

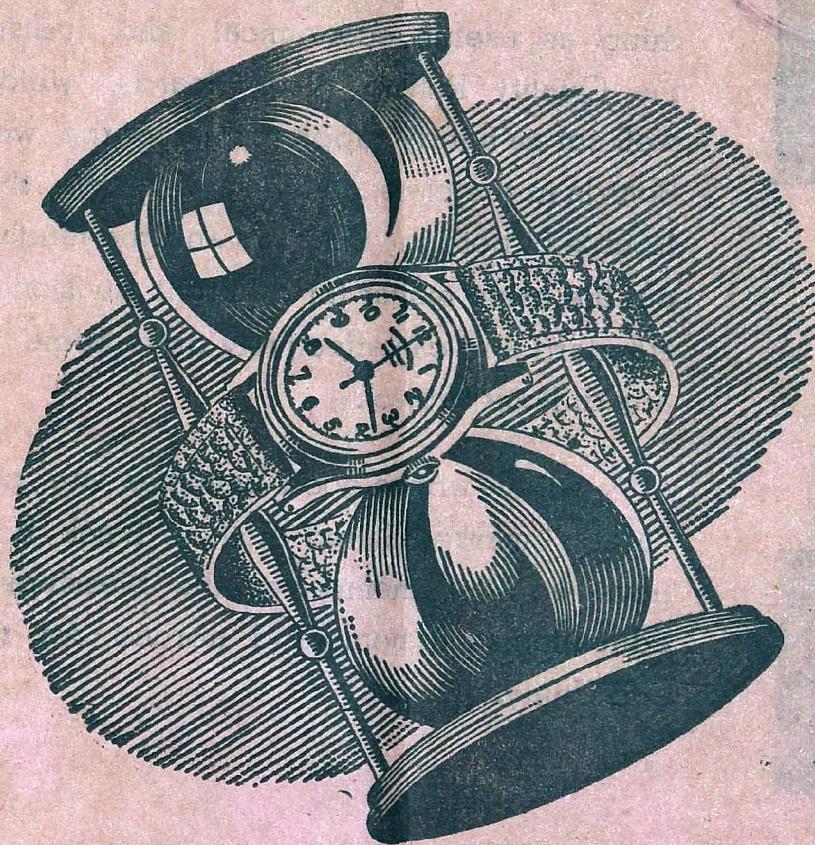
EDUCATION

Vol. XXXVII—9

MONTHLY JOURNAL

September, 1958.

Evolution



FAVRE-LEUBA

AND COMPANY PRIVATE LIMITED



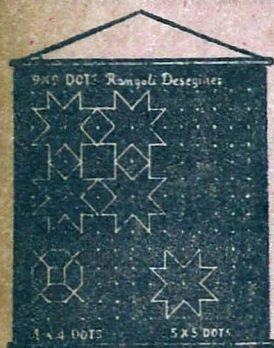
Established in 1815

Agents for the famous Swiss watches:

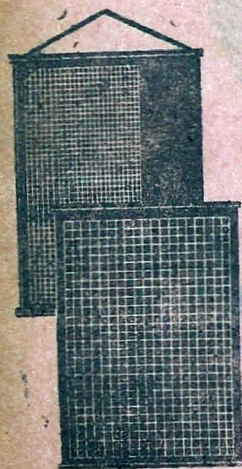
Patek-Philippe ★ Zenith ★ Vacheron & Constantin ★
International ★ Eterna ★ Jaeger LeCoultre ★ Sandow
★ Memovox Alarm Wrist Watch ★ John Barrel ★

Education Office, 19, Hewett Road, Lucknow.

Nothing like it.....



In the field of educational aids, there is no other thing as useful, economical and indispensable as the Quality Roll-up Black Boards, which can very well act as handy supplements to the wooden Black Boards in the class, can very well save the time and trouble of both the teachers and the taught in writing out the same matter for different divisions of the same standard and can effectively drive home to the pupils any difficult subject.



All the above good qualities are present in the "Megh" marked Slated Roll-up Black Boards, which have won for themselves the blessings of eminent educationists at home and abroad, for their Quality and Utility.

Please, therefore, write immediately for FREE illustrative Literature to :

MEGH SLATE FACTORY PRIVATE LTD.,

Post Box No. 24,

BARAMATI (Poona) INDIA.



हमारे नये हिन्दी प्रकाशन

आधुनिक राजनीतिक संविधान

लेखक

गुरुमुख निहाल सिंह, एम०ए० (अर्थशास्त्र) लन्दन, बार-एट-ला, राज्यपाल, राजस्थान
प्रभातकुमार मजूमदार, एम०ए० (इति० एवं राज०) अध्यक्ष, इति० एवं राज० विभाग,
एम०एस०जे० (गवर्नमेण्ट) कालेज, भरतपुर

गोपालदास भार्गव, एम०ए० (राज०), इति० एवं राज० विभाग, गवर्नमेण्ट कालेज, श्रीगंगानगर

प्रस्तुत ग्रन्थ में लब्ध प्रतिष्ठ विद्वानों ने इंग्लैण्ड, कनाडा, आस्ट्रेलिया, दक्षिण अफ्रीका, आयर, फ्रान्स, संयुक्त राज्य अमेरिका, भारतवर्ष, स्विटजरलैण्ड तथा सोवियत रूस के संविधानों के सैद्धान्तिक एवं व्यावहारिक पक्षों को ध्यान में रखते हुए शासन की वास्तविक कार्यप्रणाली आदि की वर्णनात्मक, तुलनात्मक तथा आलोचनात्मक अध्ययन है। इस विषय पर यह पुस्तक अपने ढंग की निराली है।

पृष्ठ संख्या ४८६ मूल्य १० रु०

सामाजिक अध्ययन

लेखक

बलवन्त सिंह, एम०ए० (अंग्रेजी, इति० तथा राज०), बी०टी०, डिप्टी डायरेक्टर,
शिक्षा विभाग, पंजाब राज्य, चण्डीगढ़

रामलाल भाटिया, एम०ए० (राज० तथा अर्थशास्त्र), प्राध्यापक, डी०ए०वी कालेज, जालन्धर
अमृतलाल गुप्ता, एम०ए० (इति० तथा राज० शास्त्र)

मानव कल्याण के लिये सामाजिक शिक्षा के महत्व को विश्व के सभी देशों के शिक्षा शास्त्री अनुभव करने लगे हैं जिसके द्वारा सभी देशों के मनुष्यों को एक-दूसरे के समझने का सुअवसर मिल सके और वे पारस्परिक सहयोग एवं सद्भावना से प्रेरित होकर एक-दूसरे के निकटतर आ सकें। इसी उद्देश्य को सामने रखकर इस पुस्तक की रचना की गई है। यह दो भागों में है तथा पूर्णतया चित्रित है। यों तो यह माध्यमिक शिक्षा के पाठ्यक्रम के अनुसार लिखी गई है, पर पुस्तकालयों, सामाजिक कल्याण केन्द्रों आदि के लिये भी उतनी ही उपयोगी है।

भाग १	पृष्ठ संख्या ३४१	मूल्य ३ रु० ७५ न० पैसे
भाग २	पृष्ठ संख्या २६२	मूल्य २ रु० ७५ न० पैसे

मैकमिलन एण्ड कम्पनी लिमिटेड

(इंग्लैण्ड में संस्थापित। सदस्यों का दायित्व सीमित है।)

२९४, बहूबाजार स्ट्रीट, कलकत्ता १२

EDUCATION

Managing Proprietors :

Annual Subscription
Rs. TEN

T. C. E. JOURNALS & PUBLICATIONS LTD.
19, Hewett Road, Lucknow.

This Issue
As. 14 only
87 Naye Paise

VOL XXXVII

SEPTEMBER, 1958.

No. 9.

BOARD OF EDITORS

Hony. Chief Editor

Dr. L. MUKHERJEE

Hony. Associate Editors

SRI AVADHESH DAYAL

SRI B. S. MATHUR

Hony. Managing Editor

SRI RAJA RAM VAJPAI

CONTENTS

	PAGE
1. O ! Pedlar Saint <i>Sri Avadhesh Dayal</i>	1
2. Editorial	1
3. A Suggested Scheme for In-service Training of Teachers	5
<i>Dr. L. Mukherjee</i>	
4. Maintenance of Family History in M. P. Schools <i>Sri Shamsuddin</i>	14
5. Science and Astrology	21
<i>Avadhesh Dayal</i>	
6. Teacher's Role in the Formation of Children's Character	22
<i>S. K. Dey</i>	
7. How Illiteracy was wiped out in the USSR <i>Nikolai Soloyev</i>	26
8. National Discipline Scheme	31
9. Book Review	34
10. गिरते हुए शैक्षिक स्तर का विश्लेषण राम खेलावन चौधरी	35
11. Raising Teachers' Status	40

O! Pedlar Saint

(To Acharya Vinoba. Birthday on 11. 9. 1958.)

[AVADHESH DAYAL]

O pedlar saint, Thy wisdom is divine
Shouldst Thou be thus for ever on the move
With purest sacrifice Thy thoughts to prove ?
Pilgrim of love ! Uplifting sojourns thine !

Thy slim and tender feet have crossed this Hind
And trod miles more than thousand twenty five
Millions of men now on Thy teaching thrive
Four thousand Gramdans have set up a wind

From foreign rule did Bapu us set free
But teeming masses tasted not that joy
Abjectly poor and in bad customs bound.
Thou art now constructing that liberty
Which brings true peace, which armies can't destroy
In Thee has nation worthy saviour found.

Editorial

Improvement of Teachers' Lot in U. P.

While we have commenced living in the twelfth year of freedom, it is rather painful to note that nothing has been done to improve the lot of teachers in general, in our State of

Uttar Pradesh. The Mandatory scales of pay were announced in July 1947, i.e. before achieving independence. It provided two scales of pay one for the government institutions and the other for the non-

government. The former scale was just the living wages, which was not quite decent and which in itself is quite inadequate with the rise of the index of living. The latter was even more unsatisfactory. Within eight years, an intermediate college lecturer was to reach his maximum and most of them are stagnating in the salary which is lower than the maximum of the trained graduate of the government high schools, for the last four years or more. In case of High School teachers, all who had rendered a long service have reached a maximum and even the new entrants of 1947 will reach their maximum by this session, for it was a scale extending to twelve years. The C. T. scale was offset by J. T. C. grades which were started. Thus frustration and stagnation looms in the horizon for teachers of even those schools which could afford to give regular increments. Many schools could not afford even those regular increments because the government only met a part of the increased pay. For the teachers these schools, the condition is more pitiable and while some schools are refusing to give increments, others are using the subterfuge of making

teachers sign for one salary and offering another. No dearness is granted to teachers of the aided institutions in U. P., except what is realised by D. A. fees. This amounts generally to only six rupees or so. In almost all states the teachers of Aided institutions can claim D. A. from the Government. U. P. is perhaps the solitary exception. In Bengal the D. A. given by the State amounts to Rs. 17/-, in Behar it is Rs. 12/-, in U. P. nil, and this in spite of teachers crying hoarse over the government D. A. for the last twelve years.

When the scale of pay was announced in 1947, it was hailed that a school teacher in U. P. would get more than his compatriot in any state. Actually a Delhi or a Bombay Teacher or a teacher from Hyderabad got more emoluments even then, pay and D. A. put together. Today other states have caught up and even the poorer states like Madhya Pradesh, Behar and W. Bengal are offering scales which inclusive of government D. A. are more attractive than that available in U. P. in spite of the fact that the cost of living in U. P. is not lower than in these states in any way.

