poor primary school teachers, well it is unthinkable that an honourable Inspector of School will ever sit on the same table with him. All honour to our inspectorate which is going to supply the bulk of the cadre of *white washing committees*. Who could discover that they had so much talents, talents to make mistakes and the talents to white wash them?

Regional Conference of Teachers.

As if to silence those who predicted that regional conferences were being organised for electioneering purposes, the Teachers of Faizabad district organised regional conference at Gosaingunj on May 11 quite three weeks after the election.

The conference was inaugurated by Dr. L. Mukherjee who told that the task of teachers to organise had really begun and not ended with the success in the election. Shree Verma the Chairman of the Reception Committee discussed the grievances of teachers of the district and Shree Vidya Sagar Dixit, President of the State Teachers Association in his presidential address pointed out

instances of official indifference. The two association M. L. Cs. from the East Zone, Shree Hriday Narain Singh and the newly elected Shree Rameshwar Prasad Singh both addressed the meeting which was addressed also by two of the local M. L. As. and by Shree Harihar Pandey the General Secretary of the State Teachers' Association and Shree B. P. Vajpai of Lucknow.

Our Felicitations to S. I. T. U.

During the last week of May South Indian Teachers Union, the oldest of the State Teachers Associations in India is celebrating its golden jubilee. Fifty years is a great period marking all the ups and downs that this body had to face and the challenges it had to meet. But the sober council of its leaders has kept the teachers of Southern India well organised and a closely knit body. We hope the sister associa-

tion many many years of equally useful service.

A. I. F. E. A. House at Kanpur.

Due to untiring efforts of Shree A. P. Khettry, the treasurer, All India Federation of Educational Associations has built a permanent home at Goaltoli, a fitting memorial of three of its great pioneers the late Shree D. P. Khattri the late Shree Sheshadry and the late Dr. Amar Nath Jha all of whom chose U. P. as the place of their struggle. The Association was born in U. P. and Kanpur has very special claims for being chosen as the head quarters. Already Rs. 66,000 has been spent, 12000 aid from U.P. Govt. 24000 out of Associations funds and 30,000 aid by central govt. If another 24000 be collected the Association could claim 30000 more from Govt. of India, we urge the lovers of education to donate liberally for this just cause.

Should Military Training be compulsory for the Indian Students

GOPAL KRISHNA, M. A., LL. B.

(Department of English, Bareilly College, Bareilly).

The continuous failure of "Disarmament Talks", the constant race for piling-up nuclear weapons, the frequent 'Small Wars' in different corners of the world, the ever increasing intensity of cold war and, above all, the acute bitterness prevailing among Big Powers, give a stern warning to us. Speaking from the point of view of India particularly, the tension produced by the Pak-American Arms Agreement and the Baghdad Pact, calls us to be alert to face an armed aggression, at any time. We have to be, therefore, militarily strong. Soldiers cannot be produced over-night. They have to be trained and equipped with the latest techniques and weapons. We have to be self-sufficient and self-reliant militarily, because we, alone, are responsible for the defence of the country. Dr. K. N. Katju, India's former Defence Minister, once remarked, "The unity of India is the very breath of our freedom.If any

part of India is in danger, that danger must be shared by every citizen. In this unity lies our strength, lie our hopes for our material and economic prosperity." Hence, added he, "We expect, when the call goes out, all able-bodied Indians shall flock to the colours, to defend the motherland." Compulsory military training is, therefore, a suggestion, which needs our serious consideration.

Advantages of Compulsory Military Training :—

In the twilight of Panch-shila and non-violence should India aim at compulsory military training? But we have to bear in mind that if we do so, our object will never be to attack any outside country, but it will only be a step towards maintaining our defence, against any danger, external or internal. Compulsory military training will help us in consolidating our hard-won freedom. And non-violence, too, never stands for

cowardice to succumb to any foreign aggression. The principles of 'peaceful co-existence' also do not suggest passivity or a wholesale surrender to the evil forces. We have to recall the remark of Mr. Wilson, one of the most important Presidents of U. S. A., that "to be prepared for war is one of the most effective means of preserving peace." There is, therefore, nothing wrong in introducing military training in India, on a compulsory basis. It can help us in many ways :

Better Defence :—

The first and foremost object of introducing compulsory military training is the defence of the country. In case, people are trained during the period of peace, we may not have to face any difficulty in the hour of emergency. Youngmen, so trained, may easily be mobilised to the front, at any time. According to Dr. K. N. Kini, Late Director of Public Instructions, Jodhpur, "India should be able to put in the field, at any time, a minimum force of ten million trained soldiers and should have a ready and replenishing force of forty millions to support and supplement them." In order to shoot the

targets, we should start military training in schools and colleges, without any further delay.

Military Personnels Prove Better in Civil-life :—

Experience has shown that officers, drawn from various military corps for civil walks of life, prove better than civilians, in, administration. They are endowed with a better sense of discipline, punctuality, integrity, and responsibility, and with a keener urge to work. These are the attitudes which are so sharply waning in India, to her great disadvantage. Hence, even in peaceful times, military officers can be called upon to serve the nation in different other ways

Military Training Inculcates Discipline and Corporate Living :—

Military training makes people disciplined, obedient, sturdy and pains-taking. The importance of discipline cannot be over-emphasised. Whatever the sphere of activity may be, discipline has to be observed in the right earnest, otherwise chaos or failure will prevail. The advantages of corporate living are also not few. Military training will

SHOULD MILITARY TRAINING BE COMPULSORY FOR INDIAN STUDENTS

teach people how to lead a corporate life.

Health is Improved :—

Failing health is the greatest handicap for India. The Government has to pay an increasingly greater attention towards the proper growth of her citizens. No nation can afford to allow death or disease to cut short or snatch her useful citizens in the prime of their youth, particularly at a time when she needs their services, most urgently. Military training includes hard physical exercises and other strenuous activities, which will help the Indians to maintain and regain their lost vitality and strength. Lethargy, love for ease and getting away from work seem to be the perennial legacy for India, On account of which her progress has been considerably checked. Military training can, however, drive these 'demons' away from her citizens, and serve a very useful purpose.

No Unforeseen Expenditure At The Time Of Emergency :—

If provisions for imparting training to youngmen on a compulsory basis are made a regular part of our national budget, we will not face any

unforeseen huge expenditure for training and equipping a huge batallion of persons at the time of emergency, which would not only be a problem, so far as man-power is concerned but would also be heavy strain on our monetary resources, shattering thereby our financial structure. Financial experts know how unsystematic, unscientific and complicated it becomes to adjust such heavy demands, without previous notice. But, that substantial strain can gradually be borne and adjusted if a little attention is paid to split it up in the years of peace.

Should it be compulsory for all :—

The value of introducing military training on compulsory basis, as evident from the above arguments, is quite great for a nation, particularly like India, which is passing through a transitional period. But the problem does involve a few serious complications. We have to bear in mind that due to our financial difficulties, we cannot hasten to implement the scheme, without finding adequate finances for such an ambitious plan. In the wake of our Five Year Plan's era, it does not seem to be possible for our Government to allocate any

huge amount for compulsory military training, especially when they have been facing deficit financing and seeking foreign loans and aids for their development activities, besides tightening our belts and tapping the country's all possible resources. Under the present circumstances, it seems better to introduce military-training only to the extent of meeting our minimum needs of militarily trained persons. And, as and when our finances permit or as our requirements increase, we may enlarge the scope of imparting military training to people. Besides, there are a few other disadvantages in introducing it on a compulsory basis :

Dearth of Technical Hands and Material :—

We need a large number of trained officers, huge military material, training grounds and other equipments to cope with the multitude of trainees, if military training is made compulsory for all. We feel that in view of the thick population of the country, there will be no shortage of trainees, even without making it compulsory. Only that much of contingent should be selected for being given military training as our resources permit.

Indifferent Temperament :—

It seems ridiculous to give military training to every young man and woman, irrespective of one's physical fitness, mental make-up, temperament or spontaneous keenness. What is the sense in putting heavy rifles in the hands, which cannot bear its weight even, or whose temperament does not suit military craft. Without finding necessary military requisites in a person it will be a liability on the nation to waste money, man-power and time in training him or her, instead of proving an asset.

Psychologically A Wrong Proposition :—

Speaking psychologically, it is all useless to give any kind of military-training without his or her individual interest. Moreover, compulsion, even in its most benevolent form, kills zeal and enthusiasm, saps initiative and aspirations, and sows the seeds of rebellion and hatred.