It is claimed that to give enhanced increments, to offer better scales or dearness allowances, the commitments of the State would be too great and the taxpayer would be burdened with a heavy load beyond his bearable capacity. It is surprising that this lip sympathy to the tax payer's burden is voiced only when the question of increased emoluments of the teachers is raised and at no other time. In 1952, on the eve of the General elections, the then Education Minister who was also the Finance Minister when confronted by the deputation of U.P.S.E.A. (in which the writer was a member), with the figures of low educational expenditure per capita in U.P. which was less than half that for Bombay, told that Bombay could meet it because of levying Sales Tax even on necessary and essential articles and U.P. has no intention of levying the same. Yet within four years the Sales tax was imposed in U.P. and not a pie of it was earmarked definitely for educational purposes. Perhaps we may explain the myth of concern for average tax payer's burden in another way. The budget of U. P. in 1958, it has been proclaimed has increased over eight times within the last twelve years.

In 1946 it was not more than thirteen crores, today it is nearly one hundred and thirteen crores. If the additional burden of the tax payer could increase seven fold and if the tax payer is made to shell out something like a hundred crores extra within the last twelve years, could he not be made to pay another crore or two for education ?

The whole issue is one for giving priorities. Education, we feel, should come next to food in priority, for after food for the body should come food for the mind, followed perhaps by health. Police and administration should follow after. But this is not what our rulers feel. They do not realise that by spending more on education, they will have to spend less on police for better citizens will be more law abiding. Our state which is refusing to accept the Centre's offer of educational subsidies, has thereby added its responsibilities to provide the funds, itself. But this it has failed to do. Even the part remedy suggested by the Standing Committee on Education, (the Minister's cabinet) we understand, is under the fire of criticism by the almighty finance department which believes in pruning the same, and

which has served to shelve it indefinitely so far.

The question is how far should this state of things go? Already signs of discontent are evident in the shape of Demands Day, Protest Day and the like. The only logic which a hungry man can understand, is the logic of offering him bread. Sweet words and tall promises can not fill an empty stomach. But this those who are holding the reins seem to overlook. Passing of Inter. Education Amendment Bill by State Assembly is the only relieving feature. Let us be wise before it is too late.

U.P.S.T.A. Committee for Comprehensive Educational Scheme.

U.P.S.T.A. has appointed an eight man committee to prepare a comprehensive scheme of education for Higher Secondary Schools. Dr. L. Mukherjee, our Chief Editor is its Convener and other members are:—

Shree Kanhaiya Lal Gupta,
M.L.C., Muttra.
Shree Hriday Narain Singh,
M.L.C., Jaunpur.
Shree Laxmi Narain Dixit,
M.L.C., Kanpur.
Shree Rameshwar Singh,
M.L.C., Deoria.

Shree Balbhadra Prasad Vajpai,
(our Director,) Lucknow.
Principal Mahadeo Prasad Verma,
Gosaingunj.

and

Shree K. B. Singh of Lucknow.

We hope the Committee will take pains and put forward a really good scheme to refute the charges that teachers associations look only to the professional interests and overlook academic ones.

Cross Cultural Studies of Child Psychology.

UNESCO has recently held an Experts meeting on Cross Cultural study of child Psychology at Bangkok. It was attended by ten representative educationists from different parts of the world. India and S.E. Asia was represented by our Chief Editor Dr. L. Mukherjee, who had opportunities to meet experts from U.S.A. Canada, W. Africa, U.K., West Europe, Middle East, Far East and Australia. His full articles based on this experience would be published soon, at present they are with UNESCO. We hope the world body will do some thing tangible to remove illiteracy that pervades in Asia and in Africa.

A Suggested Scheme for In-service Training of Teachers

DR. L. MUKHERJEE,

(Secretary, Teacher Training Section, All India Federation of Educational Associations.)

In-service education of teachers is given ostensibly with two objects. In the first place, there is a large number of teachers in our secondary (as well as in the primary) schools who are untrained. The number of such teachers has been published in a recent publication of the Ministry of Education and Scientific Research, namely Education in India 1954-55, Vol. II. It shows that the total number of untrained teachers, in our secondary institutions alone, is well over a hundred thousand as the following table from pages 72-75 shows.

TABLE I

Teachers	Trained	Untrained
Graduate Middle Schools	3,824	4,869
High Schools	47,392	35,222
Matric and Inter Middle School	20,345	30,816
High Schools	37,444	11,701
Non Matric Middle Schools	27,965	15,227
High Schools	15,365	10,642
Total	151,335	108,477

From this table, it appears that 41.7 per cent of the teachers serving in our secondary schools were untrained in 1955. This was, more or less, uniformly distributed in the three groups : graduates, undergraduates and nonmatriculates, for the respective percentages of untrained teachers in the three groups were 43.9, 42.4 and 37.9. One admits that a number of teachers untrained in 1955 had been subsequently

EDUCATION

trained, especially if some of them had been kept in a temporary cadre awaiting training. But that will reduce the percentage only by a small number. From the report of 1955-56, it appears, 138,074 out of 338,188 i.e. 40.8 per cent were untrained, which confirms this view.

Most of our untrained teachers have put in a long-period of service and have family responsibilities which may make it rather difficult for them to undergo training, as regular students, which necessarily involves a loss of income and perhaps of continuity of service. Such teachers therefore tend to evade training obligation under the back door of exemptions and certification. Perhaps, this saves them from being retrenched, but does it not deprive their students of the benefit, which they would get when they are taught by trained teachers?

But we can not always blame the teacher, if he had no training. The rapid demands of secondary education, especially in the last decade, had been such that our training colleges had not been able to cope with the demand and a number of untrained teachers were employed

who have by now put in a number of years of service and who, because of their experience, do not need an elaborate training and whose family and other commitments also prevent them from undergoing a full course of nine months training.

Side by side with the problem of untrained teachers, we have also to consider the case of a trained teacher, who has received his training a decade or two ago. The rapid changes in our educational psychology and methodology, and the rapid improvement of audiovisual techniques make the schools of today not places of tears but of joy, as one who has been abroad and has had seen some of the schools of U.S.A., U.K., or Denmark can testify. But our Indian Schools are lagging far behind, partly due to lack of equipment and partly due to the lack of trained personnel to handle them efficiently. In-service training or short course can at least supply that want and the various extension courses and seminars provided by our extension service courses in various centres financed by the Ford Foundation and arranged by All India Council of Secondary Education are meeting that need. These

A SUGGESTED SCHEME FOR IN-SERVICE TRAINING OF TEACHERS

extension services are meant mainly for such teachers, whose training is out of date and who have to be acquainted with recent changes in psychology or methodology and with audiovisual appliances. Perhaps, these extension courses are partly helpful in providing an in-service training to untrained teachers as well. But their efficacy is limited for the following reasons :—

(1) They are not many in number and are located in certain centres which may not be accessible to many teachers, who need their benefit.

(2) For an extensive in-service course they have to provide housing and other facilities to the trainees who will come from distant places. As this is not always possible, except to a limited extent, their service tend to be confined to the local teachers or to such teachers who can easily reach these centres.

(3) Housing difficulties make the seminars, they hold, rather too short to be really effective.

(4) Even when adequate facilities are provided, some of the selected trainees, find it inconvenient to

attend them, for they may have such family obligations as would make it difficult, if not impossible, for them to attend. We can very well imagine how a male teacher who happens to be the single male member of his family feels if he is called upon to undergo in-service training at a place, a hundred miles distant from his home, or how a lady teacher who is a mother of her nursing babies would feel, if she is called upon to undergo an in-service training at a distant centre, cut off from her children.

As a large majority of untrained teachers are in rural areas and as it is in rural schools that the need for acquaintance with modern methodology of education as well as aids of teaching are greatest, one fears that the few centres of extension services opened at a few centres would not be able to cope with the demand. True, most of them are now provided with a station wagon. But that alone will not be able to extend their services to all rural areas for the following reasons :—

(1) If they concentrate on the rural areas, the regular extension courses, they are offering in their own centres, will be lost. Consequently, they are

likely to confine their rural programme to a few excursions.

(2) Sporadic rural programme, as they may have, will do very little good. In the rural areas, there is need for the extension service people to stay for some time, study local needs and to work up a programme so as to benefit the rural teachers. Nothing effective can be achieved unless the extension service staff stays in a particular area for at least a month at a time.

(3) Occasional visits to rural areas will have more the aspect of an exhibition rather than a concentrated programme and it is feared that, the extension service will be hardly able to utilise the available local resources, if any, within this period of their short stay.

We have therefore to plan the programme for in-service training of rural teachers, in addition to the existing extension services and not as an appendage to it. It has to supplement the present programme. To do this, we must have additional staff solely engaged in rural in-service

programme and not doing partly an urban and partly a rural service.

"Which agency would undertake this programme, it may be asked. The resources of the states are limited and it will be seen from the following list of the number of trained and untrained teachers, the needs are varied. Ordinarily it may be said that generally a poorer state has a greater need for trained teachers, for it has been able to provide only a few trained teachers so far. The table given below is from another latest government publication and though it depicts the condition of states before reorganisation, yet it will indicate the magnitude of our problem.

Table II (From Education in the States, 1955—56 published by the Ministry of Education Government of India, pages, 13, 20, 28, 34, 40, 47, 53, 61, 68, 75, 84, 90, 97, 104, 110, 117, 124, 130, 139, 145, 151, 157, 164, 171, 178, 183, 189, 196, 202).

A SUGGESTED SCHEME FOR IN-SERVICE TRAINING OF TEACHERS

States	Trained teachers in Secondary Schools	Untrained teachers in Secondary Schools	Percent Trained
Andhra	11,876	1,160	87·7
Assam	6,435	13,817	22·9
Bihar	13,441	16,216	45·3
Bombay (Old)	36,091	12,817	73·8
Madhya Pradesh (old)	9,307	10,075	48·0
Madras	24,675	2,811	89·8
Orissa	2,755	3,453	44·4
Punjab (old)	13,488	3,849	77·8
Uttar Pradesh	32,359	16,308	66·5
West Bengal	7,401	20,610	26·4
Hyderabad	4,491	4,891	47·9
Kashmir & Jammu	2,042	1,705	54·5
Madhya Bharat	2,547	4,733	34·7
Mysore	3,638	4,826	43·0
Pepsu	3,023	2,186	58·0
Saurashtra	768	1,564	32·9
Travancore & Cochin	16,119	7,416	68·5
Ajmer	637	124	83·7
Andaman & Nicobar	22	33	40·0
Bhopal	308	1,213	22·2
Coorg	361	353	50·6
Delhi	5,083	543	90·3
Himachal Pradesh	1,105	523	67·9
Kutch	44	94	18·5
Manipur	63	655	8·4
N. East Frontier	39	63	38·2
Tipperah	268	515	34·2
Vindhya Pradesh	873	2,565	25·4

It is therefore necessary that a central agency like the All India Council of Secondary Education should tackle the problem of emergency in-service training for rural teachers in different areas with the cooperation, of course, of the state governments concerned.

The scheme for emergency training should be by means of mobile units. Each unit should consist of a coordinator and two assistants, for the simple reason that different aspects of teacher education can not be tackled by a single person. There must also be a mechanic, trained in the use of audiovisual equipment that the team would need. The van must have a driver and a peon. The teaching staff should be recruited from training colleges of the locality and should have some experience in a training college, before they go out for extension scheme. It may sometimes be possible to send a member of the regular staff of a training college for a year and let his place be taken up by another new hand, at the training college. The team should travel

to different areas, spending at least a month in each area. Their residence would not offer a problem, for a particular place will have to find housing accommodation for only five or six persons and this can be easily managed, even in remote areas. The work, they would be able to accomplish in an area, will be considerable. For not only will they give extensive evening lectures to the trainees but will also supervise their teaching work in the school during the day time and give demonstrations themselves with visual and other aids. For the trainees, such training will offer very little inconvenience for they will find the training colleges at their very doors so to speak for a month, encouraging them to derive the maximum benefit within the minimum time.

Considering the benefits, for in course of a year (40 weeks) each team would be training at least a thousand trainees, the cost will not appear to be high as the following estimate for the first two years of the experiment will show :—

A SUGGESTED SCHEME FOR IN-SERVICE TRAINING OF TEACHERS

TABLE III.

Co-ordinator	Scale Rs. 500-25-625 for the first two years	Rs. 12,300.
Two Assistants	„ Rs. 300-20-400 for the first two years	Rs. 14,880.
Mechanics	„ Rs. 90-5-115 for the first two years	Rs. 2,220.
Driver	„ Rs. 70-4-90 for the first two years	Rs. 1,688.
Peon	„ Rs. 40-2-50 for the first two years	Rs. 972.

Travelling Allowances :

Coordinator	@ Rs. 10 per day for 280 days in the year	Rs. 5600 for 2 yrs.
Two Assistants	@ Rs. 7/8 per day for 280 days in the year	Rs. 8400 for 2 „
Mechanic	@ Rs. 2/8 per day for 280 days in the year	Rs. 1400 for 2 „
Driver	@ Rs. 2/- per day for 280 days in the year	Rs. 1120 for 2 „
Peon	@ Rs. 1/3 per day for 280 days in the year	Rs. 840 for 2 „
Petrol Charges & Repairs	approximately Rs. 100/- P.M. i.e.	Rs. 2400 for 2 „
Office Equipments & Stationery	Rs. 20/- P.M. i.e.	Rs. 480 for 2 yrs.
Postage	Rs. 12/8 P.M.	Rs. 300 for 2 yrs.
Printing of Reports	...	Rs. 1500/-.
Books and other Materials	...	Rs. 1500/-.

Total expenditure for two years for each unit will thus be Rs 56,000. How many such units are necessary for the whole of India? From the Table II we may get an approximate number of units needed. It is estimated that the whole campaign should be a sort of a five year plan, and out of the total commitments, the All India Council of Secondary Education would finance the expenditure for the first two years and expect

other agencies to continue for the remaining three. Thus approximately one unit, has to be provided for about five or six thousand untrained teachers (training a thousand per year) and each unit should limit its activities as far as possible within the state boundaries. From that point of view, it is suggested that there should be twenty eight such units distributed thus :—

EDUCATION

TABLE IV

Andhra, its present boundaries	...	(4,682) one unit.
Assam including Manipur and N. E. F.	...	(8,669) two units.
Bihar	....	(15,633) three units.
Bombay (present limits including Surashtra & Vidharva)	(20,765)	four units.
Madhya Pradesh, its present boundaries	...	(12,446) two units.
Madras	....	(2,947) two units.
Mysore, its present boundaries	...	(6,905) two units.
Kerala, its present boundaries	....	(7,194) two units.
Orissa	....	(3,453) one unit.
Punjab including Himachal Pradesh & Kashmire	...	(8,263) two units.
Rajasthan including Delhi	...	(8,290) two units.
Utter Pradesh	....	(16,308) three units.
West Bengal including Tipperah, Andaman & Nicobar	(21,193)	four units

(Figures in bracket give the number of untrained teachers in thousands in 1956 according to the report 1955-56.)

The total expenditure of running these units for the first two years will come to one million and six hundred thousands of rupees.

Along with the running of these units, there should be some expenditure at the centre for coordination. For this purpose one officer of the rank of a Field Supervisor must be employed solely to look after the work. It is reported that all the posts of Field Supervisors, already

sanctioned, have not been filled up yet and hence there is scope for filling up, one post from among senior persons, who should have a wide experience with secondary education coupled with experience of training college work. Interprovincial experience will be an asset. The officer should be assisted by a person of the Coordinator's rank and must have an office with a clerk, an accountant and a steno. The estimated expenses are given below :—

TABLE V

Field Supervisor for mobile Training Courses
Scale Rs. 750-50-1000 for the first two years

Rs. 18,600

A SUGGESTED SCHEME FOR IN-SERVICE TRAINING OF TEACHERS

Assistant Field Supervisor Scale Rs. 500-25-625 for two years	Rs. 12,300
Clerk Cum Secretary Scale Rs. 160-10-210 for two years	Rs. 3,960
Accountant Rs. 160-10-210 for two years	Rs. 3,960
Stenographer & Despatch Assit. Rs. 120-7½-151½ for 2 years	Rs. 2,970
Peon two Rs. 50-2½-62½ for two years	Rs. 2,460
D. A. to office staff @ 20 percent approximately	Rs. 2,670
Office Expenses, Stationery, Postage, etc. @ Rs. 45 p. m.	Rs. 1,080
Printing and other expenses Rs. 1,000 per year	Rs. 2,000

The total expenses for the central office will thus come to about fifty thousand rupees and even if the officers undertake some touring and call the coordinator for a conference the expenditure is not likely to exceed another ten or fifteen thousand rupees.

Thus, with an expenditure of about one million and seven hundred or thousand rupees in all, we shall be able to lay an effective foundation of a constructive in-service training scheme for rural teachers of secondary schools who are not at present deriving the full benefit out of the present extension schemes. If we are able to continue the scheme for another three years, it will mean that the problem of untrained teachers will be a thing of the past and we shall have a well-knit system of training, whereby, besides regular training imparted at the training colleges and extension courses, we shall be bringing training colleges at the

doors of teachers, who are at present carrying on an existence of veritable frogs in the well. Perhaps, we may then think of continuing the courses for effective refresher courses for the teachers.

I pass on the suggestion to all educationists to consider. There is no doubt that something must be done to bring our level of secondary education quite up to-date. If the methods are outmoded, the reasons for the same lies in the fact that a number of teachers are teaching by outmoded methods. We must reform them. Extension services schemes, run at present, touch only the fringe of the problem. No one denies the useful work they are doing. But their efficacy can not reach all. The seminars are also solving the problem only partially. It is time now to devise some supplementary scheme, and the present scheme, it is suggested, is one of those which are likely to solve the problem effectively.

Maintenance of Family History in M. P. Schools

SHAMSUDDIN, M. A., M. Ed., Raipur (M. P.)

In M. P., about 12% of the schools maintain Family History, but many of them do not possess a clear conception of it. In the personal interview with some of the Headmasters, it could be gathered that in their opinion the Admission Registers maintained in schools were enough to serve the purpose, and there was no need to maintain an elaborate form relating to Family History. This goes to show their complete ignorance about the purpose and usefulness of this record.

Out of these 12%, only 25% could claim to have separate Family History Records ; but those forms are very sketchy and do not deal elaborately with the family history of the children. One sample of them contains the following items :—

1. Name of the student.
2. Father's Name.
3. Caste or religion.
4. Date of birth.
5. Date of admission.
6. Class to which admitted.
7. Father's or Guardian's address.

This is all that passes on as Family History. This information does not lead anywhere. In fact, all the items are included in Admission Register or Transfer Certificate Register and therefore to have a separate form of this type appears to be superfluous. It can be concluded that there is hardly a school which maintains this type of record in its elaborate form with a view to making use of it for proper appraisal of child's family and home background. This might be either due to lack of emphasis laid by the Department on this type of record, or because there is no encouragement to the teacher so that he may endeavour to make use of it, in the proper manner.

The following table reveals the percentage of persons who are keeping charge of Family History Records.

Sl. No.	Designation.	Percentage.
1.	Head of the Institutions	18%
2.	Class Teachers	40%
3.	Clerks	42%

MAINTENANCE OF FAMILY HISTORY IN M. P. SCHOOLS

The above table makes it obvious that out of the schools which maintain Family History Records, 42% of the schools entrust these records to the clerks, for maintenance; other 40% of the schools entrust the record to the class teachers and the remaining 18% of schools, keep the record in the hands of the Head of the Institution. Thus, there appears to be no uniformity in matters of personnel maintaining the record.

Thirdly, the method of maintaining this record is not sound. The record is completed with the help of the oral information imparted either by the guardian or the ward and nothing is taken in the shape of writing so as to make the record completely reliable. Needless to say that oral information can be unauthentic to a very great extent, as the giver of the information does not commit himself in writing, whereas, the same can be authentic, if it is received in writing.

Thus, there is uniformity neither in the contents nor in the methods of maintenance. Besides, none in the school specially holds himself responsible for maintaining this information and the work is equally done

by the headmaster, the class teacher or the clerk, depending on the convenience of the school.

As a matter of fact, in the Family History Record, there should be emphasis on such items as home circumstances, family discipline, number of brothers and sisters alive, order of birth of the child, the type of the family, joint or single family, income, education of parents etc.

SOLUTION.

Every individual bears an imprint of the environment, in which he is brought up. The family, which constitutes the earliest environment for every individual, is one of the most potent forces in moulding personality. It is more important because the family is almost the exclusive environmental factor, which influences the first few formative years of life. Pestalozzi, with a true insight, regards home as an indispensable factor and the mother as the source of all true education, because, during these earliest and impressionable years, the family is the child's social environment. During the first six years, the child's proper place is at home. Here it gets freedom, spon-

EDUCATION

tianity and affection. It is here he learns to speak, acquires a certain vocabulary and a certain range of ideas. Here it forms its early habits. It is the foundation of child's virtues such as sympathy, affection, generosity, consideration, justice, truth and industry. Psycho-analytic literature is full of cases wherein, it was found necessary to go back to child-

hood circumstances in order to understand personality problems of the adult. It is, therefore, necessary to know family background of a student before an attempt is made to understand him. To fulfil this need, a family history record form has been prescribed which is given below :—

FAMILY HISTORY RECORD FORM.

Name of the pupil (in full) Sex Religion

Mother Tongue.....Village or Tahsil.....Dist.....State.....Year.....Month.....
Day.....

Place of birth

Date of birth

Perm. Address.	1. Family Status		Important miscellaneous information		Yes	No.
	Economic	A B C D E	1. Is the family orthodox ?			
	Social	A B C D E	2. Is it joint family ?			
	Cultural	A B C D E	3. Is the residence over crowded ?			
Type of nourishment	Sibling	No. of elders alive	No. of youngers alive	2 Order of birth of the child	No. in School	No. employed
Good Moderate Low Unsatisfactory	Brother Sister					
Parent's name	Dead/Alive step	Occupation	Education	Health	3. Emotional attitude towards child	Desire regarding the future career of the child,
Father Mother 4 Guardian Relationship.						

MAINTENANCE OF FAMILY HISTORY IN M. P. SCHOOLS

N.B.—The items marked 1, 2, 3 and 4 should be filled in, after considering the instructions attached with this form.

The size of the form will be $3\frac{1}{2}$ by 11 inches, one of the standard sizes, and the paper will be of thin card-board design. This design and size is essential because these will be permanent records and may be handled often. Therefore, they should be safe from being torn. This form should be accompanied by :

(i) A printed forwarding letter requesting the parent/guardian to render correct information.

(ii) A printed sheet of instructions.

This form is to be given to each student after he is admitted for the first time in the school to get it filled by his parent or guardian. If a student changes his school, this form will have to be transferred to the new school, with necessary remarks.

The Family History Record Form contains certain items, which have to be filled in after consulting the following instructions :

INSTRUCTIONS.