True, military training inculcates the sense of discipline responsibility and punctuality, improves health to a certain extent, makes people strong and sturdy, infuses practical virtues and regulates life, but does military training not take away free-

SHOULD MILITARY TRAINING BE COMPULSORY FOR INDIAN STUDENTS

thinking, finer sentiments, nobler touches and human considerations, which are, by no means, of lesser importance for a nation's march to prosperity and well-being? We cannot also deny that the feeling of strength makes man aggressive and oppressive, and such attitude cannot lead us far.

Train Only Able And Self-Volunteered Persons :—

Voluntary military training looks to be a better proposition, for the time being, at least. Only those, who have moral and physical strength and natural inclination for hazardous occupations, should be imparted military training, and be made useful soldiers, for the defence of the country. In that case, time, energy and money, spent by the nation in imparting military training, will not go to waste.

Should Women Be Given Military Training ?

The most debatable aspect of compulsory military training in India is whether women should also be imparted such a training? There have been advocates to hold that due to sex-equality, as guaranteed

by our Constitution, and due to their substantial proportion in the nation's population, women should not neglect their responsibilities towards the nation's defence, particularly when they have such luminous examples as those of Rani Luxmi Bai and many more Rajput heroines to inspire. A writer has gone to the extent of saying : "When women claim equality with men, they will not get respect unless they also face dangers and die in battle than fall into the hands of enemy and get raped and mutilated. The present women's education makes them hate work and love a life of ease. Military training will set them right."

There are also critics, who abhor the very idea of putting heavy and strong rifles in the delicate arms of tender-hearted creatures. Women are not made of such stuff, they argue, which may easily suit the hard and strenuous life of military. They are liable to lose their head, to shake their heart and to break their nerves in the midst of any danger. There is still another school of male critics to hold that it is degrading and degenerating to send their female folk to battle fields so long as they are alive. To some extent, it is

true that women should look after the domestic affairs, which are by no means of lesser importance for the healthy run of life, and should establish their supremacy there. "Man for work and woman for hearth" is no bad suggestion.

We may, however, adopt a mid-way. There is nothing wrong if light training is imparted to women with a view to keep them physically fit as well as to equip them with some of the military requisites for the defence of their person and prestige. They may be trained, not for battle fields, but for facing life.

Government's Role :

The matter of introducing military training was taken up by the first Congress Ministry, but it could not go beyond files and shelves, on account of so many reasons. Later on, a committee was set-up by the Government of India, with Mr. H. N. Kunzru as its Chairman, to make necessary recommendations, which found their implementation on July 1948. To start with, eleven towns were selected by the Government for introducing military training in XI Classes. The Committee recommended that 30,000 cadets in the

Senior Division and 1,35,000 in the Junior Division be trained. Since then several outstanding steps have been taken by our governments.

N. C. C.

The National Cadet Corps, replacing the University Officers' Training Corps of the British times, came into being, with the direct control and supervision of the Central Government. N. C. C. has been splitted into different divisions, namely, Senior (Comprising University Under-Graduates upto the age of 26), Junior (Controlling High School boys of 13 to 16 years of age) and Girls (Where also we find a division of Senior and Junior Girl-cadets) Expert officers, drawn from regular forces and from educational institutions impart training to N. C. C. Cadets. There are 49,000 students and teachers in the Senior Division of N. C. C., 64,000 in its Junior wing and about 2,500 in the Girls Division.

A. C. C. and N. V. C.

To supplement and further the schemes of N. C. C., a sister organization, known as Auxiliary Cadet Corps, has been introduced. This organization has 75,000 youngmen

SHOULD MILITARY TRAINING BE COMPULSORY FOR INDIAN STUDENTS

in its fold. For the general public another organization, named National Volunteer Corps, has further been brought into existence. Periodic training camps are being held to impart military training at district levels to persons drawn from various walks of private life. Mention of Prantiya Raksha Dal, introduced by the U. P. Government some time back, may also be made in this connection. It is heartening that the Central Government has been paying increasing attention to all these schemes.

Lok Sahayak Sena

The Lok Sahayak Sena Scheme was planned to train about one lakh citizens every year throughout India. Though the scheme had none of its aims to give perfect and full military training, yet it intended "to impart elementary training, not so much to make the trainees efficient but to create in them an active desire and ability to defend themselves in a proper disciplined and organised manner in case of an emergency."

Other Organizations.

There are several other organiza-

tions at work to equip civilians with necessary military attributes. Besides Territorial Army, which is limited to a few big towns, there are Rifle Clubs, and Flying Clubs etc. at different places in India.

Conclusion.

The third world war, despite assertions to the contrary from every corner of the world, seems to be in the offing. We have to be, therefore, alert. We cannot altogether discard the question of military training for youngmen, because we have to build up our strength to defend our motherland. In case we do not get ready to face the eventuality we shall be at bay when the danger knocks at our doors. If there be no compulsory military training, it is imperative that we keep a reserve of some fully trained youngmen to avert any aggression or attack. The state may reserve the right of inviting any able-bodied youngman or woman to join the nations' colours. Every son and daughter of India should be a soldier, ready to fight for the defence of the country. Military training should, therefore, be imparted to more and more youngmen as our resources permit.

OBITUARY

As Education went to press, on the 29th May last, we received the shocking news, that Shree Hardev Sahai, the Acting Principal of the Boys' Anglo Bengali Inter College, Lucknow had suddenly collapsed while undergoing treatment for asthma at the Balrampur Hospital.

It will be idle to probe at this stage into the causes that hastened this untimely crisis. Shree Sahai suffered the lot so common to our secondary teachers in the state. It is the instances of martyrdom of persons like Shree C. S. Vajpai and Shree Hardeo Sahai that emphasise the need for nationalisation of schools by which alone such evils can be remedied.

During the last fourteen years that the writer had known him Shree Sahai had officiated as the head of the institution for seven years on three terms, while the other seven years were covered by as many as three permanent incumbents.

With all the heavy work that he did for the school, Shree Sahai yet found time to serve the fraternity in spite of his family responsibilities and failing health. He was the treasurer of U. P. S. E. A. for six years upto 1954. At the time of his death he was the Director of T. C. E. Journals Ltd. and of U. P. S. E. A. Co-operative Credit Society.

In his behaviour with his colleagues, he was always considerate and he was an idle gentleman whose courteous behaviour impressed all who knew him. Our sympathies at this moment are for the poor widow and the five fatherless children (four still receiving education) whom Shree Sahai has left behind, besides numerous friends and admirers to mourn his loss. May his soul rest in peace which was denied to him in this world.

L. MUKHERJEE,
Chief Editor, Education.

The Diary of a Student Teacher.

*(Translated from the Original Bengali article of Sri Sudhir Chandra Rai,
and published by Courtesy, Siksha Bengali)*

By KUMARI RUCHIRA SEN, Lucknow, B. A.

PART V

The students of this particular school are perhaps more polite than students of other schools. They stoop to touch the dust from the feet of their teachers. But, perhaps, one would have expected them to be a bit aggressive rather than sheepish. The apparent submissiveness suggested that the fear of the rod was acting from somewhere, and surely this fear was not conducive to the formation of their character.

I had my share of troubles, inspite of the apparent sheepishness. One day while teaching, I noticed Sauren Dutta slapping Bhasker Majumdar. This was a great affront and in my presence. I called the former to task. But the aggressor himself was in tears. He would not tell me what had happened, beyond that Bhasker had been teasing him. Bhasker's pale face gave out his guilty conscience and I could realise, it was one of the canker of disease into which

our adolescents are falling today. We teachers have to root this disease out. But let us look at the background that breeds it. The place is the City of Calcutta, the time is an era oppressed by poverty, cinema and hunger, and the subject is the victim of mingling with various types of vicious persons in every walk of life. Houses leaning over houses in Calcutta leave not an inch of open space for play grounds and healthy recreation is impossible. What else can breed in this foul atmosphere ?

Teachers of course are to root such things out. But they can do so only when the environment is healthy. When the society itself is so depraved what will the teacher do ? In every age there are good and bad persons. What we call bad is merely a deviation from the normal, when it is unnatural or unexpected. But under such circumstances, can

such a behaviour be called a deviation, unnatural or unexpected ?

Individual teachers can not cure this rot, whatever price they may pay for it. A few teachers may sacrifice their whole lives, but that will not change the society. Jesus could succeed two thousand years ago, but the present-day world has not the conditions favourable for a reformer or a martyr. Perhaps, the teachers of old could work miracles with a force of character but the twentieth century teacher can not make such a strong impression on our societies. Thus, we do not find any funds opened to perpetuate the memory of any twentieth century teacher, anywhere in this world. The accepted service to the society is being rendered by soldiers and politicians. The teacher has no place in the modern world. He is just suffered to exist with a pittance he deserves.