(1) *Family Status* :—A general impression, based on the evaluation of various aspects, has to be entered with reference to the scale given below :—

A	B	C
Upper	Upper Middle	Middle
D	E	
Lower Middle	Lower	

(2) *Order of Birth* :—Order of birth of child in the family should be shown as follows. If the child is the eldest one out of five children, he should be marked $1/5$. If a child is marked $6/7$, this indicates that the child's position in the family is the sixth out of seven children.

(3) *Emotional Attitude* :—Parental attitude towards children can vary right from pampering to positive neglect. Even in the same home, it is observed that all children are not liked alike. Some are more fondled, others less. Some are favoured by father, some by mother.

A list of common parental attitudes is supplied below, from which, one which is applicable to the particular case, is to be noted in the

column headed, "Emotional attitude towards children".

the child is over-protected mark (i) in the form.

- (i) Over-protection.
- (ii) Total Neglect.
- (iii) Pampering.
- (iv) Rejection.
- (v) Unnecessay Appraisal.
- (vi) False notion.

For reasons of convenience, the numbers against the item should be mentioned in the record Form, e. g. if

(4) *Guardien* :—In case the child lives with anyone other than his real parents, details of the person should be entered against guardian. Exact nature and relationship should be mentioned in that same column in line with the the word, 'Relationship'. In this case column marked Dead/Alive/Step has no meaning and should be left blank.

U.P.S.E.A. Co-operative Credit Society, Ltd.

HEAD OFFICE ::::: LUCKNOW

Chairman—J. S. MISRA

Hony. Managing Secretary—O. N. SHUKLA

Funds Exceed 63,000

Established 1936

- * Helps you to save and invest your saving.
- * Gives you financial assistance in your need.
- * Saves you the worry of providing for your daughter's marriage or son's education.
- * Assists you to build your own house.

For any assistance, now or in future, join the Society now.

Please address your enquiries to :—

The Hony. Managing Secretary,

U.P.S.E.A. Co-operative Credit Society, Ltd.

22, Ganeshganj, LUCKNOW.

SCIENCE AND ASTROLOGY

AVADHESH DAYAL

PART III (DOUBTS ANSWERED.)

In part II we traced the connection between astral influences and heredity. But the atomic radiation as a possible influence on heredity can come only from the stars, not from the planets. It may also be asked whether it can be a salutary influence at all.

The break up of atoms is said to take place in the Sun. Matter is changed into energy and that kind of burning up of atoms in the Sun is the scientific explanation of the bright light, we receive from the Sun. The stars are also suns to our scientists. Many of them are far bigger than our sun according to the astronomers. Hence the process of the breaking up of atoms should be supposed to be taking place in the stars also. But the planets of our solar system are not so hot as to be centres of such atomic break up. Yet the astrologers calculate with the help of planets alone.

The planets we know are consi-

dered by the astrologers in the context of the constellation of stars. The planets certainly send light to us. Otherwise they would not have been seen at all. But this light is borrowed light. It is said that they receive light from the sun and reflect it to the earth. It is also possible they reflect light from the stars but that must be so feeble that it cannot account for their brightness. We all know that planets shine brighter than the stars. This day could not do by reflecting part of the light received from the stars themselves. The planets also absorb light. All is not reflected. This shows that light is changed by the planets during transmission to the earth. Hence the light from the planets is not identical with that from the sun or stars. Its influence may also be different accordingly. As sources of light planets are nearer than the sun and they send light of a distinct character to us. How should it matter whether the light is

original or reflected. Even in the process of reflection it can acquire its distinctive character. Hence planetary light and its effect on heredity deserves to be studied. Even the shutting out of light from some stars by certain planets may have its effects. Against this line of arguments emphasizing heredity it can be urged that heredity is not the keynote of the astrologer.

He tries to anticipate events, not mental or moral traits as such. Heredity in itself cannot give you future events. For one thing, the astrologer does concern himself with traits. He tells about habits, traits, tendencies etc., which certainly have have their correlation with heredity. He also foretells events and such prophecies get prominence because they can be tested, at the appropriate time. Events also get prominence because men going to astrologers are generally interested in a probe into the future events. But the calculations of astrology are not confined to events; temperaments, habits, propensities etc. are also told by astrologers. The events themselves are not quite unconnected with heredity. Of what use will heredity be if it cannot shape the future?

Things like long or short life, education, professional success, marriage health etc. are directly connected with heredity. The thousands of genes in our chromomes stand for traits all of which we are yet to comprehend correctly.

However, it cannot be claimed that heredity is the complete explanation of astrology. Nor is stellar or planetary influence confined to heredity. Indeed while influence on heredity is to be proved and explored with great patience, influence on our environment is more apparent. Even weather forecast requires a study of the changing conditions in space. It seems to be the hypothesis of the astrologer that the men with their different hereditary set up receive planetary influences differently throughout life i.e. our aptitude or receptivity in relation to planetary influence differs from person to person. Hence, the same set of environmental conditions will have different effects on different persons and these effects the astrologer seeks to forecast with the help of the horoscopes of the persons concerned.

The connection between the planetary positions and national events is not equally apparent. In-

ductively, certain planetary coincidences and cycles have been found associated with great national events and similar coincidences can be calculated for the future. That leads to an expectation of great national events at those times. The theoretical basis of the matter will have to be traced out after a much more efficient collection of data and much more thorough process of induction leading to forecasts and verification of forecasts of national events.

The purpose of this article is not to give a cut and dried explanation of astrology, dogmatic and perfect. It is only to suggest a hypothesis for proper exploration by competent persons. Neither Science nor Astrology is the field of the writer of these lines, but for sometime, the hypothesis outlined above has haunted his mind, and there is the belief that

work on such a hypothesis by competent persons, may lead to fruitful results.

We have found in recent times how the atom has brought together many branches of science. Physics, Chemistry, Astronomy, Genetics etc. all are connected with the atom. Astrology is directly based on astronomy and if stars and planets are to exert any influence on us traceable by science, radiations of heat and light (so closely connected) appear to be the possible medium. That such radiations can have genetic effects, is suggested by recent developments in atomic fission. Hence it is suggested that these and allied matters be explored properly by recognised experts.

FINISHED.

T. C. E. J. & P. LTD.

19, Hewett Road, Lucknow.

GRAND CLEARANCE SALE

GENERAL BOOKS. CLASS ROOM PUBLICATIONS.

Special Commission allowed.

Select books for prize distribution. Gifts for school children.
Pamphlets for general knowledge. List of books published at the
end of this issue. Orders to :—Managing Director.

Teacher's role in the Formation of Children's Character

S. K. DE, M.A. (Cal.), H. Dip. Ed. (Dublin), Cer-in-Psy (Edinburgh).

88, Shambazar Street, Calcutta-5.

The most favourite subject to Adler was all that concerned the upbringing of children. Much of his time was devoted to presenting his views to parents and teachers. Adler is known to all as a great psychologist and medical man but no less important is the role that he played as an educationist. He gives some valuable advice to teachers and points out the noble role that they have to play in moulding the nature and character of children entrusted to their care.

We shall cull here and there some passages from his "Education of children" and "What Life should mean to you", and these quotations will give ample food for thought to teachers.

According to Adler teachers have more advantage than parents to have an important view of the nature and character of the children under their care. The teacher has trained understanding and more objective view of

the child than parents ; for his observations are not coloured by love and affection.

"No one can know the minds of children so well as a teacher who lives with them and works with them. He sees so many types of children and, if he is skilful, establishes a connection with each of them. It rests with him whether the mistakes a child has made in family life shall continue or be corrected. Like the mother, he is the guardian of the future mankind, and the service he can render is incalculable." ⁽¹⁾

The parent is chiefly concerned with the handling of the individual child, whereas the teacher is concerned with the handling of the children collectively. So the teacher should pause to think that over and above the purpose of imparting instruction, he should have the higher object in view, to educate the child in the art of living with his mates in the class which is a minia-

1 Adler ; What Life should mean to you. P-181

TEACHER'S ROLE IN THE FORMATION OF CHILDREN'S CHARACTER

ture society and a corporate body. Parents may train their children to acquire money, or carve their position in society or build their career ; but the teacher should not be guided by this narrow principle ; for his concern is not any particular individual but the whole class.

"We no longer wish to train children only to make money or to take a position in the individual system. We want fellow-men. We want equal, independent and responsible collaboration in the common work of culture."...(1)

When children come to school they are more prepared for competition than for cooperation. "This is a disaster for the child"; says Adler "and it is hardly less of a disaster if he goes ahead and strains to beat the other children than if he falls behind and gives up the struggle. In both cases he will be primarily interested in himself. It will not be his aim to contribute and help, but to secure what he can for himself. As the family should be a unit, with each member as an equal part of the whole, so, too, should be the class.

When they are trained in this way, children are really interested in one another and enjoy co-operation. I have seen many 'difficult children' whose attitude was entirely changed through the interest and cooperation of the fellow-children."....(2)

The teacher under such circumstances, should seek to enlist the co-operation of the whole class, and for this he needs all the arts and strategy of a politician for his success.

There are trouble makers, dissidents and back-benchers in the class. They are to be dealt with—they are to be punished. Adler never thinks it realistic to suppose that punishment can be avoided altogether. But this punishment becomes less necessary when co-operative spirit is established. But if the teacher wields his personal authority unsupported by the majority of the class he will fail, and the mischief of all the mischief-mongers will be directed against him. His strategy will, therefore, be to take the class on his side and when the class is on his side it will be difficult for the mischief-makers to create any trouble.

(1) Adler ; What Life should mean to you. , Page 157

(2) Op. Cit. , Page 163

When punishment is unavoidable, the class should be consulted as to whether any punishment should be inflicted and if so what measures would be appropriate. In such cases it is generally seen that the class favours a far more severe penalty than the teacher thinks desirable. Then should come the turn of the teacher to play the role of a mediator between the culprit and the vengeance of the majority. Discipline along this line, according to Adler is not only easier to maintain but becomes an object lesson to the child who finds that indiscipline or bad behaviour is an injury to the whole community.

To bring this co-operative spirit self government should be allowed to the class. "One frequent suggestion for increasing the unity and cooperation of a class is to make the children self-governing ; but in such attempts I think that we must go carefully, under the guidance of a teacher, and assuring ourselves that the children are rightly prepared. Otherwise we shall find that the children are not very serious about their self-government ; they look on it as a kind of game."....(1)

By such means the class can be gradually drawn to look upon itself as a corporate body and to take a serious interest in its own self-government. But children cannot always be entrusted to deal with all cases of dereliction. There are certain offences such as pilfering, late-coming. Children cannot deal with such cases as they lack the psychological insight to understand the motive behind it.

Adler thinks that all individuals are a part of the whole...the entire humanity. Whenever a nation fails to think itself as a part of whole or to recognize that it exists only by virtue of what it can contribute to the whole, it is a tragedy. The belief that an individual can exist only for its own purpose is a negation of all ethical principles of education. Adler, therefore, desires that from the very beginning children should be taught to take communal as well as personal responsibility. They should learn to work, not only with the community but as a community. The teacher is to train the children in such a way that when grown up they can feel accountable for the backward or criminal members in the nation. To this end the teacher should initiate

(1) op. Cit., P-164.

TEACHER'S ROLE IN THE FORMATION OF CHILDREN'S CHARACTER

discussion upon what means might be adopted to bring the less advanced up to the general standard ; so that not the individual alone but the whole community may be benefitted. The bright members of the class should, therefore, be urged to help the backward.

Another duty of the teacher is the encouragement of those children who remain persistent problems, either on account of backwardness or of misbehaviour. But this encouragement should never take the form excessive praise of the child's personality. The teacher should praise the child for his good performance and progress but "expressions of appreciation will be used deliberately and sparingly. It makes a big difference if the teacher accepts a good performance silently, with a mere nod of the head, with a short 'right', or with a few words such as 'That idea is useful, it can carry us further.'"

Naughty children do not give up their naughtiness very easily. The teacher should, therefore, "build a bridge" for them to cross back to the useful side of life.

There may be some children whose problems are too grave a matter to be solved by cooperative atmosphere of the class or by the special encouragement of the tea-

cher. Such class should be sent to the child guidance clinics. But Adler hopes that a time will come when the teacher himself will be so well-versed in psychological matters as to make such clinics almost unnecessary. The teacher during the school hours becomes substitute for parents, the children transfer to the teacher some of the feelings they have for their parents and are influenced in their turn by the personality of the teacher. Consequently this mutual relationship is of more importance than formal instruction, and the child's capacity to learn will be hampered if this mutual relationship is not well-established. Again, if the teacher really wants to educate children, to develop them into satisfactory men and women and not simply to "stuff them with knowledge", they will only be really successful if they themselves have sound personality. No technique, no preaching or instruction, however sound they may be, will ever replace the influence of a well-developed personality.

Later psychologists have followed the instruction of Adler and based their educational psychology on the findings of Adler.

How Illiteracy was wiped out in the USSR

NIKOLAI SOLOYEV,

Chief Methodologist for the Russian language,
Ministry of Education, RSFSR

The burdensome legacy of mass illiteracy was inherited by the young Soviet State from Tsarist Russia. The literacy level was especially low among the peoples of non-Russian nationalities.

In literacy Tsarist Russia, in 1917, was one of the most backward in Europe. Not more than 30% of the population knew how to read and write at the time.

Following the Great October Socialist Revolution, the Soviet land was faced with a task of great state importance, the task of wiping out illiteracy and low literacy among the adult population and realizing universal education of the rising generation... The Soviet Government regarded this as one of its prime tasks. "...It is impossible to build a Communist society in a country in which the people are illiterate", Lenin said. "An illiterate person is outside politics ; he must first of all be taught the alphabet. Without

that, there can be no politics ; without that, there can be only rumours, gossip, fables and prejudices, but no politics."

Taking into consideration the tremendous thirst for knowledge of the working people, the Soviet Government, notwithstanding the difficult situation brought about by the devotion, intervention and Civil War, launched a big programme of cultural construction in the very first days, following the revolution. Special attention was paid to the matter of wiping out illiteracy and low literacy among the adult population and of realizing universal education of the children.

On December 26, 1919, the decree "On Wiping Out Illiteracy Among the Population of the RSFSR" was signed. In this decree it was pointed out that "with a view to providing the entire population of the republic the opportunity of conscious participation in the political

HOW ILLITERACY WAS WIPED OUT IN THE USSR

life of the country, everyone from the age of 8 to 50 not able to read or write is obliged to learn how to do so either in his native tongue or the Russian language at his discretion."

The decree envisaged a two-hour curtailment in the work-day for the illiterate and low-literate hired hands throughout the period of study with no reduction in pay.

In line with the decree, the entire literate population of the country was to be drawn into teaching those who could not read and write at rates of pay fixed for educational personnel. At the same time, taking into consideration the vast scope that the work to wipe out illiteracy would assume, the decree pointed to the need of drawing into this job broad sections of the public, and first and foremost, the trade unions and the Young Communist League.

A big role in implementing the decree "On Wiping Out Illiteracy Among the Population of the RSFSR" was played by the All-Russian Extraordinary Commission on Wiping Out Illiteracy set up in 1920 under the People's Commissariat of Education of the RSFSR; it guided the work of teaching the illiterates for a number

of years. At the same time, mention must be made of the tremendous work done by the "Away With Illiteracy" Society, organized in 1923.

Following the publication of the decree "On Wiping Out Illiteracy Among the Population of the RSFSR", things began humming everywhere. "Each Literate Must Teach an Illiterate" became the watchword. Teachers, engineers, technicians, office employees, literate men and women workers, senior secondary school students, and literate housewives were drawn into the work of teaching the illiterates.

Not only the civilian population was taught to read and write. The work of wiping out illiteracy was unfolded on a big scale in the Soviet Army as well.

Work went on with the illiterates everywhere...in schools, clubs, factories, plants, offices, army barracks, peasant homes and even under the open sky. Both individual and group training was organized. The group training was done through special schools for wiping out illiteracy.

At the outset, the newspapers, home-made ABC's placards and

pamphlets served as aids in teaching the illiterates. Later, special First readers for adults were compiled and put out every year in editions of millions of copies. These First readers came out not only in the Russian language but also in the languages of all the other nationalities inhabiting the Soviet land.

Starting with 1920, a bi-weekly magazine called "Away with Illiteracy" began to come out. It published material for those who had finished the First-reader-extracts from belles-lettres, articles on geography, and also articles on current political developments. In the methodological material, questions of national economy were dealt with; at the same time, advice to those going in for self-education was published, and finally, teachers engaged in wiping out illiteracy shared their experience in the magazine's pages. The magazine was profusely illustrated; at the end, it had glossary of hard words.

Every year, millions of working people and their families were taught how to read and write in the schools for wiping out illiteracy. The work of wiping illiteracy in the country

was completed before the Second World War, and some Soviet Republics could even boast complete literacy back in the period of the first Five-Year Plan (between 1928 and 1933).

Parallel with wiping out illiteracy in the USSR, work to wipe out low literacy was also launched.

According to the unanimous opinion of the working people themselves, the training they got in the schools for wiping out illiteracy and low literacy had, in many ways, contributed to their general cultural and political growth, had given them the opportunity of becoming leading workers in industry and agriculture. Indicative in this respect, is the statement made in 1939 by Mikhailenko, Chairman of a collective farm in Krasnodar territory, at a district conference of leading workers in agriculture....whose achievements entitled them to take part in the USSR Agricultural Exhibition. "We struggled both to secure high yields and to wipe out illiteracy", he said. "In essence, this was one struggle....And we won. We saw that the more literate our collective farmers were, the greater were their achievements in production."

HOW ILLITERACY WAS WIPED OUT IN THE USSR

Parallel with carrying out the work to wipe out illiteracy and low literacy among the adult population the Communist Party and the Soviet Government paid a great deal of attention to implementing universal compulsory education of the growing generation. In 1930-31, universal compulsory elementary education (four-grade) was introduced throughout the country; and universal seven-year education, in the towns and industrial settlements.

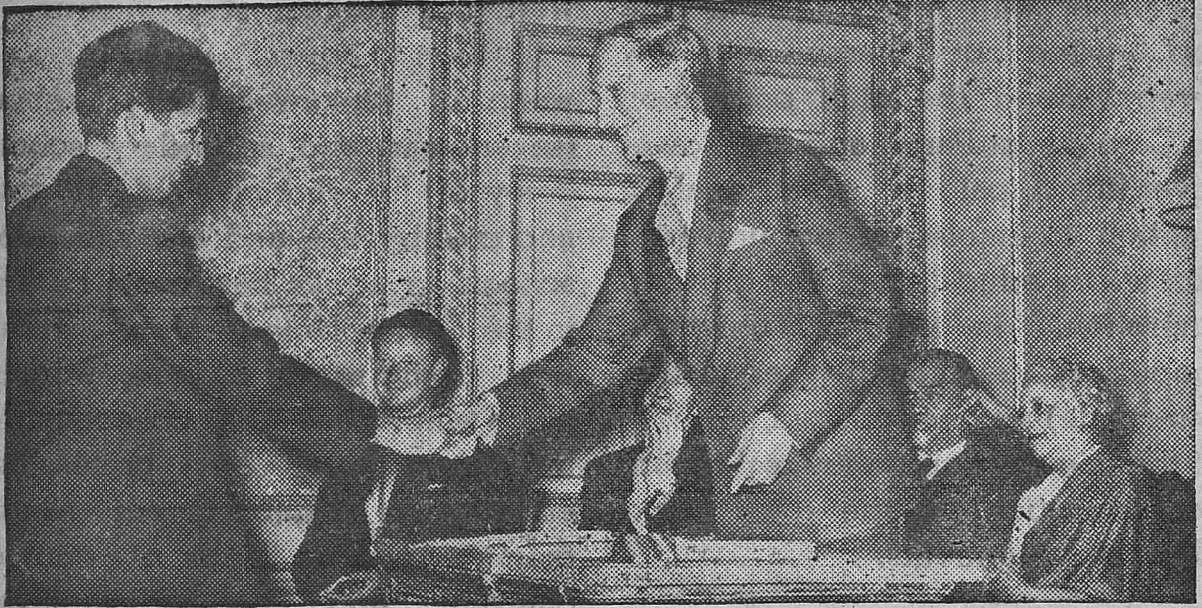
Realization of the measures mentioned have resulted in the Union of Soviet Socialist Republics becoming a completely literate country.

The wiping out of illiteracy and low literacy among the adult population is only part of the cultural revolution that has been successfully carried out in the Soviet State.

The Schools for wiping out illiteracy and low literacy in our country

were only the first step in bringing education to adults. A far-flung network of Junior-secondary schools (seven-year) and secondary schools (ten-year) for working youth in town and countryside, and also secondary schools for adults has been built up in the Soviet Union. Upon graduating from these schools, workers, office employees and collective farmers can enter any professional educational establishment in the country—various kinds of courses, one-year and one-and-a-half-year technical schools, specialized secondary schools and institutions of higher learning.

Starting with 1949, universal compulsory seven-year education began to be introduced in the USSR on a countrywide scale, and two years later the Soviet Union set about realizing the gradual transition to universal compulsory secondary education (ten-year).



Aw (7)

Indian Poet Receives Hawthornden Prize—

The 19 year old Indian poet, Dom Moraes, received in London on July 10, the rare British literary award, the Hawthornden Prize. He is the youngest writer and the first Indian to achieve this distinction. The award which takes the form of a medal and a cheque for £100, was presented by Lord David Cecil, Goldsmiths' Professor of English literature at Oxford University. India was represented at the ceremony by the High Commissioner in the United Kingdom, Mrs. Vijayalakshmi Pandit and the Indian Ambassador to France, Sardar K. M. Panikkar. The presentation ceremony : On the right are Mrs. Pandit and Sardar K. M. Panikkar.

National Discipline Scheme

RAPID PROGRESS SCIENCE 1954

A widespread mood of indiscipline among the youth, expressed in many acts of defiance and lack of respect for academic authorities and lack of sense of direction and idealism has caused general concern in the country recently.

Some consider it a passing phase, a development which time will correct. This, however, is only a partial explanation. There are, social scientists agree, definite causes involved. And they can be remedied.

First among them is the apparent inadequacy of leadership by teachers. Too engrossed in problems of their own, the teachers have not the grip which is basic to the right education of the students. Again, we find the growth of sectional loyalties which naturally destroy the sense of greater loyalty to the country and its common heritage. A third aspect is the increasing and active, at times morbid, interest which the students display in the political and economic problems and developments.

Political and economic issues, instead of being the subject of academic study and debate among them, have become the subject of agitation in which young people, still preparing for life, take an active part without realising the full meaning and implications of their action. There are other factors too, such as the general condemnation of the present "clerk-producing" educational system. It demoralises the youth.

One redeeming factor which has also come into play often is that the young men—full of life and energy, have tried to set matters right themselves. This gives a clue to the manner the problem can be solved. The aim has to be to encourage this initiative and energy of the youth of the country and to channelise it for the welfare of the country as well as for the building up of good citizenship and future leadership.