It is the politicians, who determine what we should or should not teach. If the world of today finds any thing wrong with education, the blame should be of the politicians, who determine the curriculum, every where. Of course, they are not deliberately leading the country to a

chaos. But the conditions they create, are leading the whole thing to a chaos. The helmsman is plying his boat aimlessly, and if any thing happens he will either curse his luck or blame the poor oarsmen, the scape-goat teachers, for bad workmanship.

The instructions in the training college, are a pyramidal structure, where the top will remain stable only when the base is well founded. Equal attention is paid to Montessori, Froebel and Dewey and the Dalton Plan too is not neglected. But Dalton Plan can not co-exist with Montessori and Froebel. The trained teacher, not knowing what he should do, lapses into the convenient traditional methods, with a lack of interest in the whole affair and goes to seek some private tuition to supplement his meagre pay. Some take up side jobs, besides tuitions, such as running a bookshop or a stationery shop or of writing books. Cole's Adolescence psychology is thrown into an obscure corner.

Why then should I bother ? Let me work within the limitations of the present system. Let me prepare for examinations and lesson plans and

THE DIARY OF A STUDENT TEACHER

not to get an adverse entry into the confidential report that the headmaster is likely to send. Let all considerations for these quiet sweet children, the so called future hopes of our country, relegate into the background.

But I can not escape self-criticism. I can not absolve myself from the responsibility of not reforming Bhaskar and curing of his evil propensities. Let me console myself by saying that I was unable to reform him because : In the first place, I had to finish my lessons according to my plan, which did not anticipate this incident. And in the second, the bell has rung absolving me of all responsibilities of Bhasker and his class !

Thursday 1-1-51.

We usually ask questions only to such boys as are likely to answer them. We do not care to ask such boys as are unable to oblige us with answers, we want. They remain perpetually backward and neglected. The supervisor, one day, remarked "Encourage those who can not answer. If they can not answer, ask them to repeat after a correct answer is given by another boy".

This is indeed a good advice. Boys of this type have turned introverts because they had been punished some time or other either for their spontaneity of their behaviour or for their playfulness. Some of them are unable to connect their ideas together into a coherent statement. A few may be lazy. But anyway, I could not use this method. Rightly or wrongly a thought hovered into my mind that 'no improvement can be made in such boys', it was the thought of helplessness, but a comforting thought indeed ;

The real truth is that we ourselves have no faith in the principles taught in our B. T. course. We take up this course just to get an increase in our salary or to make our temporary jobs more secure and permanent. When we join the course, we know fully well that we have to work in an Indian school, with the same stereotyped conditions, that we have left for the time being. Why worry ? Why try new innovations which we shall have to shed off ?

Again in this examination, the entire family has to bear the burden. The wife has to keep sitting till late hours. The child has to suffer a

reduction in his quota of milk for his father is no longer earning. Starvation and sleeplessness will be the companion of the trainee himself for ten months. It is no wonder that we are always morose and irritable under the stress of the situation. Then again, the principles that are handed down, are hazy. We read Montessori, without learning anything about the didactic apparatus. We do not know what really Froebel's "gifts" are. We are unable to frame suitable assignments and are unable to understand what really a 'Project' means.

We are taught History of Education, Principles and Methods of Education, how to frame syllabi and Hygiene, as though all these would come under our responsibilities, once

we finish the B. T. course.

Every thing is done apparently to make us fit within the shortest time. But has anybody thought whether all these teachings can be used at all in the practical setting of present-day Indian schools ?

No, it is inspectors and members of the managing committees, who should undergo the B.T. course. To an ordinary teacher, it is a wastage of sermons.

Well, let philosophies be apart. Let me work hard and keep on the right side of routine and regulations and get a first class which may help me to get a good job. That alone is worthwhile, for that alone pays !

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Growth of American School Since 1872

(DR. L. MUKHERJEE)

Prior to 1872, primary and secondary schools were under a legal handicap. The communities or local settlements were helping the schools by voluntarily taxing themselves. But they had no legal sanction for the tax. The state was also willing to help the public schools with public money, but private schools had equal rights to ask for a share since they were doing a work of equal importance. In fact, there was nothing to prevent U. S. A. going England's way where the L. E. A. schools as well as the private schools all had right to ask for state subsidy. The decision in the Kalamazoo case settled the claims once for all. The state had now right to help the public schools even by taxing the rich, whose children did not derive direct benefits from the schools. True, it merely legalised an existing practice, but the importance of the decision lay in the confidence it created in the state authorities to earmark more money out of state coffers for school developments and thereby stabilised the progress of education.

Between 1880 and 1890, the po-

pulation of U. S. A. increased to the extent of 24% due to immigration. The High School enrolment increased to the extent of 84%. In the next decade the population increased by another 25% but the high school enrolment doubled and this steady increase has been maintained all along so that there were in 1930 as many as 3949 students for every 100 students enrolled in 1880. True the population has increased two and a half times over but the forty times increase in high school enrolment signifies a general rising of the level of trained intelligence in U. S. A.

With this tremendous increase were entailed several problems which one has to bear in mind.

1. The demand in America was high all this meant bringing into the high schools a population of more heterogeneous abilities. In England only the better ten or fifteen percent went to the public schools and grammar schools. True many of the able students were denied admission into them because of want of opportunities and because

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of the tuition fee which acted as a deterrent. But many who did not in higher elementary classes since 1902 were such as would not profit by an academic type of learning. Even now this population goes into the modern schools getting a practical type of education. In U. S. A. since 1872, attempts have been made to attract this population which even now remains in the modern schools in England and stays away from secondary education in France or India. This attempt of increasing quantity (number) had its effect on the quality and the standards of instruction had to be adjusted to the level of understanding of the students.

2. With a heterogeneous student population, diversity had to be introduced in high school curriculum for in U.S.A. the idea of having two types of high schools one for the classes and other for the masses, or one for academic and the other vocational did not appeal to the minds of the educators. There are courses of instruction in American schools e.g. table arranging, dishwashing which will appear as subjects outside the scope of instruction in many countries.

3. These popular subjects were

not of course introduced all at once. Courses began with such subjects like Agriculture, home economics and vocational studies and new subjects were introduced like community civics which is just a part of studies of older subject of civics. Household Chemistry is just another of such subjects. Even the courses of science were modified so as to include elements of physics, chemistry and biology so as to make a new subject known as general subjects.

4. Evidently, instructions in all subjects could not be brought to the same level of working hours, for some subjects needed mere hours of study than others. Now this will create problems when credit has to be given for one who takes a subject needing less hours of instruction is in a different position from one who takes subjects requiring a longer hours of instruction. The American system has therefore to be based on credit hours. Optionals are not determined according to the number of subjects offered, but in terms of credit hours spent. All have to put in the same amount of credit hours and in doing so one may take one subject while another may take shorter courses in two or more subjects.

GROWTH OF AMERICAN SCHOOLS SINCE 1872

5. In order to create a diversity, there has been a wide choice of subjects in the high school stage and the number of common subjects are just limited, often English and perhaps social studies namely American History and Geography act as core subjects which all have to take.

The rapid growth of American high schools with diversified courses had its effects on adjustment of the students and wrong choice of subjects made many students misfits. In the elementary schools the students were studying only common subjects for eight years and suddenly on joining high schools they were asked to elect a course of studies which they have to offer, out of a formidable list of electives. There were many who advocated that the transition should be slow.

About the close of the nineteenth century it was noticed that the last two years spent in the elementary schools were leading to a wastage in many states and there was a move for an intermediate course something in between the elementary and high schools. Raising the age of compulsory education and requiring in many states a child to stay compul-

sorily for nine years instead of eight created a new problem for such students had to stay in the high schools for a year, where what ever they got was incomplete. All these as well as the issue of school building in the elementary schools which was no longer able to accommodate children of eight grades properly had been responsible for the star of Junior Schhols in the first decade of this century. Junior Schools came in between the elementary schools and the High Schools. The usual pattern is to have high schools for three instead of four years and to reduce the elementary stage to six. Thus the middle three years form the junior schools. There are however variations. Firstly, all States have not accedited the Junior School Plan. There are a number of States, about a third, where education is still followed under the eight four plan. Namely eight years of elementary schools and four of high schools. These are mostly those states which still limit the period of compulsory education to eight years. The high schools on the east coast where the older universities of Harvard, Yale Brown, Columbia, Princeton and others insist on rigid admission

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requirements find that three years of schooling are insufficient to meet the rigid admission requirements and demand that four years are to be retained for high schools. The Junior schools of these places have generally two courses one of two years for those who intend to join the high schools and the other of three years for those who do not wish to join such schools. Be that as it may, the arguments for Junior schools to supplement the older eight four plan may be summarised as follows :—

1. It prevents marking time in the last two years of elementary stage where all that is worth teaching is accomplished within six years.

2. It was possible to endure gradual transition from the rigid curriculum of elementary school to a wide choice of electives in the high schools. In the Junior schools, the core subjects which all must study include English and Social studies as well as mathematics and science, besides this a limited choice is allowed to find out the aptitudes of students and the experience gained in this helps a student to choose his electives in the high school stage.

3. It is considered psychologi-

cally sound to separate the students in their early adolescence from those who have not yet reached the limits of childhood and the junior high school becomes the easiest solution for the same for children are admitted here at twelve when the adolescent changes are just appearing and they stay there till fifteen when the full physical developments have taken place. It therefore segregates children in the rather inconvenient years of early growth when the students are self conscious because of growth.

4. Administratively the Junior school has by taking away two grades from the elementary schools given it more opportunity to readjust itself to the new innovations demanded by recent psychological and hygienic innovations and in many cases made it possible to retain a larger number of sections in each class with fewer children in each.

Because of the diversity existing in American system, it should be noted that the adoption of Junior High School Plan is seldom on a state wide basis. Within the same state one may find both the older 3—4 system as well as the newer

GROWTH OF AMERICAN SCHOOLS SINCE 1872

6-3-3 system and some times one or the other system. In fact each town has its own plan and the town system is controlled by its own board of education assisted by a town superintendent who runs the schools, of all types and determines the policy. On the state level there is the State Commissioner with the Board of Education which is some times nominated and some times elected. In fact in 31 out of 48 states the educational commissioner is selected in others he is either appointed by the legislature or by the governor. In 27 States the members of the Board are nominated, in 21 they are elected by popular vote. The Board supervises and controls the schools within a broad framework and is responsible for the system of certification of teachers. While all those who have studied in State Teachers Colleges are certified as a matter of course as well as those who come from teachers colleges of acknowledged reputation, it is necessary to set up definite standards of attainment for others.

The Board has also to finance the town educational systems. For all public schools that the town or educational district maintains are free

and what ever may be the deficit in the way of income from taxes imposed by the local bodies, town or the district is met by the State Board. The State Board has to look to the problem of transportation. With the modern trend of combining smaller districts into larger administrative units, it has been considered more economical to have a single high school within a unit offering a wide diversity of courses which may include even such subjects as aeronautics. Thus it is not uncommon to find a high school with as many as three thousand students. These students need transport for many come from distant lands. Some students have their own cars but others need transportation. There are transportation agencies which supply buses to transport children for several schools, elementary junior or high within a system and the state Boards subsidise the transportation charges.

Unfortunately, all states are not equally rich, states like New York and Massachusetts have more money. New York for instance is able to spend 250 dollars per child (about Rs. 1200 contrasted with about Rs. 6/- in India) while the

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poorest state Mississippi can afford to spend only 68 dollars per child per year. Naturally, the former state will have better opportunities for education as contrasted with the latter. This is made the plea for increased federal participation in the field of education which states generally resent. So far the Federal Government only subsidises school lunches so that student can get mid day meals at only a fraction of its actual cost.

A recent move for federal participation has come in the field of Negro education. As has been said before Negroes were imported into U. S. A. as slaves and while in the North they were long emancipated, in the South they remained in a state of slavery till Civil War. After emancipation the Negro became a problem. The colour prejudice forced the Southern States open separate schools for the negroes with ill paid colored teachers and this resulted in limitation of educational opportunities. To prevent this the Federal government has in 1954 enacted a desegregation law whereby Negro students could study in the same school with white students. This has evoked a strong wave of opposition in some of the

southern states and perhaps with this experience further federal interference will be slow.

Although a large majority of students study under the public school system, yet about ten percent are studying in private schools. These are either the schools for the religious minorities, the Roman Catholics and the Jews, or are such schools especially in the East which are especially coaching students for university entrance requirements. These charge fees. In spite of the great diversity in the educational systems, the standards are maintained by the American faith in holding frequent standardised tests of which there are many in the States, but which serve an important function in trying to maintain a balance. The tests are also used for guidance purposes in finding suitable courses for the children after an assessment of their abilities, attainments and aptitudes.

Recently, there has been a move for providing education for the exceptional children. The commonest are those who are either backward or handicapped, like the blind or the deaf. Special schools are provided

for them. Juvenile delinquency has been a problem in U. S. A. which the school is trying to tackle. To a large extent the problem is aggravated by unsatisfactory home conditions like living in slums or for children coming from broken homes. The school tries to tackle this through adjustment teacher. The adjustment teacher not only advises the students but interviews the parents and some times has powers to recommend a change of environment for extreme cases.

To help a student to obtain employment, and an American student is likely to need whole time appointment after his studies and also part time appointment during his studies

also, there are vocational guidance teachers who are some times called placement teachers. For guidance in studies, the student not only goes to home room teachers (the American equivalent of class teachers) but also to a special guidance teacher some times called grade advisors, and these guidance teachers of different types, Adjustment, Vocational and grade advisors have relieved the American Principal of much of his responsibilities.

The recent American move has been to provide the gifted student an opportunity to derive full benefits of his powers and for such students special programmes are being devised.

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—Managing Editor.

A LESSON ON PROJECT METHOD.

HOUSE-PROJECT.

By SRI SHAMSUDDIN, B.A., B.T., M.Ed., Dongargaon, M.P.

As per programme, the pupils of class I set themselves in preparing the house of dolls. The situation arose like this that one day the teacher was narrating the story of dolls in his class. There were details of the house of dolls. The pupils listened the story attentively. Then they saw the picture of the house of dolls. They minutely observed the doors the windows and the roof. For one period they discussed among themselves and in the end they determined to construct a house for dolls.

Next day the pupils arranged a programme to see the brick-kiln. First they met a brick-layer. They talked to him and asked many questions :—How are the bricks baked ? How many bricks do you pile in one kiln ? The brick-layer asked them to accompany him to the spot where he made his bricks and asked them to observe all details of his manufacture. This open air study naturally created further interest and the children went on putting different questions. How do you prepare the clay and so on ?

The children took up bricks and examined them minutely. Krishna and Mohan were wonderful for they laid a brick each. The old mother of the brick layer was also laying bricks. Within half an hour both the mother and the boy made one hundred bricks.

After that the children used their own wooden frames to mould bricks themselves and began manufacturing the same though clumsily. This drew many brick-layers to enjoy the sight.

The next day the children arranged the programme to get clay. Some were of opinion that the wet clay should be brought from the tank or river, while others thought of getting clods of soil. In the end they decided to bring from the nearby river to make economy of labour (breaking and digging hard soil and so on). Next day they repeated the same operation. It was a real fun to them. At the river they saw rustics preparing bricks without the help of a wooden mould. They observed it with wonder.

Some of the children performed mimicry and imitated fairly well. Then the children were explained the importance of the wooden blocks used to mould bricks and they perfectly understood the secret of uniformity of shape, size and weight. Then construction of a wall was explained to them.

Then the children remained busy in laying bricks themselves. They collected clay thrice and the five hundred bricks were prepared though not like adepts. However they were remarkably wonderful. In this way the children learnt the following words :—

Brick	Bricks	To lay
Block	Blocks	To mould
Wall	Walls	To prepare

They also composed the story of bricks :—

"There was once a boy whose name was Mehtroo. He found a brick which was red. But it was not well baked. Mehtroo took the brick and sat down under a mango tree. The brick was beautiful. First he examined it on all sides. On one

side he discovered some English letters. He was ignorant of any alphabet on earth. He thought that had he been literate he could have read those letters. He was very sad. There was a squirrel on the same tree. It laughed and said to him, "Brother Mehtroo, Please do not be sad. I show you a way to be literate. In the vicinity of your village there is a school where you can study."

Mehtroo wonderingly asked, "Can I study?" "Yes, you can" was the reply, "The children of your age study in that school. By learning in a school you can also be a useful boy." Mehtroo then went home changed his dress and got himself admitted in the school and became a very good boy.