This is precisely what the National Discipline Scheme aims to do.

In concrete terms, the aim is, first, that through physical training, it should keep the child fit. "A healthy mind in a healthy body" is the objective. Physical training, through drills, parades and sports, is basic to discipline-training. The discipline course will be a regular part of child's school life and even during the vacations children will be encouraged to join excursions and community work consistent, of course, with their capacity. There would be all necessary precautions against the danger of regimentation.

Secondly, the movement seeks to impart, consistent with the child's capacity to imbibe, through lectures demonstrations and tours, a sense of tolerance and understanding; the spirit of give and take.

Stress at every stage is to be laid to make the instructor recede into the background and allow the child to learn through observations and experience.

With the help of this training, the future citizens will become less inhibited, less violent and self-assertive, more tolerant and understanding, yet fit to render national service.

Origin of the Idea.

The idea of launching such a scheme of national discipline took shape after the Prime Minister, Shri Nehru, in an address early in 1954 to NCC cadets in Delhi, exhorted them to be ready to defend the country in times of emergency. To give shape to the scheme its originator Shri J. K. Bhonsle, the then Deputy Minister for Rehabilitation, drew on his study and experience of Japan and other countries and the methods used there to teach students to value discipline and how national greatness has been built on this sense of discipline, faith and spirit of sacrifice that flows from it.

To begin with, Shri Bhonsly introduced the scheme in Kasturba Niketan, an institution in Delhi for displaced widows and their children and orphans. The Prime Minister had a chance to witness the results achieved when later in 1954 he inspected a parade of trainees in Kasturba Niketan. He was impressed and he suggested the introduction of the scheme all over India.

Encouraged by the warm public response, the scheme was extended

not only in Delhi but also introduced in Faridabad, Rajpur, Ulhasnagar (Bombay) and Jullundhur. In spite of the small allocation of only one lakh of rupees for 1954-55, a start was made in training 24,881 students in 19 institutions.

In 1955-56, with the grant raised to rupees two lakhs, institutions in Ambala, Panchkula, Gurgaon, Panipat and Saurashtra were drawn in so that, at the beginning of 1956-57, 40,000 children were being given this training. Of these, 15,000 were in Delhi, 10,000 in the Punjab, 2,000 in PEPSU, 2,000 in Saurashtra, 4,000 in Bombay and 7,000 in West Bengal. By the end of 1956, about 69,000 children were getting the benefit of the National Discipline Scheme. Subsequently, the Planning Commission, after carefully examining the expansion proposals, allocated fifty lakh rupees for the Second Plan Period.

The scheme is now in operation in the Punjab, Bombay, West Bengal, Delhi, Madhya Pradesh, Jammu and Kashmir, and a few schools in Uttar Pradesh. By the end of the current year, the number of schools covered would go up to 200 and the number of students well over one lakh. Two training camps have been started to train instructors: one at Malviyanagar in Delhi and the other at Faridabad. Running three months' courses, these training centres have already sent in the field nearly 600 instructors.

To extend the scheme throughout the country in a real sense, a tremendous amount of work, organisation and funds will have to be harnessed, but going over the progress already made and the good work done in less than four years, one can see that the scheme is here to stay. It has found roots and the growth is healthy and vigorous.

Educational Essays—by Shamsuddin M.A., B.T., M.Ed. Foreword by Rev. E.W. Menzel B.D.M.A. (Ed.) D. Litt. Kasimuddin & Sons, Gole Bazar, Raipur. 39 educational articles. 26 in English. 13 in Hindi (being translations) Have been published by Indian Educational Journals. Current Topics chosen. Order your copy. Price Rs. Four only.

BOOK REVIEW.

(AVADHESH DAYAL)

Sigmund Freud. The making of a Pseudo-Scientist by Harry K. Wells. Mansayan 32 Faiz Bazar Delhi 7. Pages 73. Price Rupees Three only.

Harry K. Wells of Jefferson School of Social Sciences, New York U.S.A. has done special work on comparative study of Freud and Pavlov. The present volume paves the way for the coming one Vol II on Pavlov and Freud in which we are told "Freudian depth psychology and psychopathology are confronted point by point by the Pavlovian science of higher nervous activity."

The writers line of argument in the book under review is that Freud was a pseudo-scientist because in the course of his long and illustrious career, he drifted away from the physiology of the nervous system towards a purely speculative interpretation of mental processes. Freud was an expert on the nervous system and made a name for himself in the treatment of neurotics. His theory of repression, his concept of the Unconscious mind etc. were elaborated by him in the course of his long

experience in the treatment of nervous disorders. The writer argues that Freud was unscientific in explaining neurotic symptoms and psychopathological actions in terms other than those of nervous system. Pavlov found the solid foundation of the nervous system for the explanation of such mental actions.

While research on nervous and higher nervous activity should be always welcome, the interpretation of the highest types of mental activity in terms of the mechanical functioning of the nervous system will not be universally accepted. The controversy about the mechanistic versus the spiritualistic interpretation of human life will no doubt continue. Pavlov's work supports the behaviourist school and claims to demolish the theory of instincts believed by James, Mc Dougall etc. Even those, however, who refuse to treat consciousness as a kind of steam-like product of the brain may still like to give due weight to all the painstaking work of the Behaviourist school, notably Pavlov.

गिरते हुए शैक्षिक स्तर का विश्लेषण

राम खेलावन चौधरी M.A., M.Ed.,

प्राचीन काल में भारतीय शिक्षा का स्तर कितना ऊँचा रहा होगा, इसका अनुमान तो केवल इस बात से लगाया जा सकता है कि इस देश ने ज्ञान-विज्ञान, कला, सभ्यता और संस्कृति के क्षेत्र में जैसी उन्नति की, उसको देख कर आज का सभ्य संसार भी आश्चर्य चकित हो जाता है। फिर विदेशियों द्वारा पदाक्रांत होने पर, शिक्षा की दृष्टि से भारत बहुत पिछड़ गया और मुसलमानी काल में यहाँ शिक्षा की कोई समुचित प्रणाली रह ही नहीं गयी। अंग्रेजों ने यहाँ एक सुव्यवस्थित शासन की स्थापना की और उनका ध्यान भारतीय की शिक्षा की ओर गया। उन्होंने अपने शासन काल में एक सुगठित शिक्षा-प्रणाली का सूत्रपात भी किया परन्तु उन्होंने शिक्षा प्रणाली का कोई उच्च स्तर नहीं कायम किया। उनकी व्यावसायिक बुद्धि ने तुरन्त ही यह सोच लिया कि एक गुलाम देश के लिये केवल एक ऐसी शिक्षा का आयोजन होना चाहिये जो वहाँ के निवासियों में मानसिक दासता का भाव उत्पन्न करे और वे अपने उदरपोषण के लिये सरकार का मुँह ताकते रहें। वे अपने उद्देश्य सिद्धि में सफल हुए और शिक्षा आदर्श-विहीन बनी रही। आज़ादी के बाद यह आशा हुई थी कि एक उच्च स्तर वाली शिक्षा का आयोजन होगा, (जिसका संकेत हमें महात्मा गाँधी की बुनियादी शिक्षा योजना में मिलता है) और इस

क्षेत्र में कान्तिकारी परिवर्तन होंगे ; परन्तु वह आशा दुराशा में परिणत हुई और अंग्रेजों द्वारा आयोजित निम्नस्तर वाली शिक्षा की तुलना में स्वतन्त्र भारत का शिक्षास्तर हीन सिद्ध होने लगा। उसके बाद से हमारी वर्तमान शिक्षा का स्तर निरन्तर गिरता जा रहा है। अंग्रेजों की शिक्षा कम से कम चतुर और कार्यकुशल दास भावना से ओतप्रोत शासक तो तैयार करती थी ; आज की शिक्षा में तो इतनी दुर्व्यवस्था फैली हुई है कि शिक्षा प्राप्त करने के बाद मनुष्य अज्ञानी और अकर्मण्य बनता जा रहा है।

शिक्षा का स्तर गिर गया है—इस उक्ति से जन-साधारण केवल यह समझते हैं कि विद्यार्थी पाठ्य-विषयों में पारंगत नहीं हो पाता। आये दिन लोक-सेवा आयोग की रिपोर्टों में आधुनिक विश्वविद्यालयों से निकले हुए अधकचरे विद्यार्थियों की शिकायतें पढ़ने को मिलती हैं। यहाँ निवेदन यह है कि स्तर के गिरावट की यह तस्वीर अधूरी है। विषयों का अधूरा ज्ञान तो क्षम्य है ; उससे कहीं अधिक हानि-कारक और राष्ट्रीय जीवन को खोखला बना देनेवाला दोष तो यह है कि शिक्षाप्राप्तजनों में चरित्र की दुर्बलता, अनुशासन विहीनता, पदलोलुपता, और सच्चे हृदय से सेवा की भावना का अभाव आदि दुर्गुण उत्पन्न हो जाते हैं। इन सब बातों की ओर न तो जनता का ध्यान जाता है और न हमारे महामनीषी नेतागण

ही इस ओर दृष्टिपात करते हैं। वस्तुतः राष्ट्रव्यापी इन दुर्गुणों का आधिक्य वर्तमान शिक्षा के स्तर की गिरावट का सबसे बड़ा प्रमाण है।

शिक्षा के स्तर में इस अधोमुखी प्रवृत्ति के अनेक परोक्ष और प्रत्यक्ष कारण हैं और उनका अपना अलग अलग महत्व है। इनमें सबसे बड़ा कारण जो इस स्थिति को उत्पन्न करने में सर्वोपरि रहा है, है— शिक्षा के प्रति राष्ट्र का उदासीनतापूर्ण दृष्टिकोण। कई शिक्षा शास्त्री (जैसे अमरीका के जान डेवी) शिक्षा को साध्य मानते हैं। यह एक ऊँची बात है। भारत में तो हम लोग शिक्षा को एक उत्तम साधन स्वीकार करने में ही हिचकते हैं। अंग्रेजों ने शिक्षा को कम से कम पढ़े लिखे कर्मचारी पैदा करने का साधन माना था। स्वतन्त्र भारत में शिक्षा का कार्य बस यों ही चल रहा है। अंग्रेज एक शिक्षा विभाग खोल गये, कुछ विश्व विद्यालय चला गये और एक व्यवस्था खड़ी कर गये। बस उसी ढर्रे पर हम आज भी चले जा रहे हैं। वाद विवाद होते हैं, शिक्षा में सुधार के लिये लम्बे चौड़े आश्वासन दिये जाते हैं, जॉन्-पड़ताल के लिये कमीशन और समितियाँ नियुक्त की जाती हैं और इन सब आयोजनों में ही लाखों रुपये की धन-राशि व्यय हो जाती है, परन्तु जब कोई ठोस कदम उठाने की बात आती है, तो राष्ट्र भर में कोई उत्साह नहीं नजर आता। वस्तुतः बात यह है कि राष्ट्रीय सेवाओं में शिक्षा ही सबसे अधिक उपेक्षित विषय है। शिक्षा पर धन का व्यय अपव्यय माना जाता है। शिक्षा के बोझ को न सरकार ढोना चाहती है और न जनता।