Language

In connection with the house project, the children heard many stories and learnt so many words: door, window, courtyard, verandah, wall, roof, lock, key, skylight, bathroom, laterine, kitchen etc. The following words were also dictated and they used those in sentences: door, wall, roof, lock, key, verandah and courtyard.

EDUCATION

Arithmetic

The children learnt counting up to 50 with the help of bricks. Similarly the questions of additions like $2+2$, $3+3$, $4+3$ and $3+3+2+2$ were also solved by them.

General Knowledge

The difference between the words, village, town and city was explained to them and thus they could understand the difference very well.

Drawing

With the house project the children saw various pictures of the houses like Indian house, English house, Japanese house, Chinese house, and the house of the nomads and the Eskimos. Then according to their ability and capacity the children set to work with pencil and drawing paper and their drawing work was exhibited in the exhibition.

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T. U. C.'s Interest in Youth Education

Proposals For New Developments

JOHN WALTON Member of the British T. U. C.

(By Courtesy B. I. S.)

Back in 1868, when Manchester trade unionists were drafting the circular to convene the meeting which is known as the first Trades Union Congress, they put down on the list of subjects to be discussed "Technical Education". So it is with becoming modesty that nearly 90 years later the T.U.C. tells a government committee that it has been interested for many years both in the development and improvement of the education service and in the well-being of young workers."

Indeed, one of the oldest standing committees of the T.U.C. General Council is that which deals with public trade union education.

Throughout, the T.U.C.'s interest in education has been to speed the development of full and equal opportunities for youngsters at school and college, and for young workers needing part-time training. The latest trade union views on education put at the invitation of the Central

Advisory Council for Education in England continue this theme, though the treatment is adapted to an age of scientific discovery and technological advance.

Four Broad Aims

Some of what the T.U.C. puts forward is already current educational practice in one form or another. Here the T.U.C.'s purpose is to seek its extension. In other ways the T.U.C. urges new developments. All are, however, designed to realize the four broad aims which the T.U.C. advocates for the education of Britain's young people.

For the T.U.C. a modern system of education must prepare young people to live and work in a society of relatively swift social and economic change. It must secure for the community the best use of their skill and ability. It must help them to find satisfaction in their leisure, and finally it must enable them to play

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an effective part in the democratic conduct of political, economic, and social affairs.

A greater emphasis on general education and a raising of the school-leaving age from 15 to 16 are suggested by the T.U.C. It also proposes that when young people have started work their general education should be continued up to the age of 18 on any part-time courses they may take.

This question of the balance between general and specialized studies is one to which the Central Advisory Council is giving attention in its examination of the education of boys and girls between the age of 15 and 18. The T.U.C. believes that there is a danger that vocational training may now start too soon, and that below the age of 18 it should be limited in scope and intensity without depriving those who can benefit the chance to do so.

Day-Release Courses

In many British firms today there are schemes of training which provide for the release of young workers for technical education during working hours, and the number of day-

release courses has been growing following consultations between education authorities and industry. The T. U. C. wants to see these arrangements for day-release classes extended for all young workers who are not apprentices, and their syllabus so devised as to ensure continued general education. Most apprentices already have to attend courses leading to established qualifications.

Another educational provision for the young worker is the "sandwich" course, which offers the chance to leave the job for a period of full-time training. Such courses are already being extended as part of the Government's expanded provisions for technical education. While approving of this development, the T. U. C. is anxious to ensure greater flexibility in the educational opportunities open to young workers, and it suggests a system of maintenance grants so that larger numbers of people can undertake full-time day courses or could participate in "sandwich" courses without requiring to be maintained by an employer for the period of the course.

The T. U. C. winds up its evidence to the Central Advisory Council

EDUCATIONAL PHILOSOPHY OF MAULANA AZAD

on Education by emphasizing the need for colleges in every area which all young workers would attend part-time and which would provide for the continuation of general education. In time these country colleges, as they are known, and other establishments of further education would bring their syllabuses into line so that general and vocational education throughout this stage might cease to represent separate claims on the time and energies of the

young worker.

As for full-time secondary education, the T. U. C. seeks a greater similarity between its various forms in the first three years after the age of 11. In the upper stages, however, courses should be sufficiently varied to meet the needs and interests of young people and to equip them for further full-time education or part-time training once at work.

Educational Philosophy Of Maulana Azad

(Shri SAIYIDAIN'S Address At Srinagar Seminar)

The only mission of Maulana Azad's life was that Education should aim at producing better individuals having lofty ideals, courage, honesty, integrity, and tolerance, said Shri K. G. Saiyidain, Secretary, Union Ministry of Education, here today (May 21) Shri Saiyidain was reading a paper on Maulana Azad's Educational Philosophy at the Abul Kalam Azad Seminar which is one of the items of the Spring Festival celebrations.

Shri Saiyidain said that the Maulana always stressed that the main objective of our Five Year Plan was not so much the advancement of material welfare as the inculcation of a new outlook and a new spirit. The Maulana, therefore, emphasised that right type of Education was more essential than progress in industry, trade and agriculture.

To understand the main features

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of right education as conceived by the Maulana, we must study what he said at the UNESCO Symposium, where he read a paper on "The Educational Philosophy and Concept of Man in East and West."

The Maulana firmly believed that there was no question of superiority or inferiority as between the basic philosophy of the East and West. He however, recognised the differences in approach and outlook. Whereas in the West man has been free from the limitations imposed upon him by external nature, and great material progress has been made with the aid of science, in the East people have been looking inwards and in spite of the great spiritual attainment have lagged behind in socio-economic and political fields.

The basic concept of Maulana's educational philosophy is the need for harmonious fusion of the outlook of the East and of the West so that man puts the knowledge of science to proper use. Science being ethically neutral by itself, can be put to right or wrong use by man, and to make man use it for construction and not for destruction, it is necessary

to give him such education as creates in him the sense of right and wrong.

Education, according to the Maulana, must elevate the individual and inspire in him high values. Then alone human society can make real progress with the help of modern science. In his opinion, art, literature, science and philosophy together formed an oasis of peace and good-will in the desert of war and hatred.

Being a man of breadth of vision, justice and firm decision, the Maulana took a strong and balanced stand on the question of evolving an educational policy for India. Acknowledging the benefit of western science, the Maulana decided that the educational pattern of the country should, while retaining its Indian and oriental soul, imbibe the scientific attitude of the West without which the needs of the present day cannot be met. The hallmark of true education, according to the Maulana, was that it should generate breadth of outlook. He was convinced that the worst enemy of civilization was narrow-mindedness.

U. S. University Promotes Study of India, Other Asian Countries.

(*By Courtesy American News Feature*)

Most Indian visitors to the University of Pennsylvania's South Asia Regional Studies Department are amazed to learn that the department offers instruction—both elementary and advanced—in Hindi, Urdu, Bengali, Malayalam, Tamil, Telegu, Sanskrit, Pali and Prakrit.

Instruction, moreover, is in the hands of recognised experts who are helped by assistant professors from India whose job it is to perfect students' accent and intonation. Now at the university in this capacity are Krishna W. Ahuja for Urdu; and Sheelvata Misra and Sankarshan Prasad teaching Hindi.

The range of Indian languages is just one indication of the extent of the department's courses. Equally extensive is the curriculum covering Indian history, economics, sociology, art and archaeology.

The University of Pennsylvania is, in fact, only one of thirteen American educational institutions which main-

tain departments of Asian and Middle East studies. A significant point is the fact that these departments and the number of universities which conduct them is actively growing.

In addition to India, the department of South Asia Regional Studies covers Pakistan, Afghanistan, Ceylon and Nepal. The university's Oriental Studies Department deals with the origin and development of cultures in the Middle and Near East areas occupied today by such nations as Iran, Lebanon, Israel and the United Arab Republic.

The faculty of the South Asia Regional Studies Department lists such eminent names as Stella Kramrisch, well-known authority on Indian art; Norman D. Palmer, professor of political science; and Dorothy Spencer, an authority on Indian anthropology. But perhaps the best-known faculty member is Dr. W. Norman Brown, the world-renowned scholar in Sanskrit and Indian civilisation.

Speaking of his work at the university Dr. Brown says :

"Ours are primarily research departments, for it takes a knowledge of both the past and the present to understand today's economics and civilizations in the lands involved. Classes are not too large, but we have students from every state and frequently from various overseas countries.

"Some students go into United States Government service—such as the State Department or agencies concerned with overseas relations. Mostly they are interested in working in a cultural way with all the various old and new nations in the areas. There are others who go into philanthropic work with these countries and still others use the knowledge for work as educators."

Professor Brown likes to tell of the time he informed a new acquaintance in India of his background in Sanskrit. "At once he said, 'All right' but what do you do for a living?" "Sanskrit may, indeed be a matter of the dim past, far from the practical present, but knowledge of the language and cultures is very important in American education today.

"Purpose of the classical languages is to illuminate the modern tongues that are spoken in these lands," says Professor Brown. "They also train scholars to work in original source material and expand our knowledge of ancient civilisations. Working with our internationally-known museum, we at the University of Pennsylvania have contributed many important discoveries to history."

"There is an increasing interest in the spoken languages of the Middle East and South Asian areas," Dr. Brown observes. The demand for knowledge is greatest among students who want careers working directly with the nations of their chosen region. He noted "a remarkable degree" of co-operation from the governments of all nations studied by his departments.

A distinguished series of visitors has appeared before the University students of Pennsylvania this year, including Dr. A. N. Ghatage, Rajaram College in Kolhapur ; Dr. V. K. R. V. Rao, Director of the Delhi School of Economics and a company of Indian musicians under the direction of Mr. Ravi Shankar.

Dr. Brown declares that American educators are acutely aware, as is their government, of the importance of learning the languages and cultures of emerging nations of the world.

BOOK REVIEWS.

READ AND TELL Series By Messers C. S. Bhandari, J. W. Spencer & S. K. Ram, (Orient Longmans Bombay, Calcutta & Madras) 8 books each with ten stories, pages varying from 26 to 53, prices from 55 nP to one rupee.

As has been indicated by the authors, books are expected to meet two needs: (1) To provide a good series of story books for supplementary reading. (2) To supply suitable books for silent reading in the library. The eighty stories are all interesting and some of them are from great classics, Ramayana or Mahabharata, Illyad or Odyssey or from mythology, Indian or Greek. Others are short stories taken from various authors. One finds Shakespeare and Hugo well represented along with Dickens Swift and others. The stories are

well graded and each story is followed by some questions and sentences which require special study. The get up and printing are also satisfactory. It is hoped that the books will fulfil the need for which they have been compiled

CAREERS FOR SCHOOL LEAVERS Issued by Occupational Information Unit Ministry of Labour Govt. of India. 12 pages, price not given.

As has been said in the beginning the number of students passing High School examination has increased tremendously of late. As compared with 120,180 for the then British India (excluding Pakistan) in 1947 there were as many as 335,000 in 1953 and the number is well over 400,000 now. Not all these can secure admission to the University

courses and many can not afford to do so. It is therefore necessary that some occupational information be available to them. The information supplied in this short monograph is however rather sketchy and one would expect the Ministry to prepare a more voluminous manual for helping these students.

GUIDE TO CAREERS in 38 booklets Issued by the Ministry of Labour. Price 1 anna each. Each six or seven pages.

These booklets are probably copies of a smiler booklets published by the Department of Health Education and Welfare Washington. They are to supply the readers useful information for various careers : Civil Engineering, Surveyor, Draughtsman (Civil & Mechanical), Overseer, Architect, Mechanical Engineer, Electrical Engineer, Chemical Engineer, Chemical Technologist, Mining, Metalurgist Communication Automobile, Aeronautical Engineer and Various Health & Social Welfare Services. The pamphlets are informative.

Organising A Basic School By Dr. K. L. Shrimali (Vidya Bhawan Society, Udai Pur), 47 pages Re. 1.25 nP.

As has been said in the preface the brochure discusses some of the practical aspects of organising a Basic School. It contains ten chapters dealing with (a) Initial Difficulties, (b) The Basic School as a Centre of Community Life, (c) Social and Cultural Activities, (d) Problem of Discipline, (e) The School Library, (f) The Staff, (g) The Time Table, (h) Personal Hygiene and Sanitation, (i) School Records and (j) Land and Building in a Basic School.

Each chapter occupies about 4 pages and there are three appendices with (1) A Record of Student's monthly and yearly Progress (2) Record of Students Craft work and (3) Teachers Diary and Review. Though one can not expect a complete account in such a short bulk, but one will surely find many useful hints for practical use in this brochure of ready reference.

Letter to the Editor

To

The Editor,

"EDUCATION",

Lucknow.

Dear Sir,

The following extract from a letter from Miss Cynthia Bowles, daughter of Mr. Chester Bowles, former U. S. Ambassador to India, published in the N. E. A. Journal of Washington, D.C.U.S.A., of December, 1957, deserves to be published in your paper :—

"When I shifted from a high school in connecticut to one in New Delhi, I often compared different aspects of the schools and my reactions to them.

"I particularly like American Schools for the informal relationships between students and teachers and

for the free manner in which we were encouraged to ask questions and participate in class discussions.

"The lack of these procedures in the Indian school made classroom part of my New Delhi public school education difficult. To my Indian School friends, however, *the dogmatism of the teachers, the discouragement of questions, the absence of class discussions, and the extreme respect for teachers* were natural carry-overs of family customs and traditions". Good education in India is, indeed, difficult, so long as the classroom atmosphere of our schools and colleges is not freed from the dogmatism of their teachers, the discouragement of questions by the learners, and the absence of class discussions.

Yours truly,

K. S. VAKIL

शिक्षा और लक्ष्य

(अवधेश दयाल)

[गतांक से आगे]

शिक्षा के द्वारा बच्चों का स्वास्थ्य ठीक होना चाहिये इसमें किसी को आपत्ति नहीं हो सकती। स्वस्थ तथा बलिष्ठ शरीर वाले बच्चे चाहिये। इसकी समुचित व्यवस्था होनी चाहिये। यह स्पष्ट है कि स्वास्थ्य का कार्यक्रम घर, स्कूल तथा राज्य के सहयोग से ही सम्भव है। बच्चों के स्वास्थ्य की ओर अभी तक जितना ध्यान दिया जाता है वह नाममात्र ही है। उससे स्वस्थ नागरिकों के निर्माण का भरोसा नहीं है।

जन्मजात प्रवृत्तियों या योग्यता निर्बलता पर शिक्षा का कुछ अधिकार नहीं चलता परन्तु जितने विकास की सम्भावना है उतना हो जाय इसकी व्यवस्था शिक्षा को करनी चाहिये। स्वास्थ्य को ठीक रखने के लिये आहार विहार तथा व्यायाम आदि की ठीक ठीक व्यवस्था आवश्यक है। जो बच्चे घर पर रहते हैं उनका आहार विहार स्कूल के नियमन में नहीं रहता और विभिन्न घरों में अलग अलग प्रकार का होता है। अतः बच्चों को स्वस्थ बनाने का काम हमारे स्कूलों के क्षेत्र के बाहर हो जाता है। खेलों, कसरतों, डिल तथा फौजी शिक्षा के द्वारा व्यायाम तो कराया जाता है परन्तु व्यायाम अकेला और अलग रहकर स्वास्थ्य का निर्णय नहीं कर सकता। कम विद्यार्थी छात्रालयों में रहते हैं और उनका भी आहार

विहार सम्यक तथा सुनियमित नहीं चलता। देश की निर्धनता के कारण बच्चों को उचित पौष्टिक भोजन नहीं मिल पाता और इस अभाव की पूर्ति राज्य भी नहीं कर सकता क्योंकि राज्य भी तो जनता के खर्च पर करों के द्वारा धन लेकर वह व्यवस्था करेगा। खाद्यान्न की कमी भी देश में है। बच्चों के लिये दूध व फलों की भी कमी है। इसे धीरे धीरे दूर किया जा सकता है। परन्तु जो कुछ हो सकता है वह सब भी हो नहीं रहा है। जितना रुपया जिस बच्चे के भोजन पर खर्च हो रहा है उसका अच्छे से अच्छा उपयोग हो नहीं रहा है। दूषित रुचि होने के कारण हमारे बच्चे अपने पैसों का पूरा लाभ नहीं उठा पाते। ऐसा होता है कि जो पैसा खाने पर खर्च होना चाहिये वह अन्य प्रकार से व्यय हो जाता है तथा खाद्य वस्तुओं का भी ठीक संकलन नहीं होता। इस विषय में रुचि व अभ्यास को सुधारने के लिये राज्य स्कूलों में बच्चों को तथा स्वास्थ्य विभाग द्वारा अभिभावकों को बहुत सी अच्छी सूचना दे सकता है। प्रचार द्वारा सुरुचि का निर्माण होना अत्यन्त आवश्यक है। अमीर लड़के भी अत्यधिक खाने या अनिष्ट वस्तुयें खाने से हानि उठाते हैं। यह सब राज्य व घर के सहयोग से दूर होना चाहिये राज्य का स्वास्थ्य विभाग बीमारियों को दूर करने के लिये अस्पताल चलाता है तथा संक्रामक