हमारे यहाँ अंग्रेजों की नकल बहुत सी बातों में की जाती है। इंग्लैंड में शिक्षा के कार्य में जनता बहुत बड़ा भाग लेती है। वही बात हम भी करना चाहते हैं। परन्तु हम इस विषय में विचार नहीं करते कि इंग्लैंड में क्यों ऐसा होता है। अंग्रेज लोग स्वतन्त्रता प्रेमी हैं, उनमें जागृति है, वे सरकार का सुंह नहीं ताकते। क्या हम में भी वे गुण हैं? शिक्षा को सरकार के हाथों सौंपकर, वे एक ही विचारधारा के गुलाम नहीं बनना चाहते। रुचि-वैचित्र्य तथा विचार-स्वातन्त्र्य की रक्षा के लिये जनता के विद्यालयों को सुरक्षित रखना चाहते हैं। विद्यालयों पर सरकार का एकाधिकार हो जाने पर सत्तारूढ़ दल की विचारधारा शिक्षा के माध्यम से अन्य विचार-धाराओं को नष्ट कर देगी—इस भय से जनता, वहाँ, शिक्षा का भार ढोती है। इतना सब होते हुये भी शिक्षा को अत्यन्त महत्वपूर्ण विषय समझकर, इंग्लैंड ने सन् १९४४ में, जब विश्व महायुद्ध बड़ी तेजी से चल रहा था और देश का आस्तित्व खतरे में था, माध्यमिक शिक्षा का राष्ट्रीयकरण कर दिया था। राष्ट्रीय आय का काफी अधिक भाग वहाँ शिक्षा पर व्यय किया जाता है। रूस की उन्नतिशील शिक्षा व्यवस्था का कारण भी यही है कि वहाँ की सरकार इस विषय में अपने उत्तरदायित्व को पूरी शक्ति के साथ निभाती है। फिर क्यों भारत सरकार शिक्षा की उपेक्षा कर रही है, जबकि न तो जनता में शैक्षिक जागृति है और न मारवहन की क्षमता? यहाँ सरकार इस बोझ को जनता पर इसलिये लादना चाहती है कि वह शिक्षा पर अधिक व्यय करना उचित नहीं

समझती। उसके मत में शिक्षा एक गौण विषय है और उसका राष्ट्रीय उन्नति से कोई सम्बन्ध नहीं। ऐसी दशा में शिक्षा के स्तर का निरन्तर गिरते जाना कोई अस्वाभाविक घटना नहीं है।

समाचार-पत्रों में प्रकाशित शीर्षस्थ नेताओं के भाषण पढ़ जाइये, शिक्षा के सम्बन्ध में बहुत कम सामग्री मिलेगी। उनकी कल्पना है कि बाँध बनाने, बिजली तय्यार करने, कारखाने चलाने और देश-देशान्तरों का दौरा करने से देश आगे बढ़ता जायगा और कुछ अंशों तक यह बात सही भी है, परन्तु वे यह बात भूल जाते हैं “कि देश चरित्र-बल के बिना कभी भी आगे नहीं बढ़ सकता”। जहाँ के लोगों में स्वार्थ, पदलोलुपता, बेईमानी और झूठ आदि अवगुण बढ़ जाते हैं, वहाँ की योजनायें कितनी ही कल्याणकारी हों, परन्तु वे सफल नहीं हो सकतीं। हर प्रकार की मशीनें बनें, परन्तु उनसे उत्पादन करना तो मनुष्य का ही काम है। जब हम सच्चे ‘मनुष्य’ ही नहीं तय्यार कर सकते, इन सब चीजों से क्या लाभ होगा? शायद इन सब बातों की ओर नेताओं का ध्यान बिल्कुल नहीं जाता। वे भूल जाते हैं कि धीर, वीर, मनस्वी, योग्य और त्यागी मनुष्य जो राष्ट्र की सेवा में तत्पर रहें, पैदा करना शिक्षा का काम है। इस आशय को लेकर रूस और अमरीका जैसे प्रगतिशील देशों में शिक्षा पर होने वाले व्यय को ‘पूँजी लगाने’ (Investment) के समान माना जाता है। इसका तात्पर्य यह है कि देश के होनहार बालकों की शिक्षा पर जो धन व्यय होता है, वह बेकार नहीं जाता, प्रत्युत् उन्हीं शिक्षा प्राप्त वयस्क

लोगों से राष्ट्र को उपयोगी सेवायें प्राप्त होती हैं और राष्ट्र समृद्ध होता जाता है। यदि इस दृष्टि से देखा जाय तो उत्तम कोटि की शिक्षा राष्ट्र की सबसे बड़ी आवश्यकता है। खेद की बात है कि इस तथ्य को हम स्वीकार करने में हिचकते हैं। एक ओर हम समाजवादी व्यवस्था की बात करते हैं और दूसरी ओर उस व्यवस्था को सुगम बनाने वाली शिक्षा पर धन व्यय करने में उपेक्षा दिखाते हैं। शिक्षा के क्षेत्र में व्याप्त अराजकता का यही मूल कारण है और उसी के परिणामस्वरूप शैक्षिक स्तर दिन प्रतिदिन गिरता जा रहा है।

शिक्षा के प्रति सरकार की उपेक्षा से एक ऐसा समाजव्यापी मनोवैज्ञानिक वातावरण तय्यार हो गया है कि वह परोक्ष रूप से शिक्षा संस्थाओं पर बुरा प्रभाव डाल रहा है। इस बात को स्पष्ट करने की आवश्यकता है। एक परिवार में जब बड़े बूढ़े किसी एक समस्या को अधिक महत्व दे देते हैं और दिनरात उसी का हल ढूँढ़ने की चिन्ता में लगे रहते हैं, तो यह बात छोटी आयु के बच्चों तक की समझ में आ जाती है, यद्यपि न तो उनके सामने इस विषय पर चर्चा होती है और न वे सीधे उसमें कोई योग ही देते हैं। ऐसी ही स्थिति समाज की है। सरकार समाज का संचालन करती है और समाज इस बात को अच्छी तरह समझता है। जिस विषय में सरकार की रुचि होती है, उसी के अनुकूल समाज में विचारधारायें बढ़े वेग से बहने लगती हैं। इसीलिये हमारे यहाँ एक कहावत प्रचलित है—यथा राजा, तथा प्रजा। सरकार शिक्षा की उपेक्षा करती है, तो समाज भी वैसी ही

उपेक्षा का प्रदर्शन करता है। यह निश्चित है कि सामाजिक मूल्यों (Values) के निर्धारित करने में सरकार का बहुत बड़ा हाथ होता है। अतः सिद्ध है कि शिक्षा के वर्तमान अवमूल्यन (Valuation) का बहुत अधिक उत्तरदायित्व सरकार पर है। समाज के वातावरण में व्याप्त यह उपेक्षा का भाव छन छन कर शिक्षा-संस्थाओं में प्रवेश करता जा रहा है। उस उपेक्षा के कारण पाठशालाओं के भीतर के समाज में एक जबरदस्त प्रतिक्रिया का जन्म हो रहा है और शिक्षण-कार्य में शिथिलता पैदा होती जा रही है। इस प्रतिक्रिया के कई रूप हैं। शिक्षा-संस्थाओं को सुसंगठित बनाने और शैक्षिक वातावरण पैदा करने का उत्साह प्रबन्धकों में नहीं रहा। अध्यापकों के कार्य और परिश्रम का मूल्य घट गया, उनकी सेवाओं की उपेक्षा की गई, उनके पद का सम्मान समाप्त हो गया। अतः उनके मन में हतोत्साह और हीनता की भावना घर करती जा रही है। वे सच्चे मन से शिक्षण कार्य में भाग नहीं ले सकते। अब अध्यापक केवल पेट भरने के लिये 'पढ़ाने का धन्धा' करता है, आत्मशक्ति प्रदर्शन के लिये नहीं, जो शिक्षण-कार्य के लिये अत्यन्त आवश्यक है। बात सीधी-सादी है—सरकार और समाज शिक्षा की उपेक्षा करते हैं, तो शिक्षक सरकार और समाज की उपेक्षा करते हैं। प्रेम के बदले प्रेम और उपेक्षा के बदले उपेक्षा—यही तो जीवन का एक सहज नियम है। इसी नियम के अनुसार शैक्षिक स्तर बढ़ता और घटता है।

शैक्षिक स्तर के गिरने में समाज एक दूसरे प्रकार से भी उत्तरदायी है। इस समय जिस ओर आँख

उठाकर देखिये, भ्रष्टाचार और अनैतिकता का ज्वार बढ़ता सा दिखाई देता है और ऐसा प्रतीत होता है कि हम उसमें डूब जाँयेंगे। प्रशासनिक कार्यों में संलग्न अधिकांश अधिकारियों और कर्मचारियों की नैतिक-चेतना दुर्बल होती जा रही है। उनके हाथों में अबाध सत्ता है और दूसरी ओर अपद, निर्बल, साहसविहीन तथा भौतिकता की मृगतृष्णा के पीछे दौड़ती हुई जनता है, जो उनकी कुमनोवृत्तियों का शिकार होती है। ऐसे समाज की इकाई परिवार है, जहाँ बालकों का चरित्र निर्माण होता है और शायद ही कोई ऐसा परिवार हो, जिसमें घूस देने और लेने वाले मौजूद न हो। विद्यालयों में बालक और बालिकायें सत्य और अहिंसा के पाठ पढ़ते हैं और घर आ कर भ्रष्टाचार के प्रत्यक्ष दृश्य देखते हैं। फिर वे स्वयं शिक्षा की उपेक्षा क्यों न करें ? वे ऐसे कल्पना लोक को क्यों न ठुकरा दें, जिसमें सत्य पालन और ईमानदारी, जैसे उच्च आदर्शों के पीछे मनुष्य को अपनी जान होम करनी पड़ती है ? हमारी यह दुनियाँ तो ऐसी नहीं है—यहाँ तो किसी की जेब गरम करके लाखों का फायदा उठाना ; दूसरों का गला दबोच करके अपनी जेब भरना ही नियम है और इसी से सुख भी मिलता है। यहाँ अहिंसा नहीं, हिंसा ; सत्य नहीं, असत्य ; ईमानदारी नहीं, बेईमानी ही सुख के साधन हैं। हमारे नन्हें और मोले बच्चे इन सब बातों को समझते हैं : स्कूलों में कल्पना जगत की कहानियाँ सुनाइए और घरों तथा समाज में अनैतिकता का नग्न नृत्य होने दीजिये ; फिर शिक्षा के स्तर गिरने के कारणों पर प्रकाश डालने के लिये

आयोगों की नियुक्ति कीजिये। यह बात तो कुछ ऐसी है, जैसे आग लगाइए और पानी के लिए दौड़िये।

विद्यालयों में बालक जो कुछ पुस्तकों में पढ़ते हैं, या अध्यापकों से सुनते हैं, उससे वे उतना अधिक नहीं सीखते, जितना उन घटनाओं से जो उनके सामने घटित होती हैं। दुर्भाग्य से वर्तमान पीढ़ी के सामने कुछ ऐसी अप्रत्याशित और अप्रिय घटनायें घटी हैं, जिन्होंने इस देश में नैतिकता के वातावरण को विषाक्त कर दिया है और उनका प्रभाव अभी काफ़ी समय तक बना रहेगा। एक घटना विश्व-महायुद्ध की है जिसमें भयानक नरसंहार हुआ। हमारे देश में उसकी ज्वाला फैली तो नहीं परन्तु उसकी आँच में ही हम झुलस गये। युद्ध के समय विभागीय प्रशासन ढीला पड़ गया। युद्ध के समय काम कैसे भी हो, नैतिकता रहे या न रहे। फल यह हुआ कि कर्मचारी और व्यापारी—दोनों वर्ग भ्रष्ट हो गये। कितने ही लोगों ने अनैतिक उपायों से सोने के महल खड़े कर लिये। यह सब शिक्षा संस्थाओं ने देखा। दूसरी घटना हुई भारत की आजादी। त्याग, संयम और बलिदान ने

अवश्य ही हमारे स्वातंत्र्य आन्दोलन को बल प्रदान किया था परन्तु बाद में जिस ढंग से आजादी आई, उससे राजनीति का महत्व बढ़ गया और त्याग और बलिदान पृष्ठभूमि में पड़ गये। त्याग और बलिदान से उद्भासित कांग्रेस जैसी संस्था का, शासन के दल दल में फँस कर कैसा पतन हुआ, यह सब हमारे बालक और बालिकायें अभी देख ही रही हैं। फिर देश का विभाजन और अत्याचारों के दृश्य देखने में आये। इन सब घटनाओं से अधिक घृणित घटनायें हैं : प्रजातंत्र की हँसी उड़ानेवाले आम चुनाव, जिनमें हर एक राजनैतिक दल भूठ-फरेब और अनैतिकता के बल पर शासन सत्ता हथियाने का प्रयत्न करता रहा। त्याग, अहिंसा और सेवा के भाव शून्य में विलीन हो गये। विद्यार्थी इन सब बातों को देखते रहे और विद्यालयों में इनकी नकल भी करते हुए उन्हीं कुत्सित व्यापारों का अभ्यास करते रहे। शिक्षा द्वारा ज्ञान प्राप्त करने, स्वास्थ्य बनाने और अनुभव वृद्धि करने आदि की ओर निरंतर उदासीनता होती जा रही है। फिर शिक्षा-स्तर के गिरने में कौन सी आश्चर्य की बात हो रही है !