रोगों की रोक थाम के लिये दवाइयों व टीकों का प्रयोग करता है परन्तु सार्वजनिक सफाई, स्वस्थ रहन सहन तथा सन्तुलित भोजन जो सच्चे स्वास्थ्य के आधार स्तम्भ हैं उन पर सबसे अधिक जोर देना अभी बाकी है।

छात्रालयों में रहने वाले बच्चे ही अधिक हों, उनका पूरा पूरा नियमन हो, उन्हें सन्तुलित भोजन मिले, छात्रालय में सबका भोजन एक सा हो और सादा हो, अमीर लड़के अतिरिक्त प्रबन्ध करें तो वह भी हितकर हो और स्वीकृत किया गया हो, सुरुचि व सदभ्यास का वातावरण हो तथा उचित समय व उचित प्रकार का व्यायाम भी हो, आमोद प्रमोद भी कुरुचिपूर्ण न हो, इस सबकी व्यवस्था होनी चाहिये।

आज का हमारा विद्यार्थी प्रायः शिक्षा के स्थान पर पुस्तक विद्या व विद्या के स्थान पर परीक्षा के अंक चाहता है। वह अंकार्थी हो रहा है। स्कूलों का भी निर्णय परीक्षाफल प्रतिशत के आधार पर होता है। परीक्षाओं में शरीर-संस्कृति तथा चरित्र निर्माण के कोई अंक नहीं होते अतः इन बातों को अधिक महत्व नहीं मिलता। राज्य को शीघ्रातिशीघ्र ऐसी व्यवस्था करनी चाहिये कि स्वास्थ्य बच्चों के लिये व स्कूलों के लिये भी आवश्यक अंग सिद्ध हो। शरीर स्वास्थ्य से आगे बढ़कर हमें मनः स्वास्थ्य तक जाना होगा क्योंकि बिगड़ा हुआ मन सुधरे हुये स्वास्थ्य को शीघ्र ही नष्ट कर सकता है। अभी तो स्वास्थ्य व चरित्र पाठ्यक्रम के बाहर के फालतू कार्य हैं जिन पर

अधिक ध्यान देने से स्कूलों को सुयश व समृद्धि की आशा नहीं है।

स्वास्थ्य किसे कहते हैं इसकी स्पष्ट कल्पना होनी चाहिये। मोटा शरीर या अधिक वजन स्वास्थ्य का सूचक नहीं है। तेजस्वी शरीर, जिसमें फुर्ती हो, जो करने लायक हर एक काम को कर सके, नीरोग हो तथा रोग का सामना करके उसे आने से रोक सके, सर्दी गर्मी तथा जलवायु के साधारण परिवर्तनों को सह सके, स्वस्थ कहा जायगा। यह न हुआ तो एक दो बातों की अधिक शक्ति होने से स्वास्थ्य नहीं माना जायगा। पहलवान भी ऊपर के अर्थ में अस्वस्थ हो सकते हैं। राज्य व स्कूलों का यह काम है कि वे भावी नागरिकों के लिये संतुलित जीवन सम्भव बनायें।

भारतीय प्राचीन व आर्वाचीन विचारकों के मत में देह स्वास्थ्य व मनः स्वास्थ्य का स्पष्ट व घनिष्ट सम्बन्ध है। पश्चिम भी स्वस्थ शरीर व स्वस्थ मन चाहता है। देह व मन का अन्योन्याश्रय व्यवहार किसी से छिपा नहीं है। फिर भी बालकों के चरित्र निर्माण करने की ओर हमारी शिक्षा प्रायः उदासीन ही है। आज ऐसी स्थिति हो रही है कि अध्यापकों को बालकों से दर्जे का लिखित काम पूरा कराना ही दूरूह हो रहा है, उनके व्यवहार का सम्यक नियमन का तो उनके सामने प्रश्न ही नहीं है। किस प्रकार का शिष्टाचार व कैसा सभ्य व्यवहार बच्चों में होना चाहिये इसकी कोई निश्चित व सर्वमान्य कल्पना तक हमारी शिक्षा में नहीं है। अध्यापकों के विचार व्यवहार एक से नहीं होते तथा घरों की परिस्थितियाँ

और भी अधिक भिन्न हैं। अतः थोड़ी बहुत अशुभ क्रियाओं की टोकाटाकी या रोकथाम को छोड़कर चरित्र निर्माण की कोई व्यवस्थित योजना नहीं है। राज्य हमारे बच्चों के चरित्र निर्माण का कोई व्यवस्थित लेखा स्कूलों से नहीं रखाता तथा बाद में भी उस संबंध में शिष्ट पुरुषों या प्रधानाचार्यों का, प्रायः सहायतार्थ लिखा हुआ, प्रमाणपत्र नौकरियों आदि के लिए पर्याप्त माना जाता है यद्यपि विद्या सम्बन्धी सार्वजनिक परीक्षाओं के प्रमाणपत्रों के बाद और भी प्रवेशार्थ या प्रतियोगितात्मक परीक्षाएँ ली जाती हैं। इससे यही सिद्ध होता है कि हमारी प्रस्तुत शिक्षा प्रणाली में चरित्र का मूल्य बहुत कम है। परन्तु इसे न बदल कर यदि हम अनुशासनहीनता पर अश्रुपात करते रहे तो हमें क्या मिलेगा ? आज हमारा शासनतन्त्र तथा समाज उन लोगों की करतूतों से दूषित हो रहा है जो विद्या रखते हैं परन्तु चरित्र की शिक्षा नहीं रखते। हमारे लिये यह महान भय का स्थान है कि एक ओर “सत्यमेव जयते” संघ सरकार का स्वीकृत महावाक्य है, दूसरी ओर शिक्षित समाज की श्रद्धा असत्य, चालाकी, घूस, कामचोरी आदि पर जमती चली जाती है। यदि हम अपने बच्चों को कुछ सुनिश्चित नैतिक मूल्यों पर दृढ़निष्ठ न बना सके तो शिक्षा का प्रयोजन कभी सिद्ध न हो सकेगा। यदि विद्या देकर उसके दुरुपयोग का द्वार खुला रखा गया तो राज्य और देश उसके भयङ्कर परिणामों से बच न सकेगा। देश के खर्च पर यदि विद्वान दुष्ट तय्यार होकर नागरिक बनते गए तो पतन के लिये किसी और वस्तु की आवश्यकता न

रहेगी। विज्ञान के दुरुपयोग से ही आज यह विश्व महाकाल के समीप, सामूहिक मृत्यु के द्वार पर खड़ा थर्रा रहा है। यह विद्या का दुरुपयोग ही है जिसके कारण आज विश्व को सभ्यता का अन्त दृष्टिगोचर हो रहा है और पृथ्वी पर मानव समाज के समाप्त हो जाने की भी आशंका है। अतः हम इस बात की कभी उपेक्षा न करें कि “विद्या धर्मेण शोभते।”

हमारा भारत एक धर्म-निरपेक्ष राज्य है उसका अर्थ यही है कि राज्य धर्म-पक्षपात नहीं करता। इसका यह अर्थ नहीं कि राज्य धर्म को मूल्यहीन मानता है अथवा नैतिक मूल्यों को कुछ महत्व नहीं देता। भारत का यह गौरव है कि विवशता की, पराधीनता की, दशा में उसने अपना स्वातंत्र्य संग्राम भी विशुद्ध नैतिक साधनों से ही लड़ा फिर यह कैसी विडम्बना है कि यहाँ के स्कूलों में स्पष्ट नैतिक मूल्यों की प्रतिष्ठा न हो। साम्प्रदायिक मामलों में राज्य न पड़े, उतना ठीक है, परन्तु नैतिक मूल्यों की उपेक्षा हुई तो यह धर्म निरपेक्ष-राज्य चरित्र-निरपेक्ष बनने लगेगा और फिर राज्य के आसुरी शक्तियों के हाथ में जाने में देर ही कितनी लगेगी। दो चार तपस्वी या प्रवीण महापुरुषों के द्वारा ही देश स्वर्ग को नहीं पहुँच सकता। उनकी योजनाएँ कार्यान्वित होने के लिये चरित्रबल होना चाहिये जो राष्ट्रव्यापी होना चाहिये। इसका उपार्जन वाल्यकाल में घरों व स्कूलों में होना आवश्यक है।

विभिन्न धर्मों का दर्शन शास्त्र अलग अलग हो

सकता है, उनकी कथायें अलग हो सकती हैं और भिन्न भिन्न प्रकार का रहन सहन भी उपदेशों में मिल सकता है। फिर भी कुछ सार्वभौमिक नैतिक नियमों की सभी धर्मों में प्रतिष्ठा है। इन्हें संकलित करके समन्वय के ढंग से, सभी प्रमुख धर्मों से प्रमाणित करते हुये देश के सारे बालकों को सिखाया जा सकता है। उत्तर प्रदेश में कई वर्ष हुये नैतिक शिक्षा का विषय पढ़ाने का आदेश हुआ था, यद्यपि वह परीक्षा का विषय नहीं था। जान पड़ता है कि प्रायः सभी जगह वह उपेक्षा द्वारा समाप्त हो गया।

यह ठीक है कि नैतिक शिक्षा की पुस्तक निर्धारित करके पढ़ाने से लड़के सुधर नहीं जायेंगे। यदि परीक्षा ली गई तो अच्छी बातें वहाँ लिखने की कोशिश होगी और उसमें भी नकल की चेष्टा हो सकती है। शुक-पाठ मात्र से चरित्र नहीं सुधरेगा। परन्तु यह नैतिक शिक्षा न देने का कोई बहाना नहीं हो सकता। यदि हम बालकों को नैतिक मूल्यों का परिचय ही न देंगे तो वे उन मूल्यों पर चलने का अवसर कैसे पायेंगे? उन्हें किन मूल्यों को जीवन में प्रतिष्ठित करना है इसकी हम कोई स्पष्ट कल्पना तक न दें, जीवन के प्रबल संघर्ष में वे अपरिपक्व बुद्धि से प्रवेश करें और फिर हीन प्रतिक्रियाओं के द्वारा अनुचित साधनों में उनकी निष्ठा जम जाय तो फिर हम उन्हें और शिक्षकों को दोष लगाते हुये झूठे आँसू बहाते फिरें इससे कुछ भी श्रेय न होगा।

हमारी कुछ स्पष्ट कल्पना होनी चाहिये कि हम किन नैतिक मूल्यों की प्रतिष्ठा देश व समाज में चाहते हैं,

फिर उनके बीज घरों व स्कूलों में बालकों के अन्तःकरण में बोने चाहिये। नैतिक शिक्षा, आचार विचार विषयक पुस्तक ज्ञान, भी चाहिये तथा सच्चरित्र उत्साही नीतिनिष्ठ, निर्भीक आदरणीय अध्यापक, स्वच्छ व स्वस्थ वातावरण, उत्तम गृह या छात्रालय का वातावरण, उत्तम जीवन की प्रतिष्ठा व प्रशंसा, पारितोषिक, राज्य द्वारा सत्पुरुषों की मान्यता तथा उत्तम चरित्र के व्यक्तियों के हाथ में शक्ति व सम्पन्नता के पहुँचने की राज्य द्वारा प्रबल चेष्टा व उत्तम व्यवस्था, यह सब भी चाहिये। इसी से यह बात कभी मुलाई नहीं जा सकती कि बच्चों की सच्ची शिक्षा में घर, स्कूल व राज्य का सहयोग चाहिये। आशंका यह है कि कहीं इन तीनों के बीच संघर्ष-भावना न बढ़ती जाय जिसका फल अनिष्ट ही हो सकता है। चरित्रबल की उपेक्षा करके हम शिक्षा का सम्यक लक्ष्य नहीं पा सकते अतः सत्ताधारी व शिक्षा शास्त्री शिक्षा के इस पक्ष की ओर शीघ्र व पूर्ण सचेष्ट हों। संस्कृत के स्थान पर विकृत मनुष्य हमारी अरबों रुपयों की योजनाओं को भी सफल नहीं कर सकते।

हम लोग जिस कल्याण राज्य के सुखस्वप्न देखा करते हैं वह केवल केन्द्रीभूत सत्ता और कानूनी धाराओं से नहीं बन सकता। कल्याण का मूल है कर्तव्य पालन। अतः यह अत्यन्त आवश्यक है कि शिक्षा हमारे बच्चों को कर्तव्यपरायण बनाये। विशाल अर्थ में कर्तव्यपरायणता ही धर्म है।

धारणाद् धर्म इत्याहु धर्मेण धार्यते प्रजा।

धारण करने के कारण ही धर्म है, धर्म से प्रजा

का धारण होता है। नैतिक मूल्य हैं जिनके आधार पर सभ्य समाज टिका हुआ है। इन मूल्यों को पहचानना है और इन्हें बच्चों के अन्तःकरणों में स्थापित करना है जिससे इनके अनुरूप कर्तव्यों का पालन वे सदैव कर सकें। बाल्यावस्था में ही उनका ऐसे आचरण का अभ्यास हो जाय और वह इतना दृढ़ हो कि जीवन संघर्ष की कटुता उन्हें इस प्रकार के सदाचार से व श्रद्धा से हटा न सके। शिक्षा काल में इस प्रकार की तय्यारी को ही हमारे गणतन्त्रात्मक कल्याण राज्य की दृढ़ नींव समझना चाहिये। किसी प्रकार का भी राजनैतिकवाद देश में लाना हो तो उसके लिये सत्तारूढ़ व सत्ताकांक्षी दलों की तथा राजतन्त्र को व्यवहार शुद्धि चाहिये जो जनसाधारण के चरित्रबल पर ही टिक सकती है। कार्यदक्षता का तथा इमानदारी का गिरता हुआ स्तर यह पुकार रहा है कि स्कूलों में क्रियात्मक नैतिक शिक्षा की तीव्र आवश्यकता है। शिक्षा का पठनपाठन सम्बन्धी स्तर भी नैतिक मूल्यों के गिरते रहने पर नहीं सँभाला जा सकता क्योंकि ईमानदारी से पाठ्यपुस्तकों का पढ़ना तथा वैध उपायों से परीक्षाएँ पास करना जबतक मान्य न हो तब तक विद्यार्थी समाज योग्यता प्राप्ति में उचित ढंग से क्रियाशील नहीं हो सकता। आज तो परीक्षा निरीक्षकों के विरुद्ध हिंसा तक होने लगी है जिससे यह जान पड़ता है कि विद्यार्थी समाज या

उसका एक विशेष अंश नकल करने का अधिकार पाने की चेष्टा कर रहा है। हमें शीघ्र ही नैतिक दुर्व्यवस्था को सँभालने के लिये आवश्यक कदम उठाने चाहिये। सच्चे व ईमानदार आदमियों का सम्मान व उत्थान होने से ही यह दशा सँभलेगी। अतः देश में तथा शिक्षालयों में तीव्रता से इस ओर ध्यान देना चाहिये।

जिस प्रकार का कल्याणभाजन समाज हम बनाना चाहते हैं उसके आधारस्वरूप नैतिक मूल्य क्या हैं इन्हें निश्चित करना चाहिये फिर शिक्षा में इन्हीं मूल्यों की प्रतिष्ठा करनी चाहिये। कहा जाता है कि नैतिक मूल्य भी बदलते रहते हैं परन्तु इससे क्या? भौतिक मूल्य तो उससे भी शीघ्र बदलते हैं। राजनैतिक तथ्य शीघ्र बदलते हैं, विधानों में परिवर्तन होता है फिर भी ये विषय अनावश्यक नहीं माने जाते, बराबर पढ़ाये जाते हैं। विभिन्न सभ्यताओं व समाजों में नैतिक मूल्यों का एक-सा क्रम या अंकन न हो परन्तु आधारभूत मूल्य क्या हैं इसमें पर्याप्त एकता मिलेगी। ये परिवर्तनशील हों या शाश्वत परन्तु बिना नैतिक मूल्यों का सभ्य समाज सम्भव नहीं, अतः नैतिक शिक्षा देने के कर्तव्य से हम बच नहीं सकते। अब प्रश्न यही है कि कौनसे सिद्धान्त पढ़ाये जाँय और किस प्रकार का शिष्टाचार सिखाया जाय।

[क्रमशः]

बालक बालिकाओं के जीवनी को प्रभावित करने वाली किशोरोपयोगी अनुपम पुस्तकें

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

बाहरी प्रकाशन

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

९	न्यू मेथड बुक प्राइमर	—)III	२६	दियासलाई	—)
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१९, हेवट रोड, लखनऊ

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१९, हेवट रोड, ब्रखनऊ

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