RAISING TEACHERS' STATUS

PRIME MINISTER'S SUGGESTION TO STATES

Replying to a question by Shri Sanganna whether it was a fact that the Prime Minister had sent a letter to all the Chief Ministers of States to improve the teachers' lot, Dr. K. L. Shrimali, Union Minister of Education, said in the Lok Sabha on Aug. 30, 1958 that the Prime Minister had, from time to time, written to the Chief Ministers about the necessity of improving the status of teachers in various ways.

He had suggested that the measures should be taken for increasing the public esteem for teachers and for giving them adequate recognition at State and like functions. He had further suggested that the most important element in a school, was the teacher, and not so much the building for the school, and that, therefore, money should be saved on buildings and applied for improving the condition of teachers.

Many of the Chief Ministers, Dr.

Shrimali added, replied expressing their full agreement with this approach and have promised to give it their consideration.

The following office bearers of the Lucknow Dist. Executive of the U. P. Madhyamik Sikshak Sangh were elected for the new year in a meeting of unit representatives on Sept. 7, 1958.

1. Sri Mohammad Husain Arshi, Islamia College, President.
2. Sri Wasir Hasan Abdi, Shia College, Vice-President
3. Kumari Maya Ghosh, Yashoda Girls College, Vice-President.
4. Sri Krishna Shankar Misra, K. K. V. College, Secretary.
5. Sri A. P. Gupta, D. A. V. College, Joint Secretary.
6. Sri Maheshwar Pandey, D.A.V. College, Treasurer.

बालक बालिकाओं के जीवनी 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=)II	१९ विचित्र प्रकृति	II=)
४ अन्त्याक्षरी—१	II)	२० अनोखी कहानियाँ	II)
५ अन्त्याक्षरी—२	III)	२१ सच्चा प्रेम	I=)
६ चार चाँद	II=)	२२ पौराणिक कहानियाँ	II)
७ वीर गाथा	III)	२३ सामाजिक अभिनय	II=)
८ देश-देश की दन्त कथायें	III)	२४ वैज्ञानिक अभिनय	II=)
९ सेवाग्राम की तीर्थ यात्रा	II=)II	२५ कथा कहानी	III)
१० बाईसवीं सदी में रुस्तम	II)	२६ दुरूह यात्रायें	II)
११ त्रिभाषिक नाम कोष	१I)	२७ गाँव के भीतर	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	१)

बाहरी प्रकाशन

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

१७ परमाणु बम	॥)	४७ दुर्गा बाबा	⇒)
१८ सोने की गुड़िया	।)	४८ मंजरी भाग ४	।)॥
१९ ललित कथा मंजरी	१॥)	४९ यूनानी दर्शन	॥।)
२० बन्दर का ब्याह	।)	५० भारत में मंत्री मिशन	१।)
२१ अखण्ड भारत	।-)	५१ भाषा ग्रन्थावली	१)
२२ अरब देश की कहानी	।-))॥	५२ मिलन	१।।।)
२३ नीलम परी	॥)	५३ द्वादशी	२)
२४ यादगार	१)	५४ जय हिन्द	१।।-)
२५ जादू का मजीरा	॥)	५५ भारत की नदिय	२)
२६ बाल बीणा	⇒)	५६ भाग्य चक्र	१)
२७ संतोष का फल	।-)	५७ पेड़ पौधों की कहानियाँ	।-))॥
२८ व्यवहारिक विज्ञान	१।)	५८ मन के बन्धन	२)
२९ हंसी का फव्वारा	।)	५९ सप दर्शन	१)
३० समुद्र परी	।-)	६० ईश्वर ऐतिहासिक विकास	१)
३१ जीवन को बँटें	१)	६१ महकते मोती	।)
३२ मन्वन्तर	१॥)	६२ हिन्दी साहित्य का द्वात्रोपयोगी इतिहास	२।।)
३३ कवि प्रसाद	२।।)	६३ सदाचार	।-)
३४ दस कहानी	।-)	६४ उर्दू साहित्य परिचय	६)
३५ शेर बच्चों के साथ एक साल	।-)		
३६ मर्यादा का मूल्य	१॥)		
३७ उपेक्षिता	१।)		
३८ पाकिस्तान का प्रश्न	१॥)		
३९ मंजरी भाग	१)		
४० भूतों का डेरा	।-)		
४१ पन्त और कुंजन	१॥)		
४२ जादू को सारंगी	।-)		
४३ सफल प्राइमरी अध्यापक	।-)		
४४ हमारे राष्ट्र निर्माता	।-)		
४५ कादम्बरी	।-)		
४६ बच्चों की पाँच कहानियाँ	।-)		

GENERAL URDU BOOKS			
१	Tangle Wood Tales (in Urdu)	॥।।)	
२	A History of Hindi Literature (in Urdu)	२)	
३	जवाहर उल्लूख	१)	
४	तोबतउलनसूह	१।)	
५	मुख्तसिर जदीद इल्म हिन्दसा भाग २	१।)॥।	
६	मसनवी गुलज़ार नसीम	॥।)	
७	ब्यायउल अदब	॥-)	
८	मन्नाविन ज़मीन	।)	

GENERAL URDU BOOKS

१	Tangle Wood Tales (in Urdu)	॥॥)
२	A History of Hindi Literature (in Urdu)	२)
३	जवाहर उल्लूख	१)
४	तोबतउलनसूह	१॥)
५	मुखतसिर जदीद इल्म हिन्दसा भाग २	१॥)॥॥
६	मसनवी गुलज़ार नसीम	॥॥)
७	ज्यायउल अदब	॥=)
८	मआविन उलमीन	॥)

९. न्यू मेथड वर्ड प्राइमर	—)।।।	२६ दियासलाई	=)
१० Patriotic Poems II (Urdu- edition)	=)	२७ कोयला	=)
		२८ गैस	=)
११ मुस्तसिर जदीद इल्म हिन्दसा भाग १	१।)।।	२९ सूती कपड़ा	=)
१२ नये तुर्क और तुर्की	३)	३० मूसी ज़ोरदौ हकीम नवातात	1=)
१३ Ood-i-Hindi	१।)	३१ इल्म उल बुलागत	।।।)
१४ जदीद इल्म उलरुज़	।।।)	३२ जिस्म की हिफाज़त भाग २	।।।)
१५ सरोजउल अदब	१।)	३३ इन्तखाब अय्यार दानिश	।।)
१६ तारीख अहल हिन्द भाग ३	।।।)	३४ चार मुक्कादह	१)
१७ बच्चों की दूसरी किताब	=)	६५ आमद नामा	=)
१८ बच्चों का बाग	=)	३६ Selection from Kulliyat-i-Sauda	१।।)
१९ न्यू मिडिल स्कूल एलजबरा	१।।।)=	३७ Fisana-i-Ajaib	१।।)
२० अहल हिन्द की मुस्तसिर तारीख	३	३८ हाई स्कूल तब्बियात	३।।
२१ तारीख अहल हिन्द भाग २	१)	३९ सीर उल मुताखरीन	।।।)
२२ तारीख अहल हिन्द भाग १	१।)।।।	४० मसनवी मीर हसन	।।)
२३ इंतज़ाम मदार्सि के लिये इशारात	१।)	४१ अकबर नामा	३)
२४ हिन्दुस्तान का तवारीखी एटलस	१।)	४२ अनवार सहेली	१।।)
२५ आक्सफोर्ड इंग्लिश स्कूल एटलस	।।।)	४३ जदीद इल्म उलरुज़	।।।)

टी० सी० ई० जर्नल्स एण्ड पब्लीकेशन्स लि०

१९, हेवट रोड, लखनऊ

दक्षिण भारत एजेन्टस—श्री अनाथ विद्यार्थी गृह प्रकाशन, ६२४ सदाशिव पेठ, पूना २

URDU BOOKS

	Rs.	a.	p.		Rs.	a.	p.
1. Bemisla Talibilm	0	8	0	12. Taslisul Lughat	1	4	0
2. Inam Muhabbat	0	8	0	13. Nek Rah	1	0	0
3. Hindustan Ataliq Alam	0	10	0	14. Sat Sitara	0	13	0
4. Naya Khun	0	9	0	15. Shayaron Ka Dardar	0	12	0
5. Nizam Shamshi	0	10	6	16. Bahadur Larka	1	8	0
6. Bait Bazi	0	8	0	17. Ijadaat Ki Kahani	0	13	0
7. Char Chand	0	10	0	18. Anokhi Kahaniyan	0	8	0
8. Zamana Jang Ke				19. Sachhi Mohabbat	0	8	0
Karobar	0	9	0	20. Bartania Ka Aioni			
9. Mukhtalif Mulk Ki				Nashonuma	1	0	0
Rawayat	0	10	6	21. Naw Jawano Ki			
10. Sewagram Ki Tirth Yatra	0	10	0	Shohriyat	0	13	0
11. Baisvin Sadi Men							
Rustam	0	8	0				

शिक्षा स्वाध्याय माला

सचित्र तथा ज्ञान वर्धक

“प्रकाशित पुस्तकें”

प्रत्येक पुस्तक 1/-)

- | | |
|-------------------------|----------------------------|
| १. कागज | १२. स्टोव |
| २. ज्वालामुखी | १३. गांधी जी |
| ३. इतिहात के पूर्व | १४. राष्ट्र पताका |
| ४. आज का अमेरिका | १५. सभ्यता का विकास |
| ५. क्ष-किरण | १६. नोबेल पुरस्कार |
| ६. अमरीका की गंगा | १७. भारत के प्राचीन ग्रन्थ |
| ७. लाल राज्य | १८. तिब्बत यात्रा |
| ८. प्राणियों की लालायें | १९. निशा के दीपक |
| ९. छाया चित्र | २०. आज का रूस |
| १०. सोने का मुकुट | २१. गंगा |
| ११. डाक का टिकट | २२. बेतार का तार |

टी० सी० ई० जर्नल्स एन्ड पब्लिकेशन्स लि०

१९, हेवट रोड, लखनऊ

वर्षिका भारत एजेंटस—श्री अनाथ विद्यार्थी गृह प्रकाशन ६२३ सदाशिव पेठ, पूना